Administrative Procedure 600
BASP Program Statement Implementation Policy

Date Established: September 1st, 2026

Date Last Updated: September 28th, 2026

Review Cycle: Annually and whenever legislative, regulatory, or program changes require Revision

1. Purpose

- Ensure that all employees, volunteers, and students are familiar with the program statement and implement its goals and approaches consistently.
- Align program practice with the *Code of Ethics and Standards of Practice* of the College of Early Childhood Educators and *How Does Learning Happen? Ontario's Pedagogy for the Early Years*.
- Ensure that all employees, volunteers, and students understand the prohibited practices set out in section 48 of Ontario Regulation 137/15.
- Establish measures for monitoring compliance and responding to contraventions of applicable policies and procedures.

2. Scope and Responsibilities

This policy applies to all Limestone District School Board (LDSB) employees, volunteers, placement students, and others who interact with children in Board-operated Before and After School Programs. The policy and program statement will be reviewed during orientation, at least annually thereafter, and whenever either document is revised. New employees, volunteers, and students must complete the review before beginning their duties. The program supervisor is responsible for documenting each review and monitoring implementation.

3. Program Statement Commitments

LDSB recognizes children, families, and educators as competent, capable, curious, and rich

in potential. Board-operated Before and After School Programs are guided by How Does Learning Happen? and are designed to foster belonging, well-being, engagement, and expression through positive, responsive relationships.

The program statement is a living document. It will evolve as collective knowledge and understanding grow and as feedback is gathered from educators, children, families, professional learning, site visits, student initiatives, and family surveys. LDSB will seek to ensure that every child, family, and educator experiences a sense of belonging and has the support needed to thrive.

Programs are staffed by qualified educator teams. Designated Early Childhood Educators registered with the College of Early Childhood Educators bring knowledge of child development and age-appropriate, developmentally appropriate, and culturally responsive program planning. Educational Assistants and other approved staff may support programs where additional staffing is required. Together, staff facilitate experiences that promote each child's physical, cognitive, language, emotional, social, and creative development and well-being.

4. Program Goals

a. Promote the health, safety, nutrition, and well-being of children.

b. Support positive and responsive interactions among children, parents and guardians, childcare providers, and staff.

c. Encourage children to interact and communicate positively and support their ability to self-regulate.

d. Foster children's exploration, play, and inquiry.

e. Provide child-initiated and adult-supported experiences.

f. Plan and create positive, inclusive learning environments and experiences that support each child's learning and development, including children with

individualized plans.

g. Incorporate indoor and outdoor play, active play, rest, and quiet time into the program while considering each child's individual needs.

h. Foster parent and guardian engagement and ongoing communication about the program and their children.

i. Involve local community partners and create opportunities for them to support children, families, and staff.

j. Support continuous professional learning for educators and others who interact with children in the program.

k. Document and review the impact of the strategies used to achieve these goals on children and their families.

5. Program Statement Implementation Approach

Implementation is grounded in equity, inclusion, and positive, responsive relationships. Educator teams will:

- Foster an anti-oppressive, anti-racist, accessible, and inclusive culture in which every child is seen, heard, respected, and supported to flourish.
- Supervise and support children in accordance with public health, first aid, emergency, safe-arrival, dismissal, and other applicable procedures.
- Respond to each child's physical, social, emotional, cultural, and communication needs.
- Provide a variety of choices and open-ended materials that invite exploration, inquiry, creativity, and play.
- Share control with children by offering meaningful opportunities for child-led

experiences, decision-making, and choice.

- Help children solve problems, identify and express feelings, develop positive relationships, and strengthen self-regulation.
- Recognize children as competent and capable of complex thinking.
- Welcome parents and guardians into the program and encourage their participation.
- Share information with parents and guardians about their child's day through respectful, appropriate methods, including in-person updates, family information boards, and newsletters.
- Collaborate with school staff, community partners, and families to support continuity of care and responsive programming.
- Participate in ongoing professional learning and reflective practice related to the program statement.

6. Evidence of Implementation

In our programs, you will see:

- A wide variety of open-ended materials arranged in flexible areas so children can explore, inquire, create, and play using their bodies, minds, and senses.
- Planned use of shared school spaces, such as libraries, gymnasiums, and playgrounds, and participation in appropriate community-partner experiences where available.
- Pedagogical documentation, including photographs of children engaged in learning, learning stories, children's ideas, and family feedback, displayed or shared in ways that protect privacy and confidentiality.

- Inclusive environments and adaptations that support children with individualized plans.

In our programs, you will hear:

- Respectful dialogue among children and educators that supports inquiry, co-learning, problem-solving, communication, and self-regulation.
- Regular, reciprocal communication among families, educators, and program leaders.
- Educators reflecting together on observations, documentation, and next steps for programming.

7. Prohibited Practices

In accordance with the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15, no employee, volunteer, placement student, or other person interacting with a child in an LDSB Before and After School Program may engage in any of the following:

(a) corporal punishment of the child;

(b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

(c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;

(d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or

frighten the child or undermine his or her self-respect, dignity or self-worth;

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

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

(g) sexual abuse, sexual misconduct or engaging in a prescribed sexual act, as those terms are defined in the *Early Childhood Educators Act, 2007*. O. Reg. 137/15, s. 48; O. Reg. 126/16, s. 34; O. Reg. 197/26, s. 15.

8. Monitoring, Documentation, and Professional Learning

- Program supervisors will monitor implementation of the program statement and related policies through regular site visits, observations, documentation reviews, and conversations with educators.
- Monitoring findings will be recorded using the Board's approved compliance or site-visit record.
- Employees, volunteers, and students will receive orientation and ongoing professional learning that supports the program statement, effective pedagogy, health and safety, equity and inclusion, and all applicable legislative and regulatory requirements.
- The supervisor will follow up on identified concerns, document required actions and timelines, and verify completion.
- LDSB will review evidence from monitoring, professional learning, family feedback, and program documentation to assess the impact of its strategies on children and families.

9. Responding to Contraventions

Any suspected or confirmed contravention of the program statement, this policy, a prohibited-practices requirement, or another applicable policy or procedure must be addressed promptly. The program supervisor will:

1. Take immediate action to protect the health, safety, dignity, and well-being of all children.

2. Notify the appropriate Board administrator and follow the LDSB escalation, incident-reporting, and human resources processes.

3. Document the concern, actions taken, persons notified, and follow-up required.

4. Determine whether notification or reporting is required under the duty to report, serious-occurrence, licensing, police, or other applicable requirements, and complete such notifications without delay.

5. Investigate and respond in accordance with Board policy, collective agreements, employment requirements, and applicable law.

6. Apply corrective measures appropriate to the circumstances. Measures may include coaching, retraining, increased supervision, a performance-improvement plan, progressive discipline, removal from duties, termination of employment or placement, and referral to external authorities.

7. Monitor and document completion of corrective actions and any measures intended to prevent recurrence.

10. Review and Acknowledgement

The program statement and this implementation policy will be reviewed with all employees, volunteers, and students before they begin their duties, annually thereafter, and whenever revisions are made. Each person must confirm that they have reviewed and understood the

documents and agree to implement the stated goals, approaches, and requirements. Records of review and acknowledgement will be retained in accordance with Board procedures.

Related Legislation, Guidance, and Board Resources

- *Child Care and Early Years Act, 2014*
- *Ontario Regulation 137/15: General*
- *Education Act*
- *Ontario Regulation 221/11: Extended Day and Third Party Programs*
- *Applicable Ministry of Education policy memoranda*
- *Before and After School Programs: Kindergarten–Grade 6 Policies and Guidelines for School Boards*
- *How Does Learning Happen? Ontario's Pedagogy for the Early Years*
- *College of Early Childhood Educators, Code of Ethics and Standards of Practice*
- *Applicable LDSB policies and procedures, including staff training, supervision, monitoring compliance, incident reporting, duty to report, and progressive discipline*