Administrative Procedure 611

Before and After School Program Staff Training and Development Policy

Regulatory Reference: O. Reg. 137/15, ss. 58(1), under the Child Care and Early Years Act, 2014

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

1. Purpose and Intent

Limestone District School Board (LDSB) recognizes the important role that educators and program staff play in the care, learning, development and well-being of children. Staff are best supported when they understand LDSB policies and procedures, the *Code of Ethics and Standards of Practice* of the College of Early Childhood Educators, and their responsibilities in the program. They also need dedicated time for required training and ongoing professional learning.

This policy sets out how LDSB will:

- Orient new staff to their roles before or shortly after they begin working in the program.
- Provide ongoing learning, training and development that builds knowledge, skills and confidence.
- Support staff to complete required training and maintain certifications and registration.
- Document training so that requirements can be verified.

Where a Before and After School Program operates as licensed child care, this policy also meets the requirement in O. Reg. 137/15, ss. 58(1) to have written policies and procedures on staff training and development.

2. Connection to How Does Learning Happen?

Training and development in the Before and After School Program supports the four foundations of *How Does Learning Happen? Ontario's Pedagogy for the Early Years*:

- **Belonging:** Staff learn how to build positive, responsive relationships with children, families, colleagues and school teams, and how to create welcoming, inclusive environments.
- **Well-Being:** Staff learn health, safety, emergency and supervision practices, and strategies that support children's emotional and physical well-being and self-regulation. Staff well-being is also supported through manageable training expectations and reflective practice.
- **Engagement:** Staff learn to plan play-based, inquiry-driven experiences that respond to children's interests, questions and ideas.
- **Expression:** Staff learn to support children's communication and creativity, and to document and reflect on children's thinking and learning.

Staff are encouraged to reflect regularly on how their practice, program environment and routines reflect these four foundations.

3. Scope and Application

This policy applies to all employees assigned to LDSB-operated Before and After School Programs, including supervisors, Registered Early Childhood Educators (RECEs), Support Workers, and casual, supply, temporary and long-term replacement staff.

Volunteers and placement students will receive orientation appropriate to their responsibilities. Orientation does not authorize a volunteer or placement student to supervise children independently.

Board-operated Before and After School programs follow the *Education Act*, Ontario Regulation 221/11 and applicable Ministry of Education policies and guidelines. Where a program operates as licensed child care, the *Child Care and Early Years Act, 2014* and O. Reg. 137/15 also apply. This policy does not replace those requirements.

4. Roles and Responsibilities

4.1. Board Administration

The administrator responsible for Before and After School Programs will:

- Oversee implementation and annual review of this policy.

- Establish program-wide training priorities in consultation with supervisors and relevant Board departments.
- Coordinate access to training, professional learning and resources.
- Confirm that training arrangements are consistent with collective agreements, employment requirements and Board procedures.
- Approve professional learning schedules and any related changes to program operations.

4.2. Program Supervisor or Designate

The Program Supervisor or designate will:

- Ensure that staff complete orientation within the timeframes in this policy.
- Provide site-specific orientation and training on relevant individualized plans.
- Communicate training requirements, deadlines and renewal dates.
- Provide pedagogical leadership through coaching, program visits, resources and reflective conversations.
- Identify learning needs through staff consultation, program observations, documentation reviews and feedback from children and families.
- Maintain training records and verify certifications.
- Coordinate with Human Resources, Health and Safety and other Board departments to confirm centrally maintained records.
- Ensure appropriate staffing coverage while employees attend training.

4.3. Registered Early Childhood Educators

RECEs will:

- Complete orientation and required training within established timelines.
- Maintain current registration with the College of Early Childhood Educators and meet its Continuous Professional Learning requirements.
- Maintain current standard first aid certification, including infant and child CPR, as required for their role.
- Apply learning to program planning, supervision, pedagogical documentation and interactions with children and families.

- Share learning with team members and mentor new or less experienced colleagues where appropriate.

4.4. Support Workers, Enhanced Support Workers and Other Program Staff

Support Workers, Enhanced Support Workers and other program staff will:

- Complete orientation and the training required for their assigned duties.
- Complete first aid and CPR certification when it is required for their assignment.
- Follow child-specific plans and supervision expectations.
- Participate in training, team meetings and reflective conversations.

4.5. Casual, Supply and Replacement Staff

Casual, supply and replacement staff will:

- Complete orientation before working independently in a program.
- Review the site-specific information provided before each new site assignment.
- Keep their training and certification records current and share them with the supervisor or Human Resources when requested.

4.6. All Staff

All staff will:

- Review and acknowledge this policy and the program's other policies and procedures.
- Tell the supervisor promptly if training cannot be completed or a certification may expire.
- Take part in professional learning, collaborative reflection and program planning.
- Ask for clarification when expectations are unclear.

5. Orientation for New Staff

5.1. Orientation Requirements

Each new employee, including supply and replacement staff, will receive orientation appropriate to their role. Essential orientation will not be postponed until a scheduled group session.

The supervisor or designate will review with each new employee:

- The program statement and the Program Statement Implementation Policy.
- Staff roles, professional conduct, confidentiality and communication with families.
- Positive interactions, self-regulation, inclusive practice and prohibited practices.
- Active supervision, attendance, headcounts, transitions, safe arrival and dismissal, and the response to a missing child.
- Emergency management, fire safety, evacuation and lockdown procedures.
- Anaphylaxis, medication administration and individualized medical and support plans.
- Incident documentation, serious occurrence procedures and the duty to report child protection concerns.
- Health, hygiene, infection prevention, food safety and public health directions.
- Indoor, outdoor, playground and shared-space safety.
- Supervision of volunteers and placement students.
- Monitoring compliance, contraventions, and parent and guardian issues and concerns.
- Access to required policies, forms, records and Board resources.

5.2. Training to Complete Before or Shortly After Starting

New employees will complete the following before beginning work or within the timeframes below, as applicable to their role:

Requirement	Timeframe
Review and acknowledgement of the program statement, this policy and related policies and procedures	Before beginning duties
Site-specific orientation, including emergency procedures and individualized plans	Before working with children
Anaphylaxis awareness and emergency response, including relevant individualized plans	Before working with children
Workplace Hazardous Materials Information System (WHMIS) and occupational health and safety awareness (*Occupational Health and Safety Act*)	Before beginning duties and annually thereafter
Standard first aid, including infant and child CPR, where required for the role	Before beginning duties

5.3. Resources to Support Learning

New staff will have access to resources that develop knowledge of child care and programming, including:

- The Ministry of Education's CCEYA self-test.
- The *How Does Learning Happen?* e-modules.
- The Child Care Centre Licensing Manual.
- LDSB policies, procedures and program documents.

5.4. Policy Review and Acknowledgement

Staff will review applicable policies, procedures and individualized plans before beginning their duties, annually, and whenever revisions affect their responsibilities. Each review will be recorded with a dated acknowledgement. Start-of-year orientation or refresher sessions will be scheduled. Additional sessions will be held during the year for newly hired staff and staff returning to changed duties or procedures.

6. Mandatory and Optional Training

LDSB will identify which training is mandatory and which is optional, and the reason for each.

Training	Status	Rationale
WHMIS and occupational health and safety	Mandatory	Required by law and Board direction to protect staff and children
Standard first aid including infant and child CPR, with renewal before expiry	Mandatory for required roles	Supports prompt response to injury or medical emergency and meets licensing requirements where they apply
Anaphylaxis awareness and response	Mandatory	Protects children with life-threatening allergies and meets Board requirements
Emergency preparedness, fire safety and evacuation	Mandatory	Supports safe responses to emergencies
Child protection and duty to report	Mandatory	Required to protect children's safety
Safe arrival, dismissal, attendance and supervision	Mandatory	Supports active supervision and child safety

Medication administration and child-specific medical training	Mandatory where applicable	Supports each child's individualized plan
Workplace violence and harassment prevention, accessibility and human rights	Mandatory	Required by legislation and Board policy
Concussion awareness and management	Mandatory where applicable	Supports recognition and response to head injuries
Infection prevention and public health directions	Mandatory as directed	Responds to changing public health requirements
How Does Learning Happen? professional learning	Strongly encouraged, or mandatory as directed	Supports the program statement and quality practice
Inclusion, equity, anti-racism and culturally responsive practice	Strongly encouraged, or mandatory as directed	Supports belonging and inclusive environments
Leadership, mentoring and advanced practice courses	Optional	Supports individual growth and career development

7. Ongoing Professional Learning

LDSB will offer ongoing professional learning that supports program quality and staff growth. Learning priorities will reflect the program statement, the needs and interests of children and families, staff learning goals, legislative changes and monitoring findings.

Professional learning may address:

- The four foundations of *How Does Learning Happen?*
- Child development, play-based learning and inquiry.
- Positive relationships, co-regulation and self-regulation.
- Inclusive, accessible and culturally responsive practice.
- Support for children with individualized plans.
- Pedagogical documentation, observation and reflective practice.
- Indoor and outdoor learning and active play.

- Family engagement and respectful communication.
- Collaboration with school teams to support continuity across the day.
- Staff well-being, teamwork and professional responsibilities.

7.1. College of Early Childhood Educators Continuous Professional Learning

RECEs remain responsible for meeting the College of Early Childhood Educators' registration and Continuous Professional Learning requirements. LDSB will support RECEs by sharing relevant learning opportunities and allowing time to document their learning. Board-provided learning supports, but does not replace, each RECE's professional obligations.

7.2. Informal Learning Opportunities

Staff will also be supported through informal learning, including:

- Supervisor and educator network meetings.
- Community networking and connections with other early years professionals.
- Collaborative reflection among educators, including team discussions after children are dismissed.
- Coaching and mentoring from supervisors and experienced colleagues.
- Professional reading and shared resources.
- Guest speakers and consultation with Board or community partners.

7.3. Tools and Resources

The supervisor will consider the in-person courses available in the community and the online learning opportunities when identifying options. Examples include Ministry resources, College of Early Childhood Educators resources, Board learning platforms and leadership courses.

8. Annual Training and Development Plan

The Program Supervisor, with the administrator responsible for the program, will develop an annual plan. The plan will identify:

- Mandatory and recurring training.
- Program-wide professional learning priorities.
- Role-specific and site-specific learning needs.
- Optional learning opportunities.

- Participants, delivery methods, dates and completion deadlines.
- Resources, staffing coverage and approvals needed.
- How completion will be documented and how learning will be applied.

Staff will have opportunities to contribute learning goals. Priorities will be revisited during the year as program needs change.

9. First Aid and CPR Certification

Staff must hold current first aid and CPR certification appropriate to their role and the requirements of the program. Where O. Reg. 137/15 applies, the Board will ensure that individuals required to be certified hold valid standard first aid certification, including infant and child CPR, from a training agency recognized by the Workplace Safety and Insurance Board.

The supervisor will verify certification before assigning duties that require it, record the provider, certification level and expiry date, remind staff of upcoming renewals, and confirm that certified coverage is maintained during program hours. A staff member whose required certification has expired must tell the supervisor immediately and will not be assigned duties requiring that certification until it is renewed.

10. Supporting Staff Learning

LDSB will support continuous professional learning, education and development in ways that are consistent with legislation, collective agreements and Board procedures. Supports may include:

- Paid time for mandatory training.
- Release time or program coverage for approved learning.
- Access to resource materials, online platforms and professional learning sessions.
- Learning on designated professional activity (PA) days.
- Accessible training formats and accommodations.

Staff must obtain approval before registering for external learning that requires Board payment, reimbursement or release time.

11. Documentation and Record Management

The Program Supervisor will maintain an up-to-date training record for each employee, either directly or through verified access to central Board records. Records will include, as applicable:

- Employee name, role and program location.
- Orientation and site-specific orientation completion dates.
- Policies, procedures and individualized plans reviewed, with dated acknowledgements.
- Training title, provider, format and completion date.
- Certification details, expiry dates and renewal requirements.
- Outstanding requirements and follow-up actions.
- Participation in ongoing professional learning.

Human Resources, Health and Safety and other departments will maintain centrally administered records. The supervisor will reconcile program records with them as needed. Records will be stored securely, accessed only by authorized individuals, retained in accordance with Board requirements, and available for inspection by authorized officials.

12. Monitoring and Follow-Up

The supervisor and Human Resources Department will review training completion at hiring, before assignments that require specific training, during routine monitoring and when renewal dates approach. The supervisor will also support the application of learning through professional dialogue, coaching, observation and review of documentation.

When a requirement is incomplete or expired, the supervisor will:

1. Identify the gap and decide whether duties must change immediately.
2. Inform the employee of the requirement and expected completion date.
3. Arrange training, clarification or support.
4. Document the action and verify completion.
5. Consult the responsible administrator or Human Resources if further action is needed.

Training concerns and non-compliance will be addressed through applicable Board policies, including the policy for monitoring compliance and contraventions.

13. Policy Review

This policy will be reviewed at least annually and whenever legislation, Board direction or program operations change. The review will consider staff feedback, training records, program observations, incidents, family feedback and changes in professional practice. The "Date Policy and Procedures Updated" will be revised with each review. Employees will review and acknowledge the policy before beginning duties, annually and whenever it is revised.

14. Glossary

Board: Limestone District School Board.

CCEYA: *Child Care and Early Years Act, 2014*.

CPL (Continuous Professional Learning): The College of Early Childhood Educators' program for RECEs.

DECE: Designated Early Childhood Educator.

Extended Day Program: A Board-operated program providing care and learning before and/or after the instructional school day.

HDLH: *How Does Learning Happen? Ontario's Pedagogy for the Early Years*.

Licensee: The individual or corporation named on a child care license issued by the Ministry of Education. This term applies where the program operates under a license.

Mandatory Training: Training required by legislation, Board direction or the responsibilities of an assigned role.

Orientation: Learning and review provided to new staff before or shortly after they begin their role.

PA Day: Professional Activity Day identified in the approved school year calendar.

Professional Learning: Ongoing activities that develop professional knowledge, skills and practice through study, collaboration, reflection and application.

Program Supervisor: The individual designated by LDSB to oversee program operations and implementation of applicable policies and procedures.

RECE: Registered Early Childhood Educator, a member of the College of Early Childhood Educators.

Staff (Employee): An individual employed by LDSB and assigned to the Extended Day Program.

15. Related Legislation, Guidance and Resources

- *Child Care and Early Years Act, 2014*, where applicable.
- Ontario Regulation 137/15: *General*, ss. 58(1).
- *Education Act*.
- Ontario Regulation 221/11: *Extended Day and Third Party Programs*.
- Ministry of Education, *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*, including the e-modules.
- Ministry of Education, CCEYA self-test and Child Care Centre Licensing Manual.
- College of Early Childhood Educators, *Code of Ethics and Standards of Practice* and Continuous Professional Learning requirements.
- LDSB Before and After School Programs Program Statement and Program Statement Implementation Policy.
- LDSB policy for Monitoring Compliance and Contraventions.
- Applicable LDSB health and safety, accessibility, emergency management, anaphylaxis, medication, child protection, privacy and human resources policies.