



TCDSB Early Learning and Child Care Standard Operating Procedures



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Early Learning Department - Purpose and Overview

1.0 PURPOSE

Ontario has identified school boards as partners to make high quality child care more accessible for children and families. School boards are in the unique position to support child care programs for children 0 to 4 years old and before and after school care for school age children up to 12 years old at their school sites. The Toronto Catholic District School Board (TCDSB) recognizes the importance and numerous benefits of child care programs operating within schools. TCDSB is committed to partnering with and supporting child care operators to provide this essential service for our children and families.

The TCDSB Child Care Standard Operating Procedures increases accessibility to policies and processes related to child care operations within our schools. Its purpose is to clearly outline procedures, roles, responsibilities, and scope of duties for TCDSB staff and child care operators to enhance communication, and support child care to meet operational expectations.

2.0 SCOPE AND BACKGROUND

2.1 SCOPE

The TCDSB Child Care Standard Operating Procedures applies to the operational logistics for all third-party child care programs located in TCDSB schools. It is of particular relevance to licensed child care staff operating in a TCDSB school and for TCDSB school staff and central departments to support child care programs.

TCDSB third-party licensed child care operators are non-profit, licensed child care agencies who hold a Service Agreement for Fee Subsidy in good standing, with City of Toronto Children’s Services Division and who meet Ministry of Education and TCDSB criteria.

2.2 BACKGROUND

2.2.1 VISION AND OVERVIEW

The TCDSB supports the Ministry of Education vision that children and families have access to quality child care programs and that schools are the optimal site for child care centres in the community. Schools are secure, support a seamless day for children and their families, and ensure a smooth transition to school life.



[Ontario Renewed Early Years and Policy Framework, 2017](#) outlines Ontario’s Vision for Early Years and Child Care centered on the premise that:

“All children and families have access to a range of high quality, inclusive, and affordable early years and child care programs and services that are child and family centered and contribute to children’s learning, development and well-being.” (pg.6)

Furthermore, the [Early Years Accommodations in Schools Reference Guide, Ministry of Education, Spring 2018](#) posits that:

“The government has prioritized schools-first approach as the preferred location for early years programs in communities. Schools are viewed by the community as secure and trusted centres for children, and therefore are natural sites for early years programs.” (pg. 3)

The Ministry of Education sets legislative, regulatory, policy and funding framework for the Early Years. The Consolidated Municipal Services Manager (CMSM), City of Toronto, is responsible for planning, managing the services at the local level and allocating early years program funding. The TCDSB works closely with the CMSM in implementation of the Ministry of Education Early Years Programs and Policies, as well as [City of Toronto Children’s Services Service Plan](#).

Early Years Programs must be operated by not for-profit, licensed third-party operators that hold a Service Agreement for Fee Subsidy, in good standing, with the City of Toronto Children’s Services Division and who meet Ministry of Education and TCDSB criteria. Licensed child care programs are eligible to receive [fee subsidy payments](#) administered by the CMSM.

All Early Years’ Programs are guided by curriculum document, [How Does Learning Happen? Ontario’s Pedagogy for the Early Years](#).

How Does Learning Happen? Learning is organized around four foundational conditions that are important for children to grow and flourish: **Belonging, Well-Being, Engagement, and Expression** and holds at its core a shared understanding of the roles and contributions of children, families, and educators. (HDLH, pg.6&7)

2.2.2 TCDSB EARLY LEARNING AND CHILD CARE PROGRAMS

The TCDSB Early Learning and Child Care Programs include:

- a. EarlyON Child and Family Centres
- b. Child Care Centres
- c. Licensed Before and After School Programs
- d. Authorized Recreational and Skill Building Programs



2.2.3 DESCRIPTION OF TCDSB EARLY LEARNING AND CHILD CARE PROGRAMS

a. EarlyON Child & Family Centres

In 2007, the Ministry of Education announced funding for the establishment of the EarlyON Child & Family Centres (formerly called Parenting & Family Literacy Centres) in selected school boards across Ontario. The purpose is to promote positive early childhood development and parenting to support young children's successful start to school.

The TCDSB directly operates EarlyON Child & Family Centres located in TCDSB schools and are part of the school complement. They offer free, inclusive, high quality, school-based drop-in programs where parents/caregivers & children ages 0 to 6 years old can participate together in an emergent, play-based learning environment with a focus on literacy and numeracy. They are located in school classrooms to build familiarity and positive relationships for children and their families with the school. A qualified Early Childhood Educator employed by the TCDSB delivers the programs and services.

The EarlyON Child & Family Centres follow 3 Mandatory Core Services:

- Engaging Parent/Caregivers and Children
- Making Connections for Families
- Supporting Early Learning and Development

[TCDSB EarlyON Centres Locations](#)

b. CHILD CARE CENTRES

TCDSB Child Care Centres serve Infant, Toddler and Preschool children. These programs take place in dedicated, purpose-built space (also referred to as exclusive or leased space). The TCDSB works closely with the CMSM to identify sites for child care expansions in TCDSB schools. These may be retrofits of unused school space, additions, or part of new school capital projects. TCDSB avails itself of every opportunity to access funding for child care expansions.

Licensed child care centres are Ministry regulated and inspected. Children are grouped according to age. In Infant programs, children are younger than 18 months; in Toddler Programs, children are 18 months up to 30 months and in Preschool Programs, children may be 30 months up to 5.9 years. Staff members meet the qualification requirements set out under the [Child Care and Early Years Act, 2014](#). Staff must meet certain standards of care, maintain ratios and design activities for children at different stages of development.



Licensed child care centres must meet and maintain specific provincial standards set out in [Ontario Regulation 137/15 General](#). These standards address items that affect quality in a licensed child care centre, such as staff/child ratios, physical environment, staff qualifications, and children’s health and well-being. Programming and pedagogy are based on [How Does Learning Happen? Ontario’s Pedagogy for the Early Years](#).

[TCDSB Child Care Locations](#)

BEFORE AND AFTER SCHOOL PROGRAMS KINDERGARTEN TO GRADE 6

In accordance with Section 2 of [O.Reg 221/11](#), school boards are required to ensure the provision of a before and after school program for every elementary school serving students in Kindergarten to Grade 6 where there is sufficient interest.

In accordance with the Education Act, the board may enter into an agreement with a third-party to deliver these programs.

TCDSB Before and After School Programs Kindergarten to Grade 6 include Licensed Before and After School Programs (BASP) and Authorized Recreational and Skill Building Programs. These programs adhere to the policies and guidelines outlined in the [Before and After School Programs Kindergarten to Grade 6](#).

c. LICENSED BEFORE AND AFTER SCHOOL PROGRAMS (BASP)

The primary purpose of BASP is to provide care before the start of the school day and after the school day has ended until 6:00 p.m. BASP serves children from Kindergarten to Grade 6 and operates on all instructional days. They may also provide programming on all non-instructional days, e.g., PD Days, March, Christmas, Summer Breaks. BASP fees are set in each school by the child care agency providing the service.

All programs follow Ministry of Education Guidelines and [How Does Learning Happen? Ontario’s Pedagogy for the Early Years](#)

BASP takes place in shared space classrooms. Wherever possible the classrooms must serve the same age children as during school hours, e.g., kindergarten programs must be held in a kindergarten classroom, school age in a school age class. These spaces are subject to licensing requirements by the Ministry of Education and the TCDSB.



The TCDSB Early Learning Program Department facilitates the selection of classroom space to be licensed for use for the BASP. The school principal and the child care operator determine the most suitable classrooms for the program and will submit a signed TCDSB Shared Space Form to be completed for final review and approval for licensing.

The following resource is used to support the collaborative partnership between child care operators and school staff, [Child Care in Schools Working Together in a Shared Space](#)

Registration and fees for September programs must be completed and communicated to the TCDSB Early Learning Program Department by April 15th each year. If there are any anticipated expansions, an updated TCDSB Shared Space Form must be signed and submitted by May 15th.

[TCDSB Before and After School Programs Locations](#)

d. AUTHORIZED RECREATIONAL/ SKILL BUILDING PROGRAMS

The primary purpose of is to provide care and include, as a complementary purpose, activities that may promote recreational, musical, artistic, athletic skills.

These programs may serve students in Kindergarten through Grade 6. They currently provide up to 3 hours of care, after school ONLY. Authorized Recreational and Skill Building Programs do not consistently provide care on non-instructional days. Programming is consistent with [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)

In accordance with the amendments to [O.Reg. 137/15](#) under the [Child Care and Early Years' Act CCEYA](#) will allow for some Authorized Recreational and Skill Building programs to operate for more than three consecutive hours or non-consecutive hours in a day. It can be both before and after school and may also operate for full days on non-instructional days - PA Days, March Break, Summer. Note that this option is only available to specific providers who have completed the application process and have been approved by the Ministry of Education.

[TCDSB Authorized Recreation Programs Locations](#)



Role of Administrators

Under the Education Act, the Principal is responsible for all matters that relate to the school and all activities therein.

3.1 UNDERSTANDING AND COMMUNICATION

The Principal will:

- a) Have a thorough understanding of the overall operations of the child care centre and Before and After School Programs.
- b) Facilitate and support, with a child-and family-centered focus, strong partnerships among school staff, child care centre staff and families.
- c) Meet with the child care supervisor on a regular basis to discuss matters of mutual interest or concern.
- d) Nurture a shared understanding of roles and responsibilities and program outcomes between the child care staff and the school staff.
- e) Include child care staff in all communications, including TCDSB policies and Ministry legislation, that may have an impact on their program. Clear protocols for communication are to be established to promote inclusivity and a sense of community committed to meeting expectations for children and families.
- f) Where appropriate, invite child care staff to attend and participate in staff meetings, school-based committee meetings, professional development forums, school community events and support opportunities for staff collaboration.

3.2 PROGRAM ADMINISTRATION

The Principal will:

- a) Become familiar with all TCDSB policies and procedures related to the operation of child care centres and before and after school programs.
- b) Where there is an existing licensed BASP, communicate and promote child care program information and registration process to families.
- c) Where there is no licensed BASP, facilitate survey to families to determine interest for a new program. Based on survey results, promote, and communicate child care program information



and registration process to families.

- d) Ensure that they have a copy of the most recent lease/license/permit agreements as they pertain to both child care exclusive and shared space.
- e) Review the lease and license agreements and ensure that the child care centre is occupying only the space designated on the agreements.
- f) Be responsible for providing input and approve all matters relating to space regulations and policies with respect to the operation of the program. For shared and auxiliary space, the principal will liaise with the Early Learning Program Department and the child care operator to determine the locations to be licensed for the Before and After School program.
- g) Consult with the Early Learning Program Department and child care staff any considerations to change licensed shared space on a long-term basis. Note that this should only be considered in extenuating circumstances. Shared space is licensed through the Ministry of Education and TCDSB.
- h) Ensure that the child care supervisor is invited to all preliminary and on-going meetings regarding planned school upgrades, renovations, or new builds so that child care is informed and they can provide input in those areas that impact their program. Child care will need to communicate, in a timely manner, the impact and alternate arrangements directly to the families they serve.
- i) Where work is of an urgent nature provide, inasmuch as is possible, sufficient notice to the child care supervisor of any changes in school facilities (e.g., water/hydro cut-off) or changes to routine or any other issue that affects child care programming. Where possible, the board will endeavor to have such work completed during off hours/weekends.
- j) Be informed by child care of any events or items that may have an impact on the school community.
- k) Must approve in coordination with the Facilities/Development Services any renovations, repairs or other tenant improvements adhering to TCDSB tenant improvement policies and procedures.
- l) Should be informed if the student attends both the child care and the school, in cases where there are issues of serious concern such as the involvement of the Catholic Children's Aid Society.
- m) Be responsible for evacuating all students, staff, and tenants in the event of an emergency.



Leases and License Agreements

4.1 LICENSE AGREEMENTS

How to Create or Amend a License Agreement for ARC, School Age and FDELK Programs		
What is a License Agreement?	A License Agreement is a formal agreement that authorizes shared use of the premises. License Agreements are self-renewing annually and operate under a 10-month term commencing September 1 st and ending June 30 th each year.	
When do I use this procedure?	The following procedure should be used when a Child Care Operator would like to create or amend a License Agreement.	
Step #	Task	Stakeholder Responsible
1	Intake request to create or amend the license agreement	Development Services
1.1	Review and confirm all required documents and approvals are complete	Development Services
2	Create report in escribe for Small Business Council (SBC)	Development Services
2.1	Review report and workflow to SBC for approval	Development Services
3	Review report	Small Business Council
4	Receive Action After report and approval from SBC	Development Services
4.1	If not approved by SBC, advise Early Learning, Principal, SQS and Tenant	Development Services
4.2	If approved by SBC, advise Early Learning, Principal, SQS and Tenant	Development Services
5	Send information to Board Solicitor for agreement drafting	Development Services
6	Draft agreement and execute signing with Tenant and TCDSB	Board Solicitor
6.1	Send agreement to Tenant for signing	Board Solicitor
7	Sign agreement and return to Board Solicitor	Tenant
8	Receive Tenant signed agreement and forward copies to Development Services	Board Solicitor
9	Receive agreement from Board Solicitor	Development Services



9.1	Deliver the agreements to the Executive Office for signature	Development Services
10	Sign copy of agreement and return to Development Services	Executive Office
11	Receive copy of agreement back from Executive Office	Development Services
11.1	Send agreements back to Board Solicitor	Development Services
12	Send fully executed agreement to Tenant	Board Solicitor

4.2 LEASE AGREEMENTS

SOP: How to Create or Amend a Lease Agreement for Full Day Child Care Programs		
What is a Lease Agreement?	A Lease Agreement is a formal agreement that authorizes exclusive use of the premises. Lease Agreements have a fixed term and permit operation 12 months of the year.	
When do I use this procedure?	The following procedure should be used when a Child Care Operator would like to create or amend a Lease Agreement.	
Step #	Task	Stakeholder Responsible
1	Intake request to create or amend lease agreement	Development Services
2	Review request and confirm all required documents (if any) are complete	Development Services
3	Create report in escribe for Small Business Council (SBC)	Development Services
3.1	Review report and workflow to SBC for approval	Development Services
4	Review report	Small Business Council
5	Receive Action After report and approval from SBC	Development Services
5.1	If not approved by SBC, advise Early Learning, Principal, SQS and Tenant	Development Services
5.2	If approved by SBC, advise Early Learning, Principal, SQS and Tenant	Development Services
6	Send information to Board Solicitor for agreement drafting	Development Services
7	Draft agreement and execute signing with Tenant and TCDSB	Board Solicitor



7.1	Send agreement to Tenant for signing	Board Solicitor
8	Sign agreement and return to Board Solicitor	Tenant
9	Receive Tenant signed agreement and forward copies to Development Services	Board Solicitor
10	Receive agreement from Board Solicitor	Development Services
10.1	Deliver the agreements to the Executive Office for signature	Development Services
11	Sign copy of agreement and return to Development Services	Executive Office
12	Receive copy of agreement back from Executive Office	Development Services
12.1	Send agreements back to Board Solicitor	Development Services
13	Send fully executed agreement to Tenant	Board Solicitor

SOP: How to Create or Renew a Temporary Evacuation Agreement		
What is a Temporary Evacuation Agreement?	A Temporary Evacuation Agreement is a formal agreement that authorizes temporary shared use of the premises for the purpose of temporary evacuation. Temporary Evacuation Agreement operate under a fixed term.	
When do I use this procedure?	The following procedure should be used when an Operator would like to create or renew a Temporary Evacuation Agreement.	
Step #	Task	Stakeholder Responsible
1	Intake request to create temporary evacuation agreement	Development Services
2	Review request and confirm all required documents (if any) are complete	Development Services
3	Confirm approval from Principal	Development Services
3.1	If not approved, advise Operator	Development Services
3.2	If approved, seek Planning Services approval	Development Services
3.3	Confirm approval from Planning Services	Development Services



3.4	If not approved, advise Operator	Development Services
4	Create report in escribe for Small Business Council (SBC)	Development Services
41	Review report and workflow to SBC for approval	Development Services
5	Review report	Small Business Council
6	Receive Action After report and approval from SBC	Development Services
6.1	If not approved by SBC, advise Operator	Development Services
6.2	If approved by SBC, advise Operator	Development Services
7	Send information to Board Solicitor for agreement drafting	Development Services
8	Draft agreement and execute signing with Operator and TCDSB	Board Solicitor
8.1	Send agreement to Operator for signing	Board Solicitor
9	Sign agreement and return to Board Solicitor	Operator
10	Receive Operator signed agreement and forward copies to Development Services	Board Solicitor
12	Receive agreement from Board Solicitor	Development Services
12.1	Deliver the agreements to the Executive Office for signature	Development Services
13	Sign copy of agreement and return to Development Services	Executive Office
14	Receive copy of agreement back from Executive Office	Development Services
14.1	Send agreements back to Board Solicitor	Development Services
15	Send fully executed agreement to Operator	Board Solicitor



Licensed Before and After School Programs

5.0 LICENSED BEFORE AND AFTER SCHOOL PROGRAMS: NEW PROGRAMS AND EXPANSIONS

5.1 NEW PROGRAMS

The TCDSB endeavours to have a Before and After School Program in every TCDSB elementary school where there is sufficient demand.

5.1.1 SURVEY

- Schools identified with no BASP will be surveyed for interest for a new program for September of the following year.
- Beginning in January of each year, as part of the Kindergarten Student Online Admission and Registration (S.O.A.R.) process, parents will be surveyed for interest in a Licensed Before and After School Program.
- In January, currently enrolled Kindergarten and School Age children's families will also be surveyed.
- Principals with no BASP will be notified, provided with instructions, timelines, and survey links, in order to communicate and share with families the survey of interest for a BASP at their school.
- By mid- March, where survey results determine that there is insufficient interest, these schools will not have a program for the upcoming school year. These schools will undergo this same process the following year.
- By mid-March, where survey results show sufficient interest from families, the TCDSB Early Learning Program Department will inform principals and invite a qualified, third-party child care agency to provide a registration process to ensure viability.
- The operator currently operates within the TCDSB or be on the TCDSB prequalified list of child care operators. They must have a Service Agreement for child care subsidy, in good standing, with the Toronto Children's Services Division and meet Ministry of Education and TCDSB criteria.
- At this time, the Early Learning Program Department will share with third-party child care operators new to Kindergarten and new to TCDSB contact information of interested families obtained through the S.O.A.R. process.
- School principals will work collaboratively with the child care agency to communicate the registration process and timelines, as well as hours of operation and fees with the school community via e-blast, school messenger, newsletter insert and/or other networks such as school parish.



5.1.2 REGISTRATION

- By mid-April, registration outcomes will be confirmed.
- Where registrations determine that there is insufficient interest and viability, the school will not have a program for the upcoming school year. Based on survey results, in the next school year, this school may undergo the same registration process.
- Where there are sufficient confirmed registrations for viability, a new Before and After School Program will begin in September of the following school year.
- The Early Learning Program Department will facilitate the process in order to determine shared space classroom allocations. This is a collaborative process based on [Before and After School Programs, Kindergarten to Grade 6](#) as well as [Child Care and Schools: Working Together in a Shared Space](#).
- The school principal and child care operator will work together to identify age-appropriate, shared space classrooms, alternate spaces, and additional workspaces such as food preparation.
- A TCDSB Shared Space Form will be completed and signed by the child care operator and school principal to receive Board approval and begin the licensing process for the operator.
- A TCDSB license agreement for the use of shared space will be prepared by the Board's solicitor for signature by the child care operator.
- A final TCDSB Shared Space Form will be provided to the school principal and child care operator for their records.

5.2 EXPANSIONS

The TCDSB actively supports the continued growth and expansion of Before and After School Programs.

- Beginning in January of each year, as part of the Kindergarten Student Online Admission and Registration (S.O.A.R.) process, parents will be surveyed for interest in a Licensed Before and After School Program. In addition, parents enrolling their child(ren) at a TCDSB elementary school for the first time will also be surveyed for interest in a Licensed Before and After School Program.
- In February, child care operators coordinate messaging with school principals and families regarding registration process and timelines, as well as hours of operation and fees for BASP for the next school year.
- In March, the Early Learning Program (ELP) Department will also share new contact information of interested families obtained through the S.O.A.R. process with third-party child care operators. Child care operators will contact new families to provide information regarding their programming, fees, hours of operation and confirm registration.



- Based on the child care operator’s confirmed registrations, if expansion for Kindergarten and/or School Age programs is necessary, operators are to inform the school principal and the TCDSB Early Learning Program Department.
- Where additional classroom space is required to accommodate the expansion, operators are to work with the school principal to identify any new shared space classrooms.
- A TCDSB Shared Space Form must be completed and signed by the Principal and Child Care Operator in order to receive Board approvals and begin the licensing process for the operator.
- A TCDSB license agreement for the use of shared space will be prepared by the Board’s solicitor for signature by the child care operator.
- A final TCDSB Shared Space Form will be provided to the school principal and child care operator for their records.

BASP Annual E-Updates

6.0 BASP ANNUAL E-UPDATES

Before the end of April each year, TCDSB will provide the following updated BASP information to parents and guardians on the school board’s website (www.tcdsb.org):

- Fees, including non-instructional days.
- The process and approach for determining sufficient demand and viability.
- Schools that will and will not be offering a before and after school program.
- Information on how to apply for financial assistance for before and after school programs.
- Notice that if a third-party program ceases to operate, the school board will ensure that another program will be available if there is sufficient demand, but the fees, days, and times of operation may change.



Community Use of Schools

BACKGROUND

The Community Use of Schools Department issues type II permits according to the Board’s TCDSB facilities operational procedures.

This type of permit is intended for occasional or continuing use after 6:00 p.m. on school days, and during non-school days and is processed centrally by the Community Use of Schools Department.

WHEN ARE PERMITS REQUIRED?

10-Month License holders are required to permit for use of facilities including their licensed space for:

- Any time when the school is closed;
- After 6:00 p.m.;
- Saturday, Sunday;
- Occasional caretaker overtime when caretaking coverage is at a premium for example: P.A. days, March Break, Easter, Statutory holidays, Christmas, New Year, and summer from July 1 to August 31.

12-Month Lease holders are required to permit for use of facilities including their leased space for:

- Any time when the school is closed;
- After 6:00 p.m.;
- Saturday, Sunday;
- For occasional caretaker overtime when caretaking coverage is at a premium for example: P.A. days, March Break, Easter, Statutory holidays, Christmas, New Year, and summer from July 01 to August 31. Open-ended Permit is required for Summer Months from 4:00 p.m. - 6:30 p.m. Child Care shall only be charged in the event that a caretaker is required to be deployed to provide the remaining coverage for the child care centre's normal hours of operation.



WHEN DO I APPLY?

1. September – June (All Requests)

Acceptance of applications starts June 1, or the next following business day if June 1 falls on a weekend. All applications received by July 31 will be processed, approved, where possible, and confirmed in date and priority order by August 31. Applications from non-TCDSB users received after July 31 will be processed based upon the availability of appropriate facilities and times. Permits will not be granted for community use of school facilities during the two weeks prior to school closing in June, two weeks prior to school commencing in September and during the first week of school in September, unless otherwise authorized by the School Principal or Community Use of Schools Department.

2. May – August – Exterior Use of Space

Acceptance of applications starts January 15 or second Monday in January, whichever occurs first in that year. Applications received after March 1 will be processed based upon the availability of appropriate facilities and times. The deadline for summer permit applications is April 30.

3. July – August – Interior Use of Space

Acceptance of applications starts January 15 or second Monday in January, whichever occurs first in that year. All applications received by May 1 will be processed, approved, where possible, and confirmed in date and priority order by June 15. The deadline for summer permit applications is April 30.

Note that school availability for summer use may be limited to allow for scheduled and/or necessary maintenance, renovations and major cleaning.

HOW CAN I APPLY?

Applications can be submitted online or by email:

- Online <https://permits.tcdsb.org/permits/>
 - A Username and Password is required.
 - To request a Username and Password [email:newpermitbookingresponse@tcdsb.org](mailto:newpermitbookingresponse@tcdsb.org).
- Email: newpermitbookingresponse@tcdsb.org



HOW MUCH NOTICE IS REQUIRED?

Minimum ten **(10) days advance** notice is required before a Permit can be issued. This ten day notice applies to ALL Permit applicants.

HOW DO I CHANGE AN EXISTING PERMIT?

- Any changes to a permit require **72 hours** notice
- Changes to an existing permit can be completed online: <https://permits.tcdsb.org/permits/>
 - Login to account
 - Select the permit number that you want to change
 - Select *Action*
 - Select *Request a change*
 - Input Information (reason for the change)
 - Click *Submit*

WHAT FEES WILL I BE CHARGED?

10 Month License Holders:

- \$0.00 Processing Fee
- \$25.00 Change Fee (if applicable)
- No Show [3-hour callout charge] (if applicable)
- **Not for Profit Rate** for Use of Gymnasium & Other School Facilities including licensed space after 6:30 p.m.; Monday to Friday, P.A. Day, Saturday, Sunday, Statutory Holiday, and summer from July 1 to August 31.
- Caretaker Supervision according to current CUPE 1280 rates

12 Month Lease Holders:

- \$0.00 Processing Fee
- \$25.00 Change Fee (if applicable)
- \$0.00 Leased Space
- No Show [3-hour callout charge] (if applicable)
- **Not for Profit Rate** for Use of Gymnasium & Other School Facilities after 6:30 p.m.; Monday to Friday, P.A. Day, Saturday, Sunday, Statutory Holiday, and summer from July 1 to August 31.
- Caretaker Supervision according to current CUPE 1280 rate



WHAT METHOD OF PAYMENT DO YOU ACCEPT?

- Visa Online
- MasterCard Online
- Cheque payable to: TCDSB – Permits Dept. 80 Sheppard Ave. E. Toronto, ON M2N 6E8

IF I HAVE QUESTIONS, WHO CAN I CONTACT?

Permit requests are distributed among three area representatives according to the area of the city:

- East of Leslie St. (Tizziana Bruni ext. 2328)
- Central (Louise Iaconis ext. 2325)
- West of Keele St. (Marisa Nunno ext. 2308)



Role of SQS

The role of the Service Quality Supervisor (SQS) is to ensure that the Early Learning and Child Care Programs have the same level of service as the school.

The SQS will notify the Early Learning and Child Care Programs of any additional costs with respect to custodial scheduling (e.g., Christmas, March Break and Summer Break) through the Head Custodian.

Additional custodial services will be provided on a cost recovery basis as required on the approval of the SQS. Once approval has been provided, the Program Administrator must apply for a permit for extended custodial hours.

Issues/concerns regarding the operation of the Early Learning and Child Care Programs in relation to custodial care will be reviewed by the SQS.

Where work is of an urgent nature, the SQS will inasmuch as is possible, provide sufficient notice to the Early Learning and Child Care Programs Supervisor, of any changes in school facilities (e.g., water/hydro cut-off) or changes to routine or any other issue that may affect child care programming. Where possible, the Board will endeavor to have such work completed during off hours/weekends.

Prior to any renovations or repairs conducted by the Early Learning and Child Care Program at a school, the SQS is required to review and approve in accordance to the TCDSB tenant improvement policies and procedures.



Role of Custodian

1. The role of the Custodian is to maintain the Early Learning and Child Care Centre to the same level of service as the school.
2. The Custodian should inform the tenant of any changes to custodial scheduling (e.g., Christmas, March Break and Summer Break).
3. Additional custodial services will be provided on a cost recovery basis as required. The Program Administrator must apply for a permit for extended custodial hours.
4. The Custodian may choose to provide additional services/supports if it falls within his/her timelines.
5. If there are issues/concerns regarding the operation of the Early Learning and Child Care Programs in relation to custodial care, the custodian needs to bring these issues to the attention of the school Principal and Area Supervisor.
6. The Child Care Operator is responsible for the cost and usage of consumables such as paper towels, garbage bags and hand soap.
7. The Child Care Operator is responsible for the following classroom procedures at the end of the day:
 - a. Ensure that all windows are closed.
 - b. Ensure that chairs are put up on desks/tables.
 - c. Pick up all large paper items off the floor.
8. In schools with Early Learning and Child Care Programs, special emphasis will be placed to ensure that appropriate custodial services are maintained.
9. Custodial services include routine daily inspections of playground structures throughout the year.



PROCEDURES REGARDING CUSTODIAL COVERAGE OUTSIDE THE STATED HOURS OF USE:

- 10. The Child Care Operator is responsible to apply for a permit to assign a Custodian to cover the hours of operation that the Operator chooses to stay open beyond the days and times as stated in the Operator's Lease/License.

- 11. Cost for these services is dependent upon the circumstances. A minimum of three hours of custodial service is required which is charged based on an hourly rate.



Fire Safety

1. Fire Safety plans of the school should include the Early Learning and Child Care Programs (e.g., evacuation, emergency procedures).
2. The Principal and the Program Administrators should meet to discuss a plan of action with regards to evacuation and the emergency evacuation site and part of the planning.
3. When school is not in session, Christmas, March Break and Summer Months (July & August) the Child Care Operator will be required to conduct their own fire drills with the assistance of the custodian on site and this information should be part of the fire safety plan of the school.
4. Child Care Operators have their own section in the School's fire safety plan as outlined by Toronto Fire Services (Section 10). A copy of the school's fire safety plan is to be provided to the Child Care for a reference.
5. Child Care Operators that need to be licensed require a copy of the school's fire safety plan, the school's fire certificate and verification that the building meets Fire code. For specific legislation on Child Cares, refer to the relevant sections of Policies & Procedures, Subject: Fire Safety, of the Ministry of Community and Social Services for Day Nurseries.
6. Before and After Programs are shared classroom space and follow the same practices as in the school Fire Safety Plan.



Playground Structures

1. The Principal will work together with the Area Supervisor, Landscape Supervisor and the Child Care Operator to determine the appropriate location and the feasibility of the playground structure. Once established; each Child Care Operator is required to send a letter of intent to the Senior Coordinator, Real Property to install a playground structure on School Board property that identifies detailed “scope of work” under “Tenant Rental Agreement”.
2. Once the playground structure is affixed to the school property, it becomes the property of the Board and the Board maintains and provides inspections for the structure.
3. Child Care Operators must provide a copy of insurance and inspection reports for the playground structure.
4. Each Child Care Operator is required to submit a letter to Facilities/Management department with three quotes from different playground companies as well as plans and scope of work for its location on school property.
5. Playground inspections are to be done on an annual basis as requested by the Ministry of Child/Family and Community Services.
6. Where playground structures are used exclusively by the Child Care Operator, the operator shall reimburse the Board for all maintenance, inspections, demolition and all other costs related to these structures. Where the playground structures are shared, all costs related to these structures will be shared equally between the Child Care Operator and the Board.
7. Custodial services include daily routine inspections of playground structures throughout the year.



Access to Schools

- Access to schools is based on the License Agreement Monday to Friday and hours of operation.
- Security Access Card hours: 8:00 a.m. to 6:00 p.m. Monday to Friday (while the school is open).
- Child Care Providers may request up to two (2) security access cards. These cards are billable to the Child Care Provider by making a request to the Board's Real Property department. The Board will issue an invoice for the total cost of each security access card which is \$25.00 per card (*cost of the card can be reviewed annually*).
- If card is lost or stolen it must be reported to the School Principal immediately to cancel the security access card. The replacement of a card that is lost or damaged is \$50.00 per card (*cost of replacement can be reviewed annually*).
- If the School Door is not open in the a.m., by school custodial staff, Child Care Operators are to follow the regular procedure, contact CEC Security at 416-512-3049. Under no circumstances can the card to be used unless school custodial staff has disarmed the security system. Entering the school site while the site is still armed, the Board's Monitoring station staff will dispatch Police. Since the Police will treat this a false Police call, Police charges will be paid by the Child Care Operator.



Tenant Improvement

SOP: How to Create a Tenant Improvement Agreement		
What is a Tenant Improvement Agreement?	A Tenant Improvement Agreement is a formal agreement to proceed with alterations or additions to the leased or licensed premises. All improvements are at the sole cost of the tenant (including, but not limited to: environmental assessments, abatement, etc.).	
When do I use this procedure?	The following procedure should be used when a Child Care Operator would like to make improvements to their leased or licensed space. A Tenant Improvement is an alteration or addition to the leased or licensed premises (including, but not limited to: erecting partitions, installing furnishings or equipment, installing playground structures, painting, major and minor repairs, etc.).	
Step #	Task	Stakeholder Responsible
1	Submit the Request, Quote and Approvals to Development Services	Early Learning
2	Intake request to create tenant improvement agreement	Development Services
2.1	Review and confirm all required documents and approvals are complete	Development Services
3	Create report in escribe for Small Business Council (SBC)	Development Services
3.1	Review report and workflow to SBC for approval	Development Services
4	Review report	Small Business Council
5	Receive Action After report and approval from SBC	Development Services
5.1	If not approved by SBC, advise Early Learning, Principal, SQS and Tenant	Development Services
5.2	If approved by SBC, advise Early Learning, Principal, SQS and Tenant	Development Services
6	Send information to Board Solicitor for agreement drafting	Development Services
7	Draft agreement and execute signing with Tenant and TCDSB	Board Solicitor



7.1	Send agreement to Tenant for signing	Board Solicitor
8	Sign agreement and return to Board Solicitor	Tenant
8.1	Once the agreement is signed and returned to the Board Solicitor, the Tenant can work with Board staff to schedule the work	Tenant
9	Receive Tenant signed agreement and forward copies to Development Services	Board Solicitor
10	Receive agreement from Board Solicitor	Development Services
10.1	Deliver the agreements to the Executive Office for signature.	Development Services
11	Sign copy of agreement and return to Development Services	Executive Office
12	Receive copy of agreement back from Executive Office	Development Services
12.1	Send agreements back to Board Solicitor	Development Services
13	Send fully executed agreement to Tenant	Board Solicitor



Air Conditioning

This section outlines the process for adding air conditioning (AC) equipment in the spaces occupied by the childcare as well as the responsibilities of the Childcare Operator (refer herein as the “Operator”) during the operation phase of this asset.

Step #	Task	Stakeholder Responsible
1	Engage with TCDSB ELP Department about request details – obtain and submit the AC Request Form to conduct a feasibility study for adding AC equipment. This study will be conducted by the TCDSB pre-selected Consultant. The negotiated fixed rate for this study will be charged to the Operator.	Operator
2	Submit Request to add AC to the Capital Development, Asset Management & Renewal (CDAMR) assigned supervisor.	ELP
3	Submit invoice for Feasibility Study to the Operator. Feasibility Consultant will only be engaged upon receiving payment from the Operator.	Planning
4	Request Consultant to undertake Feasibility Study and review/approve study recommendations. Study to be submitted to Early Learning team.	CDAMR supervisor
5	Submit to Operator the Final feasibility Study and unit price for purchasing and installing equipment in accordance with Feasibility Study recommendations. Equipment will be purchased and installed by the TCDSB pre-selected Contractor based on a unit-price contract agreement.	Early Learning
6	Submit Request to purchase and install AC units (in accordance with Feasibility Study recommendations) to ELP team	Operator
7	Obtain approval from Principal & Supervisor of Quality Services (SQS) to install AC equipment.	Early Learning
8	If approved by Principal/SQS, submit Request to install units to CDAMR supervisor.	Early Learning
9	Submit invoice for purchase/installation of AC units to the Operator. Contractor will only be engaged upon receiving payment from the Operator.	Planning
10	CDAMR Supervisor to request Contractor to purchase/install AC equipment	CDAMR



11	Development Services to create tenant improvement agreement. Please refer to the SOP "How to Create a Tenant Improvement Agreement" for the detailed steps.	Development Services
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Nick D'Urzo to add additional steps required to be added in the Lease Agreement – if any. Paola Collini to review/edit steps that are EL team responsibility

After the AC equipment is installed it becomes the TCDSB's property and shall remain on school property following expiry of the agreement – unless the Board specifies otherwise.

The Operator shall be responsible for the maintenance, repair and replacement of the A/C units at its sole cost throughout the term of the agreement, plus additional utilities.

If TCDSB is asking the Operator to relocate, TCDSB will be responsible for the cost associated with the relocation of the AC equipment and the associated ancillary services/work (e.g., electrical supply, make-good all affected areas (window, window frame, etc.)). If the Operator relocates at their own discretion, the operator will be responsible for the above described costs. At the expiry of their agreement, the Operator shall be responsible for the removal of the A/C equipment at the Board's request.



Marketing and Signage

OPERATOR MARKETING AND SIGNAGE

Any signage, banners, and other marketing material an Operator is requesting to affix to TCDSB property requires approval by the TCDSB Communications Department. This includes signage included in Tenant Improvement requests.

Requests for approval can be sent to commdept@tcdsb.org and must include the following information about signage:

- PDF of design
- Size
- Material(s) used
- Placement on TCDSB property
- Duration of placement

TCDSB LOGO USE

Any use of the TCDSB corporate logo, including on Operator documentation, must be submitted to the TCDSB Communications Department for approval and must comply with the [TCDSB Logo Guidelines](#). Requests for approval can be sent to commdept@tcdsb.org.



Selection of Program Operators

REQUEST FOR PROPOSALS (RFP) PROCESS FOR CHILDCARE SERVICE PROVIDERS

This document is offered to identify elements in the RFP process for Childcare Service Providers. The stages of the RFP process are as follows:

- Stage 1 - Plan
- Stage 2 - Pre-Award
- Stage 3 - Award

STAGE 1 PLAN

It is useful to know the questions that need to be answered and information needed for the planning process. Following is general guidance to assist with this process:

1. WHO NEEDS TO BE INVOLVED?	
1.1	Who will review and approve the RFP draft? A representative is required from both TCDSB Early Learning Program and Toronto Children’s Services.
1.2	Who will be able to provide information related to the site, such as floor plan, square footage information?
2. HOW MUCH TIME IS AVAILABLE?	
2.1	How soon does this contract need to start?
2.2	How much time is there for the solicitation process? According to BPS Procurement Directive - Minimum response time of 15 calendar days for procurement of goods and services valued at \$100K or more. Must consider providing supplier a minimum response time of 30 calendar days for procurements of high complexity, risk, and/or dollar value.
2.3	What is the contingency plan if these timelines aren't met?
2.4	Will timelines be impacted by key participants' availability (e.g., vacation schedules, heavy workloads etc.)?
2.5	Realistically, when does the RFP process need to be complete?
3. HOW WILL THE PARTICIPATING VENDORS BE EVALUATED?	
3.1	What are the mandatory requirements?
3.2	What licenses, qualifications, skills, knowledge and experience are needed for this service?
3.3	Is there an existing or previous contract with lessons learned that apply to this contract?



3.4	Who will be included in the evaluation process? Evaluators are required from both TCDSB Early Learning Program and Toronto Children’s Services.
4. WHAT NEEDS TO BE CONSIDERED FOR THE CONTRACT?	
4.1	Which Child Care Lease Sample Agreement template will be used? (Obtain from Development Services Department.)

STAGE 2 PRE-AWARD

Pre-award includes all those activities related to a department that "goes to market." The documentation developed during the plan phase is used for the pre-award phase.

This process typically involves the following steps:

- Select a solicitation process and template;
- Prepare solicitation documents;
- Post opportunities; and
- Submission Evaluations.

ELEMENT	1:	Pre-solicitation	Activities
1.1	The Early Learning Program Department obtains agreement with Toronto Children’s Services to invite licensed and non-profit Child Care Operator for the operation of a new childcare facility.		
1.2	The Early Learning Program Department informs Materials Management Department when there is an expanded space to license a childcare service provider for the operation of a childcare facility and/or Before and After Care program.		
1.3	Preparation of Service Descriptions and Scope of Work		

Service Descriptions and Scope of Work should address:

- Childcare space location
- Licensed capacity: number of children from different age groups that the new childcare facility is planned for, such as: xxx-space Child Care Centre designed for xx space infant, xx space toddler, xx space preschool-age children; and the Before and After School Program licensed for xx-space Kindergarten; and xx-space School-age children.
- Occupancy date for the childcare space
- Approximate square footage of the interior space of each room.
- Square footage of the total indoor area space.
- Square footage of the total outdoor area space (as the rent is calculated to include 15% of the common areas).



- Square footage of the common areas
- List all other spaces will be occupied and equipped by the service operator, such as: Office for Superior, Catering Kitchen, Staff Room, Laundry Room, Shared/combined Infant/Toddler Outdoor Play Area, Separate dedicated Pre-school Outdoor Play Area, Video-phone door release and Security system, Air Conditioning, Outside storage and shade structure.
- Required operation schedule
- If funding is available for the startup costs
- Insurance coverage requirement

Mandatory requirements may include that the potential childcare service provider to be:

- In good standing with EIC
- Licensed and non-profit childcare service operator
- Service Agreement in good standing with City of Toronto
- Agency must be eligible to add the new childcare location into its Service Agreement for Child Care Fee Subsidy with the City of Toronto

ELEMENT 2: Develop the Request for Proposals (RFP)

The acquisition team must ensure a clear linkage between the requirements and evaluation factors to maximize the accuracy and clarity of the RFP.

RFP Template

A RFP template is maintained by the Materials Management Department. The terms and conditions contained in the standard template is modified from time to time to reflect changes in legislation or contracting practices. The RFP template has been designed to ensure that key information is communicated to proponents and that all proponents have access to the same information.

The RFP template requires inclusion of:

- Contact information
- The rules of the RFP process, both administrative and legal
- This solicitation’s specific requirements and any relevant background information
- Specific directions for the content and format of proposals; and
- An overview of how the successful proposal will be determined.

RFP Structure

Instructions to Proponents should include:



- Submission method, location, and deadline, e.g., date and time, manner.
- Proposal format and content requirements.
- Process and designated point of contact for questions, clarifications, and addenda.
- Mandatory requirements, if any.
- Board-provided response forms.
- Schedule of solicitation activities, timelines, and milestones.
- Background: History and context for the service required.

Service Descriptions and Scope of Work should include:

- Information as prepared and described in Section 1.3
- Attach a copy of Child Care Lease Sample Agreement (obtain from Development Services)
- Attach a copy of Childcare space floor plan (obtain from Capital Development)

The evaluation methodology and selection process should include:

- Evaluation Criteria
- Weighting of each criterion
- Formulas or calculations to be used for scoring
- Responsiveness and responsibility requirements
- Information for interviews, presentations, or demonstrations.
- Negotiation terms and the process to include exceptions/alternatives.
- The method of contract award, e.g., single, or multiple awards, highest rated proposal(s).
- Tie Break Method
- Proponents are entitled to a debrief

Forms

The RFP should include required forms for the Proponent to complete and submit with their proposal. Provision of forms helps the Proponent prepare an organized and concise proposal.

Forms for Proponents' use may include:

- General Information – Agency Information
- General Information – Board Member Information
- Financial Information
- Start-up Costs Sources
- Typical Toy and Equipment Start-up Costs
- References.
- Questions or clarifications.
- Open-ended questions to gauge Proponents' level of expertise.



The RFP should include or reference the Board’s proposed Lease Agreement for review and subsequent acceptance upon award.

Evaluation Handbook

The Evaluation Handbook will be developed by Materials Management Department and be distributed to all evaluators.

The Evaluation Handbook will address:

- Where the evaluators can access Proponents’ submissions and score.
- If the evaluation is performed through Bids & Tenders, the Handbook should provide each evaluator their login information
- Evaluation Schedule
- Evaluation Criteria
- Scoring methods

RFP Documents Review and Approval

The RFP documents should be reviewed and approved by below entities before releasing:

- TCDSB Early Learning Program Department representative
- City of Toronto, Toronto Children’s Services representative
- TCDSB Materials Management Department Senior Management

ELEMENT 3: Executing the RFP Process

Once the RFP is issued, the Buyer’s responsibilities include the following:

- Record the activities related to the solicitation process.
- A repository of the RFP documents may be paper or electronic
- The process for record-keeping should be documented and consistent for all RFPs
- To be the single point of contact for Proponents and management of pre-proposal communications.
- All potential Proponent questions and other communications regarding the RFP are to be directed to the Buyer managing the solicitation
- The designated Buyer would consult with the Early Learning Program Department or City of Toronto to gain information to respond to a Proponent’s questions
- Communicate any changes to the RFP via addenda to all interested parties using the same method through which the RFP was issued, and before the deadline to receive proposals.



- Manage, guide, and facilitate the evaluation process. The Buyer should not be a voting member of the evaluation committee.

When evaluating proposals, members of the evaluation committee must:

- Evaluate the proposals according to the published criteria and evaluation methodology, e.g., established weights for criteria and using the same assumptions.
- Use a consistent approach when scoring each criterion and each proposal.
- Record scores with the strengths, weaknesses, or rationale and include the scores with the evaluation report.

ELEMENT 4: Receipt and Review of Proposals

Receipt and Responsiveness

After the proposal deadline, the Buyer opens the proposal and determines responsiveness by ensuring the proposals comply with the mandatory requirements stated in the RFP.

Non-Responsiveness

If a proposal is determined to be non-responsive and eliminated from consideration, the justification must be documented in the procurement file.

Minor Informalities and Irregularities

When applicable, the Buyer may request the Proponent resolve, or rectify, any immaterial errors or omissions related to mandatory criteria within a specified time, as stated in the RFP.

Requests for Clarification

The Board may request a Proponent to clarify a specific aspect of a proposal. This process may not be used to correct, supplement, or modify a proposal. When a request for clarification is necessary:

- Negotiations are not implied.
- The Buyer must issue the request in writing.
- The requests and responses must be documented in the procurement file and shared with the evaluation committee.

Conditions for Participation

Suppliers may be eliminated from consideration for award on grounds such as:

- Service Agreement not in good standing with City of Toronto, Children’s Services for a minimum of the last two years is required
- Not eligible to enter into a purchase of Service Agreement
- Not in good standing with Employment Insurance – Canada (EIC)
- Cannot provide Clearance certificate from Workplace Safety + Insurance Board



- Cannot provide current Provincial License or Ministry Letter showing that all current sites have clear license
- Bankruptcy or insolvency.
- False declarations.
- Significant or persistent deficiencies in performance of any substantive requirement or obligation under a prior contract or contracts.
- Final judgments in respect of serious crimes or other serious offences.

Consensus

After all evaluation committee members have independently completed the initial scoring of the proposals, the committee applies the established methodology as stated in the Evaluation Handbook to reach consensus.

Optional steps

The committee may exercise the right to use optional steps as stated in the RFP, for example, establishing a short list of Proponents who will move forward in the evaluation process. Proponents may be invited to present or participate in interviews as established in the RFP.

After the optional steps have been executed, members of the evaluation committee may finalize their scores and document the rationale for any changes.

ELEMENT 5: Evaluation Report and Recommendation for Award

The Buyer will develop the Bid Assessment Worksheet to support the recommendation for award. The Bid Assessment Worksheet includes:

- General description of the RFP.
- Names of all evaluators.
- Date of the final consensus meeting.
- Evaluation methodology used by the committee.
- Names of all Proponents.
- Results of the valuation process performed by the evaluation committee.
- Justification for the award recommendation.

STAGE 3 AWARD

Award Approval

The award recommendation should be reported and approved by below entities before releasing:

- City of Toronto, Financial Review Manager and District Directors
- TCDSB Early Learning Program, Superintendent



- Development Services, report to Director’s Council to enter into a lease/license agreement with the successful Proponent

Notice of Intent to Award

Once the award recommendation has been approved, the Buyer should notify the successful proposer, in writing. All other proposers should also be notified of the decision.

Debrief

Once the award has been announced, Proponents may request a debrief within a specified amount of time as stated in the RFP. The Board will provide a debrief upon request. The debrief should be facilitated by the Buyer. During the debrief, the Board discusses only the strengths and weaknesses of that Proponent’s proposal.



Evaluation

The Early Learning and Child Care Standard Operating Procedure will be reviewed annually by a committee with representatives from Early Learning, Development Services, Environmental Support Services, Communications, Materials Management and Capital Development, Asset Management and Renewal.

Any revisions will be documented in the Revision Log.



Appendices

[Ontario Renewed Early Years and Policy Framework, 2017](#)

[Early Years Accommodations in Schools Reference Guide, Ministry of Education, Spring, 2018](#)

[City of Toronto Children's Services Service Plan](#)

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)

[Child Care and Early Years' Act, 2014](#)

[The Education Act and Ont. Regulation 221/11 Extended Day and Third-party Programs](#)

[Before and After School Programs Kindergarten to Grade 6.](#)

[Child Care and Schools – Working Together in a Shared Space](#)

[TCDSB Early Years Programs](#)

[Ontario Regulation 137/15 General](#)

[Ontario Reg. 221/11](#)