



Community Care Facilities Licensing Application Guide

School Age Care on School Grounds

Licensee is the Board of Education



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Introduction

Community Care Facilities Licensing Mission Statement:

Our community care facilities licensing program protects and promotes the health, safety and well-being of vulnerable children and adults in licensed care facilities. We do this through education, collaboration and regulation

The information provided in this guide will assist Board of Education applicants wishing to open a licensed School Age Care on School Grounds program.

It is intended to provide you with an understanding of the application process, space and design requirements outlined in the legislation, and links to useful resources to help get you started.

In addition to the requirements in the Child Care Licensing Regulation, applicants should be aware that each municipality will have their own requirements. Please check with the municipality in your area for more information.

In the event that your application is inactive (i.e. no contact between you and the Licensing office) for a period of 12 months, you will be contacted for a status update. If we do not receive a response your file will be closed. Should you wish to continue with your application after your file is closed, a new application will be required.



Glossary

Acronyms **CCALA – Community Care and Assisted Living Act**
CCFL – Community Care Facilities Licensing
CCLR – Child Care Licensing Regulation
DOLSOP – Director of Licensing Standards of Practice

Legislation **CCALA:**
http://www.bclaws.ca/civix/document/id/complete/statreg/02075_01

CCLR
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007

DOLSOP Safe Play Space:
https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe_play_space.pdf

DOLSOP Active Play:
https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pdf

Terms *For the purposes of this guide, the following definitions apply.*

Adults include the individuals who work or volunteer in a facility including early childhood educators, assistants, responsible adults, administrative, clerical and housekeeping staff.

Developmentally Appropriate means that the space, activities, equipment and materials are appropriate for the age and developmental level of the children.

CCFL (Community Care Facilities Licensing) is the program responsible for the licensing and monitoring of child and residential licensed facilities.

Facility refers to a building, or portion of a building, in which licensed care is provided, as well as the outdoor area dedicated to the program.

Program is the daily indoor and outdoor activities planned for children, and meets children’s developmental needs as described in Schedule G of the *Child Care Licensing Regulation*.

Prior to submitting your application to Licensing

The following resources may be helpful as you prepare to submit your application to Licensing:

- <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/space-creation-funding/childcare-new-spaces-fund/school-age-care-on-school-grounds>
- https://www2.gov.bc.ca/assets/gov/family-and-social-supports/child-care/childcare_partnerships_booklet.pdf
- https://www.childcareoptions.ca/wp-content/uploads/2016/05/childcare_partnerships_booklet.pdf

School Age Care on school grounds. A program that provides at a school, before or after school hours or on a day of school closure, care to children who attend school, including kindergarten.

What qualifications do the staff need?

The staff are required to have, at minimum, qualifications that meet the requirements for a Responsible Adult as defined in the *Child Care Licensing Regulation*.

Responsible adults

- 29 To qualify for employment in a community care facility as a responsible adult, a person must
- (a) be at least 19 years of age,
 - (b) be able to provide care and mature guidance to children,
 - (c) have completed a course, or a combination of courses, of at least 20 hours duration in child development, guidance, health and safety, or nutrition, and
 - (d) have relevant work experience

How many children can I have?

Your licensed capacity will be determined at the final inspection.

Are Independent Schools eligible to apply for this type of care?


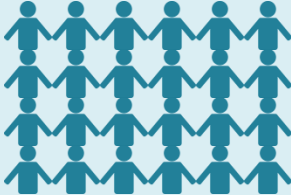


Independent schools can apply for this type of care if they are classified Group 1 or 2 under the Independent School Act https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96216_01
See Pg. 13 for information on what to submit as part of your application.

Group size and staffing requirements





Responsible adults

- 29 To qualify for employment in a community care facility as a responsible adult, a person must
- (a) be at least 19 years of age,
 - (b) be able to provide care and mature guidance to children,
 - (c) have completed a course, or a combination of courses, of at least 20 hours duration in child development, guidance, health and safety, or nutrition, and
 - (d) have relevant work experience.

If you have any children in kindergarten or grade one, your maximum group size is 24 children.

<p>Group size: 1-12 children</p> 	<p>Group size: 13-24 children</p> 
<p>Staff required to meet ratio</p> 	<p>Staff required to meet ratio</p> 
<p>If your group has between one and twelve children, in order to meet ratio you will need at minimum one Responsible Adult to work with the children.</p>	<p>If your group has between thirteen and twenty four children, in order to meet ratio you will need at minimum two Responsible Adults to work with the children.</p>

If you do not have any children in kindergarten or grade one, your maximum group size is 30 children.

<p>Group size: 1-15 children</p> 	<p>Group size: 16-30 children</p> 
<p>Staff required to meet ratio</p> 	<p>Staff required to meet ratio</p> 
<p>If your group has between one and fifteen children, in order to meet ratio you will need at minimum one Responsible Adult to work with the children.</p>	<p>If your group has between sixteen and thirty children, in order to meet ratio you will need at minimum two Responsible Adults to work with the children.</p>

As per section 19 of the *Child Care Licensing Regulation* you are required to obtain the following for each staff:

- A criminal record check
- Character references
- A record of the person's work history
- Copies of any diplomas, certificates or other evidence of the person's training and skills
- Evidence that the person has complied with the Province's immunization and tuberculosis control program

Indoor and outdoor space requirements

Required Indoor Space:

As per the *Child Care Licensing Regulation, Section 14 (5)* the indoor usable floor space for **School Age Care on School Grounds** is not required to meet the minimum requirements of 3.7m² per child. A Licensing Officer will provide more information during the application process, however any space used by the children is always required to meet Fire/Building/Room capacity.

Required Outdoor Space:

Outdoor play spaces provide areas where children can be outside in nature, exploring, running, jumping, and enhancing their physical development.

As per Section 16 (5) of the *Child Care Licensing Regulation* the outdoor space for **School Age Care on School Grounds** is not required to meet the minimum requirements of at least 6m² of outdoor play area per child.



Healthy Environment Considerations

A Healthy Environment is one where the surroundings support our physical and emotional health.

- Children eat, drink and breathe more per unit of body weight than adults.
- Children behave differently and in ways that result in greater exposure to various substances. For example, children crawl and play on the ground, frequently put their fingers in their mouths, and chew on toys and other objects not necessarily intended for mouthing. As a result, they often experience greater exposures to contaminants in old paint, indoor air, dust, toys, carpets and consumer products combined with exposures from outdoor air, food, soil, and playground equipment.
- Children tend to be more physically active and hence may inhale more contaminants as their breathing rates increase during active physical play.
- Children's developing systems are more vulnerable to contaminants. For example, children's brains and lungs are not fully developed until the end of adolescence. Exposures during development can lead to lifelong impacts.

Information taken from

<https://healthyenvironmentforkids.ca/wp-content/uploads/2020/12/Advancing-Environmental-Health-in-Child-Care-Settings.pdf>

It is the responsibility of the applicant to identify 'Healthy Environment' concerns and to consider the impact they may have on the application moving forward. Please note that if issues are identified during any stage of the application process, the Municipality and/or Licensing may not be able to move ahead with the application.



NOISE POLLUTION

A fact sheet series for child care facility operators, architects, and designers

What is noise pollution and why is it a health and safety concern?

Noise pollution is unwanted or objectionable environmental sound. Sources include construction, commercial and/or industrial activity, and transportation (such as airplanes, trains, boats, and vehicles). Generally, the heavier and faster vehicles go and the more stops and starts they make - the noisier they are. Major roadways, truck routes, intersections, steep hills, and loading areas are particularly loud locations.

Noise pollution may increase the risk of stress-related chronic diseases such as ischemic heart disease and hypertension in adulthood. At child care facilities, noise pollution may interrupt children's sleep which is important for growth and cognitive development. It may impair staff's communication with children, posing safety risks.



What facility design factors help to provide quiet spaces for children?

Outdoor space:

- Locate the outdoor play space on the side of the building away from noise sources.
- Install landscape noise buffers and other noise barriers to reduce noise exposure in outdoor and indoor spaces (*more information sources at the end*).

Indoor space:

- Design the building layout and orient the rooms to keep sleeping and play areas far away from noise sources.
- Orient windows and the childcare space rooms away from local noise sources or add wing walls.
- Insulate the building and install sound-insulated windows and façade.

DID YOU KNOW...?

Maximizing the distance from and minimizing the exposure to local noise pollution sources for infants and children is a good way to protect them from the potential adverse effects of noise pollution.

What operational strategies can I use to provide quiet spaces for children?

- Use the quietest space available.
- If keeping windows closed is a noise management strategy, ensure comfortable indoor air temperatures are maintained.

We do not recommend noise assessment without sufficient cause for concern as it can be complex and requires significant expertise and expense. Portable noise measuring devices available for consumer purchase are not yet reliable devices.

Note that there are considerations related to air quality and heat addressed in two other fact sheets in this series, including: **TRAFFIC-RELATED AIR POLLUTION and **EXTREME HEAT**.*

For additional information and fact sheets, visit:

- World Health Organization (WHO) – [Guidelines for community noise](#) (1999)
- WHO – [Environmental noise guidelines for the European region](#) (2018)
- Toronto Public Health – [How loud is too loud? Health impacts of environmental noise in Toronto](#) (2017)
- US Department of Transportation – [The audible landscape: A manual for highway noise and land use](#) (1974)



TRAFFIC-RELATED AIR POLLUTION

A fact sheet series for child care facility operators, architects, and designers

What is traffic-related air pollution and why is it a health concern?

Traffic-related air pollution is a mixture of gases and chemicals from fossil fuel combustion and road or vehicular emissions. Benzene, carbon monoxide and Particulate Matter of less than 2.5 micrometers diameter ($PM_{2.5}$) may damage one's health. Air pollution tends to be worse on major roads and truck routes, major intersections, steep hills where acceleration occurs, loading areas, railyards, ports, airports, etc. Generally, as distance from the local air pollution increases, traffic-related air pollution concentration decreases.

Traffic-related air pollution can also enter into buildings, leading to indoor traffic-related air pollution exposure for children and others inside buildings.

Children breathe faster than adults so are more sensitive to poor air quality. Air pollution can damage health and development, especially in children with asthma or chronic respiratory illnesses.



What facility design factors help to provide clean air for children?

Outdoor space:

- Locate the outdoor play space on the side of the building away from local air pollution sources.
- Use solid and vegetative barriers to buffer and reduce exposure to air pollution in the outdoor play spaces (*more information sources at the end*).

Indoor space:

- Place building centralized heat, ventilation, air conditioning (HVAC) air intakes as far away as possible from sources of air pollution (e.g. roadways).
- Use an air filter with the highest 'MERV' rating possible to reduce indoor exposure to outdoor $PM_{2.5}$ and ultrafine particles.
- Use an adsorbent media air filter (e.g. activated carbon) to reduce indoor exposure to pollutants like benzene.

We do not recommend air quality testing without sufficient cause for concern as it can be complex and requires significant expertise and expense. Portable air sensors available for consumer purchase are not yet reliable devices.

DID YOU KNOW...?

Maximizing the distance from and minimizing exposure to transportation-related air pollution sources for infants and children is a good way to protect them from potential adverse health effects.

What operational strategies and technologies can I use to provide clean air for children?

- Use the outdoor play spaces onsite that are far away as possible from air pollution sources and with buffer in place.
- Use a centralized HVAC system and set up a work plan such as:
 - ◊ Set up the building air intake to bring in outdoor air at times when the outdoor air quality is better (e.g. not during busy traffic congestion periods like rush hour).
 - ◊ Arrange a maintenance plan to replace air filters regularly (as directed by manufacturer).
- If HVAC system is not in place, consider buying portable air cleaners with HEPA air filters.

Safe Drinking Water

Lead can be harmful to human health, even in very small amounts. Infants and young children absorb lead more easily than adults and are more susceptible to its harmful effects, such as effects on behaviour and intelligence.

Drinking water is one possible source of lead. The current guideline for lead in drinking water is a maximum acceptable concentration (MAC) of 0.005 mg/L (5 ppb). Most drinking water supply systems in B.C. have very low levels of lead, however some systems have soft (low in hardness), and slightly acidic (low pH and alkalinity) water. When this type of water sits unused in building piping, such as overnight or over weekends, lead can be released from the plumbing into the water. This is particularly true for older homes and buildings that may have lead or brass plumbing fixtures or fittings, or lead-containing solder.

Section 48 (5) of the *Child Care Licensing Regulation* states a licensee must ensure that safe drinking water is available to children. When applying for a CCF licence it is important to develop a plan to ensure your facility can provide water to children under your care and your staff that meets Health Canada's the *Guidelines for Canadian Drinking Water Quality* standards. Baseline water quality tests include pre-and post-flush water samples on water fixtures which are used for drinking and food preparation. For facilities constructed after 1989, a baseline water quality test may be all that is required to ensure lead concentration is below the guideline level. You may find a qualified private laboratory near you that can do the testing at a cost. Below is a listing of some laboratories commonly accessed in the VCH region:

Name of Lab	Location	Contact Information
ALS Laboratory Group www.alsglobal.com	8081 Lougheed Hwy, Burnaby, BC, V5A 1W9	604-253-4188
Bureau Veritas Laboratories www.bvlabs.com	4606 Canada Way, Burnaby, BC, V5G 1K5	604-734-7276
Element Vancouver www.element.com	#104-19575 55A Ave, Surrey, BC, V3S 8P8	604-514-3322
Caro Analytical Services www.caro.ca	4011 Viking Way, Richmond, BC, V6V 2K9	604-279-1499

To speak to an Environmental Health Officer in your service area please call:

Service Area	Phone Number
Central Coast and West Chilcotin	604-983-6793
North Shore	604-983-6793
Powell River	604-485-3310
Richmond	604-233-3147
Squamish	604-892-2293
Sunshine Coast	604-885-5164
Vancouver	604-675-3800
Whistler	604-932-3202

Things to consider



Will a Licensing Officer be able to guarantee that my space will be licensed?

During the initial inspection, the Licensing Officer is only able to comment on the *suitability* of the space, meaning that it appears that the space could potentially function as a licensed child care space. The process to become licensed includes licensing and municipal inspections, both of which help determine what needs to be done to the physical space before a licence can be issued.

How quickly will a Licensing Officer be able to do the initial inspection?

Each application is processed in order of receipt, and while Licensing makes every effort to process applications in a timely manner, there may be a delay between submitting your application and receiving your Initial Inspection

Once you have submitted your application documents to the Intake Team at REACHccfl@vch.ca they will be reviewed. If they are complete a Licensing Officer will be assigned to your application and will contact you to discuss next steps. Please note that submitting an incomplete application will result in processing delays.

How long does it take to become licensed?

There are a number of steps involved in the application process and the time required for completing these steps will vary for each applicant, depending on the complexity of the application.

Is there anything else I should know?

One you submit your application documents Licensing will check to make sure that there are no other applications currently in progress for this address. Applications are processed in order of receipt, and if there is already one in progress you will be notified that Licensing is unable to move ahead with your application.

Submitting an application

In order to initiate the application process please submit the following:

- A completed *Application for Licence* form
- A detailed description of the care program to be offered *CCLR Schedule B (2)*

Independent Schools are also required to provide a copy of the school's **Certificate of Classification** as part of the application documents.

Ensuring that you submit all of the necessary documents will help to prevent a delay in processing your application. All documents are submitted to the intake team at REACHccfl@vch.ca. Once your application documents have been reviewed you will be assigned to a Licensing Officer who will guide you through the remainder of the process. Please note that applications are followed up on in the order in which they are received.

Completing an Application for Licence Form

A copy of the Application Form can be downloaded from our website at

<https://www.vch.ca/en/service/community-care-facilities-licensing#resources--45286>

An electronic copy can also be emailed to you.

Please complete all sections of the form.

Description of the Care Program

As part of the application process Schedule B (2) of the *Child Care Licensing Regulation (CCLR)* states an applicant must provide a detailed description of the care program to be offered.

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/332_2007#ScheduleB

Suggestions for information to include are (but not limited to):

- Licensee information
- Services proposed e.g. type of care
- Hours of operation
- Number of staff
- Capacity
- Security/access information
- Program overview/philosophy

Design Requirements and Considerations: Interior space

The space must meet the requirements of the *Child Care Licensing Regulation*, as well as the individual needs of the children, staff, and other adults who will also use the space.

The [Child Care Licensing Regulation](#) provides information on facility **requirements** however there are other **considerations**, based on best-practice principles, that Licensing looks at when reviewing plans, and which can help you when designing a child care facility.

Examples of these are:

- Where will we store the food for snack?
- How will we wash dishes?
- Where will children sign in and out?
- Where will we store our supplies?
- Is there somewhere for staff to store their belongings?

Toilets and wash basins



How many toilets and wash basins do I need?

The *Child Care Licensing Regulation, Section 14 (5)* states that a licensee providing School Age Care on School Grounds is not required to have specific number of toilets and wash basins, however if care is provided in a building that is not equipped with toilets and wash basins, the licensee must ensure that children's access to a bathroom is supervised in a manner that is appropriate for the age and development of the children.

Common Design Considerations: Children's Space

Main Activity Area:

The age range of the children using school age care places unique demands on the design space. Some key design **considerations** for school age space are:

- Flexible use of space to allow for a variety of development stages for children between 5 – 12 years.
- Enough space to accommodate a wide variety of activities that meet the requirements of Schedule G of the *Child Care Licensing Regulation*.
- Access for children to food preparation/storage areas.
- Food service that is hygienic but allows children to access food and beverages when they are hungry.
- Immediate access to the outdoor area and storage for sports and games equipment.
- Age appropriate furniture with large comfortable chairs or sofas where children can relax.
- Storage for large bags and backpacks.



Common Design Considerations: Adult Space

Storage Consideration should be given to providing staff with space to store personal belongings as well as to hang clothing such as coats, and keep spare shoes.

Bathroom Ideally staff should have access to an adult bathroom to allow for privacy.

Staff room It is important to give careful consideration to providing an allocated space for meal and rest breaks on longer days such as professional development days.



Also consider if there is space available for the following:

- Secure storage of records for children and staff.
- Secure storage of administrative records.
- Working space for administrative tasks such as report writing, bookkeeping.
- Access to a photocopier, computer, and phone.
- Private meetings with staff, families and other individuals.



Outdoor play areas

For information on the legislated requirements please refer to the following documents

- Child Care Licensing Regulation
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/332_2007
- Order in Council #298
https://www.bclaws.gov.bc.ca/civix/document/id/oic/oic_cur/0298_2021
- Director of Licensing Standards of Practice, Safe Play Space
https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe_play_space.pdf
- Director of Licensing Standards of Practice, Active Play.
http://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pdf

Considerations:

In order to meet the requirements of Schedule G of the *Child Care Licensing Regulation* regarding the physical development of children you need to consider how your outdoor space will encourage the development of large and small muscle skills appropriate to each child's level of development. Loose parts such as tree stumps, planks, pipes, cardboard boxes and pool noodles are inexpensive ways to enhance a school playground and provide opportunities for creative play.





Huts, tents or forts also provide opportunities for children to separate from sensory overload and have time alone outside. They can be easily created without expensive equipment.



Mud Kitchens encourage sensory, imaginative, creative and exploratory play.

Outdoor Play Areas located outside the property boundaries



Programs sometimes plan to supplement their outdoor play area with using local parks or other play areas, however this can pose an increased risk to the health and safety of the children.

If you are proposing to use a play area located outside your property boundaries Licensing will request that you submit a plan outlining how you will ensure the health, safety and well-being of children, and meet legislative requirements.

Considerations for information to include in your plan:

- The name of the area/park and the surrounding streets.
- The route that the children will use to access the away play area and return to the facility, and the approximate distance to the away play area.
- The type of play equipment available to the children.
- The location of, and purpose for, other buildings in the play area including washroom facilities.
- Information about other groups who will be using the away play area (numbers and ages of the children, times that the away play area will be used by other groups).
- The number and ages of children who will be using the away play area.
- The staffing and supervision plan for travelling to and from the away play area.
- The manner in which the health, safety and well-being of children will be maintained.
- Communication equipment that will be readily available for staff supervising the children.
- Information on how you will respond to, and communicate appropriately during, an emergency.
- An alternative area that will be used by the children when weather conditions would make it unreasonable to use the away play area.
- A copy of the information that will be shared with parents regarding the safety of the children in care when traveling to and from and, during the use of the away play area.


Please note that the plan you submit may not be approved by Licensing if there are health and safety risks to children.

The Licensing Process

Documents are submitted to REACHccfl@vch.ca

- A completed *Application for Licence* form
- A detailed description of the care program to be offered *CCLR Schedule B (2)*

Please note: Submitting an incomplete application will delay the process.

- 
1. A member of the Intake Team will contact you to confirm receipt of your application and to let you know if any documents are missing or require revising.
 2. The Intake Team creates a file and once all of the application documents have been received and reviewed, the file is assigned to a Licensing Officer.
 3. The Licensing Officer will contact you to discuss next steps (including your initial inspection). All applications are processed in the order in which they are received, and your initial inspection may not take place for a few weeks.
 4. At the Initial Inspection the Licensing Officer will discuss the proposed space, and an estimate of the potential licensed capacity (the actual capacity is calculated at the final inspection). The Licensing Officer will also review legislated requirements, and other considerations for the type of program you are proposing.
 5. Once the initial inspection has been completed you will receive a report outlining the items that were discussed, and also confirming any outstanding issues that will need to be corrected prior to issuing a Licence. If you plan to move ahead with your application a Licensing Officer will guide you through the next steps in the process which include municipal inspections, working on CCFL paperwork, and preparing for your final inspection.

The Initial Inspection



As mentioned on the previous page, once a Licensing officer has been assigned to your application they will contact you to discuss next steps (including your initial inspection). It is important to note that your initial inspection may not take place for a few weeks.

At the Initial Inspection the Licensing Officer will look at the indoor and outdoor space and discuss your plans for any renovations. Based on the floor plans you have submitted and the walk-through of the proposed space, Licensing may also discuss the proposed capacity.

Policies

During the application process you will need to develop policies and procedures. These communicate important information and expectations to staff and parents.

- A **policy** is a general rule that covers a specific issue or situation
- A **procedure** refers to the steps to take to ensure the policy is being followed.

While it is good practice to have a comprehensive policy and procedure manual, the *Child Care Licensing Regulation* and *Community Care and Assisted Living Act* (CCLR) only require that the following policies, procedures and records be maintained. During the application process you will only need to submit the following policies and procedures for review by your Licensing Officer.

- Emergency Training and Equipment
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section22
- Behavioural Guidance
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section51
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section52
- Safe Release of Children
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section56
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section57
- Care and Supervision of Children
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section56
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section39
- Food and Drink to be given to the Children
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section48
- Active Play and Screen Use
https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pdf
- Repayment Agreement
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section56.1
http://www.bclaws.ca/civix/document/id/complete/statreg/02075_01#section19

The following pages provide some questions that will help you to develop your policies.

Emergency Training and Equipment Policy [CCLR 56 (1) (c)]

Emergencies such as a fire, gas leak, flood, severe storm or earthquake, could happen at any time, and the **Emergency Training and Equipment** policy will help staff understand how to protect the children in your care.



An approved **fire drill system** should include, but not be limited to:

- General fire safety
- Safety equipment
- Posting of fire drill system
- Training of employees in the implementation of the system, and any equipment to be used
- Practicing the system



The **emergency plan** will set out procedures to prepare for, mitigate, respond to, and recover from any emergency. Topics should include, but not be limited to:

- Missing / lost child (at the facility and on field trips)
- Natural Disaster (e.g. earthquake, flood, tsunami, wind storm)
- Other emergency (flood, gas leak, bomb threat etc.)
- Emergency evacuation plan
- Training of employees in the implementation of the system, and any equipment to be used
- Practicing the system

Some suggestions for questions to ask yourself as you develop your emergency training and equipment policy ...

Being prepared:

- Where will the evacuation plan be posted so that staff can refer to it?
- Where would the meeting place be outside of the facility? Does it work for all types of weather? Do we need permission from anyone to use this as a meeting place?
- How will we evacuate any non-walkers?
- What supplies will we need to prepare in case of emergency for children? For staff?
- Where will the emergency supplies be stored?
- Are we prepared for an earthquake?
- Which records do we need in case of an emergency? How will we store them? Transport them?
- What do we need to have in place for children requiring additional support?
- How will we transport the children if we need to evacuate the premise?
- How often will regular staff, substitute staff and volunteers receive training on the emergency procedures?
- Do we have reliable communication equipment?

Practicing the emergency plan:

- How often will we practice fire drills? Emergency drills?
- How will we alert the children – whistle, bell, other sound?
- Where will we keep records showing that we have practiced drills?

Communicating with families:

- How will we let families know about the emergency procedures, including their child's participation in an emergency drill?

Behavioural Guidance Policy [CCLR 51 (1) (a)]

The **Behavioural Guidance** policy includes the strategies you will use to help guide children, plus the strategies that will not be used by staff.

Some suggestions for questions to ask yourself as you develop your behavioural guidance policy...

General:

- How will we make sure that our policy is age and developmentally appropriate?
- What are some of our preventative strategies?
- What are some of our intervention strategies?
- What steps will we follow when a child is not responding to the staff?
- What will we allow staff to use as guidance techniques?
- What will we **not** allow staff to use as guidance techniques?
- What will we do if a child's behavior may cause harm to the child, other children, or the staff?
- What should staff do if a child doesn't want to participate in an activity?
- How is the policy implemented if a child has a care plan in place? How will we record our compliance with the care plan?
- What should staff do if they observe inappropriate guidance techniques being used by others?

Communication:

- How will we make sure that staff, substitutes and volunteers are aware of the behavioural guidance policy?
- What will we do if staff, substitutes and volunteers do not follow/implement the behavioural guidance policy?
- How will we communicate the policy to families?



Safe Release of Children Policy [CCLR 56 (1) (a)]

The **Safe Release of Children** policy ensures children are only released to authorized persons in whose care the child will be safe.

Some suggestions for questions to ask yourself as you develop your safe release of children policy...

Before a child attends:

- What information will we need to collect from the family before the child starts?
- What will we do if the family does not return all of the information before the child's first day?
- What will we ask for if a parent tells us that there is a custody agreement in place?
- What if the child is in the care of the Ministry for Children and Family Development?

Once the child is attending the program:

- What happens if an unauthorized person arrives to pick up a child?
- What happens if someone who appears unable to provide safe care arrives to pick up a child (under the influence of alcohol, drugs, other substances or emotionally unwell)?
- What should staff do if someone insists on taking a child, even though staff believe they are unable to provide safe care?
- What happens if a child is not picked up by the time the program closes?
- What if the parent calls to say a new person will be picking up their child today?
- What will we do if someone shows up to pick up a child, but they are not on the list of authorized people?
- What will we do if a family asks you to let their child walk home alone?

Maintaining children's records:

- What will we need to do if a parent tells us that there is a change that needs to be made to the information on file?

Communication:

- How will we make sure that staff, substitutes and volunteers are aware of the Safe Release of Children policy?
- What will we do if staff, substitutes and volunteers do not follow/implement the Safe Release of Children policy?
- How will we communicate the policy to families?



Care and Supervision Policy [CCLR 56 (1) (d)]

The **Care and Supervision** policy ensures that staff and families have a clear understanding of the expectations for when children are in the facility, and also on trips outside of the facility.

Some suggestions for questions to ask yourself as you develop your care and supervision policy...

General:

- How will we ensure that children are supervised at all times by adequately qualified employees?
- Is our Care and Supervision Policy age and developmentally appropriate?
- Will substitute staff be used within the facility to replace absent employees?
- How will these substitute staff be oriented to the policies?
- If the staff need a replacement because of urgent and unforeseen circumstances, who is the second adult that is immediately available? What is the procedure for contacting them?

During specific activities:

What will supervision look like during...

- Indoor play
- Transitions
- Nap time
- Meal time (including bottle feeding if applicable)
- Toileting
- Diaper changing
- Drop off and pick up time

Care and Supervision Outside:

What will supervision look like during...

- Regular outdoor play
- Transportation to a play area outside the property boundaries
- Drop off and pick up at a school (if applicable)

Communication:

- How will we make sure that staff, substitutes and volunteers are aware of the Care and Supervision policy?
- What will we do if staff, substitutes and volunteers do not follow/implement the Care and Supervision policy?
- How will we communicate the policy to families?



Food and Drink to be given to the Children Policy [CCLR 56 (1) (e)]

The policy regarding the **food and drink to be given to the children** ensures that staff and families have a clear understanding of what children will consume during their time in the facility.

Some suggestions for questions to ask yourself as you develop your policy on the food and drink to be given to the children...

General:

- Will we provide food or ask families to bring all of the food from home?
- Will we expect staff to eat with the children? Sit with them at meal/snack time?
- What will our mealtime environment look like? Will we play music? Encourage conversation?
- What if a child is not hungry during the 'scheduled' mealtime, but wants/needs to eat sooner/later?
- What if a child refuses to eat?



If we will be providing food:

- How will we promote healthy eating habits?
- How will we ensure that the food and drink is sufficient to meet the developmental needs of the children?
- What will our considerations be for infants and toddlers e.g. storage and preparation of their food, introduction of new foods and feeding guidelines

If we will ask families to bring all of the food from home:

- Are there any foods that we would prefer that parents refrain from sending?
- How will we address special dietary needs? Allergies? Sensitivities?
- What will our restrictions be regarding special occasions and celebrations?

Communication:

- How will we make sure that staff, substitutes and volunteers are aware of the policy regarding the food and drink to be given to the children?
- What will we do if staff, substitutes and volunteers do not follow/implement the policy regarding the food and drink to be given to the children?
- How will we communicate the policy to families?
- How will we make information available to parents about the food and drink served to their children during the day?

Active Play and Screen Use Policy [DOLSOP Active Play]

The **Active Play and Screen Use** policy ensures that staff and families have a clear understanding of the amount of active play and physical movement children will enjoy during their time in the facility.

Some suggestions for questions to ask yourself as you develop your active play and screen use policy...

Active Play:

- How much active play will we provide?
- How will we encourage
 - Free play
 - Adult-directed games
 - Movement skills
 - Physical Literacy
 - Fundamental Movement Skills

Screen Use:

- How will staff model appropriate screen use?
- Will staff be allowed to have cell phones accessible while working?
- What types of screen time will be permitted within the facility for the children?

Communication:

- How will we make sure that staff, substitutes and volunteers are aware of the Active Play and Screen Use policy?
- What will we do if staff, substitutes and volunteers do not follow/implement the Active Play and Screen Use policy?
- How will we communicate the policy to families?



Repayment Agreement [CCLR 56.1 (2)]

The **Repayment Agreement** policy ensures that you have clear business practices in place so that all persons are treated equitably. The requirements aim to build and establish a trusting business-like relationship between parent/guardian and the Licensee/manager.

Some suggestions for questions to ask yourself as you develop your repayment agreement policy...

General:

- Will we ask families to pay a deposit?
- How will we collect fees – weekly, monthly? What payment methods will we use?
- How much notice will the families need to give in order to withdraw from the facility and get their deposit back?

Circumstances:

- How much notice will we give families if we decide we can no longer continue to provide care for a child?
- What if we cannot meet the needs of the family and the parent withdraws?
- On which days will we be closed during the year?
- Under what conditions will we refund the deposit/remaining fees? eg A family leaves the facility because the parent/guardian is no longer working, the facility can no longer meet the needs of the child and discontinues care, a child is ill and can no longer attend the facility...
- Under what conditions will we refund partial fees? eg unexpected facility closure due to power outage

Communication:

- How will we make sure that staff, substitutes and volunteers are aware of the Repayment Agreement?
- What will we do if families do not follow the Repayment Agreement?
- How will we communicate the policy to families?
- How will we ensure that the enrolling parent/guardian is provided with a written statement clearly describing how refunds of prepayments are addressed?
- Where will we keep a copy of the written statement provided to the enrolling parent/guardian and a record of the name of the parent/guardian (in accordance with the *Child Care Licensing Regulation*)?



Final Inspection

Once all CCFL and municipal paperwork and requirements have been met, a Licensing Officer will schedule your final inspection. At this inspection Licensing will review the physical space, and also any required administrative records.



Reviewing the physical space includes a walk-through of the premise, materials and equipment to ensure that they are suitable for the age and development of the children, and are in good repair.

Reviewing the required administrative records includes a review of paperwork such as policies and procedures, program plan, children's records, staff records.

At your final inspection your facility should be completely set up, and ready to receive children.

Frequently Asked Questions (FAQ)

What happens if my application is not complete?

Licensing is unable to initiate the application process until a complete application is received. If you submit an incomplete application you will be contacted by a member of the REACH Intake Team who will outline the items that are missing, however it is important to remember that applications are processed in the order in which they are received and submitting an incomplete package will delay the process. If you are having difficulties with the application process, you are encouraged to contact the REACH Intake Team at REACHccfl@vch.ca to discuss the challenges you are facing.

How long will it take to process my application?

There are a number of steps involved in the application process and the time required for completing these steps will vary for each applicant, depending on the complexity of the application.

When can I begin advertising?

You are not permitted to open or advertise as a licensed care facility until you have received a community care facility licence. During the application process you can make interested/potential families aware that you are in the process of applying to become licensed.

Is a community care facility licence transferrable?

A community care facility licence is issued for a specific premise (address) and Licensee. When there is a change of Licensee or facility address, a new application for licence is required.

What should I do if there is a change in the information I submitted for my application?

You must notify Licensing of any change in the information you provided when applying for a licence.

How much does the application cost?

There is no fee to submit an application, however there may also be a cost attached to the municipal inspections. Your local municipality can provide information about these.

Is there any funding available to help me start up my facility?

Please refer to the following website for information. <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/space-creation-funding/childcare-new-spaces-fund/school-age-care-on-school-grounds>

Do you still have questions?



If you have general questions you are welcome to email our REACH Intake Team at REACHccfl@vch.ca.

To help support you we also offer online orientation sessions which we strongly encourage you to attend. Please contact one of the Licensing offices below for registration information.

North Shore Office:
604-983-6700

Richmond Office:
604-233-3147

Vancouver Office:
604-675-3800