Out of School Time and Community Use of Space:
An overview of literature, programs and promising practices.

March 2012
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Introduction

‘Out of school’ time can be an opportunity for children and youth to develop and enhance physical abilities, social and emotional skills, life long interests and talents. Children and youth thrive when they have the chance to take part in active play, games, sports, arts and educational pursuits during these ‘critical’ out of school hours.

Many individuals and organizations recognize the potential of these critical hours to advance the healthy development of children and youth.

“The after-school period represents an underutilized opportunity for children and youth to gain emotional and physical health benefits through physical activity,” reports Dr. Mark Tremblay. “Time spent being active outdoors after school lowers levels of anxiety, anger, fatigue and sadness. The science and benefits are clear; we need to re-establish the healthy practice of after-school physical activity in our communities”1.

Too many children are not actively engaged during out of school time, especially after school. Because most of their parents are still at work when they return home from school2 many children and youth spend this time watching TV, on the computer or playing video games. High quality critical hours programming could fill this gap, while providing the opportunities for positive development that all children and youth require.

To spend their out of school time productively, children and youth need safe and appropriate spaces to play and learn: playgrounds, sports fields, gymnasia, spaces that can accommodate arts, music, drama and learning support. Such spaces already exist in our community, and much of it is public space.

UpStart Champions for Children and Youth, a community impact initiative of United Way Calgary, believes that the creative use of public space strengthens neighborhoods, and acts as a catalyst to bring people together for activities to create a healthier and more engaged society. They propose that using public spaces to offer accessible programs and nurture ideas will:

- Generate a greater sense of belonging
- Forge new relationships and connections
- Provide more opportunities for volunteering and leadership
- Promote the creative engagement of neighbourhood residents3
2. The benefits of high quality, critical hours programming

i. Impact on Healthy Development of Children and Youth
The positive impact of participation in out of school activities on children and youth is well documented. The National Longitudinal Study of Children and Youth, a study of a large sample of Canadian children and youth concluded that, “Children who participate in organized activities outside of school such as sports, music, the arts or clubs tend to have higher self-esteem, interact better with friends and perform somewhat better in school.”

Dr. Dan Offord was convinced that skill development in sports and arts during out of school hours plays a significant role in children’s development, and helps to develop children who are competent and resilient and benefit society as a whole.

Participation in out of school programs is also associated with decreases in risk behaviour and the development of interests and competencies that support learning and achievement in school. Children and youth participating in high quality community programs:
- Are more physically active
- Do better in school, have fewer problem behaviours and drug use, have more self confidence and higher levels of self esteem
- Have fewer school absences and are less likely to drop out of school
- Were less likely to be involved in criminal activity or be expelled from school

An evaluation of 21st Century Community Learning Centers in Los Angeles determined that program participants had:
- fewer absences and less tardiness;
- higher grades;
- higher rates of homework completion and
- increased rates of parental involvement in school

Physical Activity
The Canadian Society for Exercise Physiology (CSEP) has developed guidelines for physical activity for children, youth and adults. In these guidelines, the CSEP recommends that to experience health benefits, children and youth should accumulate at least 60 minutes of moderate to vigorous intensity physical activity daily.

Canadian children and youth are not nearly active enough for their optimal health and well being. Researchers have determined that, on average, Canadian youth in grades 6-12 spend over 7 hours each day in front of a screen (watching TV, playing games, social networking or surfing the internet). Of particular concern:
- According to data from the Canadian Health Measures Survey, only 7% of children and youth meet the new Canadian Physical Activity Guidelines for children and youth.
- In 2000, 57% of Canadian children and youth aged five to seventeen years were not sufficiently active to meet international guidelines for optimal growth and development. For adolescents, this number increased from 64% in 2000 and to 82% in 2002.
- 26% of Canadian children and adolescents aged 2 to 17 are overweight or obese; 8% are obese. International surveillance work indicates that Canadian school-aged youth are amongst...
the most obese in the world\textsuperscript{17} and that a high majority of obese children remain obese into adulthood\textsuperscript{18}.

- Over the past 25 years, overweight/obesity rates of adolescents have more than doubled while obesity rates alone have tripled\textsuperscript{19}.

High quality critical hours programming provides an ideal opportunity for children and youth to become more physically active. Children and youth aged 5 to 19 years old who play outdoors after-school take approximately 2,000 more steps per day than those who do not play outdoors during that time. This is roughly equal to an additional 2 kilometres of movement per day\textsuperscript{20}.

ParticipACTION, Canada’s national voice of physical activity and sport participation in Canada reports that when children increase their daily physical activity, they decrease their chances of developing many diseases like heart disease and type 2 diabetes, and are generally healthier and happier\textsuperscript{21}. According to ParticipACTION, being active for at least 60 minutes daily can help children:

- Improve their health
- Perform better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

Impact on Family
Most families do not have a parent at home full-time. Statistics Canada reported that in 2009 that 72.9\% of mothers with children under 16 years were employed outside of the home, which represented an increase of 42\% in 25 years\textsuperscript{22}. With close to 70\% of Canadian couples both working\textsuperscript{23} (not to mention single parents), many of children and youth go home after school each day to an empty house. Many will spend the time watching TV, on the computer or playing video games. In 2006, the Canadian National Child Care Study found that in families with either one or both parents in the workforce, 40\% of children were unsupervised when out of school\textsuperscript{24}.

Parents who are not able to be home with children after school can experience considerable stress, with implications for their employment. A US study found that many working parents reported a great deal of worry about their children’s after school time. This level of concern was linked to more job disruptions, poor job performance and reduced parental well being. Researchers concluded that providing quality programming for children and youth after school would benefit youth and parents alike\textsuperscript{25}. An evaluation of a New York City after school program found that 74\% parents felt that the program helped them keep their job, and that 73\% missed less work than previously because of the program\textsuperscript{26}.

Having safe and accessible critical hours programming has the potential for significant positive benefits for families. Parents can work knowing their children and youth are safe, and engaged in productive and enriching activities. Programs that include homework support may also reduce stress on family life.
Families may have more time after dinner for leisure activities if a good portion of homework is completed by dinnertime. Reducing parent’s overall stress may promote parent and family well being.

**Impact on community**

The community as a whole benefits from having well-rounded youth who are productive and responsible community members. Out of school time programming offers considerable benefits to a community:

- Adults and community members are able to reconsider any negative stereotypes they have of youth when they have positive interactions with young people. Young people gain valuable experiences when engaged in community service learning opportunities provided by afterschool programs.
- Young people who have higher participation rates in structured recreational activities have reduced rates of criminal arrest (by as much as 71%) and antisocial behaviour and increased success at post-secondary education.
- Children and youth have more opportunities to learn how to interact socially and negotiate fair resolutions amongst peers who have different viewpoints.
- Increased exits from social assistance and significant cost savings to health, youth justice, child welfare and education sectors when arts, ballet and music lessons for low income children and youth are coordinated proactively.

“When children flourish, crime doesn’t!” Several studies document reductions in criminal activity in neighbourhoods served by out of school time programming. An evaluation of a program in the UK that targeted at risk youth reported a 65% decrease in youth arrests, accompanied by overall crime reductions of 16-27% in neighbourhoods served by the program. In Los Angeles, researchers found that neighbourhoods containing schools with more sports programs had lower rates of youth arrest and teen birth rates than areas with fewer programs.

Toronto’s SPACE Coalition suggests that such programs can also:

- Offer opportunities for artistic and cultural expression
- Create opportunities for collaboration between community organizations
- Increase chances for newcomers to integrate into the community
- Foster inclusion (allowing children of all income levels to take part)
- Promote volunteerism, community participation and civic engagement

Afterschool Alliance, a US organization dedicated to promoting access to affordable and quality afterschool programs, highlights the strong links between such programs and schools. They suggest that after school programs:

- Can play a vital role in connecting schools to their communities.
- Help schools move beyond the routine of the regular day and extend their space, resources, assets and relationships with parents and guardians to benefit the needs of the neighborhood and community.
- Lay the foundation for mutually beneficial partnerships between schools and their user groups.

They also believe that partnerships between schools and community-based organizations support academic achievement: not by mimicking schools, but by complementing the schools’ academic focus.
with a more holistic approach. This relationship not only benefits the participating children and youth, but strengthens the programs, the schools, and the community at-large.

Family, schools and community play an inter-related role in the healthy development of children and youth. While parents play a crucial role by ensuring their children are engaged in positive activities during critical hours, our community has a role to play in ensuring these activities are accessible and affordable. Children and youth who are engaged in recreational activities help to build stronger and safer communities. So we all have a stake in making sure our kids have something positive to do during the critical hours after the school bell rings.
3. Critical Hours Programming

Features of High Quality Programming
Quality after school programming can make a substantial contribution to the healthy development of children and youth. Anyone can deliver a program, but delivering a quality program takes effort, dedication and research.

A number of organizations in Canada and the US have highlighted the elements that define high quality out of school time programs for children and youth. Organizations frequently cite these key program features as indicative of high quality programming:

- Positive atmosphere (caring, positive relationships)
- Effective, evidence based programming-promoting development in all spheres
- Developmentally appropriate
- Staff: caring, qualified, appropriate training
- Community partnerships (for example, between schools and community organizations)
- Outcome measurement
- Adequate administrative support and processes
- Affordable and accessible
- Sufficient time for vigorous and moderate physical activity
- Promote participation 3-5 X weekly

Many organizations refer to the work of Durlak & Weissberg (2007), who systematically evaluated the impact of programs designed to enhance youth’s personal and social skills, and employed evidence based training approaches. They developed a series of program principles that were linked to positive outcomes, like improved academic performance, decreased problem behaviours & drug use, increased confidence & self esteem.

Durlak & Weissberg used the ‘SAFE’ acronym when describing program principles that were most likely to result in positive outcomes for youth:

Sequence: activities ordered to develop skills
Active: active learning opportunities
Focus: Including at least one program component on personal/social skills
Explicitness: Targeting specific personal or social skills

Partnerships between schools and community organizations can offer particular benefits to children and youth:

- Exposure to different ways of learning
- Learning in relaxed setting where they can explore or discover new interests
- Informal setting can make it easier to try new activities, enhancing interest and motivation

Out of School Time and Community Use of Space
Promoting participation: Recruiting and Engaging Children and Youth

Recruitment
Engaging children and youth in critical hours programming can be challenging. For many children and youth, it is their parents who make decisions about participation in after school programs. Parents must pay for programs and arrange transportation. As a result, parents are an important ‘target audience’ for materials promoting a particular program. After-school programs can disseminate information about their programs through:

- Schools
- Community health centres
- Community houses
- Youth centres
- YMCA, Boys & Girls Clubs, Children’s Aid Society etc.
- Community parks
- Outdoor recreation facilities
- Recreation centres
- Places of Worship
- Community gatherings
- Existing programs

Program organizers can use a range of strategies: print materials, social media, community newspapers, public service announcements, and school/community newsletters.

Youth Engagement
Youth engagement is a very specialized area of social recreation. This way of working with youth promotes leadership (including youth-led initiatives) and facilitates their involvement in community organizing, social activism and civic engagement. To date, little evaluation data exists relating to youth engagement initiatives, in part because the field is relatively new, but also because the civic goals of youth programs have rarely been evaluated.

Initiatives promoting youth engagement require an acceptance of youth as partners in the process, to the degree that youth development is an integral part of the strategic vision and plan of the organization. Youth need to have a legitimate place in the governance of the organization or program, and in turn, the organization or program must be able to develop and invest in the necessary structures and strategies to engage youth in its governance.

Bonnell & Zizys (2005), highlight three areas to address to effectively engage youth in programs:

1. Essential practices
- Create clear pathways: ongoing opportunities so that youth see that they will make a difference to someone and can see the paths that others have taken;
- Establish relevant roles for youth;
- Be responsive to youth time horizons: differing perceptions of ‘short’ and ‘long’ terms; youth interest in immediate action;
- Avoid tokenism: ensure 3 or 4 youth representatives will give youth a peer group in meetings made up mostly of adults;
• Clarify expectations: the nature and scope of youth involvement in decision-making
• Tailor the time and place to youth needs
• Teach adults to step back without tuning out: adults must learn to provide a high level of support to youth decision makers without taking over
• Recognize the contribution of youth: youth should receive public recognition of their efforts; youth are most likely to become involved if there is an incentive to their participation

2. Youth training and support
• Provide effective orientation and learning opportunities; youth may need to learn “the way organizations work” Give opportunities to develop planning, communications, priority-setting skills;
• Provide ongoing staff support: ideally, staff should be relatively young, or demonstrate a strong capacity to relate to youth and be comfortable empowering youth to take safe risks;
• Provide active learning opportunities;
• Include youth as co-facilitators as much as possible;
• Always serve food.

3. Recruitment
• Clearly describe the project, emphasizing benefits to youth: use clear, youth-friendly language; indicate how much time is required and the level of commitment expected;
• Offer stipends and/or hourly pay for youth in leadership positions to help with recruitment and retention of youth.
• Target a cross-section of youth: include those from different ethnic, socio-economic, and academic backgrounds. Do not just recruit academic achievers or traditional youth leaders (student council reps, club presidents, etc.).
• Partner with other organizations and schools: recruit youth through other community organizations. Whenever possible, send your information to staff members who work directly with youth;
• Use adult nominators: one way to increase the number of applications, as well as the involvement of supportive adults, is by asking adults to nominate youth
• Use youth editors: ask youth to review recruitment materials before distributing them, to assess if the materials are youth-friendly and appealing.
• Be persistent: follow up recruitment announcements with phone calls to each person on your mailing or email list.

Understanding barriers to participation
Some families can afford to enrol their children in activities like as sports, music, academic enrichment, tutors, and cultural activities, that give their children the chance to develop their interests, skills and talents. But increasingly, more and more parents have limited options to do so and our communities must prepare to provide services for all types of families, regardless of their capabilities.

Children and youth who live in poverty don’t often participate in extra-curricular activities. Just 25% of Canadian children and youth living on low incomes participate in arts and recreation programs in Canadian cities, while 75% of their more affluent peers are able to take part.45
Family income and cost of programs is a significant barrier to children and youth being able to take part in out of school programming. Other barriers to participation include:

- Transportation (for example, from school to the program, or for parents to pick children up afterward)
- Lack of awareness of available programs
- Language or cultural barriers
- Accessibility of facilities
- Facility costs (limiting availability of programs)
- Lack of volunteers

After school programs do not seem to be widely available to all families. Many parents and caregivers reported that they do not have access to supervised after-school programs that encourage physical activity for their children. 72% of parents reported that they didn’t have access to a supervised after school program of any kind\textsuperscript{46}.

Mitigating barriers to participation
It seems that partnerships between schools, after school programs and community organizations are an effective way to address barriers to participation. Programs that forge such partnerships are in a better position to make programs more available, and to help families overcome barriers like transportation and cost\textsuperscript{47}. They also have the unique ability to reach children and youth who are ‘at risk’; perhaps disconnected from school, difficult to reach or isolated from their communities\textsuperscript{48}.

To increase the proportion of low income children and youth who take part in critical hours programming, communities can consider:

- Locating programs within walking distance of schools or home
- Offering fee assistance programs
- Making programs low-cost or no cost
- Reducing the cost of renting facilities
- Exploring ways to make low cost public space more available to critical hour programs
4. Community Use of Space

Why Community Use of Space is Important for the Healthy Development of Children and Youth

Affordable, accessible, and high quality community programs can ensure that all children and youth have the chance to socialize in a positive environment, while becoming more physically active, and developing their skills, interests and talents. Such programs are not widely available in Ottawa. One factor limiting the availability of out of school programming is the lack of appropriate, affordable space.

We need to consider how to use existing public and private space more effectively, so that more children and youth can take part in programs that will promote their health and development. The availability of safe, affordable space is key to developing and providing high quality out of school programming that will benefit children, their families and the entire community.

The Space Coalition in Toronto has developed a list of reasons to support better community access to one source of community space, school space. Among these reasons:

- Improve student performance
- Encourage artistic and cultural expression to create vibrant communities and expand capacity for learning
- Promote life-long learning
- Encourage physical activity, healthy lifestyle, and save money
- Promote safer neighbourhoods and crime-prevention
- Increase opportunities for newcomer settlement and integration
- Support and sustain free or low-fee community programs to foster access and inclusion
- Promote volunteerism and community participation (for all age groups)

How Community Use of Space Benefits Facilities

The benefits to the children, families and communities on utilizing community space have been discussed in detail. But facilities that open their doors to the community can also reap benefits, for example:

- Drawing new and different people into the facility;
- Raising the profile of the facility its valuable resources;
- Demonstrating how the space can be used in different ways to bring people together;
- Increasing the number of people attracted to either work or volunteer in the facility

The National Institute of Adult Continuing Education (NIACE) reported on the benefits they’ve experienced by opening up their space:

- Demonstrating corporate social responsibility, positive impact and a desire to be a greater part of the community;
- Increasing awareness of the wider goods and services offered;
- Enhancing their reputation;
- Meeting contractual requirements to involve and contribute to the local community;
• Covering the costs and sometimes generating a small surplus whilst still keeping charges to a minimum;
• Recruiting volunteers or finding potential employees;
• Increasing customers or visitors

Policies and practices that promote effective community use of space
As noted, safe, affordable space is essential to the provision of high quality programs for children and youth. We can learn from other communities that have taken a creative approach to space allocation, making public spaces more accessible to support out of school programming for more children and youth.

Municipalities can develop policies that make their space more affordable for out of school programming. For example, the City of Regina has developed a tiered user fee payment schedule that allows groups to pay based on their type of organization. (City of Regina, 2012 Community Service Fees and Charges).

The Ontario Ministry of Education’s Community Use of Schools program outlines a number of actions school boards can take to support community use of schools, like:

- Low cost or no cost access for non-profit space users
- Help with insurance requirements
- Software to manage allocations/space availability
- Make fee payment easy
- Add the full list of available facilities to the board’s website
- Consult with other boards to learn from their experience
- Work with local boards to standardize policies and fees
- Develop reciprocal agreements with municipalities

British Columbia’s Surrey School Board has developed an innovative partnership with the City of Surrey, where:

- Selected schools are ‘taken over’ by the Surrey’s Parks and Recreation department from 6:00 pm to 11:00 pm, and on weekends.
- The City of Surrey pays the heat/hydro for that period of time.
- Cleaners provided by the City of Surrey clean the schools so they are clean when the school staff arrives the next morning

7. Conclusion

Children and youth don’t get enough exercise. They spend too much time in front of computer and TV screens. Children and youth living on low incomes aren’t able to take part in organized sports, recreation or arts programs.

All children and youth need more chances to acquire those ‘developmental assets’ that will help them thrive academically, socially, physically and emotionally. Out of school time is an ideal time to offer youth these opportunities, and high quality programming is the way to do it. We can make these programs a reality for more children and youth, if we can more effectively utilize public spaces that already exist in Ottawa.
# Appendix A: Community Use of Space: Current Initiatives in Canada & the US

<table>
<thead>
<tr>
<th>City</th>
<th>Initiative / Movement</th>
<th>Brief Summary</th>
<th>Level Area of Focus</th>
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<tbody>
<tr>
<td>Edmonton</td>
<td>Edmonton SpaceFinder</td>
<td>Non-profit organizations needing space are encouraged to use Edmonton SpaceFinder to find information on space available in the Edmonton area. Edmonton organizations with available space are encouraged to advertise that space for free on Edmonton SpaceFinder. <a href="http://www.edmonton.ca/for_residents/programs/space-for-non-profit-organization.aspx">http://www.edmonton.ca/for_residents/programs/space-for-non-profit-organization.aspx</a></td>
<td>Community Level - Putting facilities in touch with user groups.</td>
</tr>
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</table>
| Surrey School Board   | Community Use of Schools and Grounds | British Columbia’s Surrey School Board has developed an innovative partnership with the City of Surrey, where:  
  - Selected schools are ‘taken over’ by the Surrey’s Parks and Recreation department from 6:00 pm to 11:00 pm, and on weekends.  
  - The City of Surrey pays the heat/hydro for that period of time.  
  - Cleaners provided by the City of Surrey clean the schools so they are clean when the school staff arrives the next morning  
  - [www.sd36.bc.ca/board/policies](http://www.sd36.bc.ca/board/policies) | Quality Program Delivery - Policy & Advocacy Level |
| 9 National Organizations across Canada | The Canadian Active After School Partnership | The Canadian Active After School Partnership is a comprehensive, collaborative and multi-dimensional initiative that will establish a program delivery framework targeting all levels of government, decision makers, non-profit and for profit organizations and front line staff as well as others with a commitment in quality after school programs. The objective of this initiative is to enhance the delivery of quality after-school programs that involve increased access and opportunity to engage in physical activity and healthy living and nutrition practices...  
  - The aim of this initiative is to:  
    - influence policy development and enhancements to support better use of facilities, inclusion and equitable access for all;  
    - knowledge development through social marketing/communication campaigns, better access to resources and support tools, and sharing of best/promising practices;  
    - training and capacity building among program leaders.  
<p>| Toronto               | The Space             | Working in collaboration with Social Planning Toronto, SPACE is a... | Quality Program Delivery - Policy &amp; Advocacy Level |</p>
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<tr>
<th>Coalition: SPACE (Saving Public Access to Community Space Everywhere)</th>
<th>strategic outreach and action research coalition composed of diverse community organizations in Toronto and across Ontario. Its aim is to ensure that the investments made by the Provincial funding of the ‘Community Use of Schools’ program is increasing access to schools and truly benefiting the broad, diverse community in an equitable manner. SPACE and SPT have reached out to over 300 groups across Ontario, and built a coalition of over 20 City and province-wide community-based and voluntary organizations serving thousands of citizens across Toronto and Ontario. <a href="http://spacecoalition.ca/">http://spacecoalition.ca/</a></th>
<th>Advocacy Level Funding Assurance</th>
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<tr>
<td>Nellie Mae Education Foundation in Massachusetts, USA</td>
<td>Critical Hours: Afterschool Programs and Educational Success</td>
<td>This report examines the effects of out-of-school time on children during early adolescence, when children go through dramatic physical, emotional, and cognitive changes. It discusses the role of afterschool programs in helping young people navigate early adolescence to successful adulthood <a href="http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&amp;_&amp;ERICExtSearch_SearchValue_0=ED482794&amp;ERICExtSearch_SearchType_0=no&amp;accno=ED482794">http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&amp;\_&amp;ERICExtSearch_SearchValue_0=ED482794&amp;ERICExtSearch_SearchType_0=no&amp;accno=ED482794</a></td>
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<td>Toronto</td>
<td>Below Market Rent Program</td>
<td>This program identifies unused/under-used spaces within the City’s properties inventory that may be suitable to house community-based service organizations’ (CBOs) operations and/or program space. Recognizing rental costs are one of the largest costs for most CBOs, on the recommendation of City staff, City Council approves a heavily discounted/subsidized rental rate for these orgs on the basis that they address community service needs and build community capacity at a neighbourhood level. While we tend to focus our BMRs efforts on areas that have low services/high demand, there is an effort to match the service provided with the space available Generally the BMRs spaces have some challenges that the City works with the candidate agency to overcome, but both sides acknowledge that these programs likely wouldn’t exist in the community if the BMRs program wasn’t available.</td>
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<td>Toronto</td>
<td>Neighbourhood Level Leveraged Capital Funding</td>
<td>An ongoing effort that’s historically been advanced through a series of time-limited funding programs/envelopes. The City partners with other orders of government, community-based funders and local residents to identify smaller capital project priorities that traditionally get bumped down the City's overall capital budget projects list and makes available some capital project funding provided an external funding source(s) is leveraged to meet the full project costs. (Resident contributions are often through 'sweat equity' participation in construction, which is often leveraged to provide skills training opportunities for youth apprenticeships in the local community.) Working with funding sources such as the now defunct Provincial Youth Challenge Fund and the United Way of Toronto, a number of community spaces were either created or significantly refurbished to meet current community needs, as identified by local community residents. As I said, the City looks for a variety of methods to fund such efforts, with the most recent being the</td>
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<tr>
<td>Location</td>
<td>Program/Project</td>
<td>Description</td>
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<tr>
<td>Calgary</td>
<td>UpStart Champions for Children and Youth</td>
<td>City’s Partnership Opportunities Legacy (POL) Fund, which leveraged $13M in City funding to generate approx. $25M in external project funding (a rate of approx. $1.90 for every $1.00 invested by the City.)</td>
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<tr>
<td>British Columbia</td>
<td>BC Parks and Recreation Association</td>
<td>UpStart is a collective impact initiative of United Way that convenes community leaders around a common cradle to career agenda which includes early years, school-community collaboration, high school completion and Aboriginal youth education. They partner with service providers, citizens, business, government, education, justice, academia, researchers and funders with a common goal of ensuring all children and youth successfully transition from cradle to career. Using our collective influence, UpStart builds lasting change in our communities. By championing a shift in high-level policy, practices and systems toward pro-child, pro-youth and pro-parenting approaches, we address the challenges and issues facing young people today. &lt;br&gt;<a href="http://www.upstartchampions.ca/index.php">http://www.upstartchampions.ca/index.php</a></td>
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<tr>
<td>Manitoba</td>
<td>After The School Bell Rings</td>
<td>BCRPA is uniquely positioned to explore the issue of programming for after school hours for middle childhood because of its direct connection with communities and recreation professionals across British Columbia. BCRPA has demonstrated commitment to providing quality assurance for programs for children aged 6 to 12 and to ensure access to these programs for all children. BCRPA is the delivery agent of HIGH FIVE®, a highly recognized quality assurance standard designed to help program leaders, organizations and parents ensure that recreation, sport and after-school programs are delivered in ways that support the healthy development of children and provide environments and relationships that foster child development. BCRPA also implements Everybody Gets to Play™, a national initiative focused on ensuring that economically disadvantaged children and families have access to quality leisure experiences. BCRPA has been involved in the Middle Childhood Matters initiative at the United Way of the Lower Mainland since its inception in 2006. Through the Daily Physical Activity project with the BC Ministry of Education, BCRPA has explored the connection between secondary schools and recreation in order to promote physical activity amongst youth. BCRPA is engaged in the facilities where programming for children and youth takes place. BCRPA promotes the sale of healthy food and beverages within those buildings through our Stay Active, Eat Healthy program and the BC Healthy Living Alliance’s Physical Activity and Healthy Eating Strategies. BCRPA’s Active Communities Initiative directly supported 226 communities throughout BC to increase physical activity levels. &lt;br&gt;<a href="http://www.bcrpa.bc.ca/recreation_parks/facilities/documents/Addressing_After_School_Report.pdf">http://www.bcrpa.bc.ca/recreation_parks/facilities/documents/Addressing_After_School_Report.pdf</a></td>
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youth, ages 6-12 years, to engage in physical activity and healthy living practices in the critical after school time period. After The School Bell Rings: A Manitoba After School Recreation Project will identify and develop resources to assist providers of after school programs to increase physical activity, healthy eating and active transportation within their programs. After The School Bell Rings: A Manitoba After School Recreation Project will provide opportunities for providers of after school programs to communicate with each other, to share ideas and seek resolutions to issues and to look at ways to work together to provide effective after school programs.

http://www.afterschoolmanitoba.ca/

Appendix B: Community Use of Space – Current Practices Across Canada and the US

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<tr>
<th>City</th>
<th>Practice / Policy</th>
<th>Brief Summary</th>
<th>Further Information</th>
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</table>
| Denver, Colorado          | Denver Public School Community Use Policy              | The Board of Education recognizes:
   1. That the District facilities belong to the school community;
   2. That the primary purpose of the District facilities is to implement the regular instruction program;
   3. That school district facilities may be made available to the community when not in use for school activities;
   4. That any financial commitment of the District arising out of community use of school facilities is subject to appropriation by the Board of Education;
   5. That there are costs involved in the use of facilities and that charges should be assessed so that tax money will not be used in support of non-instructional program activities;
   6. That the procedures for Community Use of Facilities are intended to promote effective, consistent, and fair use and enjoyment of District facilities consistent with the need to establish priorities that recognize the educational purpose of these facilities. These procedures apply to all buildings and fields owned and/or operated by the District.

Denver Public Schools shall make its buildings and facilities available to the community for the use of responsible organizations or groups of citizens when school is not in session. Policy includes information in the following areas:
   1. General Terms & Conditions of School Facility Use
   2. Community Use Categories
   3. Application for Community Use

http://schooluse.dpsk12.org/DPSCommunityUsePolicy
<table>
<thead>
<tr>
<th>Location</th>
<th>Policy/Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simcoe County, Ontario</td>
<td>Simcoe County District School Board Community Use of Facilities Policy</td>
<td>It is the policy of the Simcoe County District School Board that its facilities will be made available for community use for the mutual benefit of students and the community, in a manner that is both fair and equitable on a cost recovery basis. The community use of facility activities must complement the intent of the Simcoe County District School Board’s mission statement. The first priority for the afterhours use during the school year of school facilities will be for school/board activities as approved by the principal and the Superintendent of Schools and Superintendent of Facility Services. <a href="http://scdsb.on.ca/media/files/board-highlights/policies/Policy%202340%20Community%20Use%20of%20Facilities.pdf">http://scdsb.on.ca/media/files/board-highlights/policies/Policy%202340%20Community%20Use%20of%20Facilities.pdf</a></td>
</tr>
<tr>
<td>New Brunswick</td>
<td>Community Use of Schools Policy</td>
<td>The Department of Education believes that: 1. The primary use of school facilities is for the delivery of public education programs. A secondary use, recognized and promoted by the Department, is to meet community needs; 2. School facilities will be made available to the general community with priority to non-profit community activities for youth; 3. Fees charged for community use of facilities should offset costs rather than being viewed as a means of revenue generation; and 4. The use of Education facilities must not place the school system in competition with private sector interests. Policy also includes information on the following topics: 1. Parameters for Community Use of Schools 2. Fees and Agreements 3. Financial Conditions 4. General Conditions <a href="http://www.gnb.ca/0000/pol/e/407A.pdf">http://www.gnb.ca/0000/pol/e/407A.pdf</a></td>
</tr>
<tr>
<td>Superior Greenstone District</td>
<td>Use of School Buildings and Equipment Policy</td>
<td>It is the intent of the Superior-Greenstone District School Board to make available to the community, the School Board’s buildings, facilities and grounds provided such use does not conflict with school programs and is economically feasible. The Board’s initial obligation is to the pupils of the Superior-Greenstone. For the various members of the community who wish to engage in the Facility Partnerships Program (joint facilities agreement) or Community Use of Schools Program (before and after school hours use) the board will provide fair and equitable access to available buildings, facilities and grounds. <a href="http://www.sgdsb.on.ca/upload/documents/409-use-of-school-buildings-and-equipment-may-18-10.pdf">http://www.sgdsb.on.ca/upload/documents/409-use-of-school-buildings-and-equipment-may-18-10.pdf</a></td>
</tr>
<tr>
<td>Toronto District School Board</td>
<td>Community Use of Board Facilities (Permits)</td>
<td>The Board is committed to providing all of its communities with reasonable access to schools when facilities are not being used for regular school activities. In order to ensure that communities have fair and equitable access, groups seeking the use of school facilities must first</td>
</tr>
<tr>
<td>Thames Valley District School Board</td>
<td>Community Use of Schools, Buildings and Equipment (Rental and Lease Agreement) Policy</td>
<td>It is the intent of the Board to provide discounted rental charges to not-for-profit organizations in accordance with guidelines and funds as provided for by the Ministry of Education. It is the policy of the Board that it will make available to the residents of the Thames Valley District School Board, its schools, facilities and equipment. This availability will be made with the provision that there is no additional cost to the Board. The use of such facilities should not impact the regular school program or the security/ maintenance of its properties. All school related functions shall have priority over rentals. All rentals will be arranged through the Community Use of Facilities office. Any application for a special occasion permit must have the approval of the Principal, in consultation with the local School Council. Students under the supervision of parents or with parental approval are permitted to participate in the area or during the hours covered by the permit. <a href="http://www.tvdsb.ca/files/filesystem/communityuse_propol.pdf">http://www.tvdsb.ca/files/filesystem/communityuse_propol.pdf</a></td>
</tr>
<tr>
<td>Upper Grand District School Board</td>
<td>Community Use of Schools</td>
<td>It is the policy of the Upper Grand District School Board to work actively to make its schools hubs of the community by making its facilities available to the public. The Community Use of Schools Program works in partnership with the Board’s staff and its diverse communities to foster an ongoing relationship of interaction and intercommunity. The Community Use of Schools Program supports the educational objectives of the Upper Grand District School Board and works to protect the Upper Grand District School Board’s property and its role in the community. <a href="http://www.ugdsb.on.ca/policies/200.pdf">http://www.ugdsb.on.ca/policies/200.pdf</a></td>
</tr>
<tr>
<td>Limestone District School Board</td>
<td>Community Use of School Facilities</td>
<td>The Limestone District School Board recognizes that local groups and organizations have purposes and activities which are of social and educational value to communities in the district. It also recognizes that, in many communities, school buildings provide the only suitable meeting places for such groups to pursue their activities. Community Use of Schools is an initiative between the Limestone District School Board along with the Ministry of Education and the Ministry of Health Promotion (formally known as the Ministry of Tourism and Recreation or MTR) that</td>
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</table>

**Out of School Time and Community Use of Space**
<table>
<thead>
<tr>
<th>Location</th>
<th>Policy/Statement</th>
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<tbody>
<tr>
<td>Kawartha Pine Ridge District School Board</td>
<td>Community Use and Access to School Facilities supports access to school space outside of school hours for Not-for-Profit community groups. The Community Use of Schools initiative has eliminated fees for many user groups in particular Non-for-Profit youth groups and greatly reduced fees for other groups as well. <a href="http://www.limestone.on.ca/Community_Use/">http://www.limestone.on.ca/Community_Use/</a></td>
</tr>
<tr>
<td>Brant Haldimand Norfolk Catholic District School Board</td>
<td>Policy: Community Use of Schools The Brant Haldimand Norfolk Catholic District School Board believes in building positive relationships and partnerships with our parishes, parents and the community at large. The Board acknowledges that educational facilities are an integral part of the community and, as such, add to the spiritual, educational, recreational and social development of all who share them. It is the intent of the Board to have its facilities used in the best interests of the community, including facilitation of community partnerships, when they are not required for school use. The use of facilities must be complementary to the goals and beliefs of the Board. The Brant Haldimand Norfolk Catholic District School Board criteria regarding community use of schools are as follows: 1. Use of facilities by groups other than the school must not interfere with school programs. 2. The Board must not incur any liability or contingent liability on behalf of any group. 3. The use of a school by a group, other than non-profit or the Board, schools and parishes, must be on a cost-recovery basis. 4. Security of school property and safety of children must never be compromised. 5. The Board shall not compete with private or municipally owned facilities and encourages facility utilization where it is in the best interest of the community, and when such facilities are not required for school use. <a href="http://www.bhnocdsb.ca/files/policies/community_use_schools_40005.pdf">http://www.bhnocdsb.ca/files/policies/community_use_schools_40005.pdf</a></td>
</tr>
<tr>
<td>City of Edmonton</td>
<td>Joint Use of Parks and Schools Policy Statement: 1. The City will encourage co-operation among all community</td>
</tr>
<tr>
<td>City of Saskatoon</td>
<td>Joint Use Agreement</td>
</tr>
<tr>
<td>Chatham-Kent Lambton</td>
<td>Community Use of Schools Rules &amp; Regulations</td>
</tr>
<tr>
<td>Lambton District School Board</td>
<td>Community Use of School Board Facilities Policy</td>
</tr>
</tbody>
</table>
achievement remain the highest priority. The health and safety of the students will remain the primary focus when implementing this initiative.

A facility partnership is intended to provide the following opportunities for both Board and community:

- Reduce operating costs and maximize use of public facilities
- Improve services available to students and the community
- Build relationships between schools board and community partners and the public
- Maximize efficiency and access for service delivery through usage of school facilities

| Toronto Catholic District School Board | Permits | The Toronto Catholic District School Board, as a publicly supported educational institution, shall make its facilities available to the public for use for worthwhile purposes, without infringing upon the school’s educational process. [http://www.tcdsb.org/policyregister/BR05.html](http://www.tcdsb.org/policyregister/BR05.html) |

In general, any of the policies found related to Community Use of Space were very process oriented. Policies provided a detailed explanation of how to go about booking community space, points of contact and associated fees being charged. The policies often included definitions of which user groups could and could not utilize the space as well as code of conduct for when using the community space.
## Appendix C: Use of Space in Schools – Policies and Practices of Ottawa’s School Boards

<table>
<thead>
<tr>
<th>School Board</th>
<th>Policy</th>
<th>Brief Overview</th>
<th>Further Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ottawa-Carleton District School Board</td>
<td></td>
<td>In partnership with the Ministry of Education and Ministry of Tourism and Recreation, the OCDSB is making school space more affordable and accessible in support of healthy, active lifestyles and helping to build vital communities that offer the residents within the District a higher quality of life.</td>
<td></td>
</tr>
</tbody>
</table>
|                                                   | Community Use of School Facilities Board Procedure PR.507.CON: Community Use of School Facilities | **Policy Objectives**  
To promote the concept of community schools by:  
1. Making District facilities and resources available to the City of Ottawa and communities through the use of permits and written agreements as appropriate and with reasonable user fees, where applicable;  
2. Co-operating with the District and the City of Ottawa to permit use of District facilities or property for the general benefit of the community; and  
3. Requiring school staff to plan their facility needs after regular school hours in advance of the school year so as not to cause unnecessary cancellation of community permits after they have been issued. |
|                                                   |        | **Further Information**  
[http://publicapps.ocdsb.ca/PDF%20files/Policies_and_Procedures/Policies/P%20012%20CON%20Commun%20use.pdf](http://publicapps.ocdsb.ca/PDF%20files/Policies_and_Procedures/Policies/P%20012%20CON%20Commun%20use.pdf) |
| Ottawa Catholic School Board                      |        | Supported by the Ministry of Education, the Ottawa Catholic School Board provides access to school facilities for the promotion of physical activities for youth, adult fitness programs, and nationally recognized not-for-profit fundraising organizations. School facilities such as gymnasiums, libraries, cafeterias and classrooms, are available to the public on school operating days when a caretaker is scheduled to be on duty. All interested applicants should review the location of a school of interest and contact the school directly to find out if there are available days and times for the requested facility (gym, library, classroom, etc). If the requested space is available, the applicant must complete an application form and forward the completed form to the school for final authorization. |
|                                                   | Community Use of Schools Program (not a policy) | **Further Information**  
[http://www.occdsb.on.ca/content.php?doc=6014](http://www.occdsb.on.ca/content.php?doc=6014) |
| Conseil des écoles publiques de l'Est de l'Ontario |        | In accordance with the general objectives of its master plan, and to contribute to the development of the communities it serves, the CECCE recognizes the importance of making its facilities available to community organizations and non-profit associations, and, in some circumstances, to rent space or |
| Conseil des écoles catholiques du Centre-Est      |        |                                                                                                                                                                                                              |                     |
facilities to these same groups. Under the provisions of the agreement on the community use of schools reached between the CECCE and the Ministry of Education, the CECCE undertakes to:

1. Reduce the fees charged to non-profit groups, as defined in Appendix A and B below.
2. Foster increased accessibility of its schools for non-profit community groups.
3. Promote talks with municipalities with an eye to reaching shared use agreements for their respective facilities in order to increase accessibility and reduce fees, as applicable.
4. Offer non-profit community groups fair access to schools outside of normal school hours.
5. Give preferential access to non-profit groups that serve children and young adults.

References


20. ParticipACTION, Benefits of Physical Activity www.participaction.com


28. Ibid


37. Ibid

38. Ibid


   [link](http://www.unitedwaytoronto.com/downloads/whatWeDo/reports/YouthBestPractices-FinalPublicReport.pdf)

45. Offord, DE., Lipman, E., Duku, E. Which Children don’t Participate in Sports, the Arts, and Community Programs? Ottawa, ON: Human Resources Development Canada

46. Ibid #1

47. Ibid #36


49. Ibid #35


52. City of Regina, 2012 Community Service Fees and Charges [link](https://docs.google.com/viewer?a=v&pid=pid2&attid=0.1&thid=135e373e192b34e8&mt=application/msword&url=https://mail.google.com/mail/?ui%3D2%26ik%3D3D33f8114108%26view%3Datt%26th%3D135e373e192b34e8%26attid%3D0.1%26disp%3Dsafe%26zw&sig=AHIEtbTNYqyjwFxaLFWeSrXg5VcQ09nB5Q)


54. Surrey School Board: Community use of schools and grounds [link](www.sd36.bc.ca/board/policies)