



Child Care and Early Years Programs (AP)

First Revision 23 04 18

PURPOSE

This Administrative Procedure provides guidance and direction on the implementation of Child Care and Early Years Programs on School District Property.

DEFINITIONS

The terms “board property,” “business day,” “child care program,” “educational activities” and “licensee” have the meanings given to those terms in the *School Act*.

“Direct and Indirect Costs” shall mean:

- Utilities or share of
- Maintenance and/or repair or share of
- Costs of custodial
- A reasonable allowance for time that School District administrators and other staff spend on matters relating to the use of Board property by licensed child care providers

“Non-instructional days” shall include all professional development days and school planning days that occur during the instructional year as well as Winter Break, Spring Break, and Summer Break.

GUIDING PRINCIPLES

The Board subscribes to the following Principles and expects licensees to demonstrate these Principles when providing child care or early learning programs.

Early Learning Framework Principles

- *Children are strong, capable in their uniqueness, and full of potential*
- *Families have the most important role in contributing to children’s well-being and learning*
- *Educators are researchers and collaborators*
- *Early years spaces are inclusive*
- *People build connection and reconnection to land, culture, community and place*
- *Environments are integral to well-being and learning*
- *Play is integral to well-being and learning*
- *Relationships are the context for well-being and learning*
- *Learning is holistic*

(British Columbia Early Learning Framework)



First People's Principles of Learning

- *Learning ultimately support the well-being of the self, the family, the community, the land, the spirits, and the ancestors*
- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)*
- *Learning involves recognizing the consequences of one's actions*
- *Learning involves generational roles and responsibilities*
- *Learning recognizes the role of Indigenous knowledge*
- *Learning is embedded in memory, history, and story*
- *Learning involves patience and time*
- *Learning requires exploration of one's identity*
- *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations*

(First Nations Steering Committee, 2012)

PROCEDURES

1. When the Board determines that a child care program or early learning program is required at a school district site, the Board will:
 - a) determine whether the facility has the capacity to provide the program
 - b) determine whether the Board has the capacity to operate the program (staffing and funding)
 - c) determine if the program can be provided by a contractor
 - d) initiate a Request for Proposal (RFP) should it be determined that a contractor will provide the program
2. Qualified Early Learning Educators or Responsible Adults will be utilized to provide services as per licensing requirements
3. Appropriate licensing and accreditation procedures will take place
4. The use of Board facilities by a contractor will not disrupt or interfere with school and district run programs at the facility
5. Board run childcare and early learning programs (pre-school age) shall operate on a cost recovery basis
6. Contractors and licensees will operate as a non-profit entity
7. Licensees and contractors must abide by all school district policies and procedures and school codes of conduct



8. All contracts with a licensee other than the board, to provide a child care or early learning program on board property must be in writing, duly signed by the licensee and school district secretary treasurer and must include:

- a) A start and end date to the contract and provision of services to families
- b) A description of the direct and indirect costs for which the licensee or contractor is responsible
- c) A statement binding the licensee or contractor to abide by all Board policies and procedures
- d) A termination clause outlining how each party may terminate the agreement and the timelines regarding notification
- e) A requirement that the licensee or contractor hold an adequate level of liability insurance and have WorksafeBC insurance
- f) A statement that the agreement can only be amended by mutual agreement in writing and signed by both parties
- g) A requirement that the licensee or contractor maintain a certain standard of performance (ie. adhere to the Principles as outlined above)
- h) A requirement that the licensee or contractor maintain the required licensee and abide by all license requirements
- i) That the licensee or contractor will co-operate with the district and collaborate with Early Years staff on ongoing professional development and in-service
- j) Should the licensee or contractor wish to provide service during non-instructional days a separate article or addendum must be included that addressed items a) through i) above

9. If at any time the service provided to the school, school community and parents is deemed unsatisfactory by the District Manager responsible for childcare, a report will be made to the Superintendent and licensee/contractor. If the service is not rectified to meet the expectations of the contract, this policy or licensing requirements, the report will be forwarded to the Child Care Licensing Branch to determine a course of action.