



## **Section Seven: Community Partnerships**

### **701 – EARLY YEARS PARTNERSHIPS**

#### **Introduction**

The Board of Education recognizes the importance of the early years and the shared responsibilities in ensuring a safe and optimal transition from home to school for our earliest learners.

The Board of Education believes that certain opportunities which provide for partnerships between the community and schools are beneficial to student success. Partnerships which enhance the preschool years and support all facets of early learning development (social, emotional, physical, creative and intellectual development) are important to the Board.

The Board defines Early Years as 0-8 years of age in accordance with the National Association for Education of Young Children's (NAEYC) definition of early childhood.

#### **Policy**

The Board has established an Early Years Partnership Committee which includes trustees, parents, teachers, principals/vice-principals, district staff, child advocacy agencies, and health and childcare providers. The committee's mandate is to promote and coordinate the ongoing expansion of early childhood opportunities (including daycare, preschool, StrongStart, and out of school care), in adherence with Board of Education policies and procedures.

#### **1. Guiding Principles**

The Board of Education believes in the importance of:

##### **1.1 Accessibility of early childhood care and learning for families**

Early Years Partnerships will:

- promote low-cost space to operators for program operation
- ensure that fair and discreet processes are in place to enable the attendance of preschoolers from low-income families through subsidy provided by the early childhood care operator at a rate established by the Board of Education
- monitor available space within schools for early childhood opportunities

##### **1.2 Well-supported transitions from home to school**

Early Years Partnerships will:

- support the Early Years Centre models so that community services can be connected to all families, recognizing the distinct needs of Aboriginal families as well as families from culturally diverse backgrounds



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*“Together We Learn”*

- promote the integration of district and community based events/activities/programs to help ensure supported, safe, seamless transitioning from home to school
- promote parent and community involvement in the establishment and operation of the early childhood opportunities in the Central Okanagan School District.

### 1.3 **Early Years programs that support the health and development of the whole child**

Early Years Partnerships will:

- promote research-based models and philosophies to meet diverse needs of children, family and community
- support the Central Okanagan School District’s *Early Learning and Development Framework for 3-5 Year Olds* (based on the B.C. Primary Program)
- support *The B.C. Early Learning Framework* (co-published by the Ministry of Health and the Ministry of Children and Family Development and issued by the Early Learning Advisory Group)
- support and promote ongoing professional learning opportunities for parents as partners, childcare providers, early childhood educators and primary teachers (K-2)
- seek opportunities to support families through liaisons with multiple community service providers (recreation, health, dental, mental health, Aboriginal services etc.)

Date Agreed: September 28, 2005

Date Amended: November 25, 2015

Related Document: Early Learning and Development Framework for 3-5 Year Olds; BC Early Learning Framework