



### AP 220 – Early Years Program

#### **Purpose**

The Board of Education is committed to education as the key to a more equitable and more democratic society. Effective early childhood programming (0-6) is the most vital service a society can offer to ensure that everyone has the opportunity to reach his or her potential. It is critically important that these opportunities are offered at the earliest stages of a child's life, when formative life long skills and abilities are being developed. Investment in quality programming during early childhood reaps significant long-term benefits for children, their families, and the community.

#### ***Guiding Principles***

- Developmentally appropriate early learning programming reflects a belief in the uniqueness of childhood. Early learning programs focus on the overall development of the child.
- The transition from home to childcare and early learning programs must be an ongoing experience that allows for the recognition of a diversity of cultural backgrounds, different learning styles and needs, and a variety of home environments.
- Effective early learning programming creates lasting benefits for children's development and futures when it is provided early, often and effectively.
- Early learning programming is a vital component of the learning continuum and specific strategies are required to ensure that the links between early learning and school education are strong and are supported.
- Analysis and application of research findings will be used to guide planning and programming to meet the needs of all children.
- The creation and retention of partnerships with parents and with the community is a positive and important element in the provision of early learning programming.
- Qualified early childhood educators should deliver early learning programming and appropriate licensing and accreditation procedures will be in place.

#### **Procedure**

1. The Board of School Trustees will establish an Early Years Advisory Committee. The Board will appoint members of this committee.

Representatives will include:

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- Program Designate;
- Assistant Superintendent;
- Facilities Department Designate;
- Partner Group Representatives;
- Community Group Representatives (three);
- District Staff Representatives from Aboriginal Education and Learning Services.

The Committee's mandate is to advise the Board of Education of ways to support the development of early learning opportunities which will improve school readiness by offering effective programming such as, but not limited to, childcare, preschool, family literacy, and out-of-school care within the framework of the Nanaimo Ladysmith Public Schools and Board mandates.

The key areas of focus are to:

- Provide links between early childhood programming opportunities and Nanaimo Ladysmith Public Schools;
- Promote research based models and philosophies for optimum early childhood programming;
- Promote the development and implementation of transition programs for children progressing from preschool to public school;
- Promote the use of appropriate research based documents to direct early learning policy and programming;
- Develop and maintain a comprehensive listing of available classroom spaces that may be used for early childhood opportunities;
- Promote parent and community involvement in the establishment and operation of the early childhood opportunities in Nanaimo Ladysmith Public Schools;
- Develop and review guidelines for Early Childhood programs that operate and are housed in Nanaimo Ladysmith Public Schools facilities; and
- Plan and implement interventions and supports for children at risk.

Adopted: January 24, 2007