

POLICY 810: CHILD CARE PROGRAMS ON BOARD PROPERTY

ADMINISTRATIVE PROCEDURES

Purpose

The purpose of the Administrative Procedures is to provide guidance with respect to how the Board of Education will promote the use of Board property for the provision of child care programs between the hours of 7 a.m. and 6 p.m. on operating days by either the Board of Education or third party licensees.

Definitions

In this Policy and Administrative Procedures, “Board property,” “child care program,” “educational activities” and “licensee” have the meanings given to those terms in the *School Act*.

“Direct and indirect costs” include:

- utilities;
- maintenance and repair;
- a reasonable allowance for the cost of providing custodial services;
- a reasonable allowance for time school district administrators and other staff spend on matters relating to the use of board property by licensed child care providers; and
- other direct incremental costs related to the provision of child care programs on Board property.

Assessment of Community Need for Programs

The Board of Education will, on an ongoing basis, assess community need for child care programs on Board property. The assessment of community need is focused on new programs, as existing programs operating on Board property are considered supported by families that are using their services.

The evaluation of available space and demand for programs include such factors as:

- Community demand for child care programs. Consideration will be given to the proximity to existing community child care programs and the community demand for child care programs.
- Community supply of child care spaces. Consideration will be include the availability of child care spaces in the community and the waitlist for spaces.
- Availability of space on Board property. Considerations will include the indoor and outdoor space required to meet licensing requirements, current utilization of indoor and outdoor spaces, anticipated classroom needs, the future demand for space based on the enrolment projections prepared for the Long Range Facilities Plan. The availability of space will be reported to the North Vancouver School District Capital Planning Committee on an annual basis.
- Suitability of space. Considerations include the size and location of classroom space that is required to meet licensing regulations and other related factors such as the proximity to washrooms, playgrounds and entrances/exits to the building.
- Development of major construction projects undertaken by the Board of Education. In the planning and design of replacement and new school projects, consideration will be given to the feasibility of using the Neighbourhood Learning Centre (NLC) space for child care programs. Considerations will include the funding required and funding sources from the provincial government, local municipalities and other partners.

Both the demand and supply of child care spaces may be supported by an independent assessment.

Delivery of Services Model

When the opportunity arises to provide new child care programs on Board property, the Board of Education must consider whether those programs are best provided by licensees other than the Board of Education, the Board of Education, or a combination of both.

The evaluation will be informed by the Board of Education's strategic plan and priorities and whether the Board of Education can successfully achieve the provincial government licensing requirements. The evaluation will include such factors as:

- whether it is preferable for the Board of Education to become a licensee and operate a child care program directly;
- existing services available in the community and surrounding neighbourhood;
- type of child care programs and capacity under consideration (such as before and after school care, infant/toddler care);
- availability of qualified labour to deliver program;
- multi-year financial plan including detailed planning assumptions, operating and capital budgets;
- required fee schedule to cover direct and indirect costs; and,
- comparison of required fee schedule to existing community-based programs.

Prior to entering into or renewing a contract with a licensee other than the Board of Education to provide child care programs on Board property, the Board of Education will consider whether it is preferable for the Board of Education to become a licensee and operate the child care program directly. The evaluation will include such factors as identified above.

Regardless of whether the Board of Education decides to operate a child care program directly or whether those programs are best provided by licensees other than the Board of Education, the Board of Education will ensure that the child care program is operated in a manner that:

- fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia Declaration on the Rights of Indigenous Peoples Act: (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education; and
- is inclusive and consistent with the principles of non-discrimination set out in the British Columbia Human Rights Code.

Fees for the use of Board property for child care programs:

- if operated by the Board of Education, will be operated for a fee no greater than the direct costs incurred by the Board of Education; and
- if operated by a licensee other than the Board of Education, will not exceed the direct and indirect costs the Board of Education incurs in making the Board property available.

Where a licensee is seeking to renew or extend a contract, the Board of Education will consider whether the licensee has performed its obligations under this Policy, Administrative Procedures and contract, with specific regard to providing an inclusive child care program and promoting indigenous reconciliation in child care.

Considerations: Agreement between the Board of Education and Licensee

When the Board of Education determines that the program is best provided by a licensee other than the Board of Education, the opportunity will be made available through an open process on BC Bid. The content and evaluation criteria will be identified in the tendering process and include criteria such as:

- experience and qualifications;
- Business Plan including schedule of expenses and revenues;
- community experience and additional benefits;
- fee schedule;
- interviews; and

- special consideration will be given to proposals that provide both inclusive child care and fosters Indigenous reconciliation in child care.

Certain criteria, such as inclusive child care and fostering Indigenous reconciliation in child care, may be given higher priority in considering proposals.

Any contract with a licensee other than the Board of Education, to provide a child care program on Board property, must be in writing and subject to review no less than every three years. At a minimum, the contract will include such provisions as:

- the hours of operation and operating days as informed by the school calendar;
- a description of the direct and indirect costs for which the licensee is responsible;
- an agreement by the licensee to comply with this Policy, Administrative Procedures and other applicable policies;
- a provision describing how the agreement can be terminated by the Board of Education or the licensee;
- an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board of Education;
- a statement that the agreement can only be amended in writing, signed by the Board of Education and the licensee;
- a requirement for the licensee to maintain appropriate standards of performance;
- a requirement that the licensee must at all times maintain the required license to operate a child care facility; and
- a requirement that the licensee will utilize the British Columbia Early Learning Framework to guide and support learning experiences in child care settings.

With respect to a licensee seeking renewal or extension of a contract, the Board of Education must consider whether the licensee has performed its obligations under this Policy, Administrative Procedures, other applicable policies and contractual obligations.

Public Participation

The process of engagement will be determined on a project by project basis. The planning and development of new construction projects must meet provincial government requirements, which may be modified as needed to capture the engagement needed for child care programs. The engagement will include employee groups, parents and guardians, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers and existing child care operators.

The process must support the Board of Education requirements of a collaborative process that is transparent, inclusive and timely. The collaboration will achieve the public participation goal and promise to the public as adopted by the Board of Education. Further information can be found at: [Public Participation - North Vancouver School District \(sd44.ca\)](https://www.sd44.ca/public-participation).

Engagement will be reviewed on an on-going basis. This includes a post-mortem of the process to identify lessons learned and revisions for future consideration.

Reference documents:

- Provincial Government [Early Learning Framework](#)
- Provincial Government [Early Years Indigenous Cultural Safety Resource Guide](#)
- Provincial Government [Inclusive Child Care](#)