



Early Learning Foundations

Program Handbook

Early Learning Foundations Preschools and Child Care Programs

Supporting Quality, Universally Inclusive, and Developmentally
Appropriate Early Childhood Learning



North Vancouver
School District
the natural place to learn®

September 2015

TABLE OF CONTENTS

Introduction.....	Page 3
History	Page 4
ELF Program Benefits.....	Page 5
ELF Program Delivery	
• Developmentally Appropriate Teaching and Learning.....	Page 6
• Guiding Principles and Practices for Program Delivery	Page 7
• Emotional Development	Page 8
• Social Development.....	Page 9
• Physical Development.....	Page 10
• Intellectual (Cognitive) Development	Page 11
• Language Development	Page 12
• Evidence of Guiding Principles.....	Page 13
ELF Professional Development Opportunities.....	Page 13
Enhancing ELF connections.....	Page 14
Emergency Procedures	Page 14
NVSD Contact Information.....	Page 15
NVSD ELF Sites.....	Page 16
Community Resources	Page 17
Provincial Ministries	Page 18

Introduction

The North Vancouver School District's Early Learning Foundations (ELF) Program is a well-established partnership between the school district and local early learning (preschool and childcare) providers. Consistent with the Ministry of Education's on-going expansion of early learning programs in schools, including StrongStart and *Ready, Set, Learn*, the Early Learning Foundations program is designed to provide quality early learning opportunities for children in our community.

ELF programs, which are located on site or in close proximity to North Vancouver schools, support early childhood learning and address the issue of school readiness by increasing the connection between preschool and elementary school educators. ELF providers work in close collaboration with school-based personnel to enhance children's connection to the local school community and to provide them with a smooth transition to full day kindergarten.

The Early Learning Foundations program (ELF) is based on a commitment to quality early learning within a flexible, play-based environment. Research has consistently demonstrated the importance of play in promoting healthy physical, intellectual and emotional development in children.

The Ministry of Education's [Early Learning Framework](#) notes:

Most of children's early learning takes place through play. Play is so important that its significance in children's lives is recognized by the United Nations as a specific right..." (p. 12)

ELF programs have a unique affiliation with the North Vancouver School District and reflect our commitment to providing high quality, universally accessible and developmentally appropriate preschool, child-care, or before and after school programs. All ELF providers meet ECE licensing guidelines and policies, fulfill the requirements of their lease agreement with the school district, and adhere to the guiding principles and play-based philosophy of the ELF program.

History

The Early Learning Foundations (ELF) program was developed by the North Vancouver School District in 2005-2006. With increasing interest and focus on early learning and childcare at the local, provincial and federal levels, our school district wanted to be proactive in the establishment and support of quality preschool and childcare programs in our community that would improve the transition from early care settings to the formal school years.

In April 2005 the Board of Education of the North Vancouver School District adopted a motion to create opportunities for qualified preschool and childcare operators to submit proposals for leasing suitable surplus school facilities for early learning programs. A set of criteria related to physical and environmental standards, as well as the ELF Guiding Principles and Practices for Program Delivery were established and became part of these lease agreements.

The ELF program was developed in partnership with early childhood educators in the North Vancouver community to encourage inclusive, accessible and developmentally appropriate early childhood learning opportunities. The Guiding Principles and Practices for Program Delivery reflect best practices as defined by current early childhood education research and as outlined in the Ministry of Education's Early Learning Framework.

The creation of the ELF program has enabled the North Vancouver School District to positively affect school readiness for young children by providing leadership in the development and support of quality, community-based early learning programs.



ELF Program Benefits

The North Vancouver School District believes it is important to strengthen all aspects of early childhood learning through partnerships with local preschool and childcare providers. The organizations that operate as part of the ELF program have provisions for enhanced relationships with school district educators, parents, and community partners. Occupancy of a school district facility provides important benefits for ELF Program leaseholders, including:

- A lease agreement that provides location and costing stability
- Access to school facilities and resources (e.g. playground, parking, library)
- Invitations for ELF program staff to participate in school district early learning professional development sessions and receive certificates required for ECE license renewal
- Opportunities to network with North Vancouver School District early learning educators (e.g. StrongStart facilitators, kindergarten teachers)
- Opportunities for collaborating with school personnel and participating in school events (e.g. assemblies, library story time) and early learning community events (e.g. Kindergarten Parent Information meeting, *Ready, Set, Learn*, etc.)

One of the goals of the North Vancouver School District's Ten Year Strategic Plan is to strengthen and expand reciprocal community relations through the provision of services and facilities that promote the health, well-being, and interests of both the School District and the entire community. The ELF program integrates services with the broader community to provide quality early learning programs that are universally accessible for North Vancouver families.

By housing ELF programs in neighbourhood schools, and including criteria to ensure best practices for early childhood development, it is intended that all children, including those considered to be more vulnerable, will benefit from high quality early learning opportunities, and support. Consistent with the BC Ministry of Education's "[Neighbourhood Learning Centre](#)" concept, North Vancouver School District's ELF program enables early childhood educators, school staff, district support staff and community agencies to engage collectively in enhancing young children's overall development, ensuring that they experience a seamless transition to kindergarten in their neighbourhood school.

Developmentally Appropriate Teaching and Learning

In collaboration with early childhood educators and as a result of a review of literature and research, North Vancouver School District has adopted a broad definition of quality, developmentally appropriate programming for early learners that aligns current research with best practice in early childhood education. The ELF program:

- adheres to the principles and practices outlined in the British Columbia Ministry of Education Early Learning Framework;
- emphasizes play-based learning within an emergent curriculum that is developmentally appropriate and relevant to the child;
- incorporates elements of nature-based learning and environmental awareness appropriate for children in the early years;
- meets the needs of all children and their families within the structure of the program;
- respects diversity in all aspects of the child's environment;
- encourages family involvement;
- meets the requirements of all licensing guidelines and policies;
- has resources to identify vulnerable children and suggests appropriate supports for children and their families; and,
- has a connection to community resources for children and their families.

This broad definition has been expanded further to describe the five critical areas of emotional, social, physical, intellectual, and language development found within the Guiding Principles and Practices for ELF Program Delivery.

Guiding Principles and Practices for Program Delivery

The Guiding Principles and Practices for ELF Program Delivery that follow are based on preschool and childcare licensing requirements and reflect the competencies described in the current research in early childhood education. Early childhood educators recognize and embrace these principles as an established and widely held description of best practice. The BC Government Ministry of Health, Community Care Licensing Branch sets out health and safety requirements, licence application requirements, staffing qualifications and program standards for licensed child care settings outlined in the [Child Care Licensing Regulation](#).

A constant theme throughout all of early childhood literature is that children in their early years learn best through play-based environments.

"It seems to us that many who are not in the field of ECE do not yet understand that research has shown that play-based, child-focused, developmentally and culturally appropriate approaches to learning and development in the early years are the most successful programs both in short and the long term."

Goelman, Hertzman, 2003

Play provides opportunities for exploration, experimentation and manipulation that are essential for constructing knowledge. As children progress through the years, their play naturally becomes more rule-orientated and less egocentric. Children's interests and "need to know" motivate learning. The many forms of play that early childhood teachers plan around key learning objectives give children opportunities to make sense of their experiences and at the same time provide opportunities to extend and expand their learning.

As preschool and other early childhood care providers prepare programs in the context of their particular communities, the following Guiding Principles and Practices for Program Delivery will influence and establish general standards of program delivery that meet the needs of children in a relevant, developmentally appropriate manner.

It is important to note that learning through play embodies the goals of all ELF Programs.

The forms of play and other activities planned as part of the ELF Program are encouraged to occur both within the classroom, outdoors, and as a part of program outings in the community. The link between the ELF Program and the community is an important one as many opportunities for learning are provided by members of the community at large.

In addition, activities and play opportunities need to be planned to provide a range from free play to more structured play as well as ensuring that these activities are individualized in order to meet each child's unique stage of development. These Guiding Principles and Practices (from the [Community Care and Assisted Living Act](#) - Child Care Licensing Regulation) consider the development of the whole child including the five critical areas of emotional, social, physical, intellectual and language development.

Emotional Development

Principle: Early childhood settings are structured so children feel psychologically safe and secure. Early learning programs should attend to the development of children's emotional needs, and therefore ELF programs should:

Practice	Indicators
a. Help children to develop a positive self concept	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • self-esteem/self-confidence • coping skills • independence in activities • curiosity • friendships
b. Help children develop an accurate perception of self	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • a separate sense of self • independence in activities • self-control • an eagerness to play
c. Help children express positive and negative feelings in appropriate ways	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • problem-solving strategies • ownership over one's actions • ability to express feelings in appropriate ways • self-control • mutual respect and sharing skills
d. Provide a comfortable atmosphere in which children feel proud of their cultural heritage and cultural sharing is encouraged	Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting: <ul style="list-style-type: none"> • an awareness of each child's unique cultural background • mutual respect and sharing skills • curiosity • friendships

Social Development

Principle: Children learn through social interaction with adults and other children. Teachers foster and extend relationships through support, guidance and facilitation of learning. Therefore, ELF programs should:

Practice	Indicators
<p>a. Provide an environment for children to work independently and to share and work cooperatively in small groups</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • cooperative play • turn taking • sharing • the ability to work independently as well as in groups • shared responsibility
<p>b. Provide an environment that fosters positive behaviour</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • respectful interactions with peers and adults • a sense of belonging • sharing • turn taking
<p>c. Encourage children to appreciate differences and respect the personal feelings and property of others</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • the development of empathy • an understanding of behaviour expectations • friendships • respect for individuals and individual cultural and physical differences
<p>d. Provide opportunities for social interactions that help children develop appropriate skills for social relationships</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • respectful interactions with peers and adults • problem-solving strategies • active listening skills • cooperative play • respect for individuals and individual cultural and physical differences
<p>e. Provide experiences that facilitate a child's feeling of belonging to a family, community and the world at large</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • the feeling of belonging to a family • the feeling of belonging in a community • the sense of the world at large

Physical Development

Principle: Children learn best when their physical needs are met and they are provided with opportunities for active play and periods of quiet restful activity. There should be many opportunities for structured and unstructured play. Therefore, ELF programs should:

Practice	Indicators
<p>a. Provide indoor and outdoor activities that encourage the development of large and small muscle skills appropriate to each child's level of development</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • development of large motor skills • development of fine motor skills • engagement in both indoor and outdoor activities • engagement in active and restful activities
<p>b. Promote and encourage the development of self-help skills</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • independence in washroom habits as well as personal hygiene • self help skills (doing up coat, managing zippers, etc.) • an understanding of safe behavior
<p>c. Encourage good health, nutrition and safety habits</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • an understanding of healthy eating habits • an understanding of safe behavior • the use of proper vocabulary around body parts and personal safety • independence in washroom habits as well as personal hygiene

Intellectual (Cognitive) Development

Principle: Children construct knowledge as a result of dynamic interactions between the people around them and the physical and social environment. They construct hypotheses, test them and then adjust continually to new knowledge. Children’s interests and “need to know” motivate their learning. Children need to have opportunities to make sense of their experiences and at the same time have opportunities to extend and expand their learning. Therefore, ELF programs should:

Practice	Indicators
<p>a. Develop a flexible daily program that responds to the needs and interests of the children</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • play that reflects the appropriate use of materials (blocks, house, sand, water, etc.) • an interest in songs/chants/poems/rhymes • an interest in books • a knowledge of how to handle a book • a balance of free play and structured play
<p>b. Provide an environment that facilitates the development of curiosity, reasoning and problem-solving skills</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • recall and retelling strategies • problem-solving skills (questioning, reasoning) • an interest in experimenting with writing materials (felts, crayons, paints, paper, pencils, etc.) • activities inside, outside and within the community
<p>c. Provide age and developmentally appropriate activities that encourage development of concept-building skills such as: classifying, ordering, determining directions and perceiving spatial relationships</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • early concepts of sequencing, classifying and categorizing • an interest in counting and number games • problem-solving skills (questioning, reasoning) • a balance of free play and structured play
<p>d. Provide activities and materials that encourage creative activities such as art, music, movement, imaginative play, story-telling and construction</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • aesthetic development (music, art, drama, dance) • imaginative play and drama • an interest in songs/chants/poems/rhymes
<p>e. Provide activities and materials that promote a greater understanding of the environment</p>	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • an interest in the environment • active exploration and experimentation • activities inside, outside and within the community

Language Development

Principle: The early years of life are critical to developing the oral language necessary to acquire the skills and habits of literacy. Experiences with language provide the foundation that children need to be successful in school. Therefore, ELF programs should:

Practice	Indicators
a. Model good language and listening skills	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • vocabulary development • the ability to express themselves and make their needs understood • understanding of oral language • listening skills • the practice of language through songs/chants/poems/rhymes/drama • interactions with others through conversation, imagination and play
b. Provide opportunities for children to develop receptive and expressive language skills	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • interactions with others through conversation, imagination and play • the use of appropriate voice and articulation • speaking in sentences • listening skills • skills for retelling and recounting • skills for asking and answering questions
c. Provide activities that encourage communication	<p>Children are experiencing developmentally appropriate, play-based, and hands-on opportunities for promoting:</p> <ul style="list-style-type: none"> • interaction with books or stories being read • skills for retelling and recounting • an understanding that there are many different ways of communicating • the ability to express themselves and make their needs understood

Evidence of Guiding Principles: ELF Reports

In general, the ELF Programs are involved in ongoing assessment – both their own processes for self-assessment (which usually involve their parent communities) as well as assessment and monitoring by the Community Care Facilities Licensing Program (CCFL). These assessments most often take the form of reports, checklists, surveys or questionnaires and occur annually or bi-annually.

In addition, each year in June ELF providers are required to submit an annual report to the North Vancouver School District Early Learning Contact. The annual ELF Report includes updated information on each ELF site, as well as feedback related to strengthening the partnership with the North Vancouver School District and the local community through in-service and other initiatives. These reports are then summarized into an annual North Vancouver School District ELF report submitted in July to the Superintendent of Schools.

ELF Professional Development Opportunities

During the course of the school year there are many opportunities for ELF program providers and their staff to participate in early learning professional development opportunities. Invitations to attend meetings, workshops, and other in-service sessions at the school, school district, and in the local community will be extended to ELF providers through email communication from the North Vancouver School District Early Learning Contact.

In the spring the school district hosts an Early Learning Dialogue session featuring well-known speakers on a variety of early childhood development topics. This annual session provides opportunities for early childhood educators to enhance their understanding of research-based best practices and to share practical ideas for the classroom. Other professional development opportunities appropriate for ELF providers and their staff may include after school or evening workshops, seminars, institutes, and school/district professional development days throughout the year. Collaborative professional development is a positive and effective way of enhancing partnerships and networks among ELF program providers, StrongStart Facilitators, primary teachers, school administrators, post-secondary institutions, and community agencies.

Through the annual ELF Program Report submitted in June, ELF providers are given the opportunity to identify professional development areas they would like to access. These areas of interest are reviewed by the school district and shared with school district staff responsible for professional development planning. Topics that are of particular interest to ELF providers include:

- Learning through Play
- Nature-Based or Environmental Learning
- Pedagogical Documentation
- Developmental Stages of Learning
- Brain Research
- Self-Regulation
- Social Emotional Learning
- Strategies for Challenging Behaviours
- Health and Nutrition
- Support for Special Needs Children
- Parent Communication and Support
- Kindergarten Readiness

Enhancing ELF Connections

The continued success of the ELF program relies on open and positive communication. Every school is unique in its capacity to make school-based resources and opportunities available to on-site ELF providers in a given year. Factors such as school size, enrolment, special program offerings, staffing, and site capacity impact the ability to offer additional resources and/or invite ELF providers to special events. For this reason, an open and thoughtful conversation between the school principal and the ELF program providers should occur at the beginning of each school year. Follow up conversations are also recommended throughout the year in order to keep the lines of communication open.

The following checklist provides ideas for enhancing the working relationship and collaboration between school personnel and ELF program providers:

1. Introduction of ELF program staff at school staff and PAC meetings
2. Discussion of school emergency procedures between school administration and ELF program staff (annually each fall)
3. Inclusion of ELF program information, schedules, and events in the school calendar, newsletter and/or website, bulletin boards, etc.
4. Inclusion of ELF program participants and staff in school activities and events (assemblies, plays, concerts, theme days, pro-d days, etc.)
5. Provision of opportunities (where possible) for ELF participants to access additional school resources (library, gymnasium, outdoor play equipment, storage facilities)
6. Collaboration between ELF program and school staff to increase opportunities for K-7 students to interact with ELF children (kindergarten classroom visits, buddy class arrangements, etc.)
7. Opportunities for ELF providers to participate in meetings with school staff to support the successful transition of students, particularly those with special needs, to kindergarten
8. Collaboration between ELF providers and primary teachers in professional development opportunities and initiatives with a focus on early learning, including school-based *Ready, Set, Learn* events

Emergency Procedures

North Vancouver School District elementary schools have established Crisis Plans which are site-specific. Most often these plans include a description of emergency procedures for a variety of situations such as fire, earthquake, intruder, and so on. These procedures require a schedule of practice and drills including evacuation of the school building. Discussion and coordination of drills and schedules as well as the need to establish a “buddy” classroom system, is a priority of ELF Program and school principals at each ELF site.

ELF Program operators are required to discuss coordination and harmonization of emergency procedures with the school principal or designate at the beginning of each school year.

NVSD Contact Information

North Vancouver School District

Learning Services Department,
Education Services Centre
2121 Lonsdale Avenue,
North Vancouver BC V7M 2K6
604 903-3777 Fax: 604 903-3778

ELF Program - Education Contact

In order to support and assist ELF Program providers, the North Vancouver School District has provided a contact person to act as a liaison. The administrative contact for the ELF Program is Arlene Martin, District Principal, and can be reached at amartin@sd44.ca

ELF Program - Lease Contact

For inquiries pertaining to lease of North Vancouver School District facilities , please contact Lindsay Boulton, Community & Business Development Manager at lboulton@sd44.ca

ELF Program - Facility Maintenance

In the majority of ELF program locations, the program building is owned and operated by the lessee. Maintenance issues or repairs in this situation are the responsibility of the ELF Program provider and specific details can be found in the related Lease Agreement. The exception to self-maintained locations are the ELF Programs located within school buildings. In the case of in-school ELF locations, maintenance requests or work orders should be processed through the host elementary school office.

ELF Program - Human Resources

The North Vancouver School District provides identification badges for all ELF employees. These ID tags are worn by ELF staff while on school sites. (To order or replace identification badges, contact the Human Resources Department at the North Vancouver School District office at 604-903-3496).

Insurance

Each of the ELF programs has insurance requirements as part of their lease agreement. While on or in School District property, liability for ELF preschool aged children and employees is covered by the individual ELF Program policy. Preschool aged students need to be under the direct supervision of the early childhood educator. Similarly, while visiting an ELF program, elementary school students would be covered by the Schools Protection Program.

NVSD ELF Sites

Location	Program	Contact Information	Preschool	Full Day	Before/After School Care
Brooksbank Elementary 980 East 13th Street	Sunshine Preschool	604 987 8229 email: patti@sunshinepreschool.ca	X		
Canyon Heights Elementary 4501 Highland Boulevard	Canyon Heights Montessori Preschool	604 986 5597 email: info@canyonheightspreschool.com	X		
Dorothy Lynas Elementary 4000 Inlet Crescent	Bee Haven Child Care	604 980 6801 email: lynas@beehavenkids.com	X		
Highlands Elementary School 3150 Colwood Drive	Highlands Kids Club	604 985 6958 email: highlandskidsclub@shaw.ca	X	X	X
240 West 21st Street	Lonsdale Creek Daycare	604 988 5515 email: jlewin@lonsdalecreekdaycare.ca	X	X	
Mountainside Secondary 3365 Mahon Avenue	Mountainside Daycare (for young parents attending Mountainside Secondary)	604 992 5082 email: tammoglia@nsnh.bc.ca	X	X	
Norgate Elementary	Novaco Childcare Centre 1370 Redwood Street	604 999 2530 email: novaco@nsnh.bc.ca	X		
	Norgate Kids Club 1295 Sowden Street	778 886 4227 email: norgate@nsnh.bc.ca			X
Queen Mary Elementary 230 W. Keith Road	Queen Mary Daycare Queen Mary Community Services Association	604 987 7073 email: queenmarycommunityservices@telus.net	X	X	X
Queensbury Elementary 2020 Moody Avenue	Rainforest Learning Centre	604 880 0397 email: info@rainforestlearningcentre.ca	X	X	X
Ridgeway Elementary 420 East 8th Street	Ridgeway Kids Club	604 987 0339 email: ridgeway@nsnh.bc.ca			X
	Ridgeway Preschool		X		
Seycove Secondary 1204 Caledonia Avenue	Deep Cove Parent Participation Preschool	604 929 6610 email: info@deepcoveppp.com	X		
Sherwood Park Elementary 4085 Dollar Road	North Shore Child Care Centre	604 985 6722 email: info@northshorechildcare.ca	X	X	X
Sutherland Secondary 1860 Sutherland Avenue	Learning Together Daycare	604 992 5082 email: tammoglia@nsnh.bc.ca	X	X	

Community Resources

Family Services of the North Shore
101 - 255 West 1st Street
North Vancouver BC V7M 2M5
604 988-5281
<http://www.familyservices.bc.ca>

Ministry of Children & Family Development
North Shore Child and Family Services
209 - 260 West Esplanade
North Vancouver BC V7M 3G7
604 904-4300
<http://www.gov.bc.ca/mcf/>

Ministry of Education,
[Early Learning Framework](#)

North Shore Child Care Resource Program
201 - 935 Marine Drive
North Vancouver BC V7P 1S3
604 985-7138
<http://www.nscr.bc.ca/childcare/childcare.html>

North Shore Community Resources Society
201 - 935 Marine Drive
North Vancouver BC V7P 1S3
604 985-7138
<http://www.nscr.bc.ca>

North Shore Multicultural Society
102 - 123 East 15th Street
North Vancouver BC V7L 2P7
604 988-2931
<http://www.nsms.ca>

North Shore Supported Child Development
309 West 1st Street
North Vancouver BC V7M 1B5
604 998-0131
<http://www.nsscdp.com>

North Shore Neighbourhood House
225 East 2nd Street
North Vancouver BC V7L 1C4
604 987-8138
<http://www.nsnh.bc.ca>

The Human Early Learning Partnership
Early Development Instrument &
Community Maps and Summaries
www.earlylearning.ubc.ca

Vancouver Coastal Health Authority
North Shore/Coast Garibaldi
Community Health Services
5th Floor - 132 West Esplanade Avenue
North Vancouver BC V7M 1A2
604-983-6700
<http://www.vch.ca>

Provincial Ministries

Ministry of Health Services Community Care Facilities Branch

Sets policy for health, safety and care standards of licensed child care facilities in B.C. See website: www.healthservices.gov.bc.ca/ccf

Community Care Facilities Licensing Officers work for regional health authorities across the province and are located in health units/health departments. They carry out the mandate of the Community Care and Assisted Living Act and Child Care Licensing Regulation. Licensing Officers process applications for licenses, inspect facilities and act as resource persons in the Community. The Health Units provide general public health services in the area they serve. These include home visits by community health nurses, child health counselling, school health services, health education and nutrition information, water safety information and mental health services.

Ministry of Children and Family Development has regional operating offices in the Province and is responsible for supported child care and child protection/family service. (For supported child care, contact the Supported Child Care Coordinator/Consultant for your community.) It is also responsible for registering qualified Early Childhood, Infant and Toddler, and Special Needs Educators. In addition, it is the Ministry responsible for the child care grants program (Facility and Equipment Grants, Emergency Repair, Relocation, Replacement Grant) and the Child Care Resource and Referral Programs. See website: www.mcf.gov.bc.ca

Ministry of Education oversees the Kindergarten to Grade 12 education system. In addition, it has a recently expanded mandate that includes responsibility for early learning, literacy and libraries. See website: www.bced.gov.bc.ca

Ministry of Employment and Income Assistance is currently responsible for the child care subsidy program, to assist eligible parents with the cost of daycare. The Child Care Subsidy Program service delivery was transferred from the Ministry of Employment and Income Assistance (MEIA) to the Ministry of Children and Family Development (MCFD). This transfer was phased in between June 2006 and March 2007. The booklet "How to Claim the Child Care Subsidy" is available from the MCFD office or Licensing program. See website: http://www.mcf.gov.bc.ca/childcare/pdfs/cf_1701.pdf