

EDMONTON PUBLIC SCHOOLS

November 10, 2009

TO: Board of Trustees

FROM: Trustee K. Shipka, Chair, Planning and Policy Committee  
Trustee S. Huff, Planning and Policy Committee  
Trustee C. Ripley, Planning and Policy Committee

SUBJECT: Proposed Early Years Policy

RESOURCE  
STAFF: Gloria Chalmers, Belina Pasula, Heather Raymond

RECOMMENDATION

1. That proposed Board Policy HGAJ.BP – Early Years Policy (Appendix I) be considered for the first time.
2. That proposed Board Policy HGAJ.BP – Early Years Policy (Appendix I) be considered for the second time.

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**Background:** The Board, in its Strategic Plan, has identified early learning as an area of focus. Consequently, it has introduced and supported various programs and actions in support of the early years. To provide direction and coordination for the various District offerings and actions, the Board supported the development of an Early Years Policy.

**Process:** The proposed policy (Appendix I) was drafted based on a review of policies in selected school jurisdictions in Alberta and other provinces and consultation. Other than the Toronto District School Board, none of the other boards reviewed had policies but all provided descriptions of early learning programs offered. A draft early years policy was taken to board for input (Appendix II) and revised accordingly. The revised version (Appendix III) was posted on the District website. A concerted effort was made to seek feedback from knowledgeable stakeholders by sharing at the Capital Region Services to Children Linkages Committee, at Success By 6, and by advising early year partners (e.g., ABC Head Start) of the posting and encouraging them to respond. A total of 112 responses were received on the web survey (Appendix IV). Since the posting, the administration learned about, and reviewed, the St. Albert Protestant School district early years policy.

Based on input received from all stakeholders, through the website and meetings, the following changes were made to the draft policy posted on the web site:

- Social-citizenry was changed to social and civic life to increase clarity.
- A paragraph delineating the continuum of support, and thus rationale for identifying the years zero to 8, was included in the philosophical foundation statement.

- To underscore the importance of family involvement, a reference to the family as the child’s first teacher was added.
- Preschools was added in front of play-based programming to clarify this methodology is for the years before children become students.
- Socio-emotional, communications and physical development was added to the description of play-based to more accurately describe what play-based entails.
- A bullet was added to the Board belief statements to more clearly link the family, community and District offerings that span the early years continuum.

These changes are highlighted in the proposed policy.

**Conclusion:** The proposed policy acknowledges the importance of the early years. It recognizes the critical role played by family and community partners during these years. It emphasizes the importance of collaboration among schools, families and community to maximize literacy development for all children. It describes the District’s role in complementing family and community efforts and easing the transition to public schooling. This policy provides a clear message to the public and direction to the administration.

GC:cs

APPENDIX I	Proposed Early Years Policy
APPENDIX II	Draft Early Years Policy
APPENDIX III	Draft Early Years Policy posted on District Website
APPENDIX IV	Feedback on Posted Draft Policy

# Edmonton Public Schools

## Board Policies and Regulations

CODE: HGAJ.BP  
TOPIC: Early Years

EFFECTIVE DATE:  
ISSUE DATE:  
REVIEW DATE:

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### PHILOSOPHICAL FOUNDATION STATEMENT

Research confirms that experiences during the early years, zero to eight years, are critical for the child's physical, social, emotional, language and cognitive development, and set the foundation for his or her entire life. They influence later school success, economic opportunities, **social and civic life**, health and well-being.

The District recognizes that the critical early years span a period from infancy through pre-school, kindergarten and primary grades. Edmonton Public Schools can enhance children's literacy and numeracy development by working with parent and community partners prior and subsequent to public school age eligibility.

The board recognizes **the importance of family as the child's first teacher**. It also recognizes that the community as the wider social environment, plays a significant role in enriching the experiences of children and families through the activities and services it offers.

#### The Board believes that:

- The early years are critically important in providing a foundation for learning.
- Child- and family-centered early learning opportunities that promote creativity contribute to school readiness and long-term educational success.
- Exemplary **preschools** with play-based programming provide **socio-emotional, communication and physical development** as well as early literacy and numeracy opportunities. They respond to children's individual needs and contributes to academic attainment.
- Strong partnerships between schools and preschools, other early learning programs (e.g., Head Start) and child cares support successful transition to formal schooling and parent engagement. Co-location of these programs in District schools is effective, convenient, and enhances school-community interaction.
- Continued collaboration among schools, families and community is built through outreach, sharing of resources and joint participation.
- Research and assessment data, used to identify strengths and needs and to promote innovative practice in the early years, is essential for effective early years programming. Differing approaches must be tracked to identify and encourage the most successful practices.
- **The Board should access educational funding to provide early-years programming that complements community programming and supports the transition to public schooling.**

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#### Reference(s):

JAA.BP – Educational Partnerships and Sponsorships  
*School Act*, Section 30 – Early Childhood Services Programs

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# Edmonton Public Schools Board Policies and Regulations

CODE: \_\_\_\_BP  
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## PHILOSOPHICAL FOUNDATION STATEMENT

Experience during the early years is critical for the child's physical, social, emotional language and cognitive development, and sets the foundation for his or her entire life. This influences later school success, economic opportunities, social-citizenship and health and well-being.

Healthy children most often emerge from healthy families, promoted by healthy communities. Research confirms that the quality of a child's experience before age six makes a substantial difference in healthy development.

Edmonton Public Schools recognizes the importance of strong links between schools and preschool programming offered by community organizations. Connections with these organizations help better support children and families during the particularly sensitive ages and stages of child development.

### **The Board believes that:**

- The early years are critically important in providing a foundation for learning.
- Early learning opportunities contribute to school readiness and long-term educational success.
- Exemplary play-based programming that provides early literacy and numeracy opportunities and is responsive to individual needs of the child contributes to academic attainment.
- Strong partnerships between schools and preschool, Head Start and child care programs in district buildings enhances transition to formal schooling and subsequent engagement of families in schooling.
- Continued collaboration among schools, families and community are built through outreach, sharing of resources and joint participation.
- Research and assessment data, used to identify strengths and needs and to promote innovative practice in the early years, is essential for effective early years programming.

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### Reference(s):

JAA.BP – Educational Partnerships and Sponsorships  
*School Act*, Section 30 – Early Childhood Services Program

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## PHILOSOPHICAL FOUNDATION STATEMENT

Research confirms that experiences during the early years, zero to eight years, are critical for the child's physical, social, emotional, language and cognitive development, and sets the foundation for his or her entire life. This influences later school success, economic opportunities, social-citizenry and health and well-being.

Edmonton Public Schools recognizes the importance of strong links with families and between schools and preschool programming offered by community organizations. The community, through activities and services offered, plays a significant role in enriching the experiences of children and families.

### **The Board believes that:**

- The early years are critically important in providing a foundation for learning.
- Child-centered, early learning opportunities that promote creativity contribute to school readiness and long-term educational success.
- Exemplary play-based programming that provides early literacy and numeracy opportunities and is responsive to individual needs of the child contributes to academic attainment.
- Strong partnerships between schools and preschool, Head Start, and child care programs in district buildings enhances transition to formal schooling and subsequent engagement of families in schooling.
- Continued collaboration among schools, families and community are built through outreach, sharing of resources and joint participation.
- Research and assessment data, used to identify strengths and needs and to promote innovative practice in the early years, is essential for effective early years programming.

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### Reference(s):

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# Early Years

	Q1- Please select the one identifier that best describes the perspective from which you are providing feedback:	Q2 - Are there aspects of this policy that require clarification?	Q2-If yes Please list below	Q3- Are there additional elements that should be considered in this policy?	Q3 - If yes, please specify below	Q4- Are there elements of this policy about which you have concerns?	Q4 - If yes, please specify below
1	Community Member	No		No		No	
2	Community Member	Yes	Language such as "partnerships" and "joint participation" as it relates to collaboration with community agencies would be appreciated	Yes	Edmonton Public Schools currently has "key messages" established by the Superintendent (April 2007) regarding the importance of honoring parent choice of service provider of PUF programming for children with disabilities. This continuity of service provision is seen as critical to a successful transition into school. Perhaps the Board might look at "approved" private operators to support children and families.	Yes	I appreciate the reference of "child-centered" programming. I would like to see "family-centered programming" be added, particularly as it applies to PUF programming. Families are essential life long partners in their child's education.
3	Community Member	No		No		No	This policy to me is well founded and right on the mark.
4	Community Member	No		No		Yes	What about communities with no daycare, Head Start or pre-school programs?
5	Community Member	No		Yes		Yes	
6	Community Member	Yes	This is a belief statement, not a policy.	Yes	Policies are action statements. This is a belief statement	Yes	See Previous comments.
7	Community/Professional Organization	Yes	Is the intent to provide standardized pre-school experiences for 3-4 years old children in Edmonton	Yes	The opportunity for EPSB to support the concept of a "Parents As Teachers" program, which provides first time parents with trainers who would come to the home on a monthly basis to help them provide for the child's needs and promote literacy.	Yes	It seems too broad to mean anything. Preschool programs in Edmonton currently have a huge variance in quality of teaching and programming. Cost is the big factor for many parents. The Province offers the \$100.00 benefit but many pre-school programs countered by increasing their rates by \$100.00
8	Community/Professional Organization	No		Yes	The Superintendent's key message concerning parental choice of early childhood service provider is not addressed.	Yes	With the introduction of the 9 Early Learning Classes, will the tendency toward congregated sites be more likely? This does not appear to be in alignment with Edmonton Public School's mission of inclusion and parent choice.

9	Community/Professional Organization	Yes	It is not clear to me how this policy will be lived out in terms of parents choosing to have their child's kindergarten year be supported by another agency by purchasing the kindergarten services. ...furthermore how does this policy clarify the direction of working with other agencies and the role of parent choice?	Yes	I am assuming my question in two would either be clarified in this policy or be addressed in a subsequent policy.	Yes	If the intent of the policy is to set direction for the district to continue to allow parent choice in service provider particularly for their last year of PUF then no but if the intent is not that, then yes...there are elements of concern for me. The use of the words "strong partnership" seem rather vague...
10	Community/Professional Organization	No		Yes	The role of families, and supports to families during the early learning years is also critical to children's later school success.	No	
11	Community/Professional Organization	Yes	joint participation and partnerships	Yes	Reviewing what has already been done that works and assessing its value in today's culture	Yes	Sharing of resources (how much more can families contribute to collaboration efforts?)
12	Community/Professional Organization	Yes	It must need clarification if Schools are not honoring the partnerships and supporting the child and family.	Yes	Yes that all are honored and supported.	Yes	It is a good policy but it is not being utilized appropriately. Children are still not being helped because of school politics and budgets. In the EPSB, Puff key workers are not being hired to work one to one with the child. They are being used for all the teacher asst. duties in the whole school and they child that needed the support is lost in the system (sitting in the hallway, office, etc. When an outside provider comes in the support is given but the school is not happy because they did not receive the money. Also children are not getting assessed in Kindergarten for funding because the teacher is too busy. It is sad that children are still starting school without the support they need. Because money is more important. Remember is grade one there is no more Puf funding and no supports.
13	Community/Professional Organization	Yes	The early years are critically important in providing a foundation for learning. I would suggest adding "and future success and well being" to demonstrate the breadth of impact of ECD. The health implications of poor early childhood experiences are as compelling as the academic implications.	Yes	Exemplary play-based programming that provides early literacy and numeracy opportunities Exemplary play-based programs also support socio-emotional, communication and physical development and future opportunities. I recommend adding these elements to the intellectual aspects of literacy and numeracy.	No	
14	Community/Professional Organization	No		No		No	
15	Community/Professional Organization	No		Yes	I think other human service providers/family support services should be included in the 5th point regarding collaboration.	No	

16	Community/Professional Organization	Yes	The word partnership is used a lot but seldom do we have a common understanding of what partnership entails (i.e. mutual commitment to providing space for listed community programs and shared resources etc.). It might be helpful to either reference or provide in the policy the Districts meaning of partnership	Yes	see previous response. I believe this policy is a great start-the listing of community partners and acknowledgment of there contribution to Early Learning is essential. I think it could go one step further in acknowledging that the 'delivery' of Early Learning (for children 0-pre-K) services is not the primary mandate of the district. Perhaps even that the first consideration is given to existing programs within the district prior to the development of new programs. Which leads into a second point-that the district consider a statement that acknowledges the delivery of Early Learning (0-pre-K) must be considerate of the existing resources and that programs development and partnerships are explored in a thoughtful and planned way (i.e. location and program type). There needs to be an array of Early Learning options that allow for broad access depending on the need (much like some of the suggestions being made in the special needs review "Setting Directions"). Lastly, I think it would be worth noting a commitment to the "Primary Programs Framework for Teaching and Learning (Guiding Principles). I think the Guiding Principles is a well thought out document which identifies a number of important considerations that are required in Early Learning programs.	Yes	I think the policy needs to go beyond the 'philosophical' statement. The Board beliefs do take the statement one step further, but I guess there needs to be some concrete assurances at some point to 'how' these beliefs will be actualized. I am aware that my suggestion may be too specific for the policy statement as you have outlined here. However, I think some procedural commitment could be stated. That way 'partners' will have a better sense of how our work is jointly supported (see examples in previous responses i.e. shared space and resource considerations or even annual infrastructure reviews to ensure space within schools for child care and Head Start programs). thank you for the opportunity to contribute comments and for the step forward in acknowledging the importance of the community in the provision of Early Learning.
17	Community/Professional Organization	No		No		No	
18	Community/Professional Organization	No		No		No	
19	Community/Professional Organization	No		No	Wow great policy! Good to see that Edmonton Public has such a great stance on the Early Years, now to make sure this is more than just a policy and it is reality...	No	
20	Community/Professional Organization	No		Yes	What about parents/children who do not use child care or preschool?	No	



21	Community/Professional Organization	Yes	How will it (the policy) be used to support decisions made around early years programming?	Yes	family support is critical in the early years as well. Many of the agencies identified (head Start etc.) do this very well, so this may be covered in the statement around partnership, but should not be lost. Support for social and emotional development through problem based (play based) learning is critical in the early years. Although they are mentioned in the foundation statement they are missing from the belief statements.	No	Partnership with existing agencies is great to see in the belief statements. The school system should not have to do all-building on the strength of longstanding organizations will allow everyone to do a better job for all children.
22	Parent	Yes	What does it mean beyond a PHILOSOPHIC STATEMENT?	Yes	Some Detail	Yes	the Actual application
23	Parent	No		No		Yes	how do we provide more of that exemplary child care to kids who don't get it and to let the parents know that their kids may need it
24	Parent	Yes	Please define "play-based programming"	No		No	
25	Parent	No		No		No	
26	Parent	No		No		No	
27	Parent	No		No		Yes	It is good that it is focused on the early years, by son will benefit from that. But with all the cut backs when he gets to higher years his education will be affected. Less resources less teachers, larger students in the classrooms, the lack of money given to the schools by the gov't and school board needs to be address, losing 3 teachers in one school should not be acceptable when every class with go up to 25-28 students per class. that is way too many students for one teacher to teach. give more money so the focus can be on all the years in school not just the early years.
28	Parent	No		Yes	That children need to develop their social needs before their education	Yes	Let's remember that children need unguided creativity. To color out of lines and to color a chicken green.
29	Parent	Yes	What does "join participation" mean? Does this mean that service providers who have worked with a child prior to entering kindergarten can continue to do so during the kindergarten year to ease the transition and prepare for the handoff to the school teams for Grade 1?	Yes	Particularly for the early years, I think it is critically important to be family-centered as well as child-centered. The child's learning needs to reflect priorities and beliefs of the family and quip the family to support the child's life-long learning and advocate on the child's behalf. Too often, persons in the learning environment see families as someone to consult with but they remain the experts who know what is best for the child and	Yes	I am not sure what "collaboration" means. My experience with collaboration is that I am told about what is happening and sent drafts of an IPP and kept informed about what is happening but I am not a true collaboration in the process. I am not viewed as an equal partner and regularly collaborated with. I would also like to see the assessment data be used to identify strengths, needs and preferred learning style and learning environments. Perhaps that

					make the decisions rather than joint decision-making. Schools and the school board need to ensure that one of the hallmarks of EPS which truly sets it apart, supporting parent choice, remains intact in this policy statement. This policy may also be the place that reiterates the value of inclusion which sets the stage for future schooling experiences. There is no mention of continuing the level of supports provided in the early years prior to age 6 until age 8. There is such a loss of support when the child enters Grade 1 yet this policy acknowledges that up to age 8 is a critical period.		is subsumed under "needs".
30	Parent	No		Yes	Children with special needs, specifically learning needs, must be accommodated at all levels of learning. The younger they are recognized as having learning difficulties, and offered additional help, the more they will succeed.	No	
31	Parent	No		No		No	
32	Parent	No		No		Yes	The policy is lovely. Are you going to back it up with sufficient funding?
33	Parent	Yes	What specifically, will the board do to support this policy? Also why is Head Start named specifically and no other program/agency such as Parent Link Centres) is?	Yes	Perhaps mention of community partners that focus on other important aspect of early child health i.e.: Capital Health, Family and child Services, etc.	Yes	Maybe it's just me, but it seems that the newer policies lack substance. They are great philosophical and belief statements, but they don't really seem to say much about what the district will, or will not, do related to the topic. I realize that the AR that supports the policy contains the details, but it would be nice to either be able to read that as well as the policy, or to have some reference to what the AR contains (i.e.: "schools will", "administration will, "Staff will" etc.) so that at least the policy sounds like it says something concrete.
34	Parent	Yes	Would like to know what "joint participation" and "strong partnerships" really means in practice.	Yes	The advantage of having an outside community service provider involved.	Yes	
35	Parent	Yes	It is great that the school board recognizes the importance of preschool for children. I understand this is a philosophy to guide future decisions and am curious to see what policy will come out of this. When you talk about "strong partnerships" with preschool and afterschool programs does this mean that schools will now make room for preschool programs? There are quality parent-run programs out there	No		No	

			but it is extremely difficult to find space. The more kids a community has (and therefore the more need for preschool and afterschool are), the higher the enrolment at the local school and the more likely the school will say it does not have room for these programs to rest space. If local schools would provide space for preschool and afterschool care, it would allow community groups to help you attain the goals set out in your foundation statement.				
36	Parent	Yes	"Exemplary play based programs that is responsive to individual needs." Below is the definition of Exemplary which can mean typical, or as a being worthy of being the example by which everyone follows. Wondering how the execution of responding to individual needs is going to be met. Worthy of imitation; commendable: exemplary behavior. 2. Serving as a model. 3. Serving as a warning: admonitory.	Yes	No insight in how the information is going to be released to reach the broad range target market from all economic sectors (parents) Those on the lower end of the spectrum may not have the means necessary to access all media types. The "Policy" is nicely generic covering all bases. Very politically correct. There are no elements of execution, cost or feasibility. Nice to say will meet individual needs of children when we can't even do that in our current education system.	Yes	The policy is generic with no meat. Does not provide any examples of programs or hypothesis of execution or planning. Instead of trying to create more programs and further divide our resources why not make our current programs more robust filling in the cracks that our children are currently slipping through
37	Principal/Decision Unit Administrator	Yes		No		No	
38	Principal/Decision Unit Administrator	Yes	Early years is defined as "zero to eight", which thus includes both preschool programs and school age programming K-3. What is the board saying specifically about preschool programs, versus what is it saying about school age programming? Doesn't it already have statements about school-age programming, which align to the Goals of Schooling and the Programs of Study? "Early years" should instead be defined as just the pre-school years, so the policy is specific to what happens before school entry.	Yes	There should be a clause saying that early years programming should be provided at no cost to the district; i.e., without drawing from the basic instructional grant	Yes	why is the board so intent on pursuing its involvement with pre-school education? Isn't its sole responsibility to worry about K-12 education? How much district money, from the instructional grant will be spend on pre-school activities? Isn't this well outside the mandate of the school district?
39	Principal/Decision Unit Administrator	Yes	Does this policy suggest that all schooling until age 8 should be play-based? The curricula will not reflect this. Schools needs to be more than a place to play	Yes	the policy is exemplary in that it recognizes the strong ties to community and parents and the importance of a well-rounded education. However, schools need to be more than babysitting services for students under 8.	Yes	see my comments above
40	Principal/Decision Unit Administrator	No		No		No	

41	Principal/Decision Unit Administrator	No		No		No	
42	Principal/Decision Unit Administrator	No		No		No	
43	Principal/Decision Unit Administrator	No		No		No	
44	Principal/Decision Unit Administrator	No		No		No	
45	Principal/Decision Unit Administrator	No		No		No	
46	Principal/Decision Unit Administrator	No		No		No	
47	Principal/Decision Unit Administrator	No		Yes	Acknowledgement of the KIDs programs and services the provide	Yes	is there room in here to describe the necessity and benefits of the full-day kindergarten programs in the high needs schools?
48	Principal/Decision Unit Administrator	No		No		No	
49	Principal/Decision Unit Administrator	No		Yes	Although, I am aware that currently we do not run junior kindergarten as our sister district does it would be something to consider as I believe many of our students who do not qualify for early Ed programs or Head Start would certainly benefit from these experiences.	No	
50	Principal/Decision Unit Administrator	Yes	what is our believe about young children and their ability to be learners? Contributors to their learning and learning environments. It would be nice to have a stronger statement of the fact that all children bring to the learning environment. "inclusive" could be included-or natural environments.	Yes	see above we should also look at communication vs. language A statement about first language an/or culture representation within the learning environment	Yes	should there be a comma between emotional and language?
51	Principal/Decision Unit Administrator	Yes	Identify the amount of district funds available to support this statement (in addition to, not subtracted from) existing school funds.	Yes	Name specific programs, specific funds, or total amount of district/school resources available to support this statement	Yes	How do we fund this? Is this an add-on? Is this simply stating what we already do with students? Is this allocation of new funds to address this critical area?
52	Principal/Decision Unit Administrator	Yes	strong links with families and between schools and preschool programming offered by community - sounds awkward - perhaps strong links between families, schools and preschool programming...	No		Yes	How is this policy going to be supported financially by the district. Research identifies the importance of early intervention and support but we don't necessarily have the resources to do the work
53	Principal/Decision Unit Administrator	No		No		No	
54	Principal/Decision Unit Administrator	No		No		No	
55	Staff Member	No		No		No	
56	Staff Member			Yes	Importance of second language learning in the early years	Yes	Intervention needs to be addressed
57	Staff Member	No		No		No	
58	Staff Member	No		No		No	

59	Staff Member	No		No		No	
60	Staff Member	Yes	What is the board's policy regarding collaboration with outside providers seeking to provide services to young children in schools (i.e. GRIT, CASE, Community Options, as so on)?	Yes	See Above	No	
61	Staff Member	No		No		No	
62	Staff Member	Yes	The policy appears to be just a belief statement, it doesn't provide direction to the district in how it goes about its business. There are no action statements in the policy.				
63	Staff Member	Yes		No		Yes	
64	Staff Member	No		Yes	We need to wait longer until we allow children to start grade one. The March deadline needs to be moved back.	No	
65	Staff Member	No		Yes	Effective levels of classroom support for at risk students in early years.	No	
66	Staff Member	No		No		No	
67	Staff Member	No		No		No	
68	Staff Member	No		Yes	guide lines or actions that schools should take. Funding for these programs?	No	
69	Staff Member	No		Yes	How will this policy be promoted or encouraged in and among the schools and communities.	Yes	There are huge benefits to having early years programming (especially in high needs areas), but these programs can be expensive. In times of fiscal restraint, how will our district promote and fund early years initiatives? Are there opportunities for government funding or community partnerships to address monetary concerns?
70	Staff Member	No		Yes	The importance on interagency collaboration and cooperation at the preschool level. Consideration of junior and senior kindergarten	No	
71	Staff Member	No		No		No	
72	Staff Member	No			transition from early ed or ECS programs	No	
73	Staff Member	No		Yes	Many provinces and regions within Alberta have as a standard procedure that hearing and vision of young children be screen. Vision and hearing input is critical for students to succeed in the areas of literacy and language development. Newborn infant hearing screening is mandated throughout North America. Alberta Health screens for 15 other conditions EPS should consider lobbying for at least sensory screening in early learning centres and also for newborn infant	Yes	partnership with health as noted above

					screen. The cost of not identifying and programming for sensory loss is far greater than the cost of identifying.		
74	Staff Member	Yes	Class size is important to the success of this policy-if there are 30 students (or more) it is not feasible to maintain quality	Yes	class size	Yes	funding for classrooms to maintain resources for children to use and to maintain reasonable (less than 20 students) in an ECS classroom without becoming an economic drain to the school
75	Staff Member	No		Yes	Stress the importance of small class sizes in early years. It makes a huge difference. Attendance also plays a significant role in success in school	Yes	
76	Staff Member	Yes		No		No	
77	Staff Member	No		Yes	CLASS SIZE - No reference to the optimum number of students in K classes (17) and grade one etc.	Yes	omission of class size
78	Staff Member	No		No		Yes	as a philosophical statement this is good. It will require careful work to build partnerships with those organizations and agencies who have the responsibility for 0-5 years so that transitions to
79	Staff Member	No		No		No	
80	Staff Member	Yes	This is all true, but will only be successful if class size is restricted	Yes	small class size	Yes	small class size
81	Staff Member	No		No		No	
82	Staff Member	No		No		No	
83	Staff Member	No		No		No	
84	Staff Member	No		No		No	
85	Staff Member	No		No		No	
86	Staff Member	No		Yes	Advocating for funding from agencies like Alberta Education	No	
87	Staff Member	No		No		No	
88	Staff Member	No		No		No	
89	Staff Member	Yes		Yes		Yes	
90	Staff Member	No		No		No	
91	Staff Member	No		No		No	
92	Staff Member	Yes		Yes		Yes	
93	Staff Member	No		No		No	
94	Staff Member	No		No		No	
95	Staff Member	No		No		No	
96	Staff Member	No		No		No	
97	Staff Member	No		No		No	
98	Staff Member	No		No	The staff in the programs	Yes	Who is facilitating the programs, and who is working the programs. Do they have the appropriate background? Are they Elementary teachers or Early Childhood Educations who are trained specifically to work these programs?
99	Staff Member	No		No		No	
100	Staff Member	No		No			

101	Staff Member	No		No		No	
102	Staff Member	Yes	The second sentence in the fourth paragraph states that "the Board expects these values to be reflected in District policies, programs, operations and practices." I wonder if a stronger statement might be more appropriate here. How about "the Board will ensure that these values are reflected in District policies, programs, operations and practices."			Yes	The following bullet sent up a red flag for me: "Considering cultural context when responding to issues of inappropriate student conduct." I do agree with this statement. We absolutely must consider cultural context when responding to inappropriate student conduct. However, I believe that in some situations, there a very fine line between considering cultural context when responding to issues of inappropriate conduct and excusing the inappropriate conduct because of the cultural context.
103	Staff Member	No		No		No	
104	Staff Member	No		No		No	
105	Staff Member	No		No		No	
106	Staff Member	No		No		No	
107	Staff Member	No		Yes	Appropriate funding for small classrooms sizes	Yes	Number of children in these classes. Anything over 20 is so hard with the little ones.
108	Staff Member	No		Yes	equal access to quality preschool programs	Yes	Like many other areas in education, provision for excellence in early years programming needs to be accompanied with adequate funding.
109	Staff Member	No		No		No	
110	Staff Member	No		No		No	
111	Staff Member	Yes	Who is responsible for these policies? Who is going to find out what needs there are before the children enter Kindergarten?	Yes	How is the board going to help parents help their children better in terms of parenting-how to spend quality time with their children and how to discipline the children effectively?	Yes	How is the Board going to provide support to these families before the children enter Kindergarten?
112		Yes	Will this be leading to full funded full day kindergarten district wide?				