

**School District #75 (Mission)
Public Meeting of the Committee of the Whole
Agenda**

April 6, 2021, 3:30 pm

Zoom Meeting

Visit www.mpsd.ca > Board of Education > Meeting Information to connect remotely.

Pages

1. CALL TO ORDER

The Board Chair will acknowledge that this meeting is being held on Traditional Territory.

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

3.1.	CUPE: Seamless Day Childcare Presentation	Information	1 - 41
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3.2.	MTU - Teacher Inquiry Project	Information	42 - 46
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4. CURRICULUM

4.1. Monthly Curriculum Update

4.1.1.	Digital Resources	Information	47 - 48
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5. UNFINISHED BUSINESS

6. STAFF REPORTS

6.1.	Student Outcomes	Information	49 - 66
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6.2.	Dress Code	Discussion	67 - 68
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6.3.	COVID Update	Information	69 - 70
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7. NEW BUSINESS

8. MINUTES OF PREVIOUS MEETINGS

8.1.	Meeting Minutes from Special Committee of the Whole, February 23, 2021	Action	71 - 74
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8.2.	Meeting Minutes from the Committee of the Whole, March 2, 2021	Action	75 - 82
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9. INFORMATION ITEMS

10. ADJOURNMENT



BUILD SEAMLESS CHILD CARE

IT'S TIME TO CREATE AFFORDABLE FULL-DAY EARLY LEARNING AND CARE
IN B.C.'S PUBLIC SCHOOLS


Too many families lack child care services where and when they need it

- Market-based child care system does not work - inadequate supply of spaces and unfair distribution of services.
- Even with recent investments, B.C. has only enough space for 20 per cent of children.
- Quality child care remains out of reach for many families due to high fees and long waitlists.
- Fractured patchwork system lacks centralized planning and unresponsive to systemic needs.

Integration into the school system is a better model for kids and families

- The seamless day model integrates early learning and child care with the school day.
- Thousands of potential cost-effective spaces for before- and after-school care exist in every region of B.C.
- This would increase available child care, while delivering a very high quality, value-added system of early childhood education.
- Recent changes to the School Act meant that school districts can begin implementing this model.
- Public education system provides a provincial-scale network for quick delivery of much needed spaces, with democratic local oversight ensuring high quality.

Benefits of the Seamless Day

- 
- Improved accessibility and fewer transitions for kids.
 - Enhanced and informed care that is education-focused.
 - Coordination of care and learning between before- and after-school and school day programming.
 - More secure and reliable child care options in every community.
 - New opportunities to recruit and retain high-quality education assistants and early childhood educators.
 - Increased investment in the public school system.

Practical and cost-effective way to rapidly expand the number of high-quality child care spaces needed across communities in a manner that is democratically run, and positively contributes to resolving other system challenges like recruitment and retention of education assistants.

Structure of the Seamless Day

- Children arrive at their local public school for before-school care and are met by the early learning and care staff (ECEs or EAs)
- The classroom teacher joins the early learning and care staff and students for the school day, and the group works collectively as teachers and EAs do currently.
- Through the day, new early learning and care staff may join the classroom team as those who began during the before school hours leave for the day.
- Early learning and care staff, potentially including EAs who did not work in the morning, remain in the classroom after the school day ends to staff the after school hours.
- Children leave the school site as the after-school program concludes.

There are a variety of ways the seamless day model could be implemented, and CUPE 593 is happy to work collaboratively on a model that works for students, teachers, families, workers and the District.

Examples of the Seamless Day

- Norway is a world leader in early learning and care, and they use a model based on the seamless day.
- The use of the model is increasing in Canada, and a great example is the widespread use of the seamless day in Waterloo (Ontario) school system.
- Pilot project began in School District 53 in 2019, and early results show it surpasses expectations.
- Other Districts are following School District 53's lead and are in the process of implementing or applying for a seamless day model pilot.
- The research and global examples are very positive and the argument for this model is incredibly strong.

QUESTIONS?

HOW B.C. CAN CREATE THE
NEXT 10,000 NEW CHILD CARE SPACES

A SHIFT TO SCHOOL-BASED DELIVERY OF SCHOOL-AGE CHILD CARE



Exploring an integrated approach to Early Childhood Education and care using the Seamless Day Model



BRIEF PREPARED BY CUPE NATIONAL RESEARCH

JULY 2020 (Version 2)

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OVERALL VISION:

The Canadian Union of Public Employees is a strong advocate for affordable, public child care. Our long-term vision is a public system of early childhood education and learning embedded in our existing public-school system in every community in B.C. – situated in neighbourhoods where families need them and in existing public facilities designed with the best interests of children in mind. To achieve this vision, we support the implementation of the \$10 a Day child care plan which would ensure children of all ages have the right to access publicly-funded and -delivered child care.

INTRODUCTION: TOWARDS A UNIVERSAL PUBLIC SYSTEM

This B.C. government has made significant strides in delivering more affordable and accessible child care spaces over the past three years. Since announcing plans to develop a universal child care system in 2018, the government has opened more than 10,000 new child care spaces in communities across the province, implemented measures to reduce child care fees, increased wages of Early Childhood Educators (ECEs), and founded \$10 a Day prototype sites to explore how a universal system could operate.

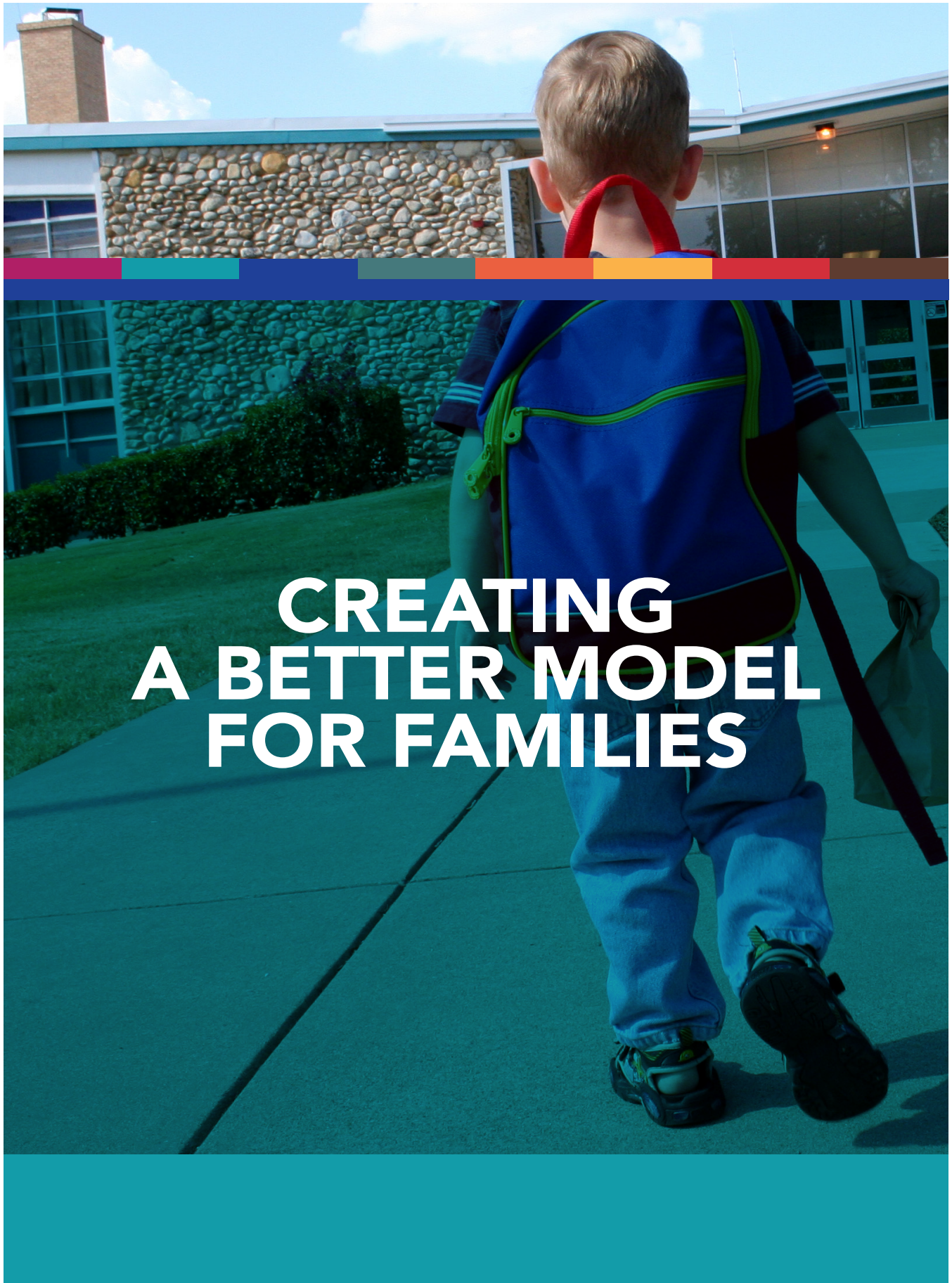
However, despite these achievements, fees remain high for many B.C. families, long child care waitlists persist across the province, and the number of available licenced spaces still falls short, with enough space for only 20 per cent of children.¹ Fundamentally, this is because B.C.'s strictly market-based child care system has led to an inadequate supply of child spaces, and an inequitable distribution of services. Simply put, families lack child care services – of any quality – where and when they need it.

While B.C. struggles with this challenge, a possible solution has been left mostly unexplored. The direct provision of early learning and care in existing elementary school facilities by school districts warrants serious consideration. Thousands of potential cost-effective spaces for before and after-school care exist in every corner of British Columbia and could be mobilized to make a significant impact in child care availability. Further, using an integrated approach to early childhood care and learning (ECEC) through a seamless day model, the government can simultaneously deliver a very high quality, value-added system of early childhood education. This would constitute the next important step towards a fully public system of integrated early care and learning.

While there are some obstacles to achieving this vision, such as licensing and staffing challenges, there are a series of accessible solutions discussed below. School District 53 is currently exploring these challenges and obstacles through a three-year pilot project in Oliver. The School District has successfully launched a 'seamless day' early care and learning model that stands as a strong example of how such a system can successfully address the need for high quality child care.

This brief will demonstrate that the implementation of the seamless day in school districts throughout B.C. would quickly open thousands of badly-needed child care spaces and also expand the development of B.C.'s public system of integrated early care and learning.

¹ ECEBC and CCCBC, 2019



CREATING A BETTER MODEL FOR FAMILIES

The current fractured system is failing children and families

Currently none of Canada’s provinces or territories treat child care as an entitlement or right. Across Canada, five-year-olds have access to kindergarten, and although attendance is not always mandatory, this is treated as an entitlement similar to elementary school. Accordingly, and as described in *Early Childhood Education and Care in Canada 2016 Report*, kindergarten is a public responsibility.

Conversely, paying for and finding child care for children younger than five in B.C., and outside of school hours for school-age children is a private family responsibility. (Friendly et al, 2018). In B.C., centre-based child care as it exists today is provided by both non-profits (representing approximately 51.4 per cent of the market, or 48,470 spaces) and for-profit centres (representing 48.6 per cent of the market or 45,676 spaces)², and the entire system operates under a ‘user fee’ market model.

There is significant evidence that the current system isn’t working for B.C. families. Parent fees are among the highest in the country, with costs ranging from \$800 per month for preschoolers to over \$1,000 per month for younger children³. For many, the cost barrier is secondary to the sheer lack of availability. With only enough licenced spaces for less than 20 per cent of children, parents struggle to find any form of child care.⁴

Despite the low number of spaces, labour force challenges dominate the sector. ECE workers struggle with low wages and lack of benefits, causing significant recruitment and retention issues. Further, the educational requirements and associated costs for the prerequisite education and training to receive an ECE certificate aren’t relatively comparable to the wage variance between those working in child care environments without that education. This creates less incentive for potential ECE workers to pursue the training and education that ensures child care programs are delivered by qualified trained professionals.

Unfortunately, the current market-based system leaves families with little choice over where, when, or what type of child care their child is enrolled in. These issues cause parents to make difficult choices around child care, and often force consideration of unregulated care that doesn’t meet legal requirements and isn’t monitored for health and safety. Where supply is so low and need is so high, the market model fails as there is effectively no consumer choice, and as a result, facilities with little oversight and dangerously low quality are allowed to prevail.

The Coalition of Child Care Advocates and the Early Childhood Educators of BC have presented a bold plan, called the \$10 a Day plan, that is widely accepted, and which significantly re-envision early childhood education and care (ECEC) in our province. We believe that the implementation of this plan is the solution to the current patch-work system of child care in B.C. We are not alone in this belief; a growing number of individuals, local governments, boards of education, labour unions and organizations, businesses, and advocacy groups support the plan⁵.

² Friendly, M., et al, 2018

³ As per \$10aday.ca/about, this is the provincial median

⁴ As noted in the \$10 a Day Community Plan for a Public System of Integrated Early Care & Learning

⁵ A full list of organizations that support the \$10 a Day plan can be found here: <https://www.10aday.ca/endorse>

As outlined in the \$10 a Day plan, a made-in-B.C. universal early care and learning system is built on well established evidence that:

- Public spending on the early years is a wise social and economic investment;
- Quality child care is early learning;
- High quality, early years programs promote healthy development;
- Children and families need, and have a right to, quality early care and learning; and
- Sound public policy builds universal systems that meet the diverse needs of today's families.

Why early learning matters

Lack of action on early learning leaves kids and families at a disadvantage

In the last decade the value of investing in children has gained considerable support.⁶ Reports such as *The Early Years Study* (McCain and Mustard, 1999) have played a key role in changing the dialogue in Canada surrounding child care and learning, and have proven that care and education are not separate concepts in their value to children's well-being and development.

The benefits of quality, well-designed ECEC programs are well documented (Pascal, 2009 and Honorable Margaret Norrie McCain, 2020.) As summarized in the 2017 *Early Care Report*, these benefits include providing kids with enhanced academic and socio-emotional competencies that contribute to increased earnings and better health and social behaviour as adults.



⁶ <https://www.oecd.org/education/school/33852192.pdf>

The Organization for Economic Cooperation and Development's (OECD) *Starting Strong V Report* (OECD, 2017) confirms that the transition from early childhood education to public school is a big step for children. Further investments in high quality Early Childhood Education and Care (ECEC) and smooth transitions between the various stages of early education are key for children's long-term learning and development.⁷ For most children in B.C., school-based kindergarten is currently the only place where ECEC and education overlap.

In recent years, Canada's largest investment in ECEC has been in full-day kindergarten for five-year-olds⁸. Several provinces, including Ontario and more recently Nova Scotia, have also expanded their public school systems to include access for four-year-olds. In Ontario they have designed this to be an additional year of kindergarten (junior kindergarten, commonly called JK), and in Nova Scotia they offer a Pre-Primary program that is free, voluntary and offered in the school setting. The goal of this program is to help children "transition into the school system and provide experiences that give children the best start to succeed in school and life."⁹

In Quebec, the provincial government has invested heavily in ECEC with a focus on a more affordable low-fee universal system. However, they have not fully integrated child care and education. Under their model, direct subsidies to three types of reduced-fee providers are offered: centre-based non-profit *centres de la petite enfance* (CPEs), family-based caregivers, and for-profit private *garderies* that conform to specified conditions.¹⁰ In total 83 per cent of children attend one of these types of programs.

Pierre Fortin, an economist at the University of Quebec at Montreal, says Quebec's work on child care has increased the participation of women in the workforce.¹¹ As noted in an Inroads journal article written by Fortin, in 2016 the labour force participation rate amongst women aged 20 to 44 in Quebec was 85 per cent, compared to 80 per cent elsewhere in Canada. He also noted that Quebec excelled worldwide with only Swiss women (at 87 per cent) having a higher participation rate and that this equates to approximately 70,000 more mothers entering Quebec's labour force.

As other provinces take steps to build the system by expanding early childhood education along with the provision of care, B.C. kids are being left behind. Not only are our province's kids not receiving the same care and education as those in other provinces, but B.C. families and parents are left without care options. They are disadvantaged compared to their counterparts in other provinces because of limited access to the employment market, greater child care costs, more educational responsibilities in the home and, ultimately, reduced economic capacity.

⁷ https://read.oecd-ilibrary.org/education/starting-strong-v_9789264276253-en#page15

⁸ This includes children who turn five by December 31 of the year they start school

⁹ <https://www.ednet.ns.ca/pre-primary/faq-program-details>

¹⁰ <http://inroadsjournal.ca/quebecs-childcare-program-20-2/>

¹¹ As per: <https://www.citylab.com/equity/2018/12/affordable-daycare-subsidized-child-care-working-mom-quebec/579193/>

Moving towards an integrated system

Integrating early childhood care and learning creates advantages for government and families

A major barrier to building an integrated ECEC system in B.C. is the current division between education and child care. As described in *Integrating Child Care and Early Education: A Central Theme in Early Care and Learning*, implementing an integrated approach to child care and education eliminates the ‘split system’ approach where child care is viewed as a social service and early education services as education.

In an OECD review of Canada in 2004, no provinces or territories had merged their child care and education departments, yet today eight out of 13 have done so.¹² This has helped to reduce what the OECD previously identified as “the adverse effects of fragmented government”. The Northwest Territories, Nunavut, Saskatchewan, Ontario, New Brunswick, Prince Edward Island, and most recently, Nova Scotia and Newfoundland, now include policy and oversight for child care and related early years services within their education departments (Akbari, McCuaig 2017). B.C. is notably missing from this list.

Only five jurisdictions do not have an integrated approach:

- Yukon
- British Columbia
- Alberta
- Manitoba
- Quebec



¹² <http://ecereport.ca/media/uploads/2017-report-pdfs/ece-report2017-en-feb6.pdf>

Recent international trends show that an increasing number of countries with split systems are moving towards integrated ECEC settings regarding curricula and/or governing authority. This integration is associated with better ECEC quality, and can help enhance universal entitlement, provide more affordable access, recruit and retain better qualified staff, and aid in learner success by facilitating smoother transitions (OECD, *Starting Strong 2017*).

Three Ministries in B.C.

Currently, responsibility for B.C.'s early childhood education and care is split among three Ministries:

- Ministry of Children and Family Development (MCFD): Child care policy and funding programs, including child care subsidies; operating funding; major and minor capital funding; the ECE Registry; and Indigenous child and family supports.
- Ministry of Health (HLTH): Child care licensing, with monitoring carried out through local health authorities.
- Ministry of Education (EDUC): Kindergarten, StrongStart BC Early Learning Programs and the Ready, Set Learn initiative.

Research shows that countries with successful early care and learning systems house responsibility for both child care and education under one government branch.¹³

The research on this topic overwhelmingly supports this conclusion and the B.C. government should follow the recommendation of the Coalition of Childcare Advocates and Early Childhood Educators of BC and as outlined in the \$10 a Day plan to move the Child Care Branch and Minister of State for Child Care from the Ministry of Children and Family Development to the Ministry of Education. Over time other child care functions such as licensing, which are currently housed in other ministries, would also make the move to the Ministry of Education.

As outlined in *The Early Years Study, 4th version*, public education systems come with a ready-made infrastructure of oversight, facilities and human resources. (McCain 2020) The \$10 a Day plan outlines in detail other advantages of this move, as summarized below:

- Provisions for universal entitlement for all children;
- An existing public funding model;
- A system of democratic control and parental input;
- Ongoing public understanding and support for the current education system;
- A respected and fairly-compensated workforce; and
- An existing administrative and capital infrastructure able to deliver programming.

¹³ Friendly, et al (2018).

Lessons learned delivering school-age child care

Why B.C.'s plan for public school-age care must include early care and learning and be delivered by school boards

A fully integrated public early care and learning system in B.C. would address both early childhood education needs as well as provide child care for school-age children. Expanding the seamless day model for our youngest learners is a key first step in realizing this system. But work must also be undertaken to provide child care for students up to 12 years old within the system. While the arguments for school-age care provided by the existing public school system may be slightly different than those for younger children, they are not less valid and there is a great deal of overlap in the key benefits for each age group.

The final report of the Manitoba Early Learning and Child Care Commission (Flanagan, Beach 2016) outlined a number of reasons why school boards should assume responsibility for school-aged child care of all ages. These arguments include the following:

- School boards have a mandate and legislated responsibility to educate and care for school-age children.
- Relying on individual parents and community groups to initiate, develop and operate child care programs results in inequitable distribution of services and inadequate supply.
- Younger school age children may benefit from having fewer transitions during the course of the day if child care and school are in one location, and the need to transport children to a community facility would be eliminated.
- Parents would have one drop-off and pick-up point for their school age children.
- Greater opportunities for communication between child care and school staff would likely result in increased coherence between school and child care, and the ability to identify and address any concerns about individual children.
- With a single body responsible for school-age children, administrative efficiencies could be realized and fragmentation of services eliminated.
- Staff working with school-age children may be employed in other positions within the school during the school day, reducing the number of split shifts and part-time jobs, and increasing networking opportunities with other school division employees.
- Expansion of new spaces would likely be able to happen at a faster rate than working with a third party, who would need to establish a board of directors and negotiate lease agreements and other conditions of occupancy.
- As school boards increased the supply of school-age programs in schools, using surplus or shared space, school-age spaces in community-based centres could be replaced with preschool spaces, with limited requirement for capital funding.
- School boards are likely to be able to operate with a greater degree of flexibility that potentially make it easier to respond to changing community needs. Physical standards would be consistent with those in the school, eliminating the difference in standards that currently exist between schools and child care centres.

To realize all of these benefits to their full potential, school districts would need to hold the licence and directly operate the child care program. Administrative efficiencies, seamless communication and control over flexibility, quality assurances, and staffing qualifications would be limited if school boards contracted with a third-party operator to deliver this service.





MAKING THE SEAMLESS DAY A REALITY

Taking a step towards a universal public system of integrated early care and learning

Outline of the Seamless Day Model

The seamless day is an extension of the traditional school day to allow for child care needs in a way that integrates the care model with classroom learning. It is delivered by an educator team consisting of a qualified teacher (or teachers) and an early child care educator (ECE) or ECEs who all share responsibility for planning and program delivery. It is meant to be seamless in terms of learning and programming, and not just logistically seamless through use of common facilities.

The model, typically used with learners in kindergarten and grades one and two, allows our youngest learners to arrive at their local public school for before-school care, where they would be greeted by an ECE. Before-school care takes place in the school classroom where the majority of the children will spend their day. When the bell rings for the school day to begin, the classroom teacher joins the ECE and students in the classroom for the school portion of the day. The ECE would remain in the classroom providing care and educational leadership in partnership with the teacher, based on the teacher's educational knowledge and training.

A second ECE joins the class just before lunch allowing for overlap and prep time, and is organized to enable the morning ECE to conclude their day during the lunch break. The afternoon ECE continues to provide supporting care and leadership in the classroom alongside the teacher until the formal school day is completed, and the after-school care program begins. The second ECE stays with the students and delivers after-school care until the completion of the after-school care hours.¹⁴

Before-school care

Classroom learning

After-school care



¹⁴ This schedule is for meant for consideration as a potential model, exact hours for extended day programs would be determined by school districts. This is the schedule currently being used in the Seamless Day Pilot Project in Oliver, B.C. Oliver is a smaller city with less commuting concerns, the extended day model in other parts of B.C. (for example the Lower Mainland) would need to take commuting concerns into consideration when deciding on extended day operating hours.

This model for Early Childhood Education and Care (ECEC) has some key benefits for children, parents, workers, and communities, and is superior to other forms of child care where integration only includes shared space for a number of reasons.

Benefits of the Seamless Day

The concept and importance of linking ECEC to public education is not a new idea, having been first introduced in the *Early Years 2* study in 2007 (McCain et al). The notion was further outlined in detail in *With Our Best Future in Mind* (Pascal, 2009), the 2009 report to the Ontario government on implementing early learning in Ontario.

Expansion of early learning into public school systems is often suggested as ensuring all five-year-olds have access to full-day kindergarten and then expanding public school to include younger children. However, this still does not solve the problem of before- and after-school care since the school day is typically 9 a.m. to 3 p.m., and this is not what a typical workday looks like for parents.

The seamless day model looks to both deliver high quality ECEC while also solving a practical problem for parents and helping to alleviate the stress of finding quality before- and after-school care. Public delivery by school boards ensures high quality programs, better wages and working conditions for ECEs, and provides for oversight with an existing governance structure.

Importantly, the seamless day model provides a number of other key benefits for children and enhances the quality of care and education. Examples of these pedagogical enhancements are as follows:

- The presence of an additional educator in the classroom means kids get extra help and attention, including more customized care and learning and increased access to one-on-one assistance;
- ECE participation in the classroom deepens the care providers' understanding of, and relationship with, the kids for whom they are caring and allows for informed oversight and care based on events of the school day (including extra play time if it was a heavy learning day; assistance for those who had a difficult time grasping concepts; and appropriate classroom management for days where behavioural issues were a challenge); and
- ECE participation in educational leadership provides for planned education-based activities in care times that align with classroom learning and that reinforce concepts, skills and knowledge through purposeful play/play-based learning and teaching and learning activities.

The benefits of the seamless day are many: from increased learning, to better quality care, to savings from shared facilities and administrative structures, to better use of highly trained staff. Importantly, the seamless day is a means for B.C. to take a giant leap forward in early learning and ensure our youngest learners are receiving the social, educational, and behavioural support needed to ensure their success in future education and beyond.

Implementing the seamless day is an important starting point for the alignment of early years learning (child care) and public education. As described in the \$10 a Day plan, the eventual goal for a universal child care system in B.C. would be for school boards to govern a system of early care and learning and for child care to be integrated within the existing public-school system. Implementing the seamless day throughout B.C. would take us one step closer to realizing this for B.C. children and families.

Potential Challenges and Barriers

Achieving a universal public system of integrated early care and learning is certainly not without its challenges beyond simply funding such a system. However, many of the non-financial challenges can be overcome and will themselves help alleviate costs. In fact, the B.C. government has already started to make several of the changes necessary for this vision to be realized.

With the February 26 government announcement of changes to the School Act¹⁵ allowing School Boards to hold the licence and directly operate school-aged child care, the government has opened the door for inclusion of child care in the public education system. This joint announcement between the Ministry of Education and the Ministry of Family and Childhood Development demonstrates the government's willingness to align child care and public education, and displays significant leadership in furthering early learning and care in B.C.



¹⁵ <https://news.gov.bc.ca/releases/2020EDUC0009-000332>

Once passed, these changes allow school boards to be the owners and operators of school-aged child care, and provide a path for high quality before- and after-school programs to be delivered by school board employees at an affordable cost, with oversight from the school board at the most convenient location for parents. Further, these changes enable the expansion of the existing seamless day pilot project in School District 53 to kindergarten classrooms in school districts all across the province.

The expansion of the seamless day pilot project to a provincial scope, with school boards around the province holding the licence and directly operating before- and after-school child care in kindergarten classrooms, is an enormous first step to creating the next 10,000 child care spaces in B.C.

Licensing

While the recent changes to the School Act will allow school boards to directly operate before- and after-school programs, there are still licensing challenges that could, and should, be addressed by the government. Most of these licensing issues relate to the complexity of becoming licensed and the incongruities between the rules for licensed child care operations and those for the public school system.



While existing kindergarten and other classrooms meet the School Act's regulations, which apply during the school day, they may not meet the different regulations that exist for licensed child care centres.

Effectively, this incongruity means that the same classroom that meets all regulations and licensing requirements for students between the hours of 9 a.m. and 3 p.m., does not meet those same requirements before and after those times for the very same group of students.

The justification for distinct rules applied to licensed child care spaces that differ from those applied to the public school system is fundamental: those child care spaces were not envisioned to be in the public school system when the rule was created. Further, rules applied to licensing for child care spaces are designed for spaces not necessarily purpose-built for the care of children, nor run by a branch of government designed for the purpose of educating children. Accordingly, the rules as they exist are justified for their designed context but become unjustified (and in some cases absurd) in a public school context.

If purpose-built educational spaces in schools – including classrooms, art spaces, gymnasiums and outdoor space – are safe for students during the school day when overseen by qualified district staff, then they are also safe for the same students before and after school.

Therefore, the licensing process for child care programs delivered directly by school districts should be reviewed and amended to eliminate duplication and inconsistencies, and a streamlined licensing process should be created.

Not only would these actions very quickly open thousands of cost-effective, before- and after-school child care spaces; they would also make efficient use of existing infrastructure, human resources, governance structures, and staff delivering high-quality early learning. In consideration of the enormous expansion to child care availability and improvements to early learning, the benefit would greatly outweigh the initial challenges posed by these recommended changes.

Staffing

Recruitment and retention of ECEs is a major challenge in B.C.; however, the seamless day model offers several potential solutions to this obstacle.

As the union representing education assistants (EAs) in B.C. who work in the public education system, CUPE is very aware of the potential for EAs to also perform ECE work. A 2009 report prepared by the CUPE BC Region titled *Education assistants in British Columbia: an educational profile and agenda* showed that close to 1 in 5 of B.C.'s over 10,000 education assistants (EAs) also have ECE training and/or credentials.¹⁶

¹⁶ The number could be higher now as approximately 3000 more EAs are working in public K-12 schools.

While this data may have changed as it has been some years since this survey, this effectively demonstrates that public school support staff already contain a reservoir of existing ECE talent and expertise that can be tapped to ensure smooth implementation of ECE programs within the public-school system.

ECE positions in the seamless day model would offer full-time job opportunities to EAs who desire this employment with options to work as ECEs on a full-time basis, or just in the before- and after-school portions of the day as needed. Though simply having staff working as ECEs before and after school, and as EAs during the school day does not constitute the seamless day model, this form of integrated day would offer many benefits as an intermediary step as the ECE labour force adjusts to meet demands.

Further, in consideration of the 80 per cent of EAs without ECE training, there is a solution that would provide ECE training quickly and efficiently. With minimal additional investment, EAs lacking an ECE designation could qualify as ECE assistants and begin working likely within a six-month timeframe. This is an excellent means to bridge the labour force gap and aid in recruitment and retention. Skilled staff are essential in delivering quality early childhood education programs and while the continued use of the ECE designation as a minimum standard is not a long-term solution, it does provide an increased level of training to the “Responsible Adult” designation outlined in the current regulations.

As a long-term solution, the \$10 a Day plan recommendation to develop a diploma program as a minimum credential for educators is a desired target. To ensure all ECEs working in the public school system meet this requirement, a ladder education program could be developed and training could be provided through a combination of on the job training, professional development, and contract training. A prior learning assessment model¹⁷ could also be considered to evaluate how past experience relates to current qualifications.

After a certain number of years (to be determined at the time of implementation) the ladder education program would be phased out, and any new employees would need to meet the minimum educational requirements.

Finally, moving child care and ECE into the public education system will also more broadly address recruitment and retention issues within the ECE sector, as ECE positions in the public sector have fewer recruitment and retention issues, and unionized programs experience less turnover.¹⁸

¹⁷ “Prior Learning Assessment Recognition (PLAR) lets you use knowledge and skills learned outside recognized programs—including volunteer work, hobbies, on-the-job experience, or independent study—to gain exemption for particular courses in the program of your choice. Your knowledge and skills will be assessed, course by course, by faculty members in the program area.” (British Columbia Institution of Technology, 2020 <https://www.bcit.ca/admission/entrance-requirements/transfer-credit/prior-learning-assessment-recognition/>)

¹⁸ ECE 2017 Report

Funding

Affordability is a key piece of building a successful early care and learning system. An expansion of the seamless day model into all schools would have two components: the regular school day and an extended day program.

The extended day program would be optional for families, and would operate as a fee-based program. Rates would be set by school boards with transparency and accountability measures in place.

When beginning to integrate child care and education, the level and type of funding will shape the key elements of the program, including quality, accessibility, equity, human resources and physical environments. (Muttart Foundation, 2012). Consequently, any new ECE programs, including the seamless day model, delivered through the Ministry of Education must have adequate public funding to ensure their success. However, in consideration of the cost savings possible through the proposed model, the funding required would be comparable or potentially less than other models of before- and after-school care.





DEMONSTRATED POTENTIAL OR RE-INVENTING THE WHEEL: EXAMPLES WHERE UNIVERSAL CHILD CARE AND THE SEAMLESS DAY ARE **MAKING A DIFFERENCE FOR FAMILIES**

This section focuses on three case studies that highlight how universal entitlement and school board involvement have helped to bring positive change to ECEC. The first example presents the way in which child care and education are delivered in Norway, where universal entitlement exists alongside a successful integrated ECEC model. Closer to home, two examples are presented from local school boards who are directly operating the seamless day model in kindergarten classrooms – one longstanding program from the Waterloo Region District School Board (Ontario) and one newer program from School District 53 in Oliver, B.C.

Kindergartens in Norway

The Nordic countries are considered leaders in ECEC, and among those, Norway is recognized as having a particularly effective model. A number of lessons can be drawn from Norway's impressive system which features universal access, an integrated education and care model, and a strong governance system. Norway has been successful in providing, and realising, a strong legal entitlement to universal childhood education and care and is one of the leading countries worldwide in this respect (*OECD Early Education and Care Policy Review*, Norway, 2015).

In Norway, ECEC is delivered through a well-established kindergarten system, which resembles what we commonly refer to as preschool in North America. The system is heavily regulated with well trained staff and focuses on delivering a high quality of care. The Kindergarten Act states that municipalities are the local authorities for kindergartens, and therefore much of the responsibility for the system lies with municipalities.¹⁹ While approximately half of Norway's kindergartens are municipally owned, municipalities oversee all public and private kindergartens in their districts. This allows municipalities to adapt kindergartens to their communities' needs.

A legal entitlement to a place in kindergarten from the age of one was introduced in 2009, and as of 2013 nearly 80 per cent of children aged one and two participate in regulated ECEC services, and 96.6 per cent of children aged three to five participate.²⁰

In 2006 Norway integrated child care and schooling under the Ministry of Education, and in 2012 certain tasks were delegated to its subsidiary Directorate for Education and Training, which facilitates smoother transitions of children across different levels of education and more coherent governance (OECD, 2015).

Compulsory school starts the year children turn six, and is divided into primary school (ages 6-12), and lower secondary school (ages 13-15). All municipalities must provide a before- and after-school care program for kids in grade one through four. The programs dictate that "facilities for school children must provide facilities for play and for participation in cultural and recreational activities appropriate for the age, level of physical ability and interests of the children".²¹

Norway stands as a great example of the success and positive outcomes that universal child care system can offer.

¹⁹ Norway does not have local school boards, municipalities are responsible for the oversight of schools.

²⁰ 2013 figure as per the OECD Early Education and Care Policy Review Norway

²¹ <https://www.regjeringen.no/en/topics/education/school/the-norwegian-education-system/id445118/>

Waterloo Region District School Board (Ontario)

In 2010, full day kindergarten became universally available to all four- and five-year-olds in Ontario. This was one of the most significant expansions of publicly delivered ECEC in Canada in recent years. Today, Ontario offers a two-year, full-day, non-mandatory kindergarten.

Kindergarten is taught by an educator team consisting of certified teachers and registered ECEs, where teachers and ECEs share responsibility for planning and delivery of the program.

As of September 2017, school boards are also required to provide fee-based before- and after-school care for students in kindergarten to grade 6 where there is sufficient demand. The programs can be delivered directly by the school board or through a third-party program, and for children in grades three to six, youth development programs can also be considered.

The Waterloo Region District School Board (WRDSB) delivers their extended day programs (before- and after-school care) directly for students in kindergarten through grade six. The seamless day model is offered for students in kindergarten through to grade 2, and is led by ECEs in a fully-equipped kindergarten classroom (for students in grade 3 to 6, extended care is delivered through youth development programs. Delivery is primarily done directly by WRDSB with a small number of licenced providers that deliver programs on behalf of WRDSB at designated locations.)

As noted in a report that explored the WRDSB's seamless day model as part as a review on seamless early learning in Ontario, "children can spend as much time in [extended day programs] over the course of the year as they do in school. Good quality after school programming can extend and reinforce learning; poor quality undermines the gains made during the school day." (Janmohamed, Z., et al, 2014)

The WRDSB describes their vision for the extended day program as follows:

"...to provide equitable access to high quality child care, for parents and children across the Region.

The Waterloo Region District School Board (WRDSB) extended day program is complementary to the core kindergarten program and aligned with it in order to provide a seamless and consistent experience for children. The extended day program offers play-based pedagogy and makes use of shared resources and shared common spaces to create a seamless system of early learning for children and families.

WRDSB believes that all children should have access to before and after school programs and is committed to expanding before- and after-school programs in every school. Extended day programs have no waiting lists and parents can register for full-time or part-time care. Offering affordable, accessible, flexible programs to meet the needs of all families is an important part of a responsive, supportive system that promotes child and family well-being."²²

²² <https://www.wrdsb.ca/beforeafter/background/>

The program operates from 7 a.m. until the arrival bell, and from the dismissal bell until 6 p.m. Full days of programming are offered during staggered entry for kindergarten, and designated Pro D Days. Extended Day programs also operate at alternate program locations for March and Winter break.²³

Children can attend all five days of the week, before or after school, or any combination therein. Registration takes place online through a central system (OneList) for the district, and scheduling changes can be arranged through that system as well.

The seamless day model, delivered directly by a school board, shows how this program can eliminate transitions for young students, and provide universal access of affordable high quality before-and-after school care for families.



²³ <http://www.wrdsb.ca/beforeafter/wp-content/uploads/sites/13/2018-Parent-Handbook.pdf>

²⁴ Our knowledge of this pilot project comes from interviews with the two CUPE members who are working as ECEs in this program. We want to note that currently there are two teachers who split the teaching time in the kindergarten classroom participating in the seamless day pilot project. One teacher teaches Monday, Tuesday and Wednesday and the other teacher teaches Thursday and Friday. Both teachers and both ECEs work collaboratively to plan and deliver content to students.

Seamless Day Pilot Project School District 53 (Oliver, B.C.)

Beginning in September 2019, School District 53 (Okanagan Similkameen) implemented a Seamless Day Pilot Project in a kindergarten classroom in Oliver, B.C. The pilot program is based on the seamless day model in Ontario, and is delivered in a kindergarten classroom by a teaching team that consists of one teacher and two ECEs.²⁴

Both ECEs working in the pilot program have their ECE certificate, and an extensive background working in the ECEC field.

Currently, entry to the seamless day program is done by need on a first-come, first-served basis with priority being given to kindergarten students and those who need full-time care. Beyond that, access was offered to grade one students and siblings of the kindergarten students in the program. As the program evolves and grows the registration process could see changes to better serve the needs of families and the community.

Families can currently register their child to attend the program all five days before school, after school, or any combination of these options. Scheduling, billing and invoicing is currently done by one of the ECEs and the school takes care of payment (currently payment must be received in person and the District provides back-end accounting and receipts).

The morning program begins at 7:30 a.m. and parents drop off kids anytime between 7:30 a.m. and the morning bell. The after-school program ends at 5:30 p.m., but pickup commonly begins as early as 4 p.m. for some parents.

Through interviews with the ECEs working in this program, it is clear that there are several advantages of the seamless day model, and students and care givers are already seeing the benefits this program provides.



Among the key benefits of this program is consistency of care. The ECEs are so much better informed when they assume responsibility for care under this model than in other ECE environments.

“You know whether it’s been a good day or bad day. You know what [the children] were learning. You know if they need longer outdoor play, or more focused activities; whether they need more group time or more individual time. You know what is being taught and what units are being worked through so the activities before and after school build on the daytime learning.”

Educational integration was also cited a big strength of the model because participation in the classroom work allows ECEs to incorporate themes and learning from the day into before and after school care through a focused purposeful play and teaching/learning.

“There is no need to view recreation and learning as mutually exclusive – learning can be done through play. Activities and play informed by the classroom learning that can happen without the learners even realizing and this extends the educational value of the care being provided.”

The pilot project example also shows that students benefit from having a team of educators in the classroom, and that while the classroom teacher is responsible for learning outcomes and delivery of curriculum, the education team works together to lead in a collaborative way.

ECEs working in this pilot also report that there is additional opportunity for specialized care in the classroom ensuring that students social and emotional needs are met.

Parent feedback of the pilot project has been predominately positive. ECEs have heard that parents love that there is one drop-off and pick-up location. While this is obviously extremely convenient, it also reassures parents that their children will be safe and cared for throughout the entire day. Streamlined rules throughout the day (the same rules apply before, during and after school) is also seen as a positive for parents and ensures a smooth day for children.

The pilot project in Oliver is a small sample, but certainly provides the necessary evidence that the seamless day model is a viable and positive option. It demonstrates that the promise of the seamless day model outlined by academics and advocates is actually realized when the model is implemented.

From the fully-built-out example provided by Norway, to the intermediary example in Waterloo, and the fledgling program in Oliver, one can see how the work of School District 53 is the seed that could eventually grow into a very successful provincially-scaled, world-class program. It is up to government to invest the necessary resources to achieve the potential that is evident in these examples.

¹ ECEBC and CCCBC, 2019

Conclusion – It is possible to create more space and a better system at the same time

The B.C. government has made great progress in expanding child care seats; however, those seats have been added to a system with long-standing and ongoing structural problems. The absence of publicly delivered, high quality child care in B.C. means that families are forced to make tough decisions between less than ideal options, and all too often there is no choice at all.

However, there is a way to both keep positive momentum behind space creation and to fix the current system, and that is provincial implementation of the seamless day model.

Providing school boards the means and mandate to implement before- and after-school programs in kindergarten classrooms will provide a new round of system spaces — one that also addresses quality and provides value-added educational depth.

CUPE believes the time to do this is now, with research strongly backing the integration and alignment of education and child care and with Canada's minister in charge of federal efforts to expand child care saying there will be an additional 250,000 before- and after-school spaces in the upcoming federal budget.²⁵

The government has already taken the first step towards a better, public system through their commitment to a B.C.-made public universal child care system. With the \$10 a Day plan serving as a blueprint, aligning education and child care is the next key step that should be taken to achieving our long-term goals because it also responds to immediate needs.

To make this next step happen, government should review and revise the child care licensing regulations as they apply to school boards operating child care programs directly in order to streamline the licensing process and rationalize the rules between the two co-existent regulatory environments. Government must also prioritize child care funds towards enacting this model in the public system in recognition of the effectiveness, efficiency and quality the seamless day provides over other, for profit options.

As the international, national and local examples show, the seamless day is a key piece of a universal public system of quality ECEC. British Columbia can and should take this important step to make province-wide seamless day before and after school care a reality.

²⁵ <https://www.ctvnews.ca/politics/details-on-new-federal-daycare-spending-coming-in-budget-minister-says-1.4788744>



RECOMMENDATIONS

Begin the process of integrating early learning and care by moving the Child Care Branch and Minister of State for Child Care into the Ministry of Education.

Undertake action to limit the ability of school districts to contract out child care services to third-party operators; and/or cap the number of contract spaces per district.

Mandate that school districts become owner/operators of in-house before- and after-school care, focusing on an integrated model and working towards a seamless day model.

Expand the current School District 53 seamless day pilot project in Oliver, B.C. to kindergarten classrooms in school districts across B.C. with dedicated funding.

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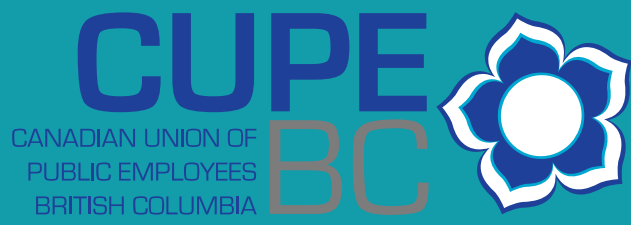
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For more information, please visit:
www.BuildSeamlessChildCare.ca



cope491

Teacher Inquiry Project

2021-2022



Project of Heart

What is TIP?

- It is teacher driven
- It is well established around the province
- It has never been done before in Mission
- It is collaborative in nature, where teachers explore an area of shared interest

How the Work Will Be done...

- Up to 5 teachers will be involved
- The group will be release for four half days to come together to collaborate
- It is expected that participants will do some work between sessions
- The first session will establish the direction of inquiry for the participants
- Following sessions will execute that work, including a presentation to an appropriate body

The Budget Proposal

Four half day releases for five teachers = approx. \$4000

Materials, meeting costs, and commemorative artistic piece = \$2500

Total = \$6500

The MTU proposes that half of the total be funded by the School Board (\$3250), as the MTU, through the BCTF will match funds for the rest.

ITEM 4.1.1. Information

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: Digital Resources

1. **Summary:** Jen Lane (Virtual Teacher Librarian) will provide an update on digital resources being used in the district and how the resources support student learning.
2. **Background:** Teachers have significantly increased their use of digital tools and resources. We provide licenses for a variety of resources based on specific factors, including alignment with the redesigned curriculum and Indigenous worldviews, equity, diversity, privacy of student information, etc.
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - i. Future Orientation:

Goal 3 – Learning environments provide contemporary tools to assist learning and skill development

 - a. Strategy 2 – Utilize contemporary teaching practices to encourage student critical and creative thinking
 - b. Strategy 3 - Application of technology to enhance learning across curricular areas
 - ii. Student Centred Learning:

Goal 1 – Positive learning experiences that support literate and numerate students

 - a. Encouraging student engagement...
 - iii. Quality Teaching and Leadership:

Goal 2 – Teachers adapt to the rapidly changing educational environment and needs of students
 - b. Enhancement Agreement
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational

- ii. Reputational
- iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 6.1 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Student Outcomes – Further Review

1. **Summary:** Staff will follow up the previous discussion of student outcomes at MSS as a result of the Pandemic, including more information from Middle Schools.

2. **Background:**

Attached data for HMS and HPMS Grade 7-9 Math and English with final grades
There are a few things to consider:

- For this school year Math and English at the Middle schools were 8-week courses. In 2020 and 2019 these courses were full year courses
- There are currently 47 Grade 7's, 52 Grade 8's and 40 Grade 9 students at Summit. These students are not included in the data. These students have until June to complete their courses at Summit.
- For Grade 7-9 rather than using pass/fail rates, a better indication is letter grades as it is rare to fail students at these grade levels. I have used the same system we use for the Student Readiness data.
- Letter grade distribution is grouped as follows
A and B 73% - 100%
C and C+ 60% - 72%
C- and SG (Standing Granted) 50% - 59%
F 0% - 49%

Students with marks of "I", "NM" "Withdrawn" and students with no final mark, were excluded from the numbers.

Not all students have completed Math and or English yet

The charts show the % of students with final marks in the ranges of A-B, C C+, C- SG, and Fail.

- For the school year 2020, it was rare to fail a student due to the suspension of face to face instruction in March 2020, and SG letter grades were given for students who did not complete the course work

3. **Options:**

4. **Analysis and Impact:**

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation

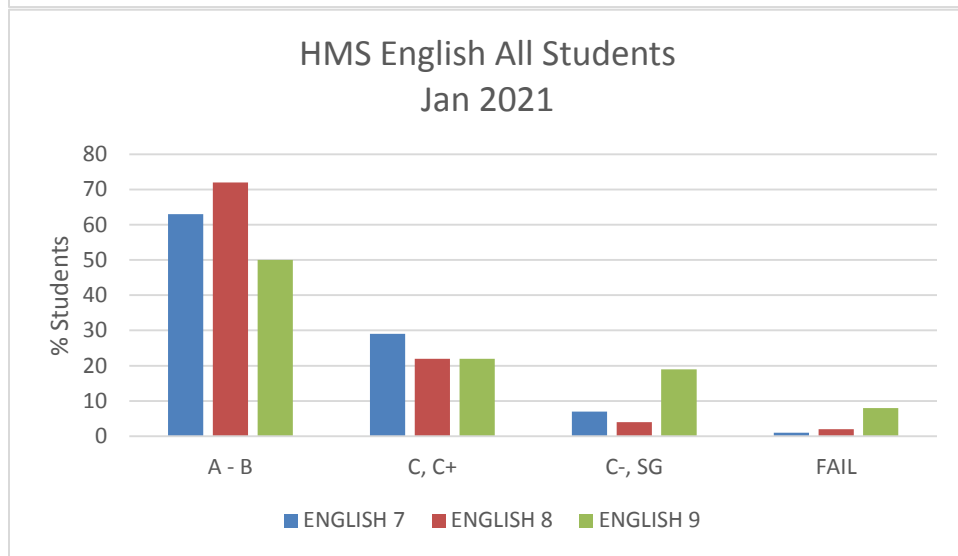
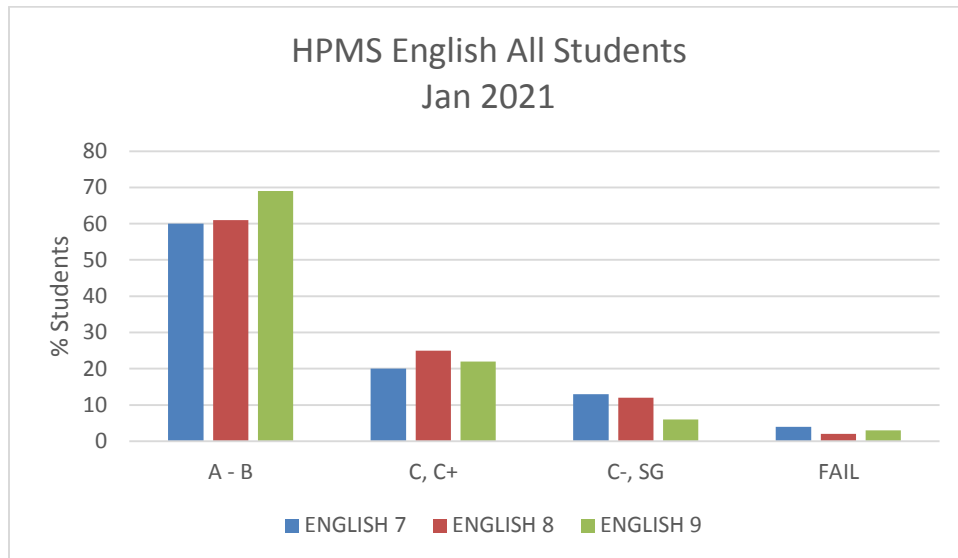
- e. Organizational Capacity
- f. Risks
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 - iii. Strategic
- g. Benefits
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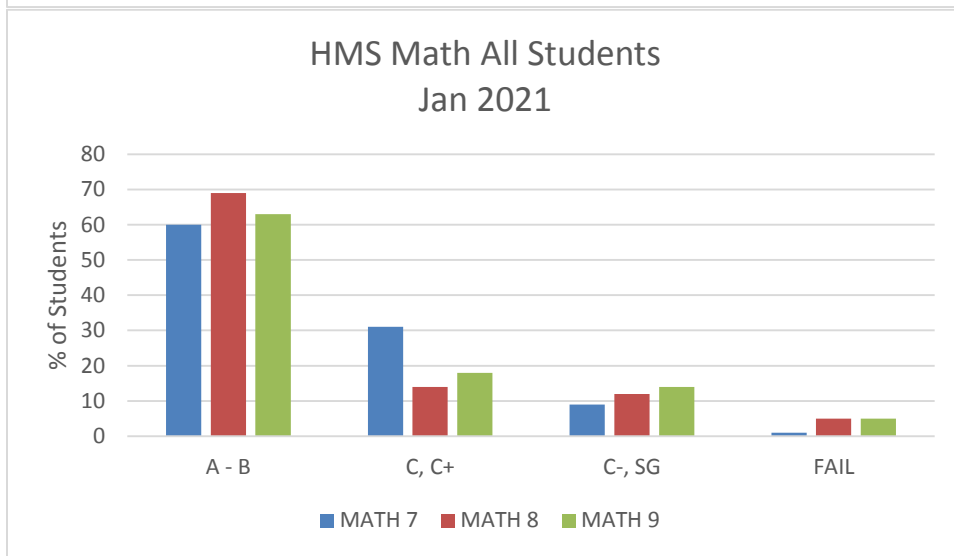
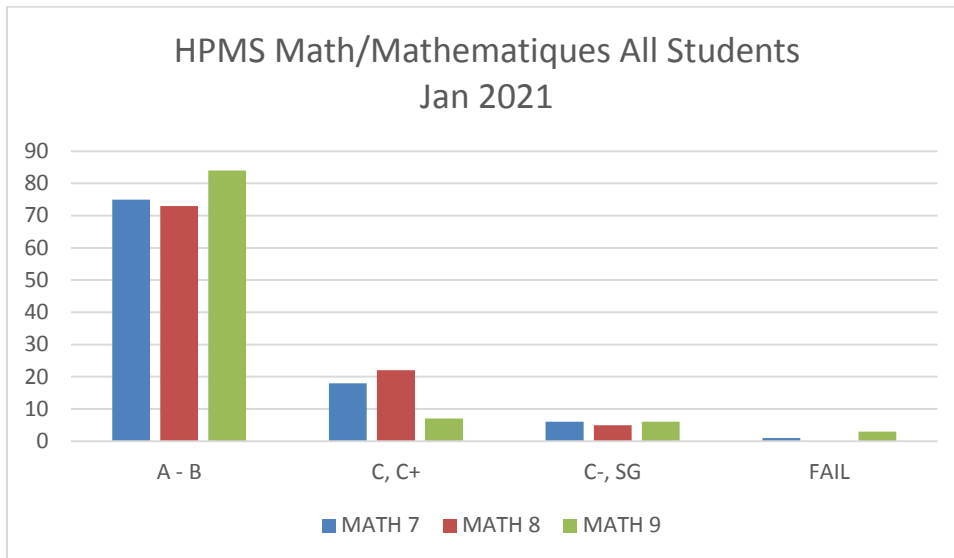
5. Public Participation:

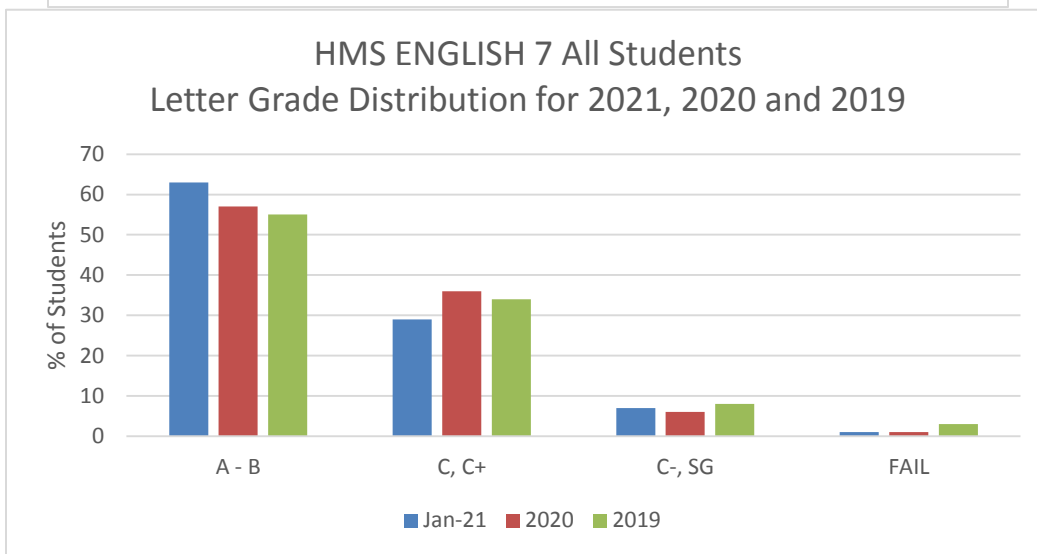
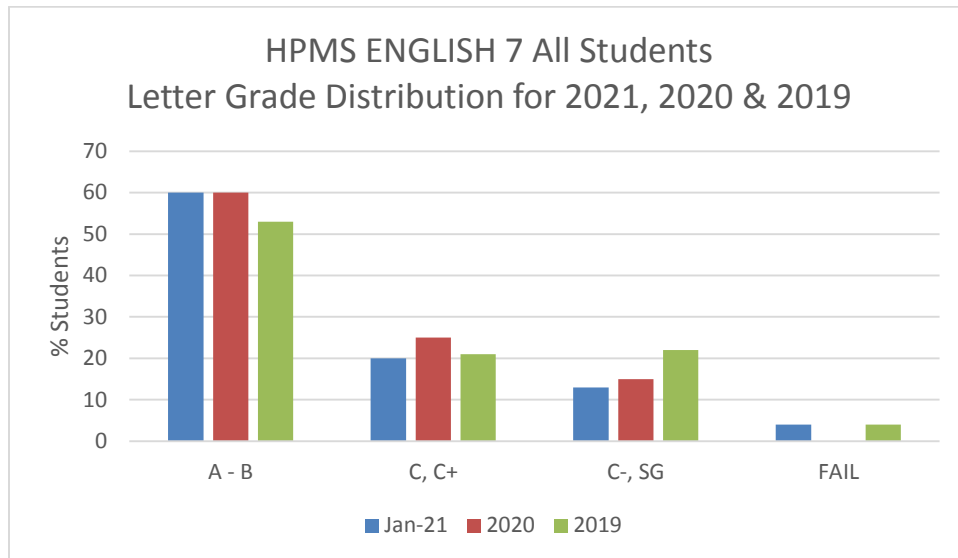
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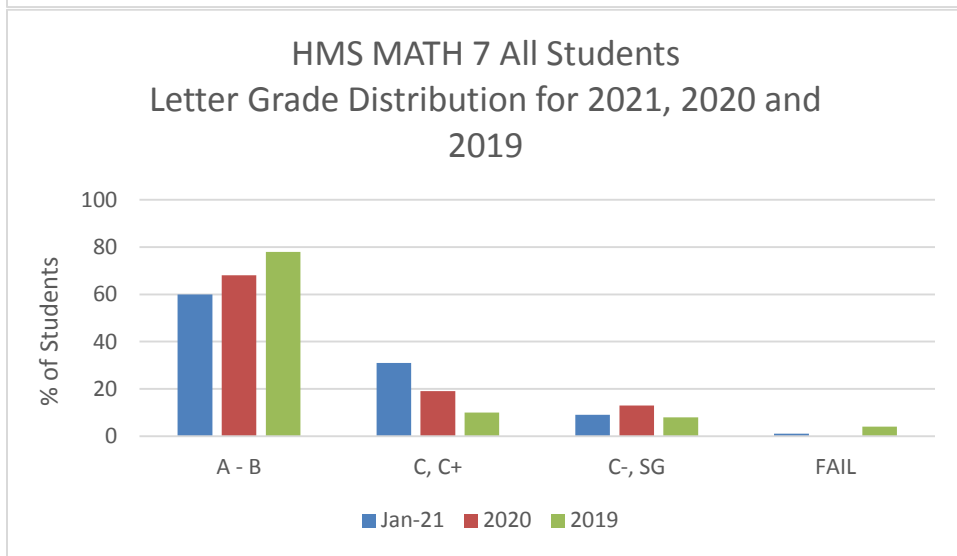
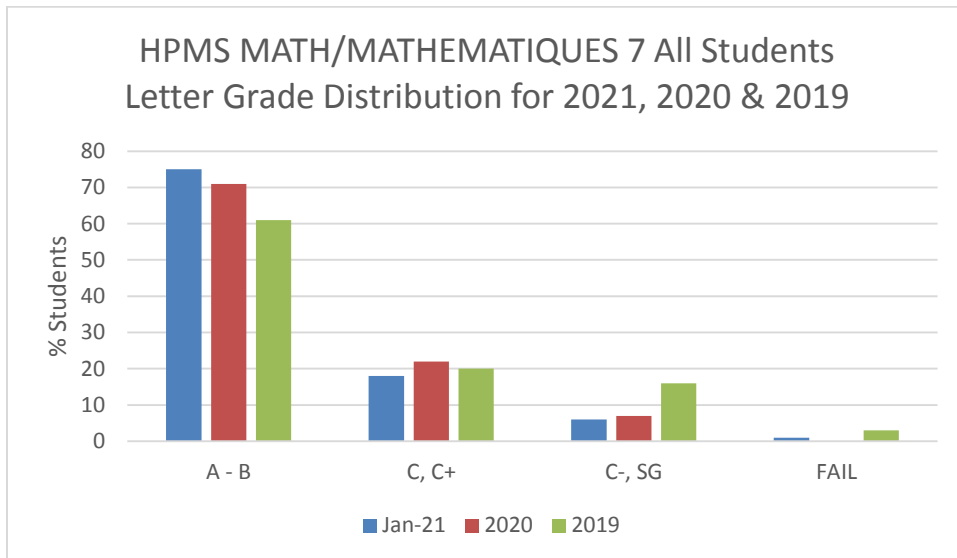
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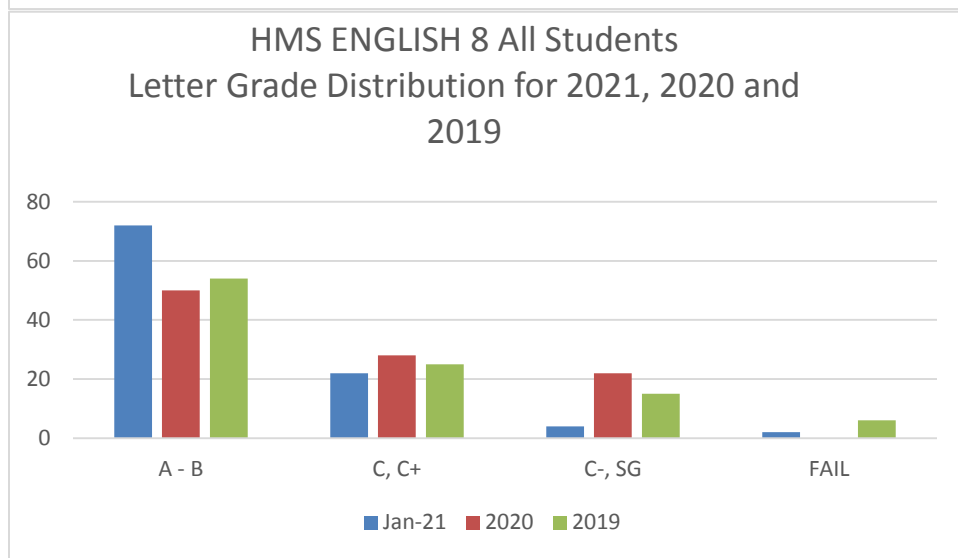
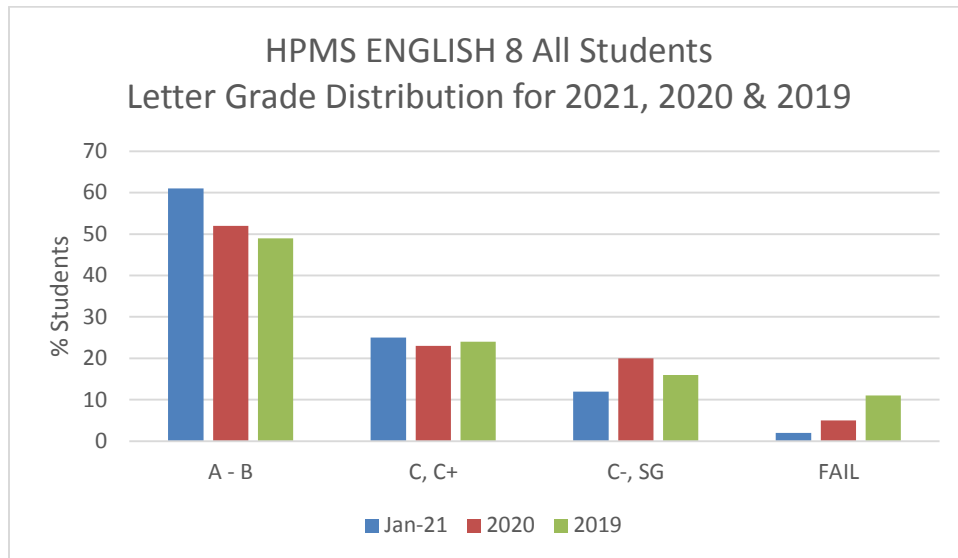
- a. **HMS & HPMS Charts**
- b. **MSS Semester 1 Student Success/Failure Rates**

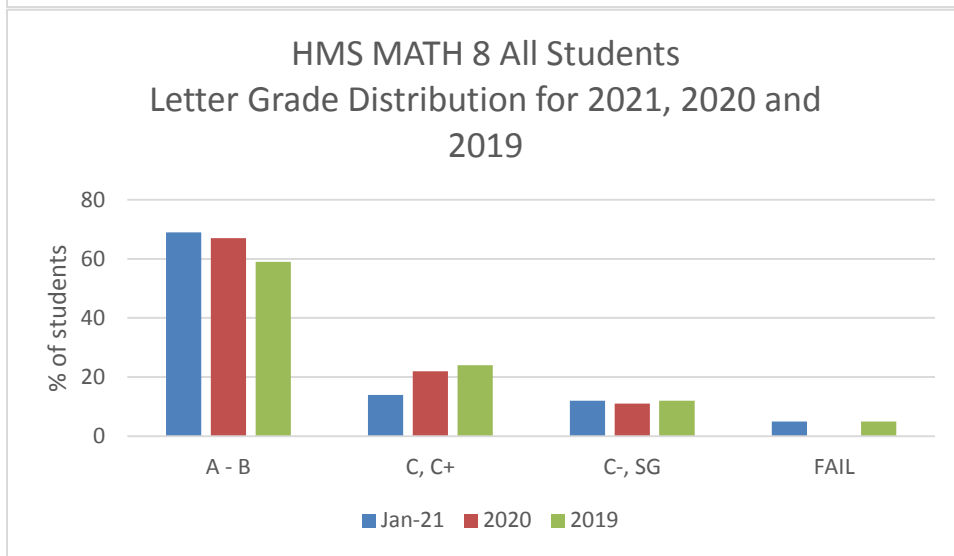
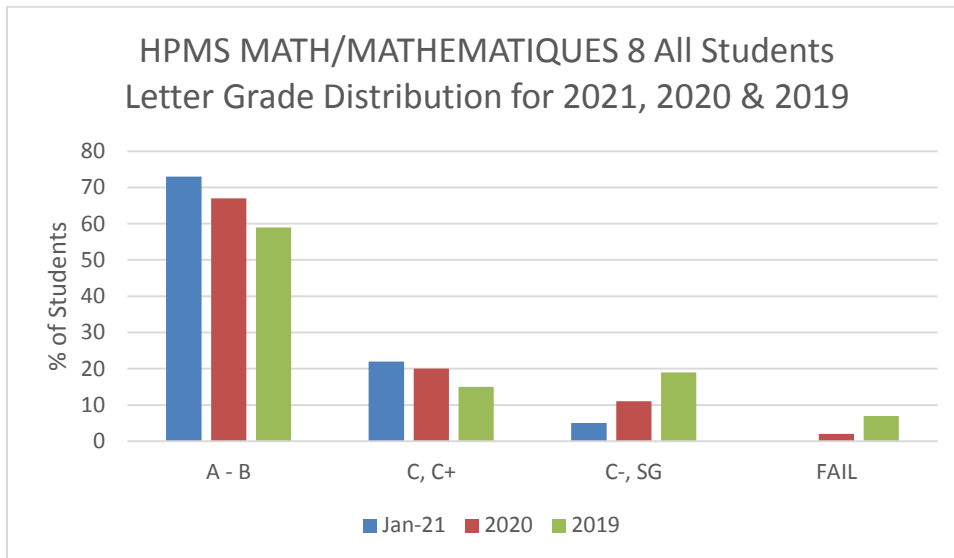


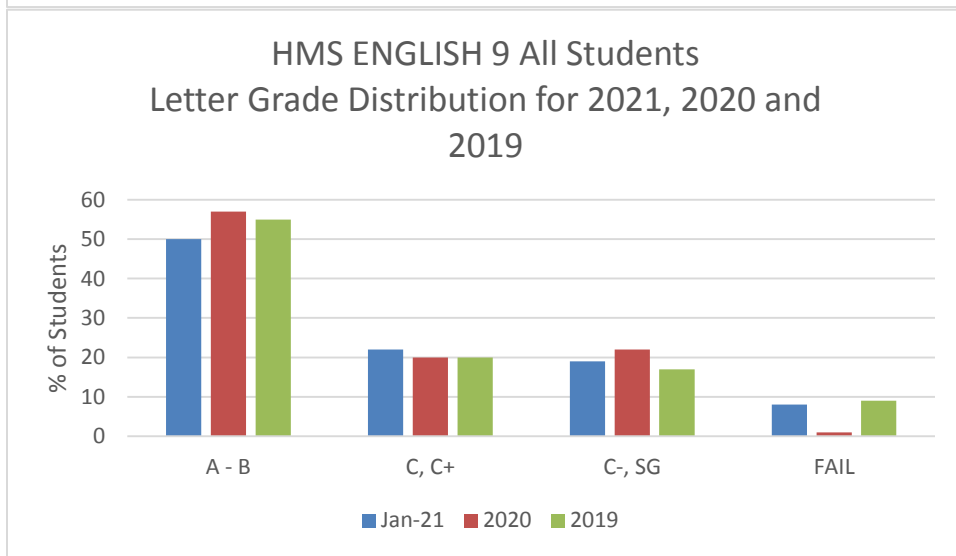
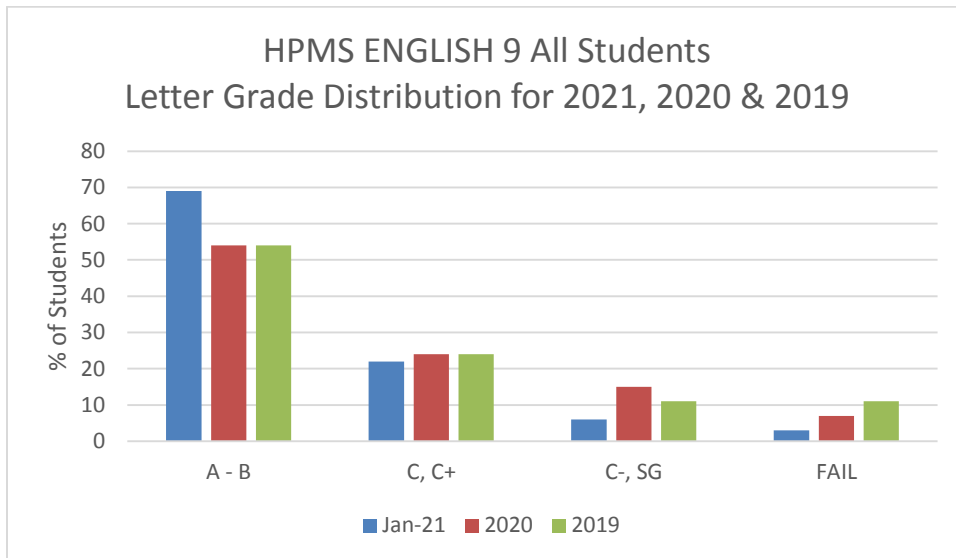


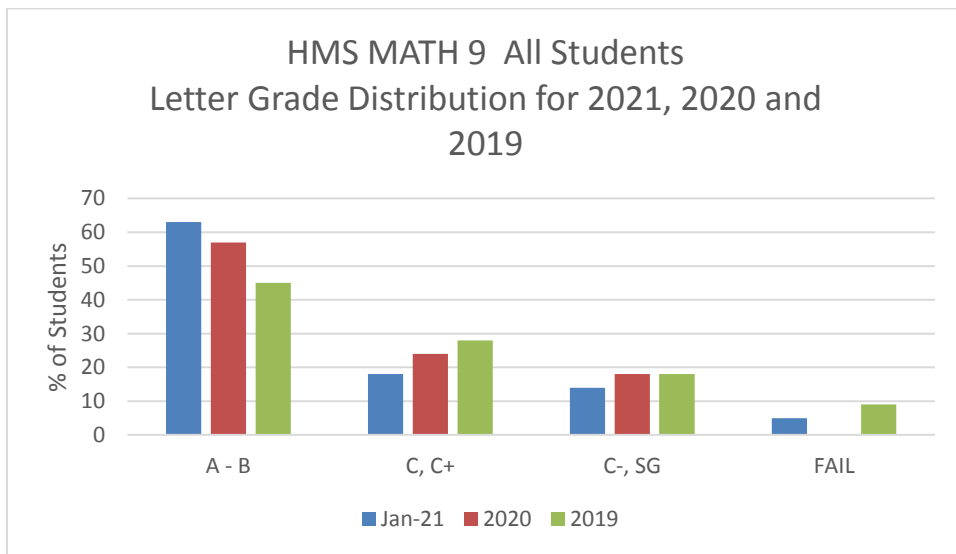
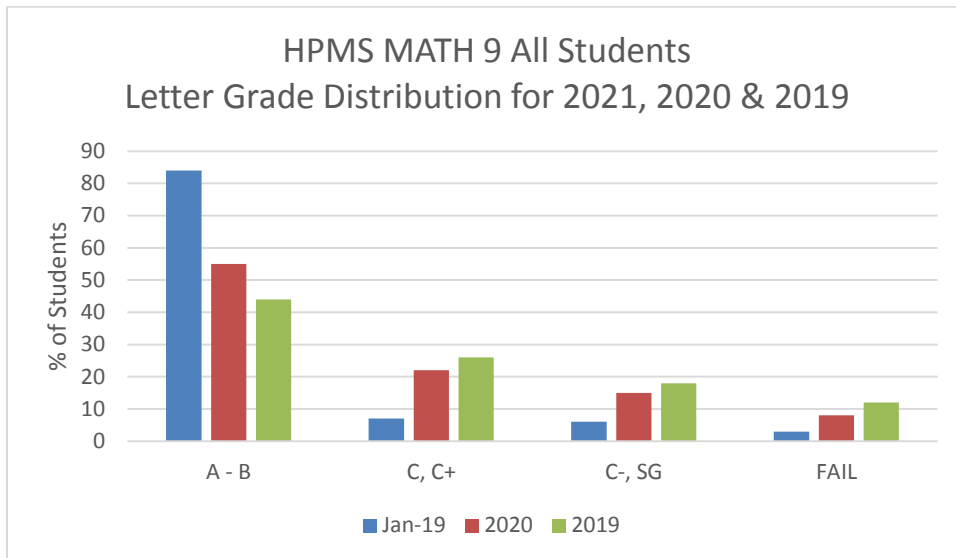


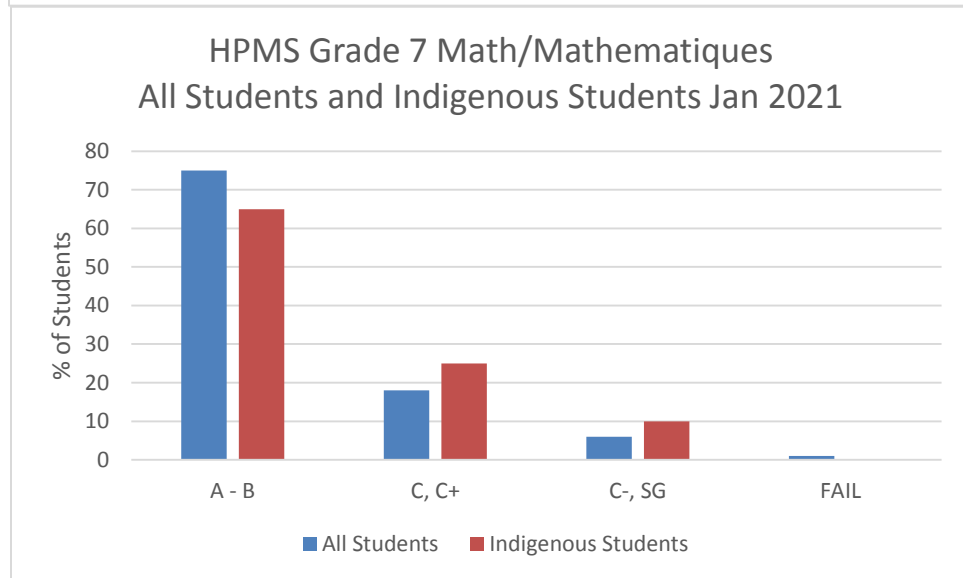
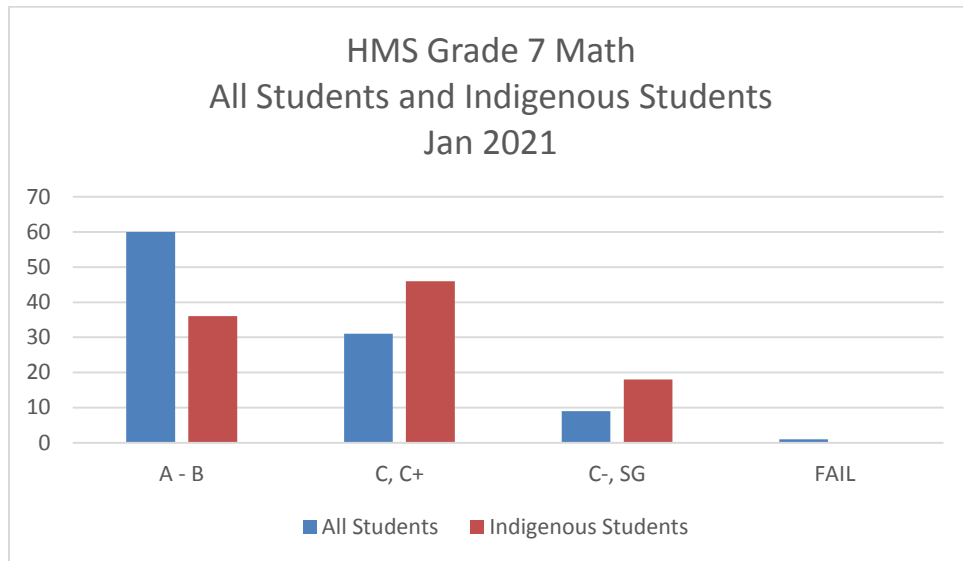


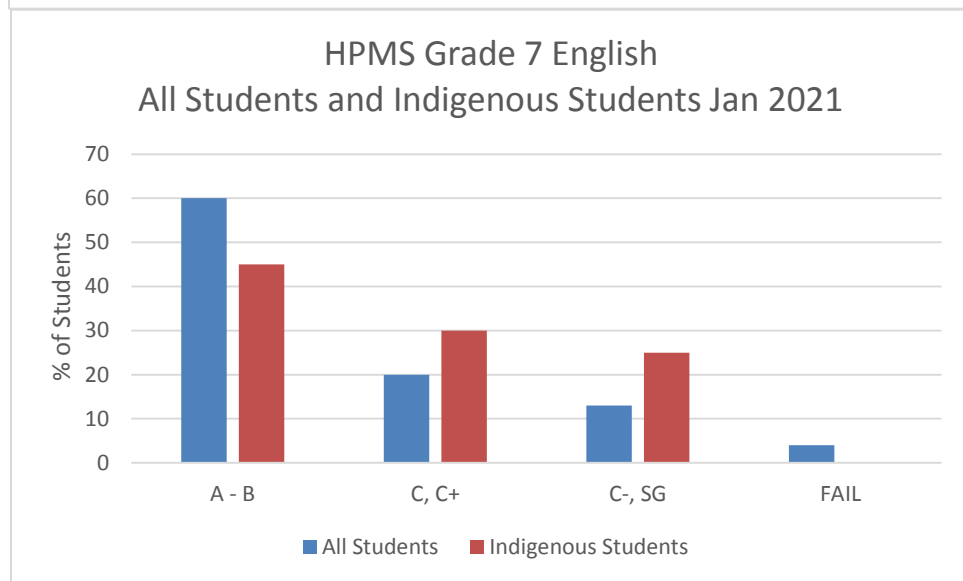
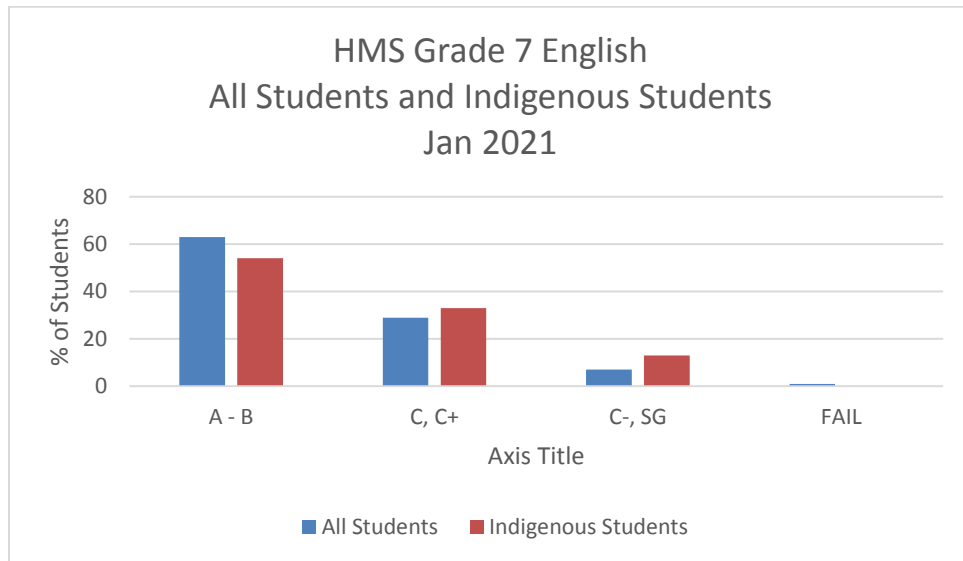


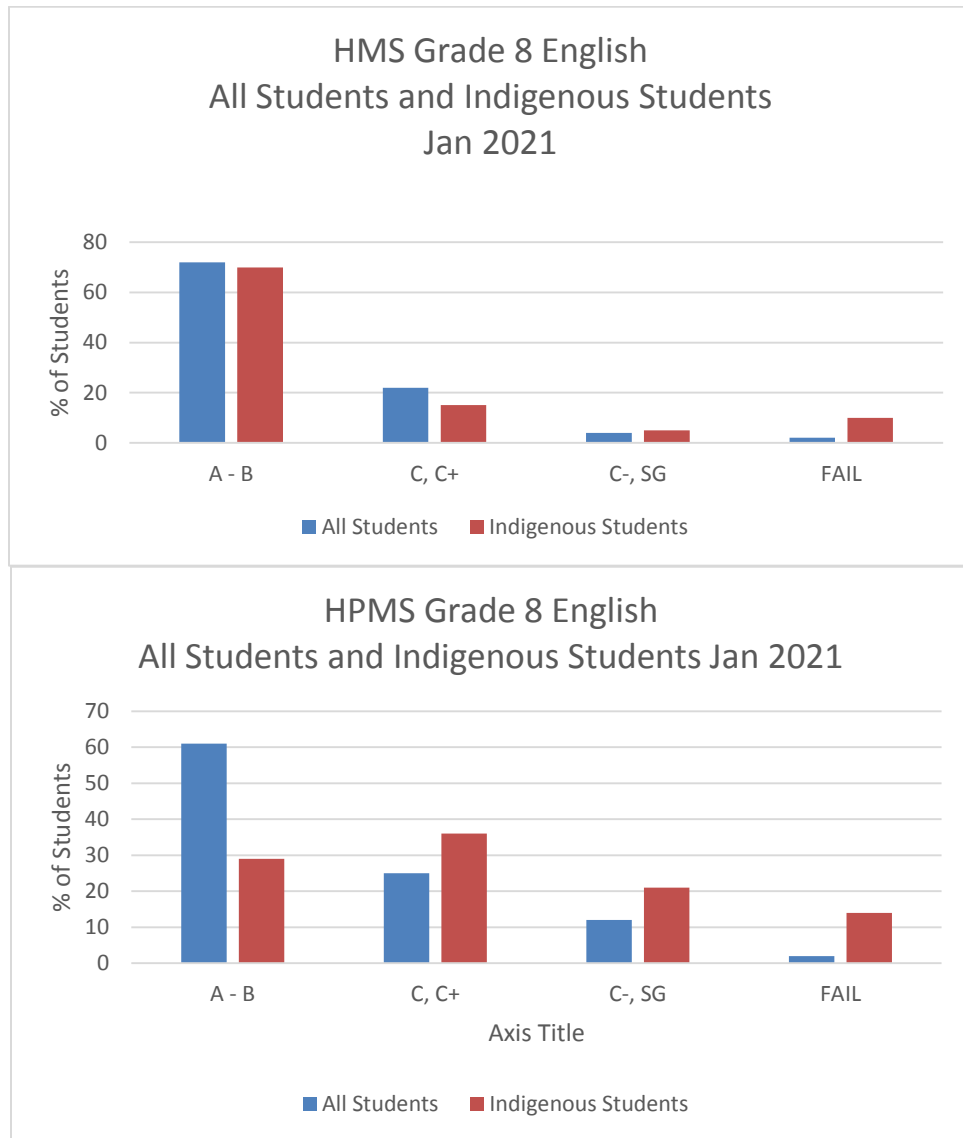


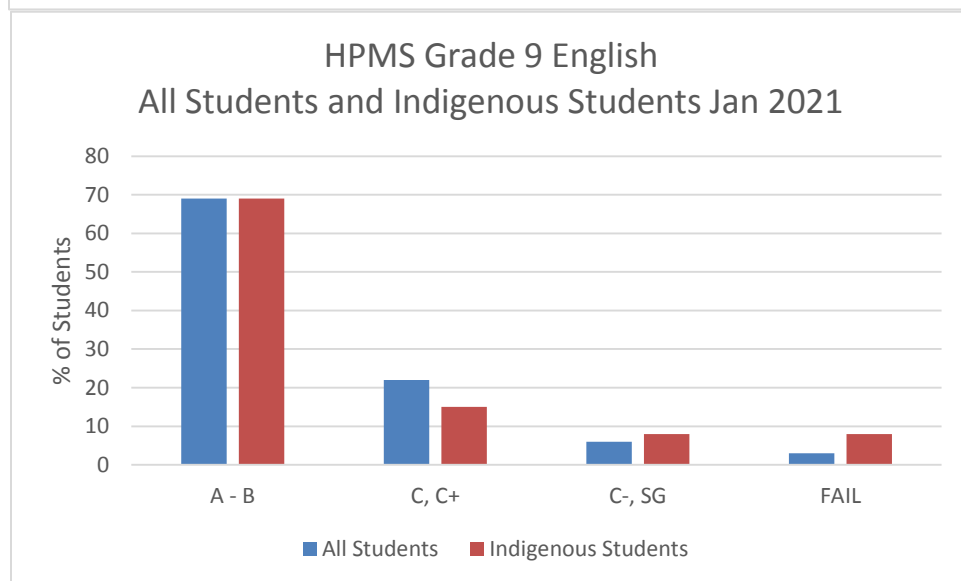
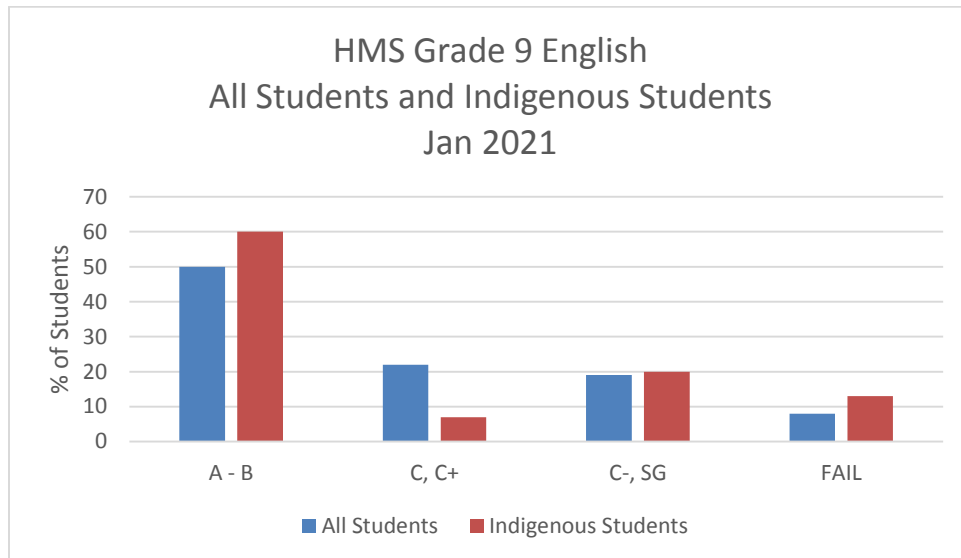


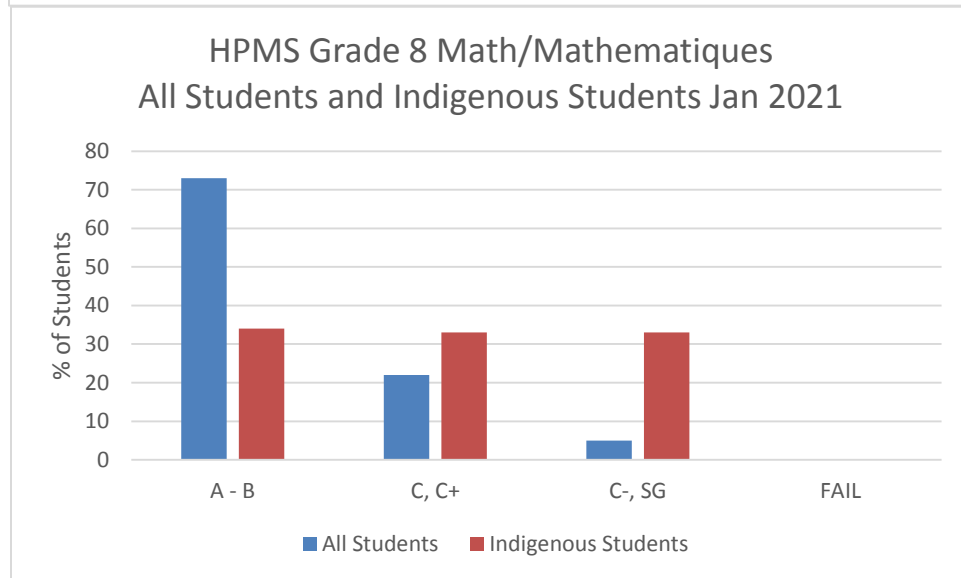
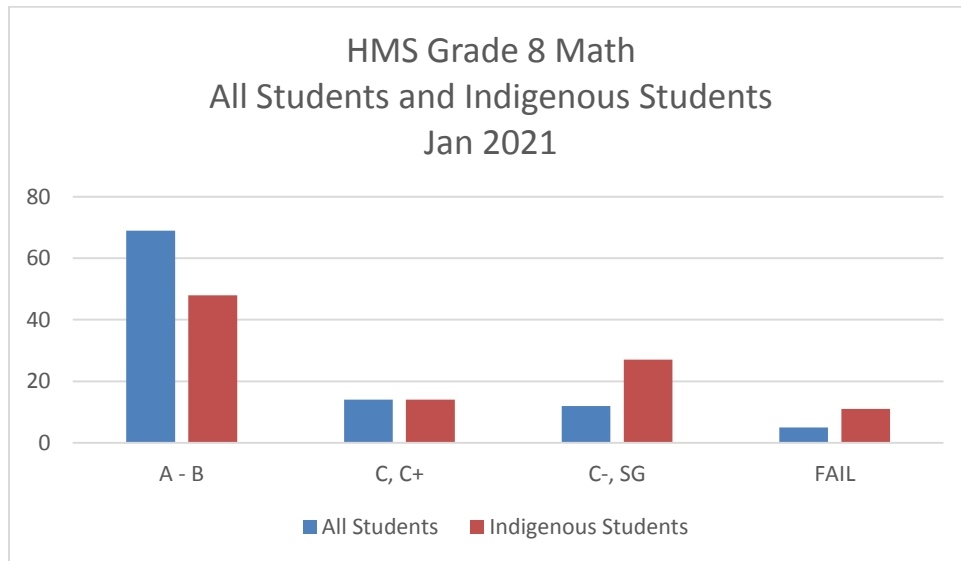


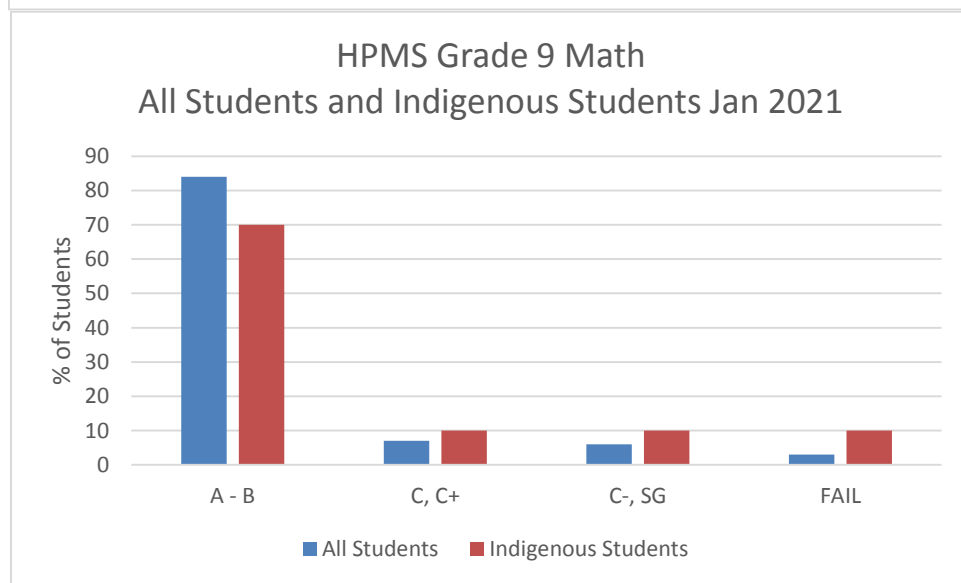
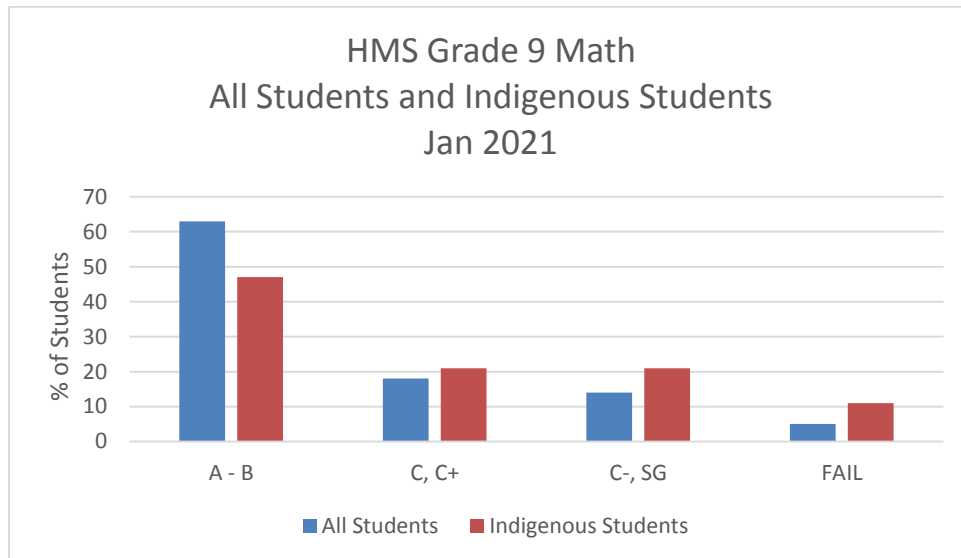








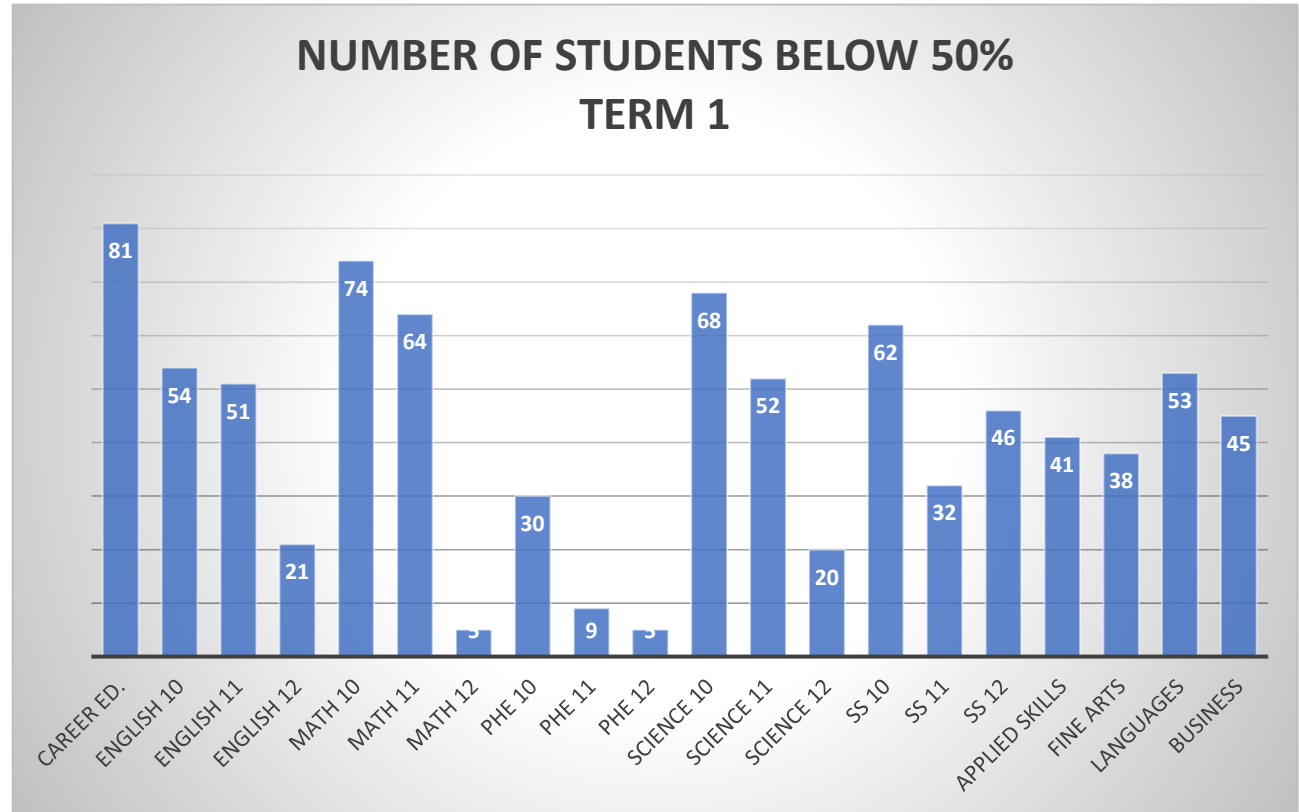




STUDENT SUCCESS/FAILURE RATES – TERM 1

Below is a snapshot of total number of students who have been unsuccessful at meeting the curricular competencies for term 1. The following information should assist in guiding and directing practices to improve student success rates. A similar snapshot will be available at the end of Semester 1. Please share with your departments.

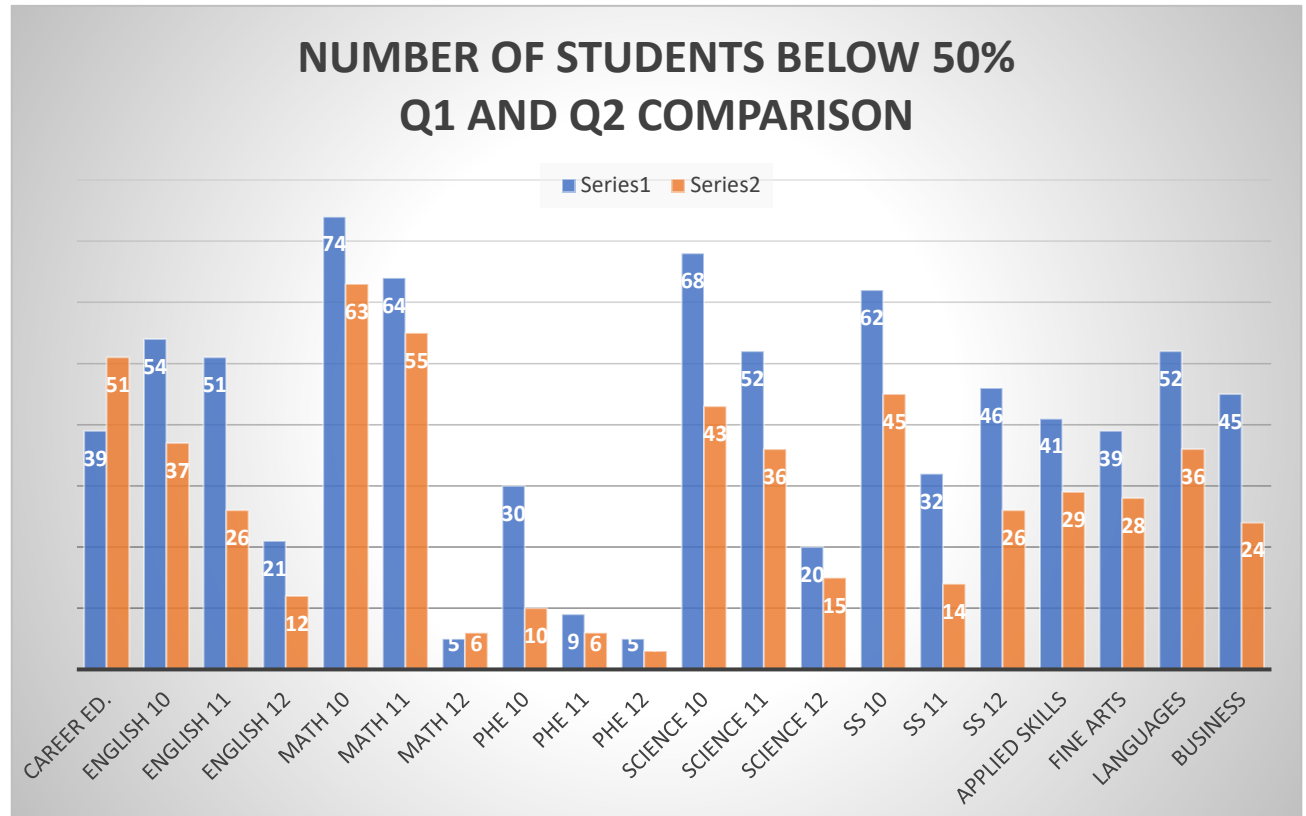
Career Ed.	81
English 10	54
English 11	51
English 12	21
Math 10	74
Math 11	64
Math 12	5
PHE 10	30
PHE 11	9
PHE 12	5
Science 10	68
Science 11	52
Science 12	20
SS 10	62
SS 11	32
SS 12	46
Applied Skills	41
Fine Arts	38
Languages	53
Business	45
Grand Total	856



STUDENT SUCCESS/FAILURE RATES – SEMESTER 1

Below is a snapshot of total number of students who have been unsuccessful at meeting the curricular competencies for Semester 1. The following information should assist in guiding and directing practices to improve student success rates. Please share with your departments.

	Q1 Total	Q2 Total
Career Ed.	39	51
English 10	54	37
English 11	51	26
English 12	21	12
Math 10	74	63
Math 11	64	55
Math 12	5	6
PHE 10	30	10
PHE 11	9	6
PHE 12	5	3
Science 10	68	43
Science 11	52	36
Science 12	20	15
SS 10	62	45
SS 11	32	14
SS 12	46	26
Applied Skills	41	29
Fine Arts	39	28
Languages	52	36
Business	45	24
Grand Total	856	567



ITEM 6.2 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: SD75 Dress Code

1. **Summary:** Staff will share information about the new District-wide Dress Code under development.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Enhancement Agreement
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**
 - a. Mission Dress Code Version 1

Mission Dress Code

Purpose

The Board of Education supports individual choice in clothing for students, and therefore the objective of a Dress Code is to emphasize safety and respect. This policy will assist students, staff, and parents in decision-making with respect to clothing. It is not intended to be prescriptive nor punitive, but to provide a level of clarity so that correction is not required.

Hillside Traditional School is exempted from this policy as its school uniform guidelines conform with its Traditional School philosophy.

Policy

Dress guidelines are intended to incorporate individual preferences for students and their families to dress in a manner that they choose. Individual choice is tempered by a responsibility to recognize that a school is a learning and working environment in which there is an expectation of reasonableness.

Staff have a responsibility to assist students in understanding and abiding by the District dress guidelines. Parents have a responsibility to support appropriate dress for the school as a place of work and learning.

- Clothing should be safe and appropriate for students to participate in activities such as physical health education, science experiments, fine arts, and/or applied skills as necessary.
- Clothing should demonstrate a respect for the school community, and should meet standards of suitability that are typical of an office workplace and should not be offensive to others.
- Articles of clothing that promote alcohol or drugs, that display offensive language or images, or that encourage sexism, racism, homophobia, or bigotry are not acceptable in a school. Clothing bearing direct or indirect messages or graphics referring to gang culture, sex, pornography, weapons, or violence will not be permitted.

When there are differences in perspective, all involved have a duty to seek common understanding in a mutually respectful manner. Decisions will not be made on the basis of gender or cultural bias, but simply in view of working in a respectful learning and working space. Ultimately, the school administration has the responsibility to apply the dress code when necessary. The student should be advised personally of the issue; when the clothing is deemed inappropriate for school, additional clothing of their own, or provided by the school, will be used to obscure the clothing in question.

The Board of Education may review this policy regularly and make adjustments as necessary.

ITEM 6.3 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: COVID UPDATE

1. **Summary:** Staff will share the Memo sent to Parents on March 31, 2021 and will discuss the new provincial mask requirements.
2. **Background:**
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - b. Enhancement Agreement
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**
 - a. Memo to Parents March 31, 2021 Masks

March 31, 2021

Dear Parents:

By now I am sure many of you have heard about some recent changes to mask regulations. In short, the new expectation is that students from grades 4-12 should be wearing masks indoors while at school, and students K-3 are encouraged to wear a mask indoors. Certain exceptions are allowed:

- To a person who is unable to wear a mask because they do not tolerate it (for health or behavioural reasons);
- To a person unable to put on or remove a mask without the assistance of another person;
- If the mask is removed temporarily for the purposes of identifying the person wearing it;
- If the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (e.g. actively playing a wind instrument, high-intensity physical activity, etc.);
- If a person is eating or drinking;
- If a person is behind a barrier;
- While providing a service to a person with a disability or diverse ability (including but not limited to a hearing impairment), where visual cues, facial expressions and/or lip reading/movements are important.

Please note that mask wearing does not reduce or replace the use of other more effective protections such as hand washing or physical distancing. For the official information on masks in schools, please see the links below:

[BCCDC Public Health Guidance for K-12 Schools](#)

[Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#)

Should you have specific questions about your child and masks, please contact your school principal for assistance. If you have more general questions regarding these matters, do not hesitate to contact me at angus.wilson@mpsd.ca. As new information is provided to School Districts, I will pass that information on to our community. Thank you for all your work supporting your children and our schools through this very unique year, and for your ongoing patience.

Sincerely,



Angus Wilson
Superintendent of Schools

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School District #75 (Mission)
Special Committee of the Whole Meeting Minutes

February 23, 2021, 3:45 pm
Zoom Meeting

- Members Present:** Board Chair, Tracy Loffler
Vice Chair, Shelley Carter
School Trustee, Randy Cairns
Trustee, Rick McKamey
Trustee, Julia Renkema
- Staff Present:** Secretary-Treasurer, Corien Becker
Superintendent of Schools, Angus Wilson
Assistant Secretary-Treasurer, Derek Welsh
Director of Student Services,Carolynn Schmor
Director of HR, Tina Phelps
Director of Operations, Dana MacLean
Assistant Superintendent, Karen Alvarez
District Principal of International Education, Colleen Hannah
District Inclusion Mentor Teacher, Shannon Bowsfield
Executive Assistant, Ilona Schmidt (Recorder)
- Others Present:** Principal – Linda Hamel, Teacher - Angela Bout, DPAC Chair
– Cheryl Blondin, DPAC Treasurer – Jacquelyn Wickham,
CUPE President – Faye Howell, MTU President – Ryan
McCarty, MTU Vice President – Janise Nikolic

1. CALL TO ORDER

The meeting was called to order at 4:04 pm by the Chairperson. The Chair acknowledged that Mission Public Schools is held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

4. CURRICULUM

5. UNFINISHED BUSINESS

6. STAFF REPORTS

6.1 Enrollment Projections 2021/2022

Staff shared enrollment projection submitted to the Ministry on February 12th for the next three years. Regular enrollment is expected to increase by approximately 73 students, and the School District is anticipating a shift of some students back to regular schools from the distance learning program.

Staff expect that approximately 50% of the students currently enrolled in Summit will remain in the distance learning program, and 50% will return to a regular program.

Staff also expect an increase in the number of special needs students, which is expected to increase funding in this area.

The enrollment projections are the first step in building a budget for the next school year.

6.2 2021/2022 Preliminary Budget Priorities

Staff presented partner groups' budget priorities received from DPAC, MTU, CUPE, MPVPA, and Management.

A question was asked about struggles finding qualified teachers to teach language or trades. Is there some Mentorship available to help them be better instructors or any help facilitating language resources? The Superintendent clarified that there are a couple of models - letter of permission, followed by mentoring, where the language instructor is released from another classroom. Another model, especially for indigenous language teaching, is a certified teacher being present along with the Elder.

A question was asked about school reconfiguration, regarding item #5 of the PVPA priorities. What is the rationale or benefits of the reconfiguration? This item needs to be discussed going forward and referred to future COTW

DPAC inquired about Teacher Librarian & Mental Health resources. Mental Health support may need to continue next year. The School District may have to advocate for more.

The Board Chair acknowledged all the submitted priorities and concluded that commonalities/themes are mental health and technology. The new budget should include a focus on Mental Health support and technology.

It was noted that the LGBTQ2S group suggested improvement in the safety of facilities and support.

Staffing concerns will be discussed at the Closed Board Meeting.

Some parts of the wish lists are very specific, which can be decided by staff, and may not require review by trustees.

School safety - if the kids do not feel safe, they do not learn. Safety should be prioritized.

A question was asked regarding PVPA's literacy mentor teacher request. Issues with literacy at schools should be addressed. Joyful Literacy is different and creates a bias that parents and children have not been exposed to reading. Parents feel blamed that they have not done their part if their child is not reading well by Grade three. Often, children are read to but cannot read themselves. There seems to be not enough literacy instruction.

VP time at Middle Schools vs teaching time has been discussed, as well as an increase in teacher librarian time.

The Secretary-Treasurer has enough guidance to start calculations for developing 2021/2022 Budget and will bring it back to the board for further discussion.

7. NEW BUSINESS

7.1 Letter to Minister Whiteside re Trades Funding

MOVED and Seconded that the Board of Education send the letter to the Minister of Education Whiteside advocating for the reinstatement of funding by the Ministry of Education to support Trades Training.

CARRIED

Local viewpoints are important for the Minister to consider. The New direction is not allowing students to study. The Chair appreciates expressing Mission-specific challenges and suggested the letter should also be forwarded to the MLAs.

The Chair would like to Sign the Letter Sincerely, not Respectfully.

It was noted that the parties who are truly involved and understand the challenges best, have already provided their concerns in the draft letter and no further input is needed.

8. MINUTES OF PREVIOUS MEETINGS

8.1 Special Committee of the Whole Meeting Minutes, February 16, 2021

Approval of Minutes is to be deferred to March 2, 2021 COTW to correct a typo. \$500,000 instead of \$5000 to be allocated in contingency.

9. INFORMATION ITEMS

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 4:41 pm.

Chair, Board of Education

Secretary-Treasurer

The minutes were approved on
[DATE] at the [NAME] meeting.

School District #75 (Mission)**Public Meeting of the Committee of the Whole Minutes**

**March 2, 2021, 3:30 pm
Zoom Meeting**

Members Present: Board Chair, Tracy Loffler
Vice Chair, Shelley Carter
Trustee, Julia Renkema
School Trustee, Randy Cairns
Trustee, Rick McKamey

Staff Present: Superintendent of Schools, Angus Wilson
Assistant Superintendent, Karen Alvarez
Secretary-Treasurer, Corien Becker
Director of Student Services Carolynn Schmor
District Principal of Indigenous Education, Vivian Searwar
Executive Assistant, Ilona Schmidt (Recorder)

District Counsellor - Meg Kruger, Principal - Rob Clark,
Principal - Hardeep Grewal, District Inclusion Mentor
Teacher – Shannon Bowsfield, Band Outreach Teacher -
Glenda Scrimshaw, Indigenous Student Success Coaches -
Katy Brookes and Don Cosens

Others Present: MTU Vice-President - Janise Nikolic, MTU President - Ryan
McCarty, CUPE President - Faye Howell, DPAC Chair –
Cheryl Blondin, DPAC Treasurer – Jacquelyn Wickham,
MSS PAC – Dionne Hairsine

1. CALL TO ORDER

The meeting was called to order at 3:30 pm by the Chairperson. The Chair acknowledged that Mission Public Schools is held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'ewlets, Kwantlen, and Matsqui First Nations.

The MTU President arrived at 3:48pm.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

3.1 Brain Architecture Game, District Counsellor - Meg Kruger

WH & CM Counsellor

Trauma can bring up emotions. Trauma is deeply distressing event that goes beyond our ability to cope. Trauma Informed Schools: students in pain need to thrive. We need to understand how trauma can impact students. Brain architecture game. [Video played](#). Caregivers can prevent toxic stress from harming the brain. The Game brings a real sense of empathy to teachers, it is a strong message of hope and a gateway to foster conversations.

Dr Chuck Geddes/Dr Angela Murphy/Beth-Anne Cullen work together.

Group of 3-5 adults/staff can play with 9 sets SD75 has.

Meaningful presentation was acknowledged. There have been reports over challenges of Stó:lō on suicides. This game may be of great help. Trustee McKamey would like to connect to follow up on some specific issues. Conversation, connection, community creates healing. The Game can be used in lots of different contexts.

3.2 MTU Tech Survey Presentation

MSS Timetable & Workload increase - are there any comments? There is an incredible variety and comfort level with technology. At the high school level - one size fits all will likely not fit everyone.

Teachers would like to continue posting assignments online, and submitting homework online. Teachers miss the human/mental connection with students.

It was acknowledged how big of a change this way of teaching has been. The students miss seeing friends, and even miss teachers.

Parent rep has noted appreciation for Check my Mark & MyEd: Parents appreciate the teachers using MyEd and sharing information.

The Board noted it is disheartening to see challenges everyone faces, but everyone at the SD75 will work together to fix what we can. 33 of 81 teachers filled out the survey.

A Teacher has shared experience with Check My Mark, having less features, but allowing emailing one parent or all with one button. Staff

voted unanimously to go back to Check My Mark, but were not able to. MyEd takes about 30 mins to email a class.

It was also noted that high school students are on Zoom 5hrs in a day, and it is mentally exhausting.

4. CURRICULUM

4.1 Indigenous Education Update

The District Principal has thanked SD75 Management and Siwal Si'wes for their support in dealing with a tragedy in the Community.

The Indigenous Students Success Coaches and the Band Outreach teacher shared their program news. Currently, the department is looking for a liaison to work at the Band Outreach.

New large space is appreciated. Siwal Si'wes share space with Pathway to Employment

[Dwight Ballantyne Project](#) - presented to approximately 50 participants, and got a very positive response. Will be coming back in front of the Board.

Embedding Halq'emeylem with music

Archery is embraced and in high demand from schools.

Meeting with Leq:a'mel (hoping to extend it to others) to discuss on reserve students. Ministry contacted the District Principal asking how did we finish constructing bus shelters, as Sq'ewlets were completed as one of the first.

Don (High schools) & Katy (Middle Schools) = Teacher/Counsellors

The Indigenous Student Success Coaches meet the families where they are, work closely. Raven's Perch at HPMS has a homey atmosphere and provides academic, social, and emotional support.

A Story was shared: student needed one-on-one support, to create a sense of belonging. Coaches reached out to family, delivered food, technology. Developed trust with Parents. Visited home once a week to offer support. Tried reaching out virtually and connection started to drop off. Student was not engaging in Summit either. New approach was a "store-front" school once a week, where students can pick up a package, get some support, get some time with a teacher. Teacher or coach can monitor students' Mental Health, provide referrals to external agencies if needed. Careful transition from elementary to middle to secondary school. Transition Binders and Plans are created for each student.

The Band Outreach teacher does land walks with students daily, participating with each other. Reciprocal relationship with each other and communities are extremely important. The outreach nurtures respect for cultural integrity and keeping it intact.

Student feedback: Most like the Outreach program better, as they feel safer in a small school environment, in less crowded space, with an Indigenous teacher who understands them better.

A Comment was shared about the improved collaboration with Leq'a:mel, and Success coach with Elementary school children. Deroche students wrote poetry within 2wks of learning on the land. Education brought closer to the students made a great difference.

A question was asked if challenges with transitioning back to normal schools are anticipated post-Covid? There will likely be challenges. Patience and collaboration, commitment to students is needed. It will be addressed when it becomes a reality. Confident with SD75.

Inclusiveness will help. Developing the next step of transition, belief in themselves. The Board thanked the District Indigenous Principal and Staff and all their staff. It comes through how much the teachers care.

5. UNFINISHED BUSINESS

5.1 Anti-Racism Policy

At the December Committee of the Whole, the Board requested that the Draft Anti-Racism Policy, be reviewed and forwarded to the partner organizations for comment. Recently the policy has been shared with Middle and Secondary classes for their review and input. SD75 has not received any feedback from partner groups, however, has received student feedback.

Does the Committee want the feedback incorporated? Drafted into the policy?

Comment was made to change e/ Modeling: offering CHANGE TO mandating... staff and students ADD on a regular basis.

Policy should also cross reference AP114 Restorative practices

Comment was made to ADD word inclusive: Mission Public Schools is committed to a policy of respect and inclusive acceptance of the many cultures... Comment was made to REMOVE and change word tolerance vs. acceptance

Comment was made about inclusion upholding human rights - acceptance on inclusion may water down the meaning

In c/ Acknowledge true history of Canada, BC, and Mission ADD other minority groups in another bullet.

New curriculum does not have this content dictated in. It is more open, and is taught through the Indigenous lens. There are no specifics.

Anti-racism - to supply resources to teach a full history of Canada. We live on Turtle Island in indigenous peoples view.

6. STAFF REPORTS

6.1 MSS Timetable Update

Current MSS Timetable got approved in August. In January, a group of parents in Vancouver brought forward a motion of students not receiving enough instructional time. Report was sent back to the Ministry. There was a misunderstanding, as they thought students were not engaging when not in person. All has been clarified. MSS is providing enough instructional time. MTU presentation showed the concerns.

There was some interest exploring some aspects of this timetable for next year, such as compressed Wednesdays, to get support in the afternoon. Instructional time = mandatory time students are at school. The innovation cannot go ahead, unless time is added to other days.

6.2 Summit Update

Staff provided an update on current enrollment at Summit Learning Centre, as well as beginning to estimate enrollment for 2021/2022

The intention of the Board was not to hold seats beyond now. If students continue to attend Summit, we will not hold seats.

A question was asked if there will a survey? The Superintendent provided that there is intention to do a Survey in May. Summit started polling parents, and so far, 81 intend to register. Some people are registering kids to normal schools for September. How many are coming back? 25-30 are home-schooled. Kindergarten numbers are coming after Spring Break. Projected enrollment: 451 students registered for K to date.

Comment was made to consider talking to Principals. MSS is doing timetable requests by Spring Break. Parents may not be aware of the difficult process coming back, if they left the district. Students may have a hard time getting courses. Staffing and planning will be tricky.

At the beginning, seats were to be held till the February count. Board should revisit this and discuss. By July, majority of people in BC should be vaccinated. It should be expected students will return to normal school. Bring a Motion forward at Agenda Setting to draft a Motion for the next Public Board Meeting.

6.3 Student Outcomes

Grade 10 at MSS shows 31% fail in Math as opposed to 16% at the end of June last year. Almost double compared to previous years. Some kids will take the course again.

English 10, previous years report 5%, now 13% Failure
The pandemic and virtual instruction has had a significant impact.

Question was asked about how representative is Semester 1 to year end?
Can we compare Semester1 to Semester1? Normally, about 10% students fail. We are seeing the effect on education, but not all is lost. There can be Summer school, allowances next year, etc.

Question was asked if there is correlation between attendance and the results? This will be reviewed in more detail. A significant number of students log on for attendance. They figured out the system and are not in class. There is a gap of knowledge in math/socials. Teachers do not have an opportunity to get them to hand in work as they could in person.

Question was asked about catching students up next year to fill the gaps. This is a problem across the globe. It will take some time to see the effects.

The Board requested more detailed information about Math and English at MSS, and what is happening at the Middle schools? This information should be added to next Month COTW Agenda

Comment was made about kids having 2.5hrs of math/social studies etc... They have breaks (walks), and teachers are impressed how well it has been going. Problem arises when students miss a couple classes, they miss a lot.

6.4 School Safety Forum Follow-up

- Meeting with Cindy Gale & Healing Circles regarding student working group.
- Messaged Principals to consider having school-based forums. Will get feedback next week about what is working and what is working not so well.
- Follow up call with FV LGBTQ tomorrow.
- Safe school consortium - offer to attend.
- Feedback came from parents about not having a resource to help children use Social media properly. Is there any tool available? Safer Schools together would like to host a series of workshops, for parents (digital footprint, cyber bullying, etc).
- Several Staff had digital threat assessment training, and more coming.
- DPAC hosted workshops within schools, to teach parents about the Internet., but attendance has been fairly low in the past.
- In the past, Hatzic Middle had RCMP come in, presenting to parents about trends, etc. Very informative.

7. NEW BUSINESS

7.1 Flags and Inclusivity

Should there be a sentence or two in the policy for inclusivity?

The Board should re-visit policy and wording, so we can support all students in the district. Is there a need for more complexity?

7.2 3-Year School District Calendar

The Committee reviewed the proposed 3-year Calendars. One wrinkle to consider: Spring break is normally a week, most districts do 2 weeks.

SD75 may have more link to Abbotsford than to Maple Ridge, so the spring break days should be changed to match Abbotsford.

A question was asked to provide more clarity for this change. Is it based on sports? It is based on work/vacations etc... Mission community seems to have more connection with Abbotsford.

A comment was made about February Non-instructional day for report cards distribution/PT Conferences. MSS has been moving the day to April. April may be too late for kids who are not on top of their work.

The Committee discussed and agreed on aligning the Spring Break with Abbotsford. MTU has no objection to submit 3yr calendar.

The Board should vote on submitting the proposed 3yr calendar. This last year has showed how quickly things can change. SD75 has an option to amend calendars after they have been submitted. Compare what the other districts are doing.

7.3 Dress Code

Chilliwack and Victoria have made a new gender-neutral dress code. It should be central to the School District, not different at every school, with exception to the Traditional Academy and uniforms.

"Distracting" has been used often. This word is disrespectful to females. Many policies were written a long time ago and should be updated.

6:20pm:

MOVED and Seconded that the meeting be extended by 10 minutes.

CARRIED.

DPAC commented that Non-Gender based Dress Code should be written from a Student-focused perspective, and adopted District wide. Staff needs to follow it as well.

Dress codes can be interpreted the wrong way easily. Enforceability is the hardest. Comment from Admin - it would be very helpful to have a uniform rule. As a female Admin - common sense conversations with kids have

worked so far. Having told to go home and change can have a big impact on kids' self-esteem.

A question was asked about problems with enforce-ability? Most dress codes have been targeted towards females. What is the purpose of that? What does that do for relationship building?

Comment was provided, that conversations about time and place of wearing certain things "i.e. wearing a bikini" need to happen.

Offensive shirts (are often worn boys) ** Add to next week's BOE agenda.

8. MINUTES OF PREVIOUS MEETINGS

8.1 Meeting Minutes from the Special Committee of the Whole RE: Amended Budget, January 26, 2021

MOVED and Seconded that the Special Committee of the Whole minutes dated January 26, 2021 be approved.

CARRIED

8.2 Special Committee of the Whole Meeting Minutes, February 16, 2021

MOVED and Seconded that the Special Committee of the Whole minutes dated February 16, 2021 be approved.

CARRIED

9. INFORMATION ITEMS

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 6:31 pm.

Chair, Board of Education

Secretary-Treasurer

The minutes were approved on
[DATE] at the [NAME] meeting.