



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
Virtual Meeting (ZOOM) / Teleconference
2020 09 16 at 1:00 p.m.

A G E N D A

1. **ADOPTION OF AGENDA**

2. **APPROVAL OF MINUTES**

- (a) Minutes of the Regular Meeting, Public Session held 2020 06 10 (attachment)
- (b) Minutes of the Special Meeting, Public Session held 2020 06 24 (attachment)

3. **IN-CAMERA SUMMARY**

- (a) Summary of In-Camera meeting held 2020 06 10 (attachment)
- (b) Summary of Special In-Camera meeting held 2020 07 08 (attachment)

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

- (a) Safe Cycling Island Pathways Letter (attachment)
- (b) CUPE BC Seamless Day Letter (attachments)
- (c) DPAC Configuration Review Letter and Board Response (attachments)

6. **DELEGATIONS**

7. **CHAIRPERSON'S REPORT**

- (a) Welcome Back
- (b) Electronic Board Meetings

Motion: that School District 64 (Gulf Islands) cannot conduct public in-person meetings at this time because the meeting venues traditionally used have limited access or do not meet the legislated requirements for the protection of the community, trustees and staff; and Therefore in order to meet the principles of openness, transparency, and accessibility, all Regular, Special and Committee meetings of School District 64 (Gulf Islands) will be held electronically until further notice and the public are invited to participate in meetings by connecting to the link or the phone number provided in the meeting notice, in order to observe proceedings and speak when invited by the Chair.

- (c) Trustee's School Reports Discussion
- (d) VISTA Fall Conference

8. **CHIEF EXECUTIVE OFFICER'S REPORT**

- (a) Learning in School District No. 64 – Configuration
- (b) Staffing + Enrollment Update
- (c) COVID-19 Response
- (d) Framework Day
- (e) Anti-Racism Terms of Reference (attachment)
- (f) Compensation Freeze and BCPSEA Excluded Salary Grid Movement

9. **CORPORATE FINANCIAL OFFICER'S REPORT**

- (a) Facilities - Summer Work
- (b) Skate Park Lease Renewal
- (c) Fernwood Field CRD Capital Upgrade
 - i. Motion: *that the Board reconfirms its support for the CRD grant proposal to obtain funding to upgrade the Fernwood field.*

10. **COMMITTEE REPORTS**

(a) Finance, Audit and Facilities Committee

- i. Summary of Audit Results
- ii. 2019-2020 Financial Statements
 - Motion: *that the Board approves the 2019-2020 School District 64 Audited Financial Statements for the year ending June 30, 2020.*

iii. Expense Function Summary (SD Comparisons)

(b) September 16 Committee of the Whole rescheduled to September 17 at 6:00 p.m.

11. TRUSTEE'S SCHOOL REPORTS

No school reports

12. OTHER BUSINESS

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

- (a) Committee of the Whole – September 17 at 6:00 p.m.
- (b) Regular Board Meeting – October 14, 2020
- (c) Committee Day – October 28, 2020

15. **ADJOURNMENT**



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
ZOOM Virtual Meeting
2020 06 10

Present:	Rob Pingle	Chairperson
	Shelley Lawson	Vice Chairperson
	Tisha Boulter	Trustee
	Janelle Lawson	Trustee
	Greg Lucas	Trustee
	Chaya Katrensky	Trustee
	Stefanie Denz	Trustee
	Scott Benwell	Superintendent of Schools
	D'Arcy Deacon	Director of Instruction, Human Resources
	Doug Livingston	Director of Instruction, Learning Services
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Executive Assistant
	Deborah Nostdal	GITA President
	Shelly Johnson	GIPVPA Representative

Regrets:	Adria Kray	DPAC Representative
	Elizabeth Nolan	Driftwood Representative
	Larry Melious	CUPE President

The meeting was called to order at 1:00 p.m. by Chair Pingle. Vice Chair Shelley Lawson acknowledged the privilege of holding this meeting on the traditional territory of the Coast Salish people – huy ch q'u. he led a moment of silence for the lives lost in recent acts of violence, during this time of global protest and demonstration in the fight against racism.

1. ADOPTION OF AGENDA

Additions:

4(a) Racism

9(b) Five Year Capital Plan Bylaw - remove 3 readings

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2020 06 10 be adopted as amended.

CARRIED 38/20

2. APPROVAL OF MINUTES

8(c) edit bargain to bargaining

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2020 05 13 be approved as amended.

CARRIED 39/20

3. IN-CAMERA SUMMARY

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2020 05 13 as presented.

CARRIED 40/20

Moved and seconded that the Board of Education adopt the Special In-Camera Summary of 2020 06 03 as



presented.

CARRIED 41/20

4. **BUSINESS ARISING**

(a) **Racism**

Chair Pingle noted the current events around the globe and the need for the district to address the issue of racism. Shelley Lawson shared one student's current experience dealing with ongoing racism.

Moved and seconded that, given the current global actions against racism, the Board directs staff to create a terms of reference to form an ad hoc committee that works with the community to hear how racism is experienced in our school district.

CARRIED 42/20

5. **CORRESPONDENCE**

(a) **Letter from Deputy Ministry Re: Return to Instruction Plan**

Superintendent Benwell reported that the district developed an instruction and health and safety plan for the Stage 3 return to part-time instruction. The plan has been approved by the Ministry and health and safety procedures are posted on the district website.

6. **DELEGATIONS**

7. **CHAIRPERSON'S REPORT**

(a) **Draft 2020/2021 Board Meeting Schedule**

The draft 2020/21 Board Meetings Schedule was shared with partner groups for feedback and conforms to requirements of the *School Act*.

Moved and seconded that the Board approves the 2020/2021 Board Meetings Schedule as presented.

CARRIED 43/20

8. **SUPERINTENDENT'S REPORT**

(a) **COVID-19 Response**

Dr. Benwell reported on the district's efforts to resume part time classroom instruction as part of the Province's restart plan and in accordance with the Ministry of Education and the Public Health Officer. He thanked senior management and union partners for their ongoing work to ensure a safe and successful return to school. He explained that the Province is planning for a full return to school in September but continues to monitor the situation and may deviate from that plan, as necessary.

Chair Pingle expressed his gratitude for the work of senior management, building administrators, teachers, and support staff.

(b) **Staffing**

D'Arcy Deacon reported on the hiring process for the position of vice principal for Gulf Islands Secondary School. He was pleased to announce that Ryan Massey, a principal in SD64 Sea to Sky, has accepted the position set to commence this upcoming school year.

He reported that the staffing process is on track and largely finished for the new school year.

(c) **School Fees 2020/2021**



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
ZOOM Virtual Meeting
2020 06 10

Dr. Benwell shared the proposed 2020/21 School Fee Schedule. Fees are consistent with previous years. As per policy, accommodations will be made for families in financial hardship.

Moved and seconded that the Board approve the School Fees Schedule for the 2020/2021 school year as presented.

CARRIED 44/20

(d) Configuration Review – Scope of Opportunity

Dr. Benwell shared the Scope of Opportunity document drafted in response to the Board’s motion requesting staff look at possible scenarios for further investigation during the summer. He explained that themes and ideas were drawn directly from those identified in the Feedback Review Committee’s report to the Board. He stated that educational, fiscal, and ecological responsibilities were central to the opportunities identified. The document presents ideas to be explored in greater depth over the next few months and are intended for implementation in the 2021/2022 school year.

Dr. Benwell stated that the Board has evidenced responsible and caring decision-making and consideration so that current and future students and families can be supported by a district working within its means and in sustainable ways.

Dr. Benwell gave an overview of the opportunities presented. He expressed his appreciation for the collaborative work of staff and partners. Staff addressed questions regarding facilities, projections, and special programs.

Moved and seconded that the Board of Education directs staff to undertake a financial and operational feasibility study of the Scope of Opportunity presented by staff.

CARRIED 45/20

Moved and seconded that the Board of Education directs staff to identify policy and procedural implications associated with the Scope of Opportunity presented by staff.

CARRIED 46/20

Chair Pingle stated that a comments form will be provided on the District website.

9. SECRETARY TREASURER’S REPORT

(a) Financial Report

Jesse Guy shared the monthly expenditure report for May. If current spending trends endure until the end of the school year, the District will realize a budget to actual surplus of 4%.

(b) 2021/2022 Five Year Capital Plan Bylaw

Ms. Guy explained that, due to the current situation, the Province has extended the Capital Plan Bylaw submission deadline from June 30 to July 31. She requested that the Board consider holding a special meeting before the end of July to approve the 2021/2022 Capital Plan Bylaw.

(c) 2020/2021 Annual Budget Bylaw

Ms. Guy presented the draft 2020/2021 Annual Budget and gave an overview of financial schedules contained within.

Unanimous agreement that the 2020/2021 Annual Budget Bylaw receive three readings at this time.

CARRIED 47/20



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
ZOOM Virtual Meeting
2020 06 10

Chair Pingle read the Annual Budget Bylaw for 2020/2021. The total budget bylaw amount of \$25,430,044 for the 2020/2021 fiscal year was prepared in accordance with the *School Act*.

Moved and seconded that the 2020/2021 Annual Budget Bylaw receive first reading.

CARRIED 48/20

Moved and seconded that the 2020/2021 Annual Budget Bylaw receive second reading.

CARRIED 49/20

Moved and seconded that the 2020/2021 Annual Budget Bylaw receive third and final reading and be approved.

CARRIED 50/20

10. **COMMITTEE REPORTS**

No Committee Reports

11. **TRUSTEES' SCHOOL REPORTS**

No Trustee School Reports

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

Chair Pingle opened the floor to questions from the gallery.

14. **NEXT MEETING DATES**

(a) Committee Day – October 28, 2020, location TBD

(b) Regular Board Meeting – September 16, 2020, location TBD

15. **ADJOURNMENT**

It was moved and seconded that the meeting be adjourned at 3:21 p.m.

CARRIED 51/20

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer



MINUTES OF THE SPECIAL BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
ZOOM Virtual Conference
2020 06 24

Present:	Rob Pingle	Board Chair
	Tisha Boulter	Trustee
	Shelley Lawson	Vice-chair
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Gregory Lucas	Trustee
	Chaya Katrensky	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	D'Arcy Deacon	Director of Instruction, Human Resources
	Doug Livingston	Director of Instruction, Learning Services
	Lori Deacon	Executive Assistant
		Shelly Johnson
	Elizabeth Nolan	Driftwood Representative
Regrets:	Larry Melious	CUPE President
	Deborah Nostdal	GITA President

The meeting was called to order at 1:02 p.m. by Chair Pingle. He acknowledged that this meeting is taking place on the traditional territory of the Coast Salish people – huy ch q'u. He acknowledged the publishing of our Indigenous Enhancement Agreement that will help us to strengthen relationships, learn and grow together with Indigenous learners and local communities.

1. **ADOPTION OF AGENDA**

Moved and seconded that the agenda for the Special Board Meeting, In-camera Session held 2020 06 24 be adopted as presented.

CARRIED 52/20

2. **BUSINESS ARISING**

(b) **Racism Ad Hoc Committee**

Chair Pingle offered trustees the opportunity to share how they are feeling and what they have heard to help inform the work of staff moving forward in efforts to affect systemic change.

Chair Pingle read the motion that was passed at the June meeting: "... given the current global actions against racism, the Board directs staff to create a terms of reference to form an ad hoc committee that works with the community to hear how racism is experienced in our school district."

Trustee Boulter reported on the BIPOC Salt Spring Alliance meeting that she attended, which focused on racism in education. Alliance members are keen to sit with the Board and welcome trustees to sit at their table.

Trustee Shelley Lawson appreciated the constraints of summer on a timeline for action and acknowledged that the work is hard and messy, but valuable and necessary.

Trustee Denz shared results from a GISS survey that found most GISS students feel safe and welcome at school.



Superintendent Benwell stated the honour and privilege of working for a Board courageous and willing to do the work. Creating a Terms of Reference is the first step in the continuum of listening and translating what can be done within our sphere of influence and committing to action. He reported a sense of common ground with Union representatives for a timeline of beginning work in the new school year. He emphasized the importance of engaging a facilitator to work with the District to unpack and examine current realities and challenges.

Trustees agreed that the system needs to change and it is our responsibility to support the work. Staff will gather resources and report in September.

3. **SECRETARY TREASURER'S REPORT**

(a) **2021-2022 Five Year Capital Plan**

Jesse Guy explained the Capital Plan Bylaw process. She presented the Five Year Capital Plan itemizing mechanical and seismic upgrades, and electric school buses requested in the first year.

Unanimous agreement that Capital Plan Bylaw No. 2021/22-CPSD64-01 receive three readings at this time.

CARRIED 53/20

Chair Pingle read the Five Year Capital Plan Bylaw for 2021/22.

Moved and seconded that Capital Plan Bylaw No. 2021/22-CPSD64-01 received first reading.

CARRIED 54/20

Moved and seconded that Capital Plan Bylaw No. 2021/22-CPSD64-01 received second reading.

CARRIED 55/20

Moved and seconded that Capital Plan Bylaw No. 2021/22-CPSD64-01 received third and final reading and be approved.

CARRIED 56/20

3. **ADJOURNMENT**

Moved and seconded that the meeting be adjourned at 1:41 p.m.

CARRIED 57/20

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

BOARD OF EDUCATION, SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

Reference Section 72 (3) of the *School Act*

**Record of Proceedings of the Regular In-Camera meeting held via
ZOOM Virtual Conference
2020 06 10**

Present:	Rob Pingle	Board Chair
	Shelley Lawson	Vice-chair
	Tisha Boulter	Trustee
	Stefanie Denz	Trustee
	Gregory Lucas	Trustee
	Chaya Katrensky	Trustee
	Janelle Lawson	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	D'Arcy Deacon	Director of Instruction, Human Resources
	Doug Livingston	Director of Instruction, Learning Services
	Lori Deacon	Executive Assistant

Regrets:

The meeting was called to order at 9:02 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2020 06 10 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2020 05 13 were approved as presented.

The minutes of the Special Board meeting, In-Camera session held 2020 06 03 were approved as presented.

Items:

1. Staffing
2. COVID-19 Response
3. Configuration Review
4. 2020/21 Annual Budget Update
5. Water Taxi Ridership September 2020
6. Retiree Recognition
7. Racism in Society

The meeting adjourned at 12:01 p.m.

BOARD OF EDUCATION, SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

Reference Section 72 (3) of the *School Act*

**Record of Proceedings of the Special In-Camera meeting held via
ZOOM Virtual Conference
2020 07 08**

Present:	Shelley Lawson	Vice-chair
	Tisha Boulter	Trustee
	Janelle Lawson	Trustee
	Gregory Lucas	Trustee
	Chaya Katrensky	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	D'Arcy Deacon	Director of Instruction, Human Resources
	Doug Livingston	Director of Instruction, Learning Services
	Lori Deacon	Executive Assistant
Regrets	Rob Pingle	Board Chair
	Stefanie Denz	Trustee

The meeting was called to order at 11:01 a.m.

The agenda for the Special Board Meeting, In-Camera session held 2020 07 08 was adopted as presented.

Items:

1. DPAC Letter

The meeting adjourned at 12:54 p.m.



P.O. BOX 684 GANGES
SALT SPRING ISLAND B.C. V8K 2W3
www.islandpathways.ca

August 7, 2020

Dear Robert Pingle:

We (Island Pathways) are partnering with other groups to complete the Salish Sea Trail and bring safe cycling back to Salt Spring. We are looking for **letters of support** for getting some provincial Green Recovery funding to do this.

Here is the full link to the petition that we hope you will sign as well and maybe distribute to others. It will explain our project: <https://actionnetwork.org/petitions/please-finish-the-salish-sea-trail-as-part-of-a-green-recovery/>

Background for Letter of Support (If you are willing to write one for us)

The Salish Sea Trail Network would be a gem for the province, creating a world class cycling destination, boosting local economies across the region, while supporting sustainable tourism, healthy living, and green transportation.

Completing the network's only "broken link" - Salt Spring Island - would also solve a terrible safety problem keeping cycling from being a part of our lives, like it was only a generation ago.

The Salish Sea Trail Network is an idea hatched almost 15 years ago, and amazingly, it is 90% complete. Connecting the safe, mostly off-road Lochside, Galloping Goose, Cowichan Valley Regional Trail, and the E&N Railroad, this cycling, walking and active transportation network connects some of the most populated - and stunning - parts of coastal BC.

The missing link is the Vesuvius to Fulford ferry terminals on Salt Spring, where we well know the issues with narrow roadways, lack of shoulders, dangerous blind crossings, and fast moving traffic on often unpainted roads makes bicycling a dangerous choice for all but the most courageous and athletic.

Salt Spring is also long overdue for an update to our primary road network, as it has been over twenty years since the Ministry for Transportation has made major investments to road safety in the Fulford - Ganges - Vesuvius spine road.

At current rates of funding, it will be another twenty before we have a connected network making cycling safe for residents and tourists alike.

Cycling is sadly a dream many gave up after moving here, or a lost memory from those who grew up here but won't send their own kids out on our roads today.

That's why finishing the Salish Sea Trail - as a legacy program of the post-pandemic "Green Recovery" stimulus funding - makes so much sense.

When completed this trail network will bring major economic and health benefits to all BC citizens, attracting the right kind of low impact ecotourism we need to not only stimulate the economy, but keep our aging population healthy, while supporting the transition to the low-carbon future we all know we need. Completing and marketing the trail network now will create immediate jobs in planning, engineering, construction and communications, and bring countless economic spin off benefits to not only Salt Spring but the 14 First Nations and dozens of other rural and suburban communities it would connect across the entire region.

During a time when we face interconnected crises in health, climate, and inequality - not to mention more local concerns like parking, pedestrian safety in Ganges and road degradation - getting more people onto bikes and e-bikes will help build the better world we need now.

Please sign our petition to the Provincial and Federal Governments, asking them to provide funding for completion of the last link of the Salish Sea Trail Network across Salt Spring Island. This is a perfect Green Recovery project that will help citizens, businesses, our precious natural environment, and future generations to thrive.

The key messages are:

- it's an ideal project for a Green Recovery from governments
- it will also solve a dangerous problem on Salt Spring that is long overdue to be addressed
- You agree with the vision of finishing the Salish Sea Trail
- You see that it will bring huge regional benefits
- and huge benefits to the local economy

Thank you in advance for doing this for us. Letters can be sent to Jason Mogus at jason@netchange.co

or to Jean Gelwicks at 335 Woodland Drive, Salt Spring Island, BC V8K 1J6

August 11, 2020

Dear Trustee,

Re: Seamless Day model of early learning and care

The Canadian Union of Public Employees represents more than 30,000 workers in B.C.'s public school system, and is a strong advocate of public education. This advocacy has long included seeking expansion of the province's early learning and care models as part of the K-12 system. Recent work on this topic has led CUPE to propose to the Minister of Education that British Columbia implement the Seamless Day model of early learning and care as B.C.'s next major investment in child care expansion.

The direct delivery of child care by school districts using the seamless day model ensures high quality early childhood care and learning to children while also solving a practical problem for parents. This model extends the regular school day to integrate before-and after-school care with the classroom learning by having teachers, early childhood educators and education assistants work as a team.

Public delivery of child care by school boards ensures high quality programs and provides oversight within an existing governance structure, delivering the following key benefits:

- 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 assistant and early childhood educators;
- More effective delivery of cost-effective, high-quality child care spaces; and
- Increased investment in the public school system.

Recent decisions by the B.C. government have provided school districts the means and mandate to implement before and after-school programs. With these changes, school districts can begin implementing the seamless day for children in kindergarten and grades one and two, after which the program can be easily expanded to learners in senior grades.

I am pleased to attach a research document created by CUPE in support of this proposal. The document lays out the benefits of the seamless day and how existing implementation challenges can be overcome.

.../2

As you read the document, I hope that you will see this proposal as a natural extension of the child care school districts provided in the spring in response to the needs revealed by the COVID-19 crisis. Now, as then, school districts are in an excellent position to provide high-quality, affordable and education-focused early learning and care that both speaks to the desperate need for more child care, and also creates a more enhanced learning and care environment.

In the coming weeks CUPE will be reaching out to the public to engage parents and community members in support of our seamless day proposal. We have launched a site with more information, BuildSeamlessChildCare.ca, and that enables supporters to directly engage with their local trustees.

As always, we welcome any questions or comments about our child care proposal or any other topic of concern or consideration. I invite you contact our Local Government Liaison, Steven Beasley, at sbeasley@cupe.ca or via phone at 778-903-7394.

Sincerely,



Trevor Davies
Secretary-Treasurer
CUPE BC

TD/LW



Enclosure (1) Seamless Day Proposal

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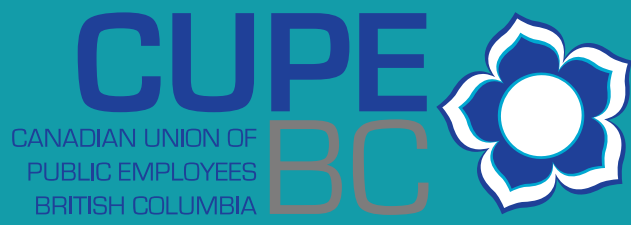
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For more information, please visit:
www.BuildSeamlessChildCare.ca



Janelle Lawson
Chair - Configuration Feedback Review Committee/Education Committee

Rob Pingle
Chair - Board of Trustees

Monday July 13, 2020

Dear Ms. Lawson, and Mr. Pingle,

Please accept this letter as official notice that the SD64 DPAC does not support the Scope of Opportunity document, nor the process of Configuration Review that is being pursued by the Board and staff. As such, DPAC wishes to formally request that we not be publicly named among partner groups that have endorsed the Scope of Opportunity document. While DPAC representatives, Adria Kray or Deblekha Guin (alternate), were present at all three Configuration Feedback Review Committee (CFRC) meetings, it is not appropriate to suggest—as has been publicly stated by Board and staff on numerous occasions—that we have ‘signed off’ on the “Scope of Opportunity” document, the configuration process, or the outcomes to date. In reality the role of the CFRC was extremely limited, and primarily involved assisting with the theming of what was, in our opinion, poorly collected feedback. As per the Terms of Reference, the CFRC held no decision-making power, and we are left feeling like it was a token attempt at engagement of the partner groups into the configuration process overall. We are therefore requesting that the Board publicly acknowledge that we do not sign off on the process or the “Scope of Opportunity” (“SOO”) document.

We feel compelled to take this action because we are not comfortable with the way the relationship between the work of the CFRC and the “SOO” document are being represented—as if the latter directly emerged from the former. While it may be true that the recommendations in the “SOO” were referenced in one way or another in the feedback, we feel it is extremely misleading to claim that the “SOO” is *representative* of the configuration feedback or reflects a general consensus. The following are specific examples that we would like to call your attention to where Board Trustees or staff have mis-communicated the work of the CFRC:

- In the SIMS PAC meeting on June 24, 2020, School Board of Trustee Chair, Rob Pingle stated that, “The Configuration Feedback Review Committee reported to the Board in April 2020. That report is what created the Scope of Opportunity. It is there for the public to read. It involved all of our partner groups we are committed to collaborate with.”
- Scott Benwell, Superintendent, in the same SIMS PAC meeting on June 24th, stated while responding to a parent that the, “Scope of Opportunity has all of the themes, is built on the themes that came out of the review committee... *unaltered*.”
- On July 6th, Trustee Tisha Boulter posted on Facebook that, “our ‘Configuration feedback review Committee completed its work before spring break (pre-COVID) and we had ALL partner groups signed off on the final document.”

As a result of these misrepresentations, we do not feel comfortable with DPAC’s name being used to lend legitimacy to the entire Configuration Review process. It would have been a very different story had DPAC and the other partner groups been involved all the way along— through a committee formed in response to the Board’s original motion back in October 2018. Below are a number of specific concerns we have about the “SOO” and the overall Configuration Review process.

In the minutes from the May 13th, 2020 Board meeting, it is stated that the objective of the Configuration Feedback Review Committee was to “maintain integrity of the data, eliminate bias, and be transparent in analysis and reporting.” As members of this committee, who had access to the feedback in its entirety, we do not think these objectives were met. In fact, it is the DPAC’s position that the CFRC couldn’t possibly fulfill this objective because the Configuration Review was not conducted in a systematic, empirical, or unbiased way. As

such, the feedback that was obtained from the consultations cannot be considered “data,” should not be referred to as such, and should never be used as the basis for making decisions. As an example, the *Thought Exchange* was anonymous and involved multiple stakeholders (involving students, parents, School District 64 employees, and the ‘general public’), which means we have no idea who made what suggestion and what their biases and motivations were. In addition, community members have reported that some of their ideas or suggestions were not recorded during face-to-face public engagement meetings held by the Board, while others have expressed dismay that their perspectives were not captured in the feedback due to challenges accessing the *Thought Exchange* platform. More generally, there was no triangulation, weighting of data, or fidelity to a consistent data collection methodology and procedure. All of these methods are required to ensure valid and reliable data, making the use of the term “data” in this context problematic and misleading.

During a brief round at the beginning of the second CFRC meeting—after committee members had an extremely condensed opportunity to review the feedback—our DPAC representative noted “there’s clearly no mandate here, and there’s about a 50/50 split on many of the key issues, so I’m curious to see what can be ‘done’ with this feedback.” This comment was not acknowledged, and the remainder of that meeting was spent identifying general and neutral theme categories or ‘buckets’ that the feedback could be sorted into (e.g., Grade Configuration, Specialty Programs, etc.). Adding to our concerns about the validity of the feedback, during the CFRC meetings there was no substantive or nuanced discussion about the varied and often contradictory contents within the respective theme ‘buckets’, nor was there analysis or even acknowledgement of relative weights given to each position. At the third meeting (March 9th), as the general feedback was being placed into specific theme buckets, discussion about the importance of equity, as well as enhancing, and not limiting, of student opportunities continued. From our perspective, the chasm between the broad discussion of the last CFRC meeting, and the specificity of the “SOO” document is distressingly wide. For example, we went from general discussions about ‘Ensuring quality over quantity’ where Specialty Programs are concerned, to “Review provision of French programs”. And the ‘Pender hub’ idea went from being *an* option to *the only* option for outer island grade 8 and 9 students. Moreover, the leap between general ‘themes of interest’ to the narrow and deliberate focus identified in the “SOO” occurred behind closed doors, without further CFRC and other stakeholder engagement. In fact the “SOO” doc wasn’t even forwarded to the CFRC in advance of the release of the public package for the June 10th board meeting when the “SOO” was officially presented to the Board, nor was it promoted to the wider school community or to the general public to come and hear the details about the process they engaged in. Not only was the document buried at the end of that package, but we were distressed by the lack of discussion, especially given how many members of the public (50+) attended that meeting to learn more about the “Scope of Opportunity” and ask questions and share concerns. The motion to direct staff to model the recommendations outlined in the “SOO” over the summer (we cannot refer to specific language as the minutes for the June 10th meeting are not yet available) was made before comprehensive discussion of the “SOO” took place. This, despite a DPAC rep asking the Board Chair to delay the motion so that the Trustees could hear from their constituents. We note that there was an in-camera meeting on June 3, 2020 where District Configuration was discussed. We understand that this conversation should have occurred in the public domain and are curious to know why none of our elected Trustees called for a point of order in this regard. The general lack of transparency and public consultation deeply concerns the DPAC, especially in light of emphatic claims to the contrary.

It is important to note that the timeline of the work of the CFRC was extremely compressed. We were notified on February 24th that the meetings would be held on Feb 26th, March 2nd, and March 9th. We were not consulted on the meeting times or overall timelines, and we were not informed that there would be no additional opportunities to engage through the CFRC about the Configuration feedback before the release of any official documents about the process. Furthermore, we question why the Board chose to push through such vast and consequential changes on such a rushed timeline, at the end of the school year, and in the midst of a pandemic. Given that everyone was in COVID-crisis mode, this rushed approach further undermined the process itself, and stakeholder confidence. It is also worth noting that, as quoted above, a trustee publicly stated “the Configuration Feedback Review Committee completed its work before spring break (pre-COVID),” but the draft of the report wasn’t sent to the CFRC members until April 17th, which was a full month after the COVID closure of B.C. schools. The April Board meeting minutes state that, “There are no anticipated changes to the

configuration review timeline”, and “A report will be shared with the Board in place of the Education Committee.” Not only do the Board and staff seem unwilling to slow down in light of the pandemic, it actually appears as though there has been an acceleration of the process by skipping a step and bypassing further review by the Education Committee.

Although the title of a document may seem like a minor issue, we find the title of the “Scope of Opportunity” document to be problematic and disingenuous. Given that the “SOO” outlines a significant *reduction* in opportunities for most SD64 students and families, it’s hard not to read the title as an attempt at positive ‘spin’. Calling the reduction of access and services such as transportation and special programs an “Opportunity” is insultingly ironic at best, double-speak at worst, and suggests an attempt by the Board and District staff to manage and manipulate public perception.

Finally, Board members and District staff have repeatedly used contradictory communication that has caused confusion among stakeholders who are trying to understand the configuration review process, and this needs to be corrected. Parents, and some teachers, for instance, have been led to believe that configuration decisions have already moved beyond the planning stages (such as re-creating a Pender Hub, and closing SIMS), and yet claims that, “no decisions have been made” are regularly made by Board and District Staff. Since the recent SIMS PAC meeting on June 24th, many parents have expressed frustration and are questioning if the Board and staff have simply reverse-engineered the configuration review process to achieve a predetermined agenda. Along similar lines, a DPAC member recently discovered an old email thread from October 2019 (BEFORE the face to face community consultations) where a School Trustee had indicated that one of the cost savings ideas being seriously considered was late entry (Grade 10) for Outer Island students. And now, despite insignificant representation of that idea in the feedback (less than 2% of the configuration review respondents), and widespread public dissension, one of the main ideas being pushed in the SOO is indeed late entry into GISS for Outer Island students and The ‘Pender Hub’.) The impression we are left with is that the decision of a Pender Hub was predetermined, and that the feedback from the Configuration Review has been grossly misrepresented.

In conclusion, we want to ensure that you and the rest of the Board are aware that DPAC does not support the “SOO” document, and do not ‘sign off’ on the integrity of the analysis or reporting process. Many of the current and former DPAC representatives knew the process was deeply flawed from the start, and we exhausted ourselves repeatedly trying to improve it, to little or no effect. We also did our due diligence by engaging in the process in good faith, and encouraging parents to do the same. We hoped some of our greatest fears about this process would not come to pass, but this is precisely what has happened. Unfortunately, due to the Board and District staff’s apparent unwillingness to listen and engage, many of us invested in the Configuration Review, as well as many people in the larger parent community, feel increasingly cynical about the prospect of being genuinely consulted or heard by this Board. Students seem to be losing out, parents seem to be losing faith, and the Board seems to be losing the public trust. As such, we would like to meet with you to discuss our concerns, and to hear what actions you intend to take to restore public faith in the processes that have repeatedly been claimed to have integrity, transparency, and to be bias-free. We request a meeting with you not later than the week of the 17th of August, and would like to set the time and date for that meeting as soon as possible. To that end, we would appreciate it if you could send us two options for meeting dates/times by the end of July.

Sincerely,

DPAC Executive

ps. In the interest of transparency, please note that we will be sharing all or parts of this letter with other relevant parties including government representatives, the press, the provincial Ombudsperson, and the BCCPAC over the coming weeks if/as we feel compelled to do so.

Cc: CUPE: athomas@sd64.org, GITA: bwoolcombe@sd64.org, dnostdal@shaw.ca, lp64@bctf.ca, GIPVPA: jsmith@sd64.org, mberendt@sd64.org, GIRTA: dmcwhirt@telus.net Student Rep: clerwen.sladendew@gmail.com, [Gulf Islanders Engaged in Education FB page](#)



SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

112 Rainbow Road, Salt Spring Island, B.C. V8K 2K3

T: (250) 537-5548 F: (250) 537-4200 W: sd64.bc.ca

August 4, 2020

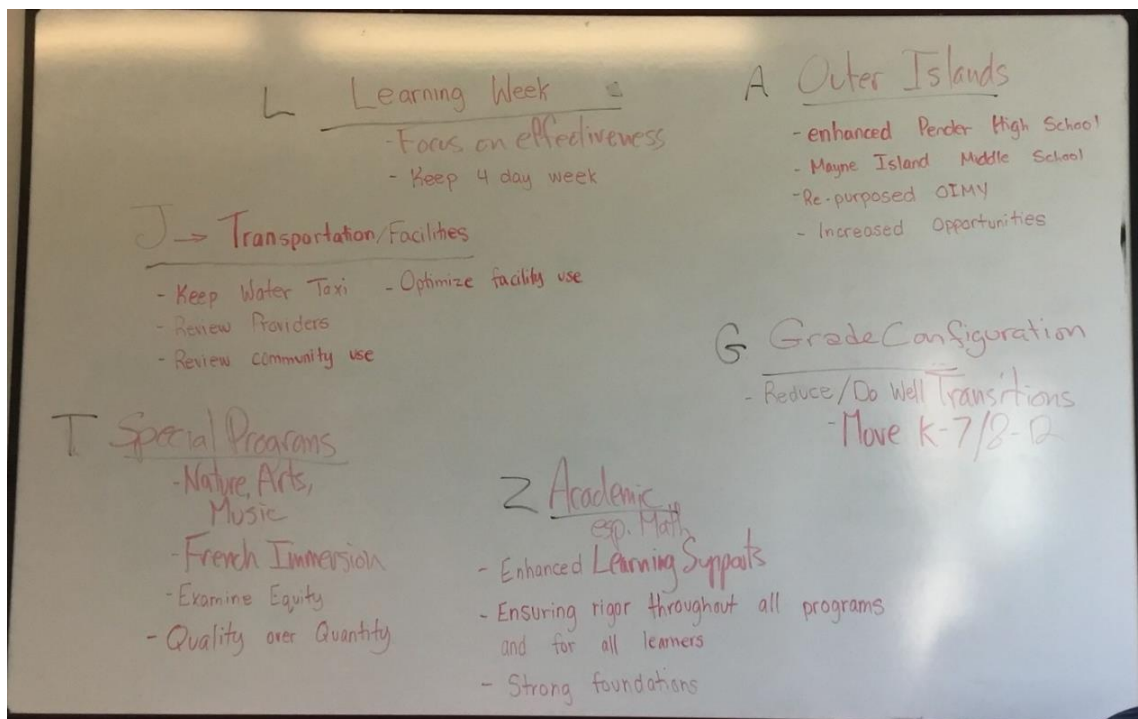
Dear School District 64 (Gulf Islands) DPAC Executive:

Thank you for your letter dated Monday, July 13, 2020. It is the intent of this reply to respectfully acknowledge your concerns and to outline our perspective on the Board of Education's process in response to the October, 2018 motion by our previous Board to undertake a review of the way we configure learning in the district.

We will begin with the relationship between the work of the Configuration Feedback Review Committee and the Scope of Opportunity presented at our public meeting on June 10, 2020.

The picture below of the Board Room white board is what was agreed to by the Feedback Review Committee as a group, including the student representative and DPAC. It was these themes and sub-text that went into the Committee's report and then into the "Scope of Opportunity" that itemized proposed areas of further financial modelling by staff over the summer months. At this time, staff continue to do this work and will be preparing a report for the September Board meeting.

Repeatedly, the review committee was made aware that the task was to ensure integrity of the analysis and accuracy of themes rather than locate responsibility for future configuration of the district. Responsibility for configuration rests with the Board of Education. All members of the team had access to the transcripts of our community meetings, the email submissions, and the Thoughtexchange data. It was clear in the Terms of Reference that the Feedback Review Committee was not "empowered to make final decisions about configuration of the district." The Board does not ask partner groups to make specific decisions that would impact their colleagues or the community.

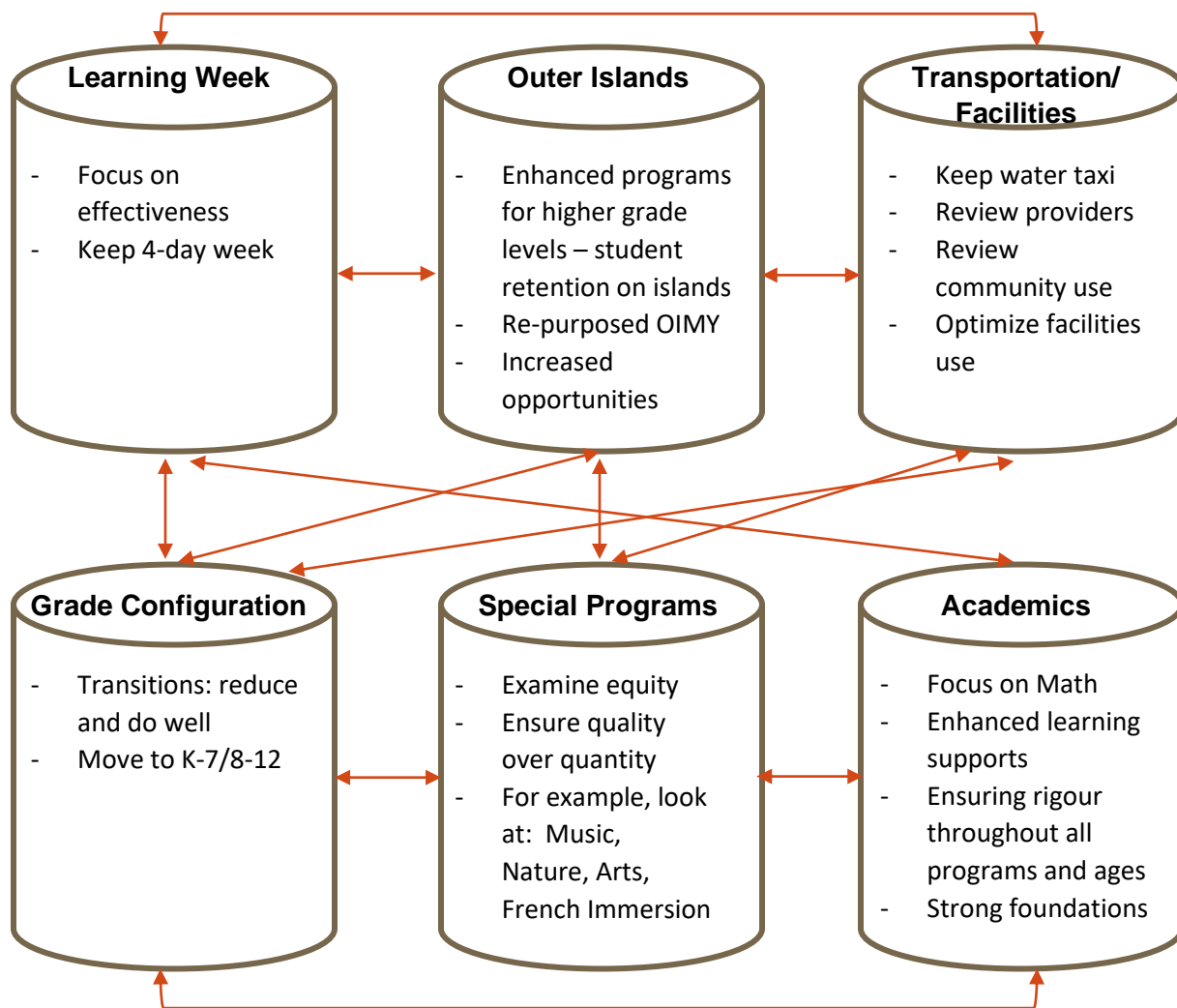


SD64 Board Room White Board - March 9, 2020

The white board information was captured in the report from the Review Committee to the Board of Education on May 13, 2020. The graphic below shows the continuity of work from the committee to the report.

In correspondence regarding the draft Review Committee Report, the DPAC Representative made the following statement:

“The draft of the Configuration Review Committee report looks really good overall. Thank you for all of the work you and others have put into this.” Adria Kray, DPAC Representative, April 27, 2020

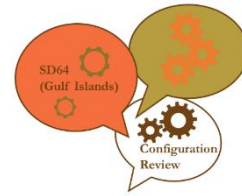


Configuration Feedback Review Committee, received by the Board on May 13, 2020

At the May 13, 2020 Board meeting, Trustees asked staff to prepare a set of possible scenarios for configuration based on the themes established by the Feedback Review Committee (graphic above). The intent of the Scope of Opportunity was for the Board of Education to authorize staff to model impact, determine configuration approaches, and identify areas of efficiency and cost saving that could help make up a structural annual financial shortfall associated with the current configuration.

Staff and our Trustee representative to DPAC presented the Scope of Opportunity to DPAC on June 9, 2020, a day before the public Board meeting.

Scope of Opportunity



Learning Week

1. Retain the four-day week and invest in research to ensure effective pedagogy and excellence in program delivery.



Grade Configuration

2. Configure for K to 7 neighbourhood elementary schools. Saturna students (gr 6-7) would continue to commute to Pender Islands School.
3. Configure secondary schools for grades 8 to 12.



Outer Islands

4. Restore an outer island hub. Students from Galiano, Mayne, Pender, and Saturna attend Pender Islands School for grades 8 and 9. Grad programs available to all students at both Pender and GISS (Grades 10/11/12).
5. Direct resources to Pender Islands School to enhance programs for grades 8 to 12.



Transportation and Facilities

6. Research bid options for the 2022 contract renewal for the provision of water transportation service.
7. Work with the Ministry of Education regarding seismic upgrades to Salt Spring Elementary School.
8. Assess bus and water taxi routes for optimal finance and climate action efficiency.



Special Programs

9. Review provision of French programs for the 2021/2022 school year.
10. Create a quality assurance and sustainability framework for special programs review.



Academics

11. Direct surplus funding protection resources toward foundational skills development, the new graduation program through professional development, in-service, and resources (with a specific focus on numeracy).
12. Align academic supports and planning through the Framework for Enhancing Student Learning.

The Scope of Opportunity maintained the themes and much of the subtext from the Review Committee Report and made public areas of consideration for living within the means of the funding formula that was made available by the province just before Spring Break 2020. The Scope of Opportunity is not a final decision of the Board. We do feel that there are opportunities for our district to maintain, grow and build quality instruction and programs within our financial realities. With sound and strategic decision-making, the Board intends to provide quality public education to our communities for the years to come.

We would be pleased to meet with DPAC before our September Board meeting and propose the following dates: Tuesday August 25, 2020 or Tuesday September 4, 2020 at 11:00 a.m. at the School Board Office.

We are interested in hearing from DPAC about its plans for balanced advocacy for PAC interests from across the district, how decision-making is linked to its constitution and by-laws, and what plans are in place to increase membership to include parent voice from each of the schools in SD64. We will reserve some time at our meeting to canvass these topics with you.

We are thankful for the work of all our partners in their roles of advising the Board as we make every effort to maintain options and programs for students in a district that is decreasing in student numbers and financial resources. The Board of Education will balance the commitments made in its Strategic Plan while also considering existing imperatives around climate change, shifting demographics and provincial funding. We feel fortunate to serve our communities and we will continue to be guided by the extensive and well-considered community voice collected through our engagement strategies.

Respectfully and with best wishes,

Rob Pingle and Janelle Lawson



School District 64 (Gulf Islands)
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T: (250) 537-5548
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TERMS OF REFERENCE (PROPOSED)

DRAFT - August 24, 2020

- Name: Anti-Racism Advocacy Working Group
- Type: School District 64 (Gulf Islands) Working Committee (Policy 120 - Board Committees)
- Purpose: To identify and make recommendations to the board regarding district learning and working environments to dismantle racism and exclusionary practices and to nurture a generation of children who will become adults knowing how to recognize racism, see through it, and actively address the language and behaviour that maintains it.
- Scope: The Anti-Racism Advocacy Working Group will listen, translate and implement into action within the district's sphere of influence the following:
- Create a clear pathway to address racial prejudices and insensitivity within SD64
 - Build awareness and create advocacy in the student body about these matters
 - Take conscious steps to decolonize the teaching of the curriculum
 - Increase involvement from people of diverse cultural backgrounds within the school system
 - Provide training for teachers and administrators on all of the above matters
- Authority: The Anti-Racism Advocacy Working Group will report on its work to the Committee of the Whole and be guided, and consider enhancements or refinements to, the following policies:
- 100 Mission, Values, Commitment and Goals [Policy](#) | [Procedure](#)
 - 107 Trustee Code of Conduct [Policy](#) | [Procedure](#)
 - 200 Learning and Working Environment [Policy](#)
 - 210 Code of Conduct [Policy](#) | [Procedure](#)
 - 212 Violence and Harassment-free District [Policy](#) | [Procedure](#)
 - 215 Diversity [Policy](#) | [Procedure](#)
 - 530 Aboriginal Education [Policy](#)

Membership:

Required:

- Board of Education (2)
- District Administration (2)
- Indigenous Education Advisory Committee (1)

Invitation to be extended to the following groups:

- Students from GISS (2)
- CUPE (1)
- GITA (1)
- GIPVPA (1)
- DPAC (1)
- Members of Salt Spring BIPOC (2)
- The Circle - formerly SWOVA (1)

Meetings: A schedule of meetings will be determined by the Board of Education and District Administration Committee members. The Anti-Racism Advocacy Working Group will meet at least three times before May 12, 2021.

Reporting: To the Committee of the Whole in May, 2021.

Budget: There is no specific budget assigned to the Working Group.

Timeline: The Working Group will report to the Committee of the Whole on May 12, 2021.

Duration: The Working Group will serve at the discretion of the Committee of the Whole and its mandate and existence will be reviewed at the May 2021 Public Board Meeting

ANTI-RACISM ADVOCACY WORKING GROUP

WORKING NOTES

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Background

Recent events and demonstrations both within and outside of School District 64 (Gulf Islands) have emphasized the need to learn and understand more about racism, inequality and oppression in our society. Through education and training, we will better educate ourselves on racism and re-evaluate systems and practices of racism that exist in our learning and working environments.

Acronyms

BIPOC - Black, Indigenous and People of Colour
CUPE - Canadian Union of Public Employees
DPAC - District Parent Advisory Committee
GIPVPA - Gulf Islands Principals'/Vice Principals' Association
GITA - Gulf Islands Teachers' Association

Scope of the Work

Schools:

- School Plan
- Code of conduct
- Ethos of the school (Eg: why do they feel comfortable saying those words?)
- Rap culture, language use
- Curriculum

District:

- ELT - cultures connecting
- Review of policies and structures
- Framework day (September) and Provincial Pro-D day (October)

Students:

- Engagement
- Advocacy

Moving to Action

Dr. Lisa Gunderson will serve as an external facilitator. Dr. Gunderson specializes in equity and anti-racism work and will guide the work as the district embarks on the following:

- listening (to develop a better awareness and understanding of the BIPOC experience)
- translating (to identify areas that require attention)
- putting into action (address the voids or barriers in structures and systems) in order to address equity and racism in SD64
- Dr. Gunderson and other external facilitators will help design elements and activities to engage specific groups - school and district leadership, board members, employees, students, parents and community members - to examine policies, structures and systemic institutional racism. The goal is to increase student/staff/community awareness and engagement and thereby improve understanding of how acts of racism impact students and staff and to strengthen our capacity to respond effectively.

Taking Inventory of what we already have, do not have, and need to revise regarding racism, bullying and exclusionary practices.

Create opportunities for participation to learn, respond, and grow by amplifying issues and through constructive engagement.

Events / Venues Upcoming

- ELT orientation
- Framework for Enhancing Student Learning
- Provincial Pro-D Day
- Regular Roundtable/Focus Groups

Calendar / Tentative Dates

August 28, 2020: Cultures connecting

- Senior Management and PVPs

September 24, 2020: Dr. Lisa Gunderson

- GISS students - all day
- Parent session - evening

September 25, 2020: Framework Day

- all district staff, Trustees, PAC

Date to be determined...established for ...

- Round table discussions with BIPOC staff, non BIPOC staff, students (BIPOC and non BIPOC)
- Based on feedback from Framework Day

September 28 or 29: Initial Meeting - Anti-Racism Advocacy Working Group with Dr, Gunderson

October 9, 2020 (Tentative): Follow-up to Framework Day w/ Dr. Gunderson

- invitation to all staff for round table discussions

October 23, 2020: Provincial Pro-D: Dr. Lisa Gunderson

- Round table discussions with staff
- Discussions with parents and students (evening before...GISS)

February 25, 2020: District Pro-D

GITA

- BCTF teacher-led anti-racism workshops

Board of Trustees' Policies & Procedures

Section 100 Philosophy and Governance

- Policy 100 Mission, Values, Commitment and Goals
 - Diversity - we embrace fairness and protection for all regardless of gender, race, religion, ethnicity, or sexual orientation
- Policy 107 Trustee Code of Conduct
 - Establishing and sustaining safe, secure, productive learning and working environment
- Policy 135 Policy Development and Implementation
 - Board is responsible and accountable for drafting new policies/procedures; revision of current policies and procedures; and for the regular review of existing policies and procedures

Section 200 Learning and Working Environment

- Policy 200 Learning and Working Environment
 - The board commits to promoting environments that are free from violence, bullying/cyberbullying, any form of harassment, including that are based on gender, race, religion, beliefs, and sexual orientation
 - Promotes long term prevention
 - Provides opportunities for district employees to develop skills necessary to recognize *racism*
 - Ensures that schools develop codes of conduct
- Policy 210 Code of Conduct
 - Based on the BC Human Rights Code protection from discrimination...prohibited grounds of discrimination in the BC Human Rights Code include “race, colour, ancestry, place of origin, religion, family status, marital status, physical disability, mental disability, sex, age, sexual orientation, political belief or conviction of a criminal or summary conviction offence.
- Policy 212 Violence and Harassment free district
- Policy 215 Diversity

Section 300 Health and Safety

- Policy 300 Health and Safety

Section 500 Learning

- Policy 530 Aboriginal Education