

**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams Live  
September 7, 2021 – 6:00 p.m.**

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Present: Allison Watson, Trustee (Committee Chair)  
Bob Phillips, Trustee (Committee Member)  
Dianna Seaton, Trustee (Committee Member)  
Ravi Parmar (Board Chair)  
Christina Kempenaar, STA  
Betty-Lou Leslie, CUPE  
Sandra Arnold, SPEAC  
Georgette Walker, SPVPA  
Scott Stinson, Superintendent/CEO  
Stephanie Hedley-Smith, Associate Superintendent  
Paul Block, Associate Superintendent  
David Strange, Associate Superintendent

Guests: Vanessa White, Amanda Culver, Missy Haynes, Denise Wehner

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**

*We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.*

2. **Opening Remarks from Chair, Allison Watson**

a. Return to School – Scott Stinson

Superintendent Stinson provided a summary of the K-12 CDC Return to School Communicable Disease Plan and its implementation in the District. A parent version of the handbook is available on the District web page. A staff version of the handbook is available on Engage (staff intranet). The Superintendent focused his report on highlighting the differences and similarities to the previous year's COVID-19 Return to School plan providing rationale for the direction of the plan this year.

3. **COMMITTEE REPORT** of June 1, 2021 Education Standing Committee meeting (attached)

The committee report for the June 1, 2021 Education-Policy Committee meeting was reviewed by the committee members

A question came up regarding the revision and approval of the Class Design 10 - 12 BAA courses. It was clarified that consultation took place on the courses with the author (teacher) and the courses were adopted by the Board at the May and June Board meetings.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

- a. Draft Revised Regulations C-329 “Field Trips” – Stephanie Hedley-Smith  
Associate Superintendent Stephanie Hedley-Smith framed the work completed to date including recent revisions. She sought feedback on the current proposed Regulations in order to finalize the draft prior to asking the Board to consider a Notice of Motion.

6. **NEW BUSINESS**

- a. Presentation – SOGI Update – Vanessa White, Amanda Culver, Missy Haynes  
The team provided a summary of the District team’s actions from last school year and shared their experiences from an annual summit attended by this group of educators. The team presented a vision for the coming year and presented calls to action surrounding SOGI issues in our district.
- b. Seamless Day Pilot Project – Stephanie Hedley-Smith, Denise Wehner  
Denise Wehner, District Principal – Curriculum Transformation, provided a summary of the purpose, critical elements and positive benefits of the Seamless Day Project and how they align with the District’s core values, mission and vision for student and child development. Questions and discussion ensued from committee members to better understand the tenets of the program.

**Recommendation:**

That the committee forward the following motion to the next Board meeting for consideration:

“That the Board of Education endorse the district’s participation in the Ministry of Education Seamless Day child care pilot at a SD62 Elementary School.”

7. **FOR INFORMATION** (attached)

- a. Research Project Approval – Nikki Lineham/Dr. Jennifer Thom – “Spatial Reasoning and Projective Geometry in the Primary Years and Investigating Deaf and Hard of Hearing Students in Mathematics in Mainstream Classrooms” – Scott Stinson
- b. Research Project Approval – Shelby Pollitt – “Advancing Learner-Informed Practices in Early Reading: A Collaborative Response to Intervention (RTI) Partnership” – Scott Stinson

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Oct. 5, 2021



## Safe and Healthy Schools

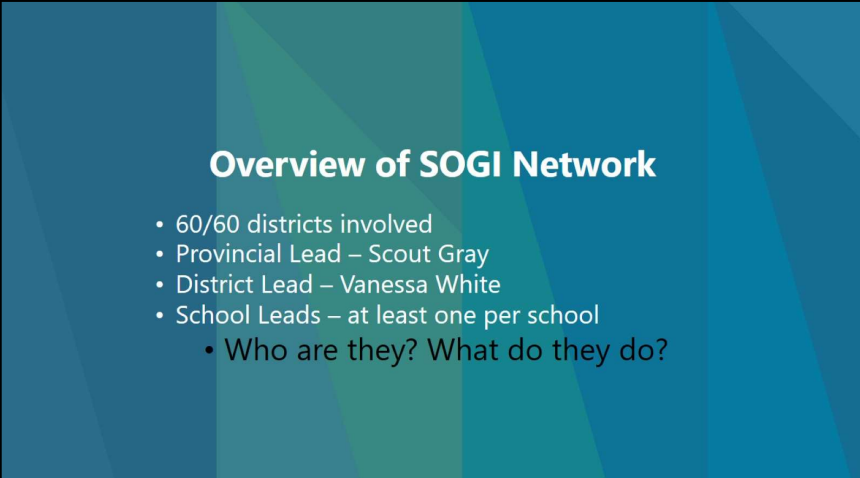
### SOGI-related Initiatives



## Introduction


### The Importance of SOGI

- Inclusion and Diversity
- Good for all
- Impact on bullying and harassment of all



## Overview of SOGI Network

- 60/60 districts involved
- Provincial Lead – Scout Gray
- District Lead – Vanessa White
- School Leads – at least one per school
  - Who are they? What do they do?



## School Leads – who are they and what do they do?

- Provide a safe adult for students and staff to talk to
- Promote and advocate for inclusive behaviour and attitudes and celebrate diversity
- Liaise between District Lead and school
- Provide knowledge or link others to knowledge sources
- Plan events at their school – parent nights, rainbow crosswalk, display boards, library books, parades, staff meeting learning bites (to name just a few!)
- Get together to collaborate with other Leads 2x last year (release time provided)
- Attend learning events – Provincial Summit in October
- This year – support the updating of Policies and Regulations

## Spring Summit

Two of our amazing leads – Amanda Culver and Missy Haynes were provided with release time to help plan last year's Island Spring Summit for educators and students!

A chance to hear about their experience 😊



## Questions & answers



## Resources

[SOGI 1 2 3 / British Columbia \(sogieducation.org\)](https://www.sogieducation.org)






1

**BC Government is creating a universally accessible, quality early care and learning system and is moving responsibility for child care to the Ministry of Education.**

**Ministry of Education is:**

- in the process of providing universal access to before and after school care on school grounds so children have consistent relationships with the same people and places
- using existing Kindergarten/Primary classrooms for expanding before and after school care
- licensing the classrooms with resulting new programs (e.g., Seamless Day Pilot) operated directly by the School District
- ensuring high quality early care and learning by providing Early Childhood Educator expertise



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**Once our classrooms are licensed, School District #62 can deliver before and after school child care:**

**Seamless Day Kindergarten Pilot**

**Staff:** An Educator team of 1 Kindergarten Teacher and 2 Early Childhood Educators (ECE) employed by the School District

**Description:** before and after school care is offered from 7:30 am to 5:30 pm with the two ECEs providing the care and working alongside the Kindergarten teacher, in the licensed Kindergarten classroom, during the school day (maximum 12 children).


**Age Group of Children:** Kindergarten children take priority and if there is space, Grade 1 – Grade 2 children are welcome (priority given to siblings)



3

**Ministry of Education is supporting School Districts to provide before and after school care on school grounds as a first step to universal access for all children under 12 whose families choose it. One model is the Seamless Day Kindergarten Pilot.**

- Currently learning from School District champions & early adopters
- 3 Seamless Day Kindergarten Pilots opened in Spring, 2021
- 20 Seamless Day Kindergarten Pilots opening 2021- 2022 school year
- 1 new MOE Early Care and Learning 'JUST B4' Pilot Program opening in May 2021
- StrongStart BC Centre in the morning and a 4-year-old early years program in the afternoon in the same licensed classroom with the same Early Childhood Educator




**Seamless Day Kindergarten Pilots: Examples on School Grounds**

School District	Piloting Year
Okanagan-Similkameen – SD 53	Year 2 opened in Sept. 2019
Sunshine Coast – SD 46	Year 1 opened in March 2021
West Vancouver SD – 45	Year 1 opened in April 2021
Qualicum – SD 69	Year 1 opening in May 2021

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**Seamless Day Kindergarten Pilot ...**

- implements an 'Educator Team': a collaborative structure of Early Childhood Educators working alongside Kindergarten Teachers during the school day  
AM ECE Shift: 7:15 am - 1:15 pm  
PM ECE Shift: 11:30 am - 5:45 pm
- reduces daily transitions for children and families (seamless), reduces stress (OECD)
- provides an inclusive, equitable, high-quality early learning program that supports all children
- offers new opportunities for recruitment and retention of ECEs and honors ECEs as professionals
- engages in respectful dialogue with Primary Teachers to ensure that collaborative use of classroom space is the **teacher's choice** and builds on examples of success where shared space is working well



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**Seamless Day Kindergarten Pilot ...**



- adopts the BC Early Learning Framework as a foundational support to quality early learning experiences and to provide a vision for early childhood education
- supports children to be creative and critical thinkers
- provides learning continuity and coherence in pedagogy between the Early Years and the Primary Grades
- creates a daily continuum of care and learning for children and families
- reduces transitions between early care and learning programs, schools and other services
- includes Grade 1 - Grade 3 children before and after school where space permits with priority for siblings

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**Seamless Day Kindergarten Pilot is grounded in The BC Early Learning Framework and the BC Education Curriculum Core Competencies**

- shares philosophies that support the educator team in designing environments that are flexible, responsive, and relevant to their local community
- promotes the purposeful design, organization and implementation of learning environments that leverage young children's inclination to play
- inspires and supports the creation of rich, joyful early childhood spaces where children, adults, ideas, and materials come together and where knowledge is constructed about learning and living in ways that are local, inclusive, ethical and democratic (ELF, pg. 11)
- meeting place for joint Professional Learning for Early Childhood Educators and Primary Teachers
- aligns in vision, principles, rethinking of practice and context relevant to working with children and families



BC Curriculum Core Competencies



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**The pedagogy of the Seamless Day Kindergarten Pilot is based on:**

*the image of the child as strong, capable in their uniqueness, and full of potential, living and growing in complex interdependence with humans and all world relations. (Early Learning Framework, page 15)*

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**The Seamless Day Educator Team at Oliver Elementary School, SD 53**

- Educator Team: 2 Early Childhood Educators and 1 Kindergarten teacher
- photo was taken during the 45 minutes when Educators transition from the morning ECE to the afternoon ECE
- 19 children (some are working independently with materials)



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**Seamless Day Educator Team Collaborative Planning**


25 minutes each week is built in for the Educator Team to meet and plan

The Educator Team continually engages in the BC Early Learning Framework practices of:

- collaborative dialogue
- pedagogy of listening
- pedagogical narration

-critical reflection inviting comments, questions, and interpretations



*What have we noticed?  
What do we wonder?  
What have we learned?  
Where to next?*



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**Seamless Day Kindergarten Pilot offers before and after school care option with seamless transitions for children and families ...**


- children have consistent relationships with the same people and places
- 1 cubby for their belongings
- 1 parent message book
- 1 place to take home artifacts
- 1 parent newsletter
- children spend their day in one space, including the school gym and the outdoor environment everyday
- Grade 1 – 2 children can attend before and after school care, space permitting


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Follow the SD 53 Seamless Day Kindergarten Pilot on Instagram!

@seamless\_day\_kindy




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**The Seamless Day Kindergarten Pilot  
Year 1 Research and Evaluation Report  
2019 – 2020**

The Seamless Day Research and Evaluation Report is available on the SD 53 Website.





Follow on Instagram: @seamless\_day\_kindy

**The Seamless Day Program - Year 1 Research and Evaluation Report (click here)**

This pilot program was implemented at Oliver Elementary School in September of 2019. This report provides information on the process, effect on families and children, observations and evidence. Find out how this program has contributed to the community!

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**Starting Strong V: Transitions**

Focus on transitions to primary school underscores the value of common governance and consistent coherent pedagogy from the early years into primary education.

OECD, 2019

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