



Chilliwack  
School District

# Seamless Day Update



# Why take on this project?

## Minister of State's Accountability Statement



I am the Minister of State for Child Care and under the *Balanced Budget and Ministerial Accountability Act*, I am accountable for achieving the following results for 2021/22:

- (a) continue implementation initiatives that support government's universal child care plan that provides affordable, accessible, inclusive and high-quality care and early learning for every child whose family wants or needs it;
- (b) engage with all levels of government, Indigenous organizations, school districts, child care providers and other sector stakeholders to further inform the implementation of universal and inclusive child care and transfer responsibility for child care delivery to the Ministry of Education by 2023;
- (c) renew the Multilateral Early Learning and Child Care Framework agreement with the federal government and continue monitoring the implementation;
- (d) submit to Cabinet a report on the results referred to in paragraphs (a) through (c) on or before March 31, 2022.

A handwritten signature in black ink, appearing to read 'Katrina Chen', written over a horizontal line.

Honourable Katrina Chen  
Minister of State for Child Care  
March 31, 2021



early learning for every child whose family wants or needs it;

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- (d) submit to Cabinet a report on the results referred to in paragraphs (a) through (c) on or before March 31, 2022.



## Rationale



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**Service coordination positively impacts children's development**

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**Consistent high quality school-age child care no matter where the child goes**

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**Create additional spaces making it easier for families**

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**Expanding school-age child care is part of the path to universal child care**

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**School-age child care supports parents' labour market participation**

# Strategic Plan Connection



## Transitions

Students experience pivotal transition points throughout their education, from pre-K to Kindergarten, from grade to grade, school to school, and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners, so they successfully complete their education (pre-K through to Grade 12) with a sense of dignity and purpose, and opportunities to meet their goals.

We target early years learning to ensure students are well supported during their transition to Kindergarten, throughout their elementary years and to middle school.

We utilize developmentally appropriate practices through the Middle Years Pillars (Advisory, Teaming, Collaboration, Exploratory) to foster growth through the adolescent years.

We ensure students find meaningful pathways, throughout secondary school and beyond graduation, including post-secondary, apprenticeship, college and workplace.

- Grade to Grade Transition Data
- 5 and 6 Year Completion Rates (Graduation)
- Post-Secondary Transition Rates
- Attendance Rates

Goal Area: Transitions – Early Learning  
**Seamless Day Pilot - Business Case**  
 June 7<sup>th</sup>, 2021

**What is a Seamless Day?**  
 This unique program provides before and after school care for students in Kindergarten to Grade 3 will be made available at [Central Elementary School](#) in September 2021.

Offers coherence between kindergarten and early learning and care services enhances best practices and pedagogy, allows for sharing of space and resources, and fosters a seamless process of monitoring and supporting children's development and skills throughout their day. Children can benefit when teachers and early childhood educators share information and communicate about children's learning and development.

Early childhood Educators welcome students into the before school day care and continue through the kindergarten day supporting the classroom and working alongside the kindergarten teacher(s). At the end of the school day, the Early Childhood Educators transition the children into our after-school day care, continuing many themes and interests that were shared during the school day.

[SD 53 Seamless Day Research and Evaluation Report](#)

**Deliverables:**

- An increase (seats) of before and after school support for families provided by a qualified Early Learning Educator.
- An increase in quality before and after school programming.
- Ease of transitioning to classroom and throughout the school day, by providing qualified early learning support in a Central Elementary kindergarten room.

**Measurables:**

- # of families who access the service.
- Student Attendance
- Teacher / ECE / Parent Survey to determine impact of quality experiences before/after school and quality support during the school day.

**Review Dates:**


- End of Term – December and March
- June 2022 – Year End Report to determine impact on transitions and viability to continue

**Staffing:**  
 The seamless day kindergarten would provide consistency of caregivers and provides collaboration of all educators in the best interests of the children. The team of educators include the classroom teacher(s) and two early childhood educators.

- Hiring of 2 (5.5 Hour/Day) Qualified Early Childhood Educators would be required.

**Funding Sources / Costs**

- Ministry funding is \$50,000.00
- This funds a 5.5 Hour Early Childhood Educator (ECE) position, which equates to approximately \$43,000.00
- This leaves approx. \$7000.00 to fund a second 5.5 Hour ECE position and small additional Clerical time (one hour week)
- invoicing families for service / \$400.00 Full-time / Finding Subsidies for Families
- MCFD Grants to cover remaining costs (Child Care Operating Funding/Child Care Fee Reduction/Early Childhood Educator Wage Enhancement: approx. \$3476.00 per month (see Budget Spreadsheet for details)
- Strong start space will be utilized for this program – licensing of the space will be required.



*"Early learning opportunities in child care programs contribute positively to children's long-term health and educational outcomes. High quality child care supports the cognitive, physical, emotional and social development of children, and helps children develop the foundational skills they need to be successful in school."*  
 - Early Years in BC School Districts: A Scan of Promising Practices, Provincial Office of the Early Years

# Highlights

- Before and After School Care for students in K to Grade 3
- Seamless support into Kindergarten classes
- Qualified ECE providing the Before and After School Care as well as support for Kindergarten Teachers
- Cost to Neutral to the District
- This is a Pilot Project – providing us valuable information before childcare becomes part of our mandate

# Status of this Work

## **Complete:**

- Application Approved from Ministry of Education to be a Pilot District
- School Principal / Kindergarten Classroom Teacher willing to pilot
- Facility space identified for the Before and After School Care (assists with enhancing our Early Years Hub at Central Elementary)
- Daycare Licensing Approved
- Cost Neutral Budget Created
- Conversations regarding staffing with CUPE are well underway

## **Pending:**

- Business License submitted with city and awaiting approval
- Letter of Understanding with CUPE is currently being negotiated