



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event**

<https://jump.sd62.bc.ca/PublicBoardMeeting-Sep-1-2020>

September 1, 2020 – 7:00 p.m.

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

*Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation 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.
(words gifted by the three nations SD62 works with)*

2. AGENDA

2.1 Call for amendments and additional items

Motion Requested: That the Board of Education adopt the public meeting agenda of September 1, 2020, as presented (or as amended).

3. MINUTES

3.1 Call for amendments to minutes

Motion Requested: That the minutes of the June 23, 2020 meeting be adopted as presented (or as amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Ravi Parmar

4.2 Verbal Update on K-12 Restart Plan – Scott Stinson

5. EDUCATIONAL PRESENTATIONS

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

a. Letter from FNEC – Re: Mandatory First Peoples' Course in the BC K-12 Graduation Program – June 29, 2020

b. CUPE BC Seamless Day Proposal – August 12, 2020

c. Black Lives in SD62 – Educational Materials – June 12, 2020

6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes each

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee – Meeting of August 26, 2020 – Wendy Hobbs

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of August 26, 2020.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of August 25, 2020 – Bob Phillips
Motion Requested: That the Board of Education of School District 62 (Sooke) approve BAA Course Automotive Service and Repair 11.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve BAA Course Automotive Service and Repair 12.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of August 25, 2020.

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson

12. PERSONNEL

13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items discussed at tonight’s meeting using the QA function in MS Teams. Individuals must identify themselves and ask questions directed to the Chair. Members of the media can direct their questions to the Manager, Communications.

16. ADJOURNMENT



**MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
LIVE MS Teams Event
June 23, 2020 – 7:00 p.m.**

TRUSTEES: Ravi Parmar, Board Chair Bob Beckett, Vice-Chair
Bob Phillips Margot Swinburnson
Allison Watson Dianna Seaton

STAFF: Scott Stinson, Superintendent
Harold Cull, Secretary-Treasurer
Stephanie Hedley-Smith, Associate Superintendent
Dave Strange, Associate Superintendent
Paul Block, Associate Superintendent
Dan Haley, Executive Director, HR
Stephanie Sherlock, Manager of Communications
Steve Tonnesen, Manager IT Operations

REGRETS: Wendy Hobbs

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:05 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations. The Board Chair stated the District's Anti-Racism Pledge and spoke briefly of the Lieutenant Governor of B.C. #Different Together Pledge.

2. AGENDA

2.1 Call for amendments and additional items:

74. MOVED Margot Swinburnson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) adopt the agenda of June 23, 2020 as presented.
CARRIED

3. MINUTES

3.1 Call for amendments to minutes:

75. MOVED Allison Watson/Bob Beckett
That the Board of Education of School District 62 (Sooke) adopt the minutes of the May 26, and June 16, 2020 meeting as presented.
CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

- 4.1 National Virtual French Competition – School District 62 Finalists – Stephanie Hedley-Smith
 Congratulations to Juliana Kudinda for placing 1st in the Grade 9a French Immersion category.
 Congratulations to Ariana Beaton for placing 2nd in the Grade 6b French Immersion category.
- 4.2 British Columbia Association of Math Teachers Award for Outstanding Middle School Teacher 2020 -Paul Block
 Congratulations to Danita Stewart for receiving the BCAMT Award for Outstanding Middle School Teacher for 2020.
- 4.3 Maxwell A. Cameron Award – Elementary School – David Strange
 Congratulations to Cole Spittle for receiving the Maxwell A. Cameron Award from the University of Victoria Faculty of Education, for Outstanding Student in the Graduating Class for Elementary Education.

5. EDUCATIONAL PRESENTATIONS

- 5.1 Year End Strategic Plan Summary – Scott Stinson
 Scott Stinson provided an overview of the Year End Strategic Plan Summary to the Board of Education. The summary provided an overview of the work done and accomplished related to the Strategic Plan over the 2019/20 school year. Development for the second Strategic Plan will occur concurrently for release in Summer 2021.
- 5.2 Equity Scan Report – Paul Block
 Paul Block provided an overview of the Equity Scan to the Board of Education. The District will be submitting its Equity in Action Plan to the Ministry of Education this week, which will help the District in addressing those systemic barriers impacting Indigenous student achievement. Dialogue will continue with the Ministry of Education throughout the summer, while the District answers any questions that may arise.
- 5.3 COVID Update – Scott Stinson
 Scott Stinson provided an update on the COVID-19 pandemic and the steps moving forward regarding the September Startup to the Board of Education. A Message to Families will be sent out June 24, 2020 outlining the proposed instructional model for students based on BC's K-12 Restart Plan. The Provincial Health Officer and Ministry of Education will continue to determine the direction of the September Startup.

6. CORRESPONDENCE & DELEGATIONS

- 6.1 Correspondence:
- a. BC Music Programs Letter – CMEBC
76. MOVED Dianna Seaton/Bob Beckett
 That the Board of Education of School District 62 (Sooke) receive the BC Music Program Letter from CMEBC and refer to staff for response.
 CARRIED
- 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes each
- STA – Jennifer Anderson
 Jennifer Anderson provided an update to the Board of Education on its members mental health, the challenges educators face concerning the uncertainties of the September Startup, and encouraged the Board of Education to engage in trauma informed practice in-service and professional development.
- SPEAC – Cendra Beaton
 Cendra Beaton provided an update to the Board of Education on parents and students uneasiness regarding the September Startup.

CUPE – Bruce Woodcock

Bruce Woodcock thanked senior management for all their hard work over the last several months, CUPE continues to appreciate the collaboration and communication with stakeholders, and looks forward to the summer months.

PVP – Renee Hislop

Renee Hislop provided an overview to the Board of Education on the transition and celebration, occurring in our Elementary, Middle and Secondary Schools. Congratulations to those students moving from Elementary School to Middle School, Middle School to Secondary School, and to our Graduating Class of 2020.

Canadian Parents for French – Amanda Culver

Amanda Culver congratulated those students who placed at the National Virtual French Competition. CPF has sent certificates of achievement to Graduates of the 2020 French Immersion Program at EMCS and Belmont Secondary School. Resources for parents are available at www.cpf.ca/en/.

Students

No delegation.

7. FINANCE, FACILITIES AND SERVICES**7.1 Report on the Audit Committee – Meeting held on June 9, 2020**

Trustee Phillips provided the Board of Education with an overview of the Audit Committee Meeting.

77. MOVED Bob Phillips/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the report from the Audit Committee meeting on June 9, 2020.

CARRIED

7.2 Report on the Resources Committee – Meeting held on June 9, 2020

Trustee Beckett provided the Board of Education with an overview of the Resources Committee Meeting.

78. MOVED Bob Beckett/Dianna Seaton

That the Board of Education of School District 62 (Sooke) approve the 5-year Capital Plan submission as presented to the Resources Committee on June 9, 2020 with an amendment to include a middle school site acquisition.

CARRIED

79. MOVED Bob Beckett/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of June 9, 2020.

CARRIED

7.3 20/21 Annual Budget – Harold Cull

80. MOVED Bob Beckett/Dianna Seaton

That the Board of Education of School District 62 (Sooke) give second and third readings to the 2020/21 Annual Budget Bylaw, specifying a total budget of \$149,007,559.

CARRIED

7.4 20/21 Annual Capital Budget – Harold Cull

Harold Cull provided an update on the proposed 20/21 annual capital budget.

81. MOVED Dianna Seaton/Allison Watson
That the Board of Education of School District 62 (Sooke) allow all three readings of the Capital Plan Bylaw 2020/21-CPSD62-01 at its meeting of June 23, 2020.
CARRIED (UNANIMOUSLY)
82. MOVED Bob Beckett/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) give first, second and third readings to Capital Plan Bylaw 2020/21-CPSD62-01.
CARRIED

8. EDUCATION PROGRAM

8.1 Report on the Education Policy Committee – Meeting held June 2, 2020

Trustee Phillips provided the Board of Education with an overview of the Education-Policy Committee Meeting.

83. MOVED Bob Phillips/Dianna Seaton
That the Board of Education of School District 62 (Sooke) approve BAA Course Golf Skills 12A.
CARRIED
84. MOVED Bob Phillips/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) approve BAA Course Golf Skills 12B.
CARRIED
85. MOVED Bob Phillips/Dianna Seaton
That the Board of Education of School District 62 (Sooke) direct staff to develop policy recommendations as presented at the Education Policy Committee meeting of June 2, 2020 related to “International Educational Trips” and “International Exchanges” for Board consideration.
CARRIED
86. MOVED Bob Phillips/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of June 2, 2020.
CARRIED

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson

Scott Stinson congratulated the Graduates of SD 62, acknowledged our long-service employees, and thanked those staff members who are retiring from the District or leaving to pursue other opportunities. The District achieved numerous accomplishments this year including: successful negotiation of CUPE and STA contracts; the Royal Bay Secondary School Expansion, which will be open in September 2020; and the successful design, naming, and tendering of Pexsisen Elementary School and Centre Mountain Lellum Middle School.

12. PERSONNEL

12.1 Employee Engagement Survey Results – Harold Cull

The District conducted its second Workplace Engagement Survey. Response rate was up in the District by 5%, with an overall increase in score from 74 in 2018 to 79 in 2020. This increase is consistent with the performance measurement engagement goal illustrated in the Strategic Plan.

13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items. All media questions can be directed to the Manager, Communications for follow-up and response.

16. ADJOURNMENT

The meeting was adjourned at 9:35 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

June 29, 2020

The Honourable John Horgan, M.L.A.
Premier of British Columbia
West Annex Parliament Buildings
Victoria, BC V8V 1X4
Premier@gov.bc.ca

The Honourable Rob Fleming, M.L.A.
Minister of Education
Room 124 Parliament Buildings
Victoria, BC V8V 1X4
EDUC.Minister@gov.bc.ca

The Honourable Scott Fraser, M.L.A.
Minister of Indigenous Relations and Reconciliation
Room 323 Parliament Buildings
Victoria, BC V8V 1X4
IRR.Minister@gov.bc.ca

Re: Mandatory First Peoples' Course in the BC K-12 Graduation Program

Dear Premier Horgan, Minister Fleming, and Minister Fraser:

For a number of years, with the support of our partners in the public education system, we have advocated for the inclusion of a mandatory course on First Peoples, or equivalent bundle of credits, as part of the BC graduation requirements. Recent events demonstrate the imperative for concrete measures to address racism in our society and the responsibility of the Province to act. Ensuring that every student graduates from the BC school system with an understanding of First Peoples' perspectives, cultures and histories is a widely supported measure that will contribute to significant change in the province. On behalf of the First Nations Education Steering Committee Board, I am once again reaching out to make this call for a change to the graduation program.

We renew this call in the context of events that have exposed to a greater audience how entrenched racism is in Canada and internationally, particularly towards Indigenous peoples. This includes:

- The handcuffing of a 12-year old Indigenous child and her grandfather at a Bank of Montreal in Vancouver in January 2020

- Student protests and community backlash against a First Nations name for a Prince George high school in early 2020
- Racism in the health care system, including reports of BC health officials betting on Indigenous patients' blood alcohol levels in June 2020
- Government inaction and delay on the National Inquiry Into Missing and Murdered Indigenous Women and Girls despite the final report's release one year ago
- Ongoing racism, cruelty, abuse and violence in policing of Indigenous peoples, including at least six Indigenous people killed by police in Canada between April and June 2020. An Indigenous person in Canada is more than ten times more likely to have been shot and killed by a police officer in Canada than a white person
- RCMP deliberately hitting an Inuk man with a truck in Nunavut in June 2020
- The RCMP's denial of systemic racism and Prime Minister Trudeau's subsequent acknowledgment in June 2020 that systemic racism exists all "across the country, in all our institutions, including in all our police forces, including in the RCMP"

While these events are devastating and have led to heightened awareness, there are countless other harmful incidences of racism that impact Indigenous children, families, and communities on a daily and cumulative basis, including within our schools. This situation points to the need for a deliberate and organized anti-racism strategy, which would include, among other components, a mandatory First Peoples course, or bundle of credits. Building awareness and understanding of First Peoples' perspectives, cultures and histories among all BC students would serve as an effective strategy to combat racism within the province, to the benefit of all British Columbians.

In the 2015 Office of the Auditor General's Report, *An Audit of the Education of Aboriginal Students in the BC Public School System*, the Auditor General described "racism of low expectations" in BC public schools towards Indigenous students, based on "preconceptions or biases stemming from social attitudes". We are deeply concerned that the Province has not done enough to address the racism of low expectations in our schools. Further, data from BC's annual province-wide Student Learning Survey (SLS) consistently shows that Indigenous students are more likely than non-Indigenous students to report being bullied, teased or picked on at school. For example, in 2018/19, 14% of Indigenous grade 4 SLS respondents reported being bullied, teased, or picked on all of the time or many times compared to 10% of their non-Indigenous counterparts.

This recommendation would not require the creation of a new course as a number of courses already exist which could satisfy the requirement, including English First Peoples 10-12, BC First Peoples 12, and Contemporary Indigenous Studies 12, which were developed collaboratively by First Nations educators and the Ministry of Education, as well as many locally developed courses.

FNESC has written a number of letters to the Ministry of Education recommending a mandatory First Peoples course. In response, the Ministry has asserted that First Peoples content (knowledge and perspectives) is integrated into every grade and subject area of the BC K-12 curriculum. Our analysis demonstrates that this is not the case. While we acknowledge and appreciate that the revised K-12 curriculum has increased First Peoples content in both the mandated learning standards and non-mandated supporting materials compared to the previous curriculum, First Peoples-specific learning standards make up only 5.44% of total mandated learning standards, and many grade 10-12 courses have no explicit mandated First Peoples content. As such, educators

may choose not to teach non-mandated supporting materials. Further, recent Ministry data demonstrates very low enrollment in a number of existing elective First Peoples content courses. For example, in 2018/19, only 439 students across the province enrolled in and received a final mark in English 12: First Peoples compared to 37,495 students in English 12.

A mandatory First Peoples course would be consistent with the Province's commitment to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) and the Calls to Action of the Truth and Reconciliation Commission and to bring the principles of the declaration into action in British Columbia through the implementation of the Declaration on the Rights of Indigenous Peoples Act. Article 15 of the UN Declaration states:

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

Call to Action #63(i) of the Truth and Reconciliation Commission states:

We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.

A mandatory First Peoples course would also support the Province's commitments in the BC Tripartite Education Agreement (BCTEA), in which the Province, FNESC and Canada agree to work together to make systemic changes to improve First Nations student achievement. Further, this recommendation aligns with the BC Teachers Council's new 9th Professional Standard of BC Educators that requires all K-12 teachers in BC to commit to truth, reconciliation and healing and to integrate Indigenous worldviews and perspectives into learning environments.

The First Nations Leadership Council, representing political executives of the BC Assembly of First Nations, First Nations Summit and the Union of BC Indian Chiefs, have formally advocated for the mandatory course as well. The BC School Trustees Association, representing 60 school boards; the BC Teachers' Federation, which represents 43,000 teachers; and the BC Association of Institutes and Universities, representing a group of public post-secondary institutions, have also formally called on the Province to include this requirement. The support of these organizations speaks to the importance and achievability of this recommendation.

Concrete actions are needed to make BC and Canada safer for Indigenous peoples, and education is an important part of that work. As recognized by the Royal Commission on Aboriginal Peoples, "accommodation of Aboriginal culture and identity should be regarded as a core responsibility of public institutions rather than as a special project to be undertaken after other obligations are met. Educational institutions have a pivotal role in transforming the relationship between Aboriginal peoples and Canadian society" (RCAP Vol.3, Gathering Strength, p. 478). Consistent with this, we

strongly recommend that the Province implement a mandatory course on First Peoples immediately.

Respectfully,



Tyrone McNeil
President

Cc: First Nations Leadership Council
All Members of the Legislative Assembly of British Columbia
All School Board Chairs in British Columbia
K-12 Indigenous Education Partners Table
Indigenous Post-Secondary Education and Training Partners
Don Bain, Special Advisor, Office of the Premier
Dr. Jennifer Charlesworth, Representative for Children and Youth (RCY), Office of the RCY
Kasari Govender, Human Rights Commissioner, Office of the Human Rights Commissioner

From: [Ravi Parmar](#)
To: [Kristina Ross](#)
Subject: Fwd: CUPE BC Seamless Day Proposal
Date: Wednesday, August 26, 2020 4:29:50 PM
Attachments: [image001.jpg](#)
[ATT00001.htm](#)
[image002.jpg](#)
[ATT00002.htm](#)
[2020-08-11 Trustees_seamless_day.pdf](#)
[ATT00003.htm](#)
[2020-08-11 CUPEBC SeamlessDay Proposal.pdf](#)
[ATT00004.htm](#)

Ravi Parmar
Chair, SD62 Board of Education

Begin forwarded message:

From: CUPE Info <info@cupe.bc.ca>
Date: August 12, 2020 at 10:43:35 AM PDT
Subject: CUPE BC Seamless Day Proposal

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Dear School Board Trustee,

CUPE has proposed 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.

We are attaching correspondence and a research report for your consideration.

More information can be found at BuildSeamlessChildCare.ca.

We welcome your comments and questions. You can reach our Local Government Liaison, Steven Beasley, at sbeasley@cupe.ca or via phone at 778-903-7394.

Sincerely,

Trevor Davies
Secretary-Treasurer
CUPE British Columbia

#410-6222 Willingdon Avenue
Burnaby, British Columbia
V5H 0G3
P: 604.291.9119
www.cupe.bc.a

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.

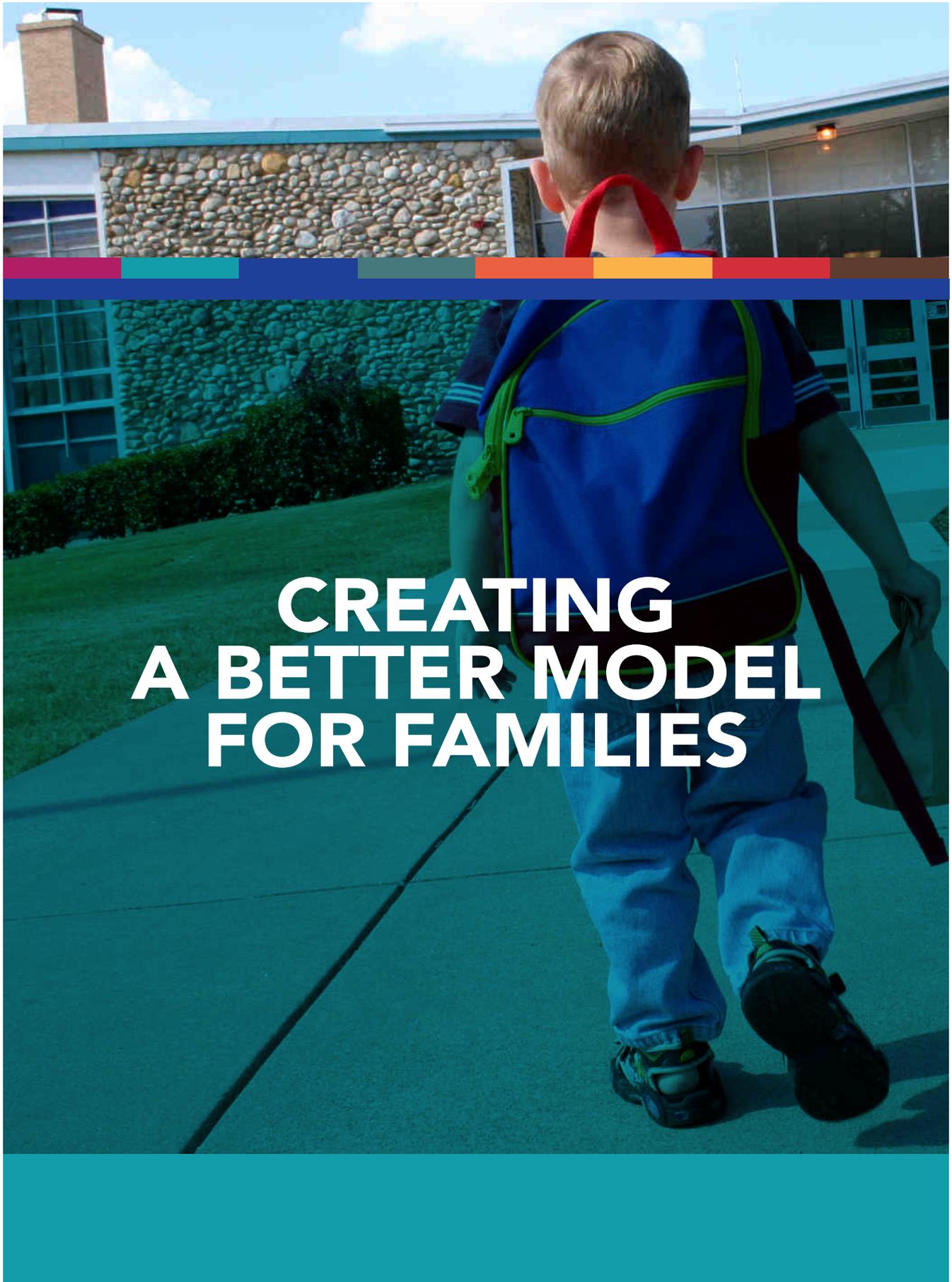
However, despite these achievements, fees remain high for many B.C. families, long child care waitlists persist across the province, and the number of available licenced spaces still falls short, with enough space for only 20 per cent of children.¹ Fundamentally, this is because B.C.'s strictly market-based 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.

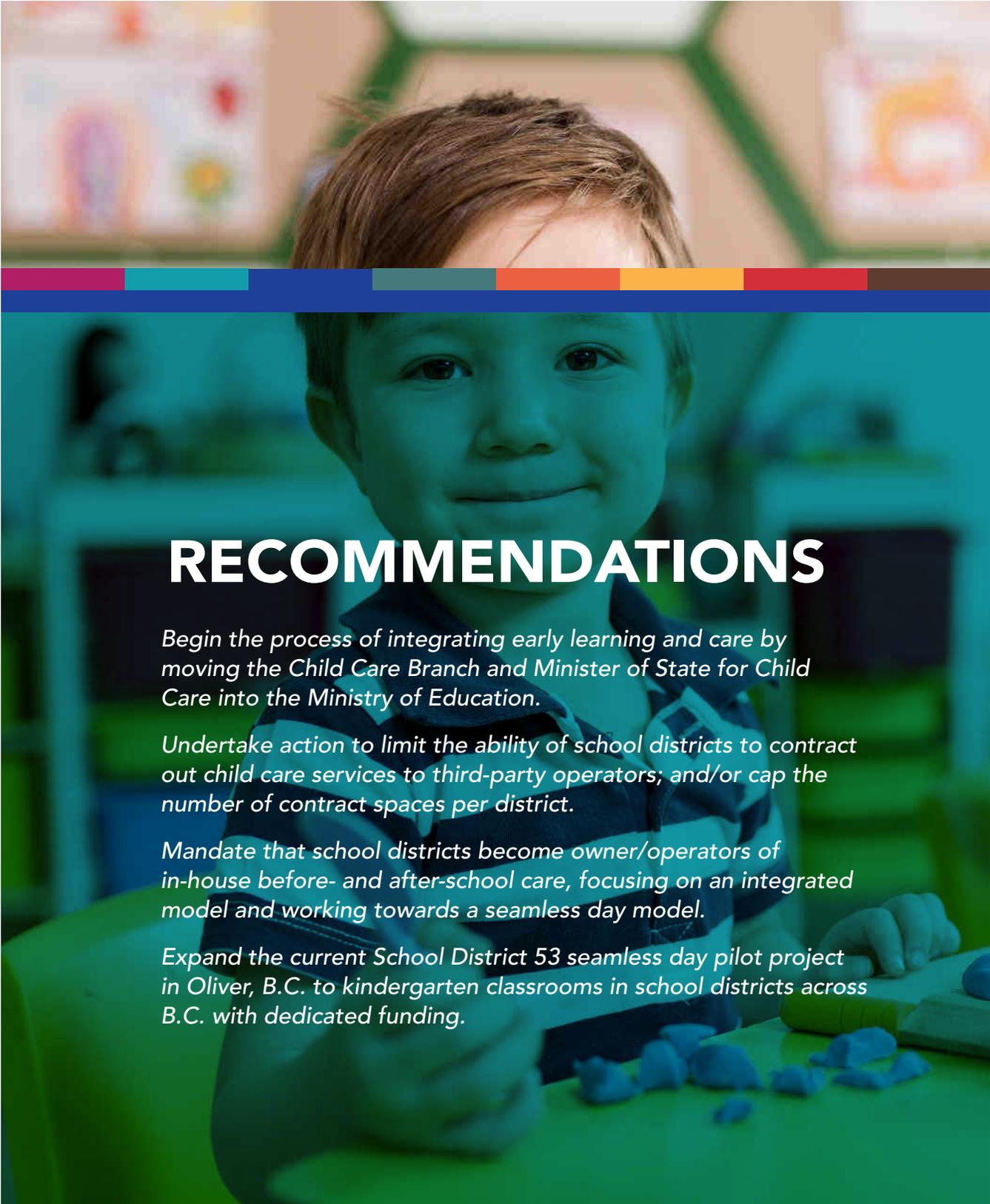
CUPE believes the time to do this is now, with research strongly backing the integration and alignment of education and child care and with Canada's minister in charge of federal efforts to expand child care saying there will be an additional 250,000 before- and after-school spaces in the upcoming federal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



From: [Ravi Parmar](#)
To: [Kristina Ross](#)
Subject: Fwd: Black lives in SD 62 - education materials
Date: Wednesday, August 26, 2020 4:31:11 PM
Attachments: [20200612_083004.jpg](#)

Ravi Parmar
Chair, SD62 Board of Education

Begin forwarded message:

From: Allison Watson <awatson@sd62.bc.ca>
Date: August 19, 2020 at 7:15:47 PM PDT
To: Ravi Parmar <rparmar@sd62.bc.ca>
Subject: Black lives in SD 62 - education materials

From: Heloise Nicholl <heloise.nicholl@gmail.com>
Sent: Friday, June 12, 2020 10:01 AM
To: Trustees <Trustees@sd62.bc.ca>
Subject: Black lives in SD 62 - education materials

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Dear trustees of SD 62,

Upon hearing that the Vancouver school district will be including Black history in their curriculum, I hope to hear that our school district will do the same.

Victoria has a long history of Black contributions to our region, including Mifflin Gibbs, Canada's first Black city councillor, Sir James Douglas, the founder of the fort and colony, the Alexander family, farming pioneers on Salt Spring Island (and former slaves who bought their freedom), and 300 Black citizens invited here from California by James Douglas himself.

<https://www.timescolonist.com/life/central-saanich-church-rooted-in-black-history-1.66653>

I am not familiar with SD 62s high school curriculum, but these topics are important and timely. I have included this book 'They Call Me George', perhaps good reading

material for an upper level history class.

Thank you for informing me about SD 62's Black history curriculum. Please let me know if there are other representatives from the district or the Ministry of Education you suggest I contact.

Yours,
Heloise Nicholl
Metchosin, BC





RESOURCES COMMITTEE
School Board Office
Via MS Teams
August 26, 2020 – 6:00 p.m.

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuuchahnulth. (words gifted by the three nations SD62 works with)

2. REPORT

3. PRESENTATIONS (10 min.)

4. NEW BUSINESS

- 4.1 Return to School Plan – Safety/Transportation
- 4.2 19/20 Financial Year End Summary
- 4.3 HR Plan Update and Priorities
- 4.4 Information Technology Plan Update
- 4.5 Capital Project Summary Update

5. ADJOURNMENT

6. NEXT MEETING DATE: September 15, 2020



Committee Report of Resources Committee Meeting via MS Teams June 9, 2020

Present: Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Allison Watson, Trustee (Committee Member)
 Ravi Parmar, Trustee
 Krista Leakey, SPVPA
 Ed Berlando, STA
 Bruce Woodcock, CUPE
 Amanda Dowhy, SPEAC
 Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary Treasurer

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:00 pm by the Committee Chair, Bob Beckett acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Committee Report for the May 12, 2020 Resources Committee Meeting was reviewed by the committee members.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Return to School

- Trustee Beckett recognized the great work of the District's staff during the pandemic while our schools were closed and also for the work involved with the re-opening of our schools and offices

4.2 2020 Workplace Engagement Survey (WES) Update

- Staff provided the Committee with an update on the WES survey in terms of the response rate (63%) and the number of total responses (1,111) received
- It is expected that the initial results, at the District level, will be shared with the Board at their June 23rd Board meeting

4.3 20/21 Budget Narrative and Details

- Staff provided a summary presentation to the Committee outlining the highlights of the 20/21 proposed budget that will be presented to the Board for their consideration at the Special Public Budget meeting of June 16, 2020
- The presentation was provided to complement the detailed Budget Narrative and Template that was included as part of the Committee package
- The Committee discussed a number of the budget components and the stakeholders were provided an opportunity to voice any last concerns with the budget plan prior to it being debated by the Board
- The Committee was supportive of the proposed budget being presented to the Board on June 16

4.4 21/22 Capital Plan Submission

- Staff provided a detailed presentation of the 21/22 Capital Plan projects to be considered by the Board on June 23rd
- The Committee's discussion was focused on the balance between the different regions of the District as well as combining phases of the different projects as a strategy to build and open schools through a streamlined approach
- The Committee asked a number of questions regarding the proposed plan and were supportive of the plan being presented to the Board

Recommended Motion for the Board of Education:

“That the Board of Education of School District 62 (Sooke) approve the 5-year Capital Plan submission as presented to the Resources Committee on June 9, 2020”.

5. ADJOURNMENT AND NEXT MEETING DATE: September 15, 2020



Committee Info Note Resource Committee Meeting August 26, 2020

Agenda Item: 4.1 – Return to School Plan (Safety/Transportation)

Background

- Based on information provided by the Ministry of Education, the District has been preparing a Return to School Plan that will be reviewed by the Board and Ministry prior to being released to the public
- Although consultation on the Plan with our stakeholders has occurred, it was determined that the safety and transportation portions should also be reviewed with the Resource Committee
- The education portion of the Plan is being reviewed by the Education Policy Committee at their meeting on August 25th
- A draft of section 9 (Transportation) have been included in the meeting materials

Section 2 Health and Safety

- The District's handbook has been updated with the latest information from the Centre for Disease Control (CDC)
- The Ministry has provided the District with a Safe Return to School Grant (\$42.470 million over all 60 districts) in the following amounts:

Funding Use	Amount
Reusable Masks	\$44,482
Improved Hand Hygiene	\$188,118
Computers & Assistive Technology	\$63,547
Cleaning Supplies	\$104,624
Cleaning Frequency	\$471,834
Total	\$872,605

- With this funding, staff have ordered/begun:
 - a) masks for students and staff;
 - b) hand hygiene/cleaning stations for all schools (2 for middle and secondary schools);
 - c) hand sanitizer for all portables;
 - d) additional cleaning supplies; and
 - e) the hiring process for additional custodians

Section 9 Transportation

- Once the Return to School Plan is distributed to the public, parents will need to confirm if transportation services are still required
- In order to create revised routes, the Transportation Department requires:
 - a) the bell times for schools; and
 - b) registered riders
- It is anticipated that rider confirmation will commence on August 27th once the plan is communicated and families can make a decision on whether transportation services will be required
- This process will be open for one week (September 3rd)
- Based on the confirmations received, routes will be created and communicated to riders by September 10th with a proposed start up of transportation services on September 14th
- Changes from the 19/20 school year include:
 - Assigned seating to allow for contact tracing – no courtesy riders
 - Masks to be worn by drivers and riders (lack of cohort isolation and physical distancing)
 - Elementary students separated from middle/secondary students – possible staggered bell schedules
 - High touch point areas will be cleaned after each run
 - Deep cleaning/fogging will be done each day
 - Parent portal to access important route information
 - GPS tracking

Facilities and Ground Staff

- Consistent with the process followed in June while schools were occupied by staff and students, Facilities and Grounds staff will ensure the school administration teams are aware when they are at their schools to comply with physical distancing requirements

Section 2: Health and Safety

1. Provide a copy of your district's updated health and safety plan that implements the [Public Health Guidance for K-12 Schools](#) and [WorkSafeBC](#) guidelines.
2. Indicate the date when your district's health and safety committee became/will be operational.
 August 24, 2020
3. Provide a summary of the updates made to your district's plan in the following areas:
 - Cleaning and disinfecting
 - Physical distancing strategies
 - Hand hygiene
 - Personal protective equipment for students and staff (including re-useable masks)
 - Symptom assessment and illness policies/procedures
 - Improvements to school ventilation systems, if required
 - Student transportation on buses

- existing District handbook has been reviewed to ensure protocols are consistent with shift to stage 2
- stand alone hand hygiene stations have been sourced and placed at each school entrance and dry portable with additional hand hygiene stations placed at each middle and secondary school
- hand hygiene funding = \$168,000 (pre-tax)
- two reusable masks have been ordered for all staff and 75% of students (11,750 adult and 8,250 youth reusable masks).
- 7,500 disposable masks for use at schools and on buses for those forgetting their reusable masks
- HVAC filters will continue to be replaced on a regular schedule basis
- staff to continue Co2 levels and outside air dampers to ensure appropriate air exchange and Co2 levels maintained.
- Masks and/or shields for drivers will no longer be optional.
- Masks for all riding students will be provided.
- Plan to separate elementary riders from middle/secondary riders.
- high touch points on buses will be cleaned after each run
- deep cleaning/fogging will occur on buses at night prior to next shift (daily deep cleans)
- assigned seating for students to allow for contact tracing
- 1 custodian schools revert to night shift with additional custodian hired for partial day shift. 2 custodian schools split day and night shift. 3+ split with opening, mid-day and night shifts.
- 2 custodian schools will be split to have a day and night shift

4. Outline the schedule for health and safety training and orientation of school district staff, including new employees and staff who work at multiple sites and/or across multiple cohorts in a school (e.g. counsellors, learning assistants, prep teachers, Education Assistants).

- District Occupational Health and Safety Team (DOHS) meets Aug. 24
- school-based Joint Occupational Health and Safety Teams (JOHS) meet on Tuesday, Sept. 8.
- all staff are trained in new OH&S protocols on Tues. Sept 8 (and 9 if necessary).
- school-based staff will prepare their buildings and classrooms for student return and communicate to parents the processes for student access.
- TTOCs will be trained through the District's Human Resources department and will be available to schools once training is complete. TTOCs will be able to work across the district and will be provided with reusable masks and have face shields available for use at each school site.
- Itinerant staff will be organized to support a smaller group of schools than typical and will be expected to follow H&S protocols for physical distancing and mask wearing.

Section 9: Transportation

1. Describe any transportation arrangements your district has in place to get students, including First Nations and students with diverse abilities/disabilities, to school.

- projected to have 34 standard routes and 3 accessible routes
- 1 Tripartite Education Agreement route (Port Renfrew to Sooke)
- ~4,700 anticipated riders (based on 19/20 school year) - may be less based on overall student return rate

- once the Return to School Plan is finalized and communicated, students will have to re-register to confirm transportation needs (opens Aug 27th)

- registration will close on September 3rd
- routes will be created based on revised ridership and bell times and communicated to riders on September 10th
- first day of transportation will be September 14th
- riders will be assigned seats

- additional functionality (parent portal, GPS tracking and contact tracing ability) will be introduced for the 20/21 school year

2. Describe the consultation process in developing the plan as well as how BC Tripartite Education Agreement obligations are being met.

- consultation on transportation related issues should be included in Section 6 of the Return to School Plan



Committee Info Note Resource Committee Meeting August 26, 2020

Agenda Item: 4.2 – 19/20 Financial Year End Summary

Background

- At the Committee's meeting in May, staff presented the Quarter 3 forecast for the 19/20 year which reflected a targeted surplus for the year of **\$1.294 m**
- This targeted amount was determined based on the estimated pandemic savings required in order to increase the projected reserve to **\$4.198 m** or roughly 3.45% of the annual expenditure amount
- The Board passed a motion increasing the annual reserve amount from 2% to 4% for the end of the 19/20 year only in order to create enough savings to absorb the international enrolment shortfall expected in 20/21 due to the pandemic

Actual Results (Unaudited)

- The Finance Department has been busy all summer closing the books on the 19/20 year and the auditors are currently reviewing the year's financial statements
- The attached spreadsheet reflects a total operating surplus as at June 30, 2020 of \$7.193 m as it will appear on the financial statements
- This surplus is broken down into the following categories:
 - a) Internally Restricted - \$.444 m
 - b) Due to operations spanning the school year - \$1.952 m
 - c) Due to anticipated unusual expenses - \$4.797 m
- From a financial management perspective, staff have been focusing on the last category as this amount represents the unrestricted surplus or the District's financial reserve per Board policy F-333

- Comparing the actual results to the Q3 targets, the initial year end numbers are reflecting:
 - 19/20 annual surplus of **\$2.477 m** (up \$1.183 m from the Q3 target)
 - An **unrestricted** financial reserve of **\$4.797 m** (up \$.599 m from the Q3 target)
- The majority of the additional savings (\$.941 m of the total \$1.183 m) is from benefit savings as staff were not able to take advantage of dental and other extended health benefits during the height of the pandemic
- Staff have also set aside \$.310 m for incremental costs that may be required as part of September's Safe Return to School Plan for additional staffing
- The financial reserve amount of \$4.797 m represents 4% of the preliminary budget's \$119.930 m expenditure budget – as per the Board motion allowing a temporary increase in the reserve

Fiscal 20/21 Projected Year End Position

- Based on the Board approved Preliminary budget, the District expects to end the 20/21 year with a financial reserve of \$2.602 m or roughly 2.13% of the operating budget as reflected below:

OPERATING FUND FINANCIAL RESERVE (UNRESTRICTED) FOR THE FISCAL YEAR ENDING JUNE 30, 2021		
		FINAL AMOUNT
A	FINANCIAL RESERVE, BEGINNING OF YEAR	\$ 4,796,937
	FY21 PRELIM BUDGET - REVENUES	117,735,665
	FY21 PRELIM BUDGET - EXPENSES	119,930,423
B	OPERATING RESULTS FOR THE YEAR 2020/21	\$ (2,194,758)
C = A+B	FINANCIAL RESERVE, END OF YEAR	\$ 2,602,179
	TOTAL 2020/21 OPERATING FUND EXPENSES - PRELIMINARY BUDGET	\$ 119,930,423
	TOTAL 2020/21 OPERATING FUND EXPENSES - CARRY FORWARD AMOUNTS	\$ 2,395,950
	TOTAL 2020/21 OPERATING FUND EXPENSES - ESTIMATED AMENDED BUDGET	\$ 122,326,373 2.13%

2% of \$122 M	\$ 2,446,527
Amount of reserve to reduce / (increase) to get to 2% threshold	\$ 155,652

**SCHOOL DISTRICT SIX TWO
OPERATING FUND SURPLUS
FOR THE FISCAL YEAR ENDING JUNE 30 2020**

		FINAL AMOUNT
A	OPERATING SURPLUS, BEGINNING OF YEAR	\$ 4,715,615
B	OPERATING SURPLUS, FOR THE YEAR 2019/20	\$ 2,477,276
C = A+B	OPERATING SURPLUS, END OF YEAR	\$ 7,192,891

INTERNALLY RESTRICTED SURPLUS

Due to nature of constraints on funds

Indigenous Education	\$	45,971
Discretionary School Generated Funds	\$	134,351
School budget balances	\$	233,096
Various unspent grants	\$	30,337

Total - Due to nature of constraints on funds	\$	443,754
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Due to operations spanning the school year

IT Dept	\$	176,137
Careers	\$	83,108
Curriculum	\$	50,000
Inclusive Education Services	\$	169,142
English Second Dialect	\$	1,708
Transportation	\$	50,432
Rental revenue	\$	120,000
Emergency supplies	\$	9,898
VOIP	\$	40,000
EMCS theatre seats	\$	109,849
Transportation Safety Committee	\$	30,791
Electric buses	\$	232,577
Sewage hookups	\$	488,146
Port Renfrew update	\$	75,000
Grad videos	\$	-
Other FY20 enhancements	\$	5,409
COVID 19 Incremental Expenditures	\$	310,003

Total - Due to operations spanning the school year	\$	1,952,199
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Due to anticipated unusual expenses

Financial reserve - FY18	\$	1,012,286
Financial reserve - FY19 annual	\$	210,000
Financial reserve - FY19 excess	\$	1,431,832
Financial reserve - FY20 annual	\$	250,000
Financial reserve - FY20 excess	\$	1,892,819

Total - Due to anticipated unusual expenses	\$	4,796,937
--	-----------	------------------

D	TOTAL INTERNALLY RESTRICTED SURPLUS	\$ 7,192,891
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E = C-D	UNRESTRICTED SURPLUS	\$ (0)
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[F-333 Financial Reserve Regulation](#)

ct shall build and maintain an accumulated reserve of 2% of operating expenses"

ANCIAL RESERVE	\$	4,796,937
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0/21 OPERATING FUND EXPENSES - PRELIMINARY BUDGET	\$	119,930,423
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4% of \$119 M	\$	4,797,217
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Amount of reserve to reduce / (increase) to get to 4% threshold	\$	(280)
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Committee Info Note Resource Committee Meeting August 26, 2020

Agenda Item: 4.3 – HR Plan Update and Priorities

Background

- In 2018, Human Resources (HR) began creating a HR Operational Plan to align with the District's Strategic Plan. To support this plan and evolve the HR department from transactional to strategic, the Manager, Educational Staffing position was transformed into a Manager, Strategic HR in 2019.
- During the past year, the HR Operational Plan was reviewed and actions began being implemented
- Attached is the updated draft version of the HR Operational Plan which is being presented to the Executive Team on Wednesday, August 26 for final approval.
- This updated HR Operational plan contains three (3) goals which are aligned to the District's Strategic Plan:
 1. Attraction and Recruitment
 2. Engagement and Wellness
 3. Performance and Growth
- In implementing this plan, the following guiding principles will be at the forefront:
 - Align to business
 - Support our leaders and employees
 - Be an employer of choice
 - Promote a health and safe work environment
 - Foster the growth of our employees
 - Continuously evolve to meet the needs of a growth district
- Under each of these goals are objectives (13) and actions (36). Seven (7) actions are directly from the District's Strategic Plan.
- The presentation at the Resource Committee Meeting will walk you through:
 - What's Been Done in 2019-2020
 - What's Our Focus for 2020-2021



Human Resources

Operational

Plan

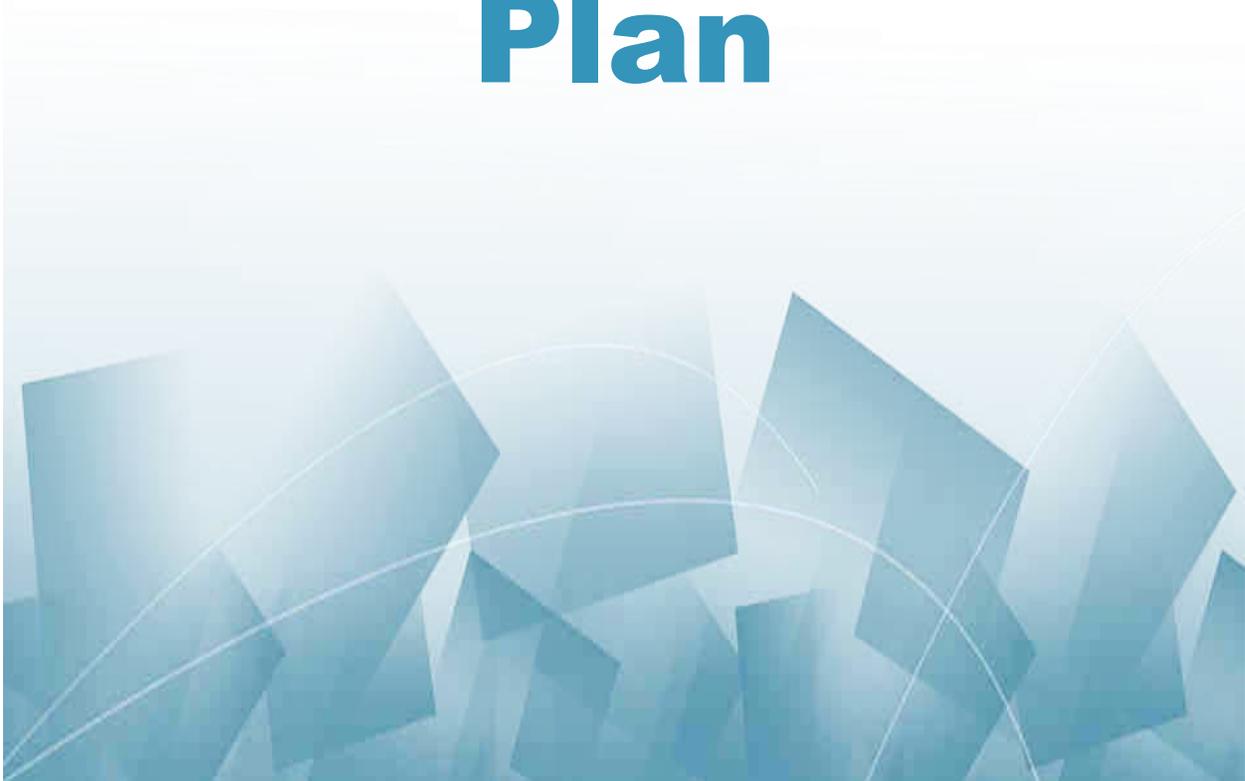


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BACKGROUND

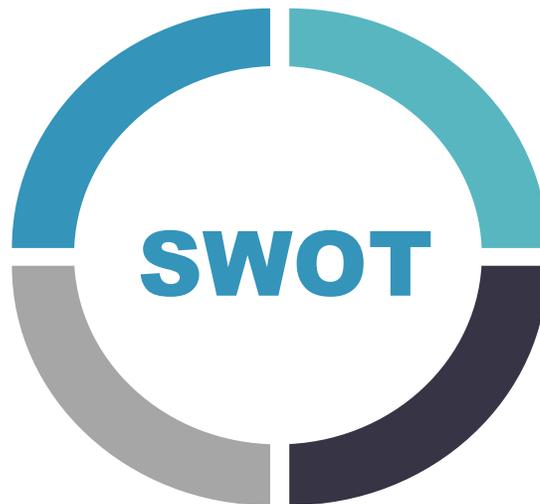
By assessing the current environment in terms of strengths and weakness (internal) and opportunities and threats (external), HR has identified the team's strengths which will assist us in maximizing our opportunities and minimizing out threats while understanding our weaknesses.

STRENGTHS

- Engaged workforce
- Low turnover
- Evolving HR team
- SD62 Strategic Plan

OPPORTUNITIES

- Growing district
- Employer of choice
- Innovative mindset for transformational change
- Internal talent



WEAKNESSES

- Budget constraints
- Stretched resources
- Competing priorities
- Policies and procedures

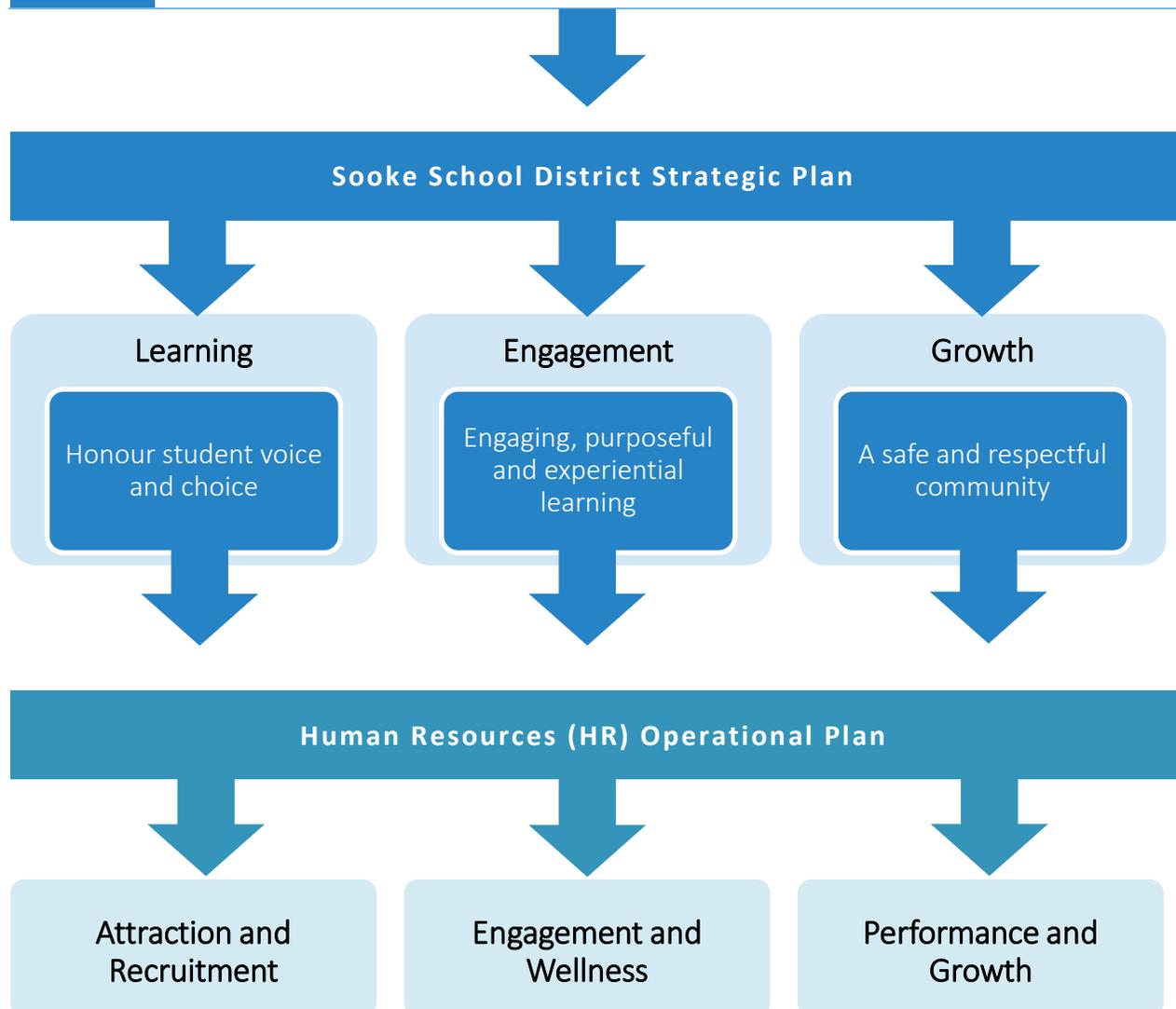
THREATS

- Competition with other Schools Districts
- Labour market shortages for specialty positions
- Political instability
- Keeping up with growth

OVERVIEW

Human Resources stands behind our commitment to support the Sooke School District's Strategic Plan, by aligning the Human Resources (HR) Operational Plan to the overall vision, mission, values, goals and objectives:

Vision:	We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.
Mission:	To help develop informed, literate and resilient citizens through engagement in a safe, respectful and responsive School District #62 learning community.
Values:	Relationships, Choice, Respect, Integrity, Trust, Safety



GUIDING PRINCIPLES

In creating and implementing this HR Operational Plan, the following guiding principles will be at the forefront of everything we do:

-
- **Align to the business** by ensuring all strategies, programs and initiatives contribute to the overall success of the Sooke School District.
 - **Support our leaders and employees** in order to provide the best working and learning environment for our students.
 - **Be an employer of choice** to ensure we attain and retain the talent we need to grow for the future.
 - **Promote a healthy and safe work environment** for our employees.
 - **Foster the growth of our employees** by creating a culture that encourages the development of employees to reach their full potential.
 - **Continuously evolve to meet the needs of a growing district** by introducing and reviewing HR programs and services on an on-going basis using a collaborative approach.
-

SUMMARY OF GOALS AND OBJECTIVES

The Human Resources (HR) Operational Plan is divided into three goals which operate as our pillars of value-added contribution to support leadership and staff and ultimately our students:



- **Recruitment:** Innovate the recruitment process through the development of a recruitment strategy
- **Attraction:** Expand our market presence by building strong relationships
- **Compensation/Benefits:** Ensure exempt compensation and benefits remain competitive
- **On/off Boarding:** Enhance onboarding process to welcome our new employees or existing employees changing positions and ensure processes are in place to off board employees efficiently
- **Recognition:** Continuously improve how we meaningfully recognize our employees
- **Health and Safety:** Foster an environment that promotes employees' health, safety and wellness
- **Attendance Support:** Promote a healthy workforce that is supported during absences and when planning and returning to work
- **Engagement:** Cultivate a healthy work culture that consists of highly engaged employees and positive working relationships with internal/external stakeholders
- **Performance Management:** Develop a performance culture that promotes both individual and organizational success
- **Competency Framework:** Optimize organizational effectiveness through the alignment of HR programs and initiatives
- **Learning and Development:** Support the development and growth of our employees
- **Succession Management:** Build succession plans in order to fulfill future business needs
- **Workforce Planning:** Create an ever-evolving workforce plan to support our fast growing and dynamic district

OBJECTIVES AND ACTIVITIES



1. ATTRACTION AND RECRUITMENT

Brand the Sooke School District as an employer of choice to attract and recruit new talent.

<p>Recruitment: <i>Innovate the recruitment process through the development of a recruitment strategy</i></p>	<p>1.1 Redesign job postings to appeal to candidates</p> <p>1.2 Utilize social media to gain greater exposure especially for difficult to fill positions</p> <p>1.3 Update policies and procedures to ensure consistency</p> <p>1.4 Provide tools to leaders on the recruitment process such as interview guides and reference check templates</p>
<p>Attraction: <i>Expand our market presence by building strong relationships</i></p>	<p>1.5 Create a brand for recruitment and HR</p> <p>1.6 Broaden our connection with educational institutions and community resources by attending job and career fairs to increase brand awareness</p> <p>1.7 Enhance our internal networks by introducing an employee referral program</p>
<p>Compensation/Benefits: <i>Ensure exempt compensation and benefits remain competitive</i></p>	<p>1.8 Complete review of exempt benefits package</p> <p>1.9 Ensure benefits are clearly communicated to employees</p> <p>1.10 Create and clearly communicate the exempt compensation philosophy, framework, guidelines and policies</p>
<p>On/off Boarding: <i>Enhance onboarding process to welcome our new employees or existing employees changing positions and ensure processes are in place to off board employees efficiently</i></p>	<p>1.11 Create a corporate orientation guide for employees</p> <p>1.12 Develop off-boarding processes to ensure consistent process and procedures are followed which also allows for transfer of corporate knowledge</p> <p>1.13 Provide leaders with guides to efficiently onboard and orient employees who are either new to the Sooke School District or specific schools or departments/roles (and returning from long-term leaves)</p> <p>1.14 Introduce a new hire onboarding survey to measure success and continuously improve the new hire experience</p>



2. ENGAGEMENT AND WELLNESS

Retain valuable talent by keeping employees engaged and safe and promoting recognition and wellness.

<p>Recognition: <i>Continuously improve how we meaningfully recognize our employees</i></p>	<p>2.1 Continually improve the annual recognition event for length of service and retirement</p> <p>2.2 Review intervals at which employees are recognized for length of service to include 1st year and every 5 years</p> <p>2.3 Explore strategies designed to recognize and celebrate the work of individual/groups of employees such as recognition based on the District's values (SD62 Strategic Plan 2.4.c)</p>
<p>Health and Safety: <i>Foster an environment that promotes employees' health, safety and wellness</i></p>	<p>2.4 Develop training and programs to ensure District and WorkSafe BC legislative requirements are met</p> <p>2.5 Enhance the District's Occupational Health and Safety (OHS) capacity through the promotion of initiatives and programs that support staff health, safety and well-being (SD62 Strategic Plan 2.1.b and 2.3.a)</p>
<p>Attendance Support: <i>Promote a healthy workforce that is supported during absences and when planning and returning to work</i></p>	<p>2.6 Improve communication to employees on current leaves and support them while they are absent from work and upon their return to work</p> <p>2.7 Develop an attendance support program to positively, pro-actively and consistently assist those who have difficulty with attendance while recognizing those with exceptional attendance by:</p> <p>2.7.1 <i>With union participation and support, communicating and implementing a program and policy where employees clearly understand the standards and what is expected</i></p> <p>2.7.2 <i>Analyzing current attendance patterns and trends through accurate attendance records</i></p> <p>2.7.3 <i>When necessary, creating individualized wellness plans for those employees needing assistance in improving their attendance</i></p> <p>2.8 Promote health and wellness through a variety of initiatives that foster well-being</p>
<p>Engagement: <i>Cultivate a healthy work culture that consists of highly engaged employees and positive working relationships with internal/external stakeholders</i></p>	<p>2.9 Establish regular meetings between senior management and STA, CUPE and SPVPA to determine needs and concerns related to employee satisfaction and engagement (SD62 Strategic Plan 2.4.a)</p>

Engagement:

Cultivate a healthy work culture that consists of highly engaged employees and positive working relationships with internal/external stakeholders

Continued...

- 2.10 **Conduct a regular engagement survey to collect data on employee satisfaction and communicate the results to all employees** (*SD62 Strategic Plan 2.4.d and 2.5.c*)
- 2.11 Develop engagement strategies/action plans to improve results based on employee feedback and communicate progress to employees on a regular basis
- 2.12 **Conduct exit and stay interviews to gain greater insight into retaining our valuable talent** (*SD62 Strategic Plan 2.4.d and 2.5.c*)
- 2.13 Foster positive and productive working relationships with union representatives and other internal/external stakeholders
- 2.14 Create an environment where there is consistent application of implementation and interpretation of Human Resources policies and practices pertaining to legislation and collective agreement compliance for all District staff



3. PERFORMANCE AND GROWTH

Empower employees to perform their best and provide them with opportunities to learn and grow.

<p>Performance Management: <i>Develop a performance culture that promotes both individual and organizational success</i></p>	<p>3.1 Determine the philosophy around performance management and update the performance review process based on employee and stakeholder feedback and union support to:</p> <p><i>3.1.1 Develop a performance review cycle that aligns individuals to organizational values and goals</i></p> <p><i>3.1.2 Ensure performance measures are aligned to core and/or job specific competencies to assist in improving individual performance</i></p> <p><i>3.1.3 Incorporate individual growth and development plans to link with career and succession planning</i></p> <p><i>3.1.4 Ensure performance reviews are completed for all employee groups on a regular basis</i></p> <p>3.2 Assist leaders to effectively have performance and career growth conversations with their employees using a coaching approach by providing them with guides, tools and information sessions</p> <p>3.3 Develop key performance indicators (KPIs) for PVPs and exempt leaders which are integrated with the Annual Growth Plan (AGP) and tied to pay for performance</p>
<p>Competency Framework: <i>Optimize organizational effectiveness through the alignment of HR programs and initiatives</i></p>	<p>3.4 Create a competencies framework that provides a foundation of clearly defined expectations that is aligned throughout all HR processes starting with job descriptions, job postings, interview questions and reference checks</p> <p>3.5 Determine leadership competencies and link them to the succession planning and leadership development initiatives</p>
<p>Learning and Development: <i>Support the development and growth of our employees</i></p>	<p>3.6 Through feedback gathered on the effectiveness of current learning opportunities, explore different learning models to support the development all employee groups (SD62 Strategic Plan 2.5.a and 2.5.b)</p> <p>3.7 Provide opportunities for continuous learning for both personal and professional development through on-the-job development, projects, special assignments, coaching and career planning</p>

<p>Learning and Development: <i>Support the development and growth of our employees</i></p> <p><i>Continued...</i></p>	<p>3.8 Create a leaders' orientation to ensure leaders understand collective agreements, labour laws and corporate programs and their role within them</p> <p>3.9 Provide training for any new systems that are implemented to ensure employees have the adequate resources to implement and manage change (SD62 Strategic Plan 3.4.d and 3.4.e)</p>
<p>Succession Management: <i>Build succession plans in order to fulfill future business needs</i></p>	<p>3.10 Review organizational structure and identify key positions and vacancy risks</p> <p>3.11 Assess internal talent to determine readiness and skills gaps through a transparent and objective process that incorporates leadership competencies and follows a clear recruitment selection process</p> <p>3.12 Create individualized development plans for potential successors</p> <p>3.13 Develop external recruitment strategies for mission critical positions where no potential internal successors are identified</p> <p>3.14 Determine knowledge transfer/retention plans to mitigate vacancy risks and ensure successor success</p> <p>3.15 Explore mentorship opportunities to help facilitate growth from within</p>
<p>Workforce Planning: <i>Create an ever-evolving workforce plan to support our fast growing and dynamic district</i></p>	<p>3.16 Complete a skills inventory on current employees</p> <p>3.17 Develop short- and longer-term projections to determine required positions and skills to support future growth</p> <p>3.18 Create strategies based on gaps analysis to proactively address any skills shortages</p>

PRIORITIES ROADMAP

What's Been Done in 2019-2020

Goals	Key Activities	Actions Completed
Attraction and Recruitment	1.1 Recruitment: Redesign job descriptions and job postings to appeal to candidates	✓ Created template for exempt job descriptions
	1.2 Recruitment: Utilize social media to gain greater exposure especially for difficult to fill positions	✓ Created a LinkedIn page for SD62
	1.3 Recruitment: Update policies and procedures to ensure consistency	✓ Developed recruitment procedures for PVP positions including a screening/scoring process
	1.5 Attraction: Create a brand for recruitment and HR	✓ Purchased branded materials for career fairs
	1.6 Attraction: Broaden our connection with educational institutions and community resources by attending job and career fairs to increase brand awareness	✓ Attended three career fairs across Canada to strengthen brand and recruit for FRIMM
	1.8 Compensation/Benefits: Complete review of exempt benefits package	✓ Moved Exempt to Teachers benefits plan
Engagement and Wellness	2.4 Health and Safety: Develop training and programs to ensure District and WorkSafe BC legislative requirements are met <i>(Carry Over Priority)</i>	<ul style="list-style-type: none"> ✓ Developed and implemented violence in the workplace protocols ✓ Created and launched various COVID-19 handbook versions including training to all staff ✓ Streamlined first aid training ✓ Provided WHMIS 2015 training to all staff
	2.9 Engagement: Establish regular meetings between senior management and STA, CUPE and SPVPA to determine needs and concerns related to employee satisfaction and engagement <i>(SD62 Strategic Plan)</i>	<ul style="list-style-type: none"> ✓ Continued to hold regularly scheduled labour management meetings ✓ HR participated in two PVP training events
	2.10 Engagement: Conduct a regular engagement survey to collect data on employee satisfaction and communicate the results to all employees <i>(SD62 Strategic Plan)</i>	✓ Conducted 2 nd Work Environment Survey in June 2020
	2.13 Engagement: Foster positive and productive working relationships with union representatives and other internal/external stakeholders <i>(Carry Over Priority)</i>	✓ Collaborated with the STA to develop post and fill documentation
	2.14 Engagement: Create an environment where there is consistent application of implementation and interpretation of Human Resources policies and practices pertaining to legislation and collective agreement compliance for all District staff <i>(Carry Over Priority)</i>	<ul style="list-style-type: none"> ✓ Developed procedures for appointment reduction and leave requests ✓ Working on consistent application of FTE calculations for scheduling purposes ✓ Drafted four MOAs and LOUs with STA and CUPE
Performance and Growth	3.9 Learning and Development: Provide training for any new systems that are implemented to ensure employees have the adequate resources to implement and manage change <i>(SD62 Strategic Plan)</i>	<ul style="list-style-type: none"> ✓ Trained Secretaries to enter schedules into atrieve ✓ Trained Transportation to enter absences and ADS and editing and approving timesheets in atrieve
	3.16 Workforce Planning: Complete a skills inventory on current employees	✓ Audited teacher qualifications for teachers with 3 years or less seniority

What's Our Focus for 2020-2021

Goals	Key Activities and Actions to Achieve for 20/21	Jul-Aug	Sep-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun
Attraction and Recruitment	1.4 Recruitment: Provide tools to leaders on the recruitment process <ul style="list-style-type: none"> Interview/reference questions are created based on competencies 						
	1.11 On/Offboarding: Create a corporate orientation guide for employees <ul style="list-style-type: none"> An onboarding guide and checklist is created for all new employees 						
	1.12 On/Offboarding: Develop off-boarding processes <ul style="list-style-type: none"> An off-boarding process and checklist is created and shared with staff 						
	1.13 On/Offboarding: Provide leaders with guides to efficiently onboard <ul style="list-style-type: none"> An onboarding guide and checklist is created for leaders to assist when new employees start employment 						
Engagement and Wellness	2.1 Recognition: Continually improve the annual recognition event <ul style="list-style-type: none"> Using the feedback from 2020, improve the recognition event for 2021 						
	2.2 Recognition: Review intervals at which employees are recognized <ul style="list-style-type: none"> Recognition intervals reviewed, communicated and launched for 2021 						
	2.3 Recognition: Explore recognition strategies <ul style="list-style-type: none"> Greater celebration and recognition of employees (SD62 Strategic Plan) 						
	2.11 Engagement: Develop engagement strategies/action plans <ul style="list-style-type: none"> Toolkits created for leaders to share results and create actions plans 						
Performance and Growth	3.1 Performance Management: Determine performance management process <ul style="list-style-type: none"> Using a consultative approach, determine a corporate performance evaluation process with desired outcomes 						
	3.2 Performance Management: Assist leaders to effectively provide feedback <ul style="list-style-type: none"> Provide leaders with tools on providing feedback and coaching 						
	3.3 Performance Management: Develop key performance indicators (KPIs) <ul style="list-style-type: none"> Provide Executive and PVP with mandate letters for 20-21 based on the strategic initiatives to be accomplished 	Executive Complete					
	3.4 Competency Framework: Create a competencies framework <ul style="list-style-type: none"> Determine competencies and embedded into all HR programs 						
	3.5 Competency Framework: Determine leadership competencies <ul style="list-style-type: none"> Leadership competencies created and embedded into new job descriptions and recruitment processes 						
	3.17 Workforce Planning: Develop short- and longer-term projections <ul style="list-style-type: none"> Develop a framework to assist with future staffing projections 						

What's Next for 2021-2022

Goals	Key Activities
Attraction and Recruitment	1.7 Recruitment: Enhance our internal networks by introducing an employee referral program
	1.9 Compensation/Benefits: Ensure benefits are clearly communicated to employees
	1.10 Compensation/Benefits: Create and clearly communicate the exempt compensation philosophy, framework, guidelines and policies
	1.14 On/Offboarding: Introduce a new hire onboarding survey to measure success and continuously improve the new hire experience
Engagement and Wellness	2.5 Health and Safety: Enhance the District's Occupational Health and Safety (OHS) capacity through the promotion of initiatives and programs that support staff health, safety and well-being (<i>SD62 Strategic Plan</i>)
	2.6 Attendance Support: Improve communication to employees on current leaves and support them while they are absent from work and upon their return to work
	2.7 Attendance Support: Develop an attendance support program to positively, pro-actively and consistently assist those who have difficulty with attendance while recognizing those with exceptional attendance
	2.8 Attendance Support: Promote health and wellness through a variety of initiatives that foster well-being
	2.12 Engagement: Conduct exit and stay interviews to gain greater insight into retaining our valuable talent (<i>SD62 Strategic Plan</i>)
Performance and Growth	3.6 Learning and Development: Through feedback gathered on the effectiveness of current learning opportunities, explore different learning models to support the development all employee groups (<i>SD62 Strategic Plan</i>)
	3.7 Learning and Development: Provide opportunities for continuous learning for both personal and professional development through on-the-job development, projects, special assignments, coaching and career planning
	3.8 Learning and Development: Create a leaders' orientation to ensure leaders understand collective agreements, labour laws and corporate programs and their role within them
	3.10 Succession Management: Review organizational structure and identify key positions and vacancy risks
	3.11 Succession Management: Assess internal talent to determine readiness and skills gaps through a transparent and objective process that incorporates leadership competencies and follows a clear recruitment selection process
	3.12 Succession Management: Create individualized development plans for potential successors
	3.13 Succession Management: Develop external recruitment strategies for mission critical positions where no potential internal successors are identified
	3.14 Succession Management: Determine knowledge transfer/retention plans to mitigate vacancy risks and ensure successor success
3.15 Succession Management: Explore mentorship opportunities to help facilitate growth from within	
3.18 Workforce Planning: Create strategies based on gaps analysis to proactively address any skills shortages	



Human Resources Operational Plan

2020-2021 Priorities

August 2020

Human Resources Operational Plan

The Goals and Objectives

Attraction and Recruitment



- Brand the Sooke School District as an employer of choice to attract and recruit new talent.
- *Recruitment*
- *Attraction*
- *Compensation/Benefits*
- *On-off Boarding*

Engagement and Wellness



- Retain valuable talent by keeping employees engaged and safe and promoting recognition and wellness.
- *Recognition*
- *Health and Safety*
- *Attendance Support*
- *Engagement*

Performance and Growth



- Empower employees to perform their best by providing them with opportunities to learn and grow.
- *Performance Management*
- *Competency Framework*
- *Learning and Development*
- *Success Management*
- *Workforce Planning*

Priorities Roadmap



What's been done in
2019-2020

**What's our focus for
2020-2021**

What's next for
2021-2022

What's been done in 2019-2020



Recruitment and Attraction

- **Recruitment:**
 - Created template for exempt job descriptions template
 - Created a LinkedIn page for SD62
 - Developed recruitment procedures for PVP positions including a screening/scoring process
- **Attraction:**
 - Purchased branded materials for career fairs
 - Attended three career fairs across Canada to strengthen brand and recruit for FRIMM
- **Compensation/Benefits:**
 - Moved Exempt to Teachers benefits plan



Engagement and Wellness

- **Health and Safety:**
 - Developed and implemented violence in the workplace protocols
 - Created and launched various COVID-19 handbook versions including training to all staff
 - Streamlined first aid training
 - Provided WHMIS 2015 training to staff
- **Engagement:**
 - Continued to hold regularly scheduled labour management meetings
 - HR participated in two PVP training events
 - Conducted 2nd Work Environment Survey in June 2020
 - Collaborated with the STA to develop post and fill documentation
 - Developed procedures for appointment reduction and leave requests
 - Working on consistent application of FTE calculations for scheduling purposes
 - Drafted four MOAs and LOUs with STA and CUPE



Performance and Growth

- **Learning and Development:**
 - Trained Secretaries to enter schedules into atrieve
 - Trained Transportation to enter absences and ADS and editing and approving timesheets in atrieve
- **Workforce Planning:**
 - Audited teacher qualifications for teacher with 3 years or less seniority

What's Our Focus for 2020-2021

Carry Over Priorities



Engagement and Wellness

- **Health and Safety**

- **2.4:** Develop training and programs to ensure District and WorkSafeBC legislative requirements are met (*Covid-19 Handbook and Procedures and Violence in the Workplace Protocols*)

- **Engagement**

- **2.13:** Foster positive and productive working relationships with union representatives and other internal/external stakeholders
- **2.14:** Create an environment where there is consistent application of implementation and interpretation of Human Resources policies and practices pertaining to legislation and collective agreement compliance for all District staff (*FTE Calculations and Schedules*)

What's Our Focus for 2020-2021

New Priorities



Competency Framework



Performance and Growth

- **Competencies:**
 - **3.4:** Create a competencies framework that provides a foundation of clearly defined expectations that is aligned throughout all HR processes starting with job descriptions, job postings, interview questions and reference checks
 - **3.5:** Determine leadership competencies and link them to the succession planning and leadership development initiatives

On/off Boarding Process



Attraction and Recruitment

- **On/Off Boarding:**
 - **1.11:** Create a district-wide orientation guide for employees
 - **1.12:** Develop off-boarding processes to ensure consistent process and procedures are followed which also allows for transfer of corporate knowledge
 - **1.13:** Provide leaders with guides to efficiently onboard and orient employees who are either new to Sooke School District or specific schools or departments/roles

Recruitment Tools



Attraction and Recruitment

- **Recruitment:**
 - **1.4:** Provide tools to leaders on the recruitment process such as interview guides and reference check templates

Engagement Strategies



Engagement and Wellness

- **Engagement:**
 - **2.11:** Develop engagement strategies/action plans to improve results based on employee feedback and communicate progress to employees on a regular basis

Performance Management Review



Performance
and Growth

- **Performance Management:**
 - **3.1:** Determine the philosophy around performance management and update the performance review process based on employee and stakeholder feedback and union support
 - **3.2:** Assist leaders to effectively have performance and career growth conversations with their employees using a coaching approach by providing them with guides, tools and information sessions
 - **3.3:** Develop key performance indicators (KPIs) for PVPs and exempt leaders which are integrated with the Annual Growth Plan (AGP) and tied to pay for performance

Workforce Planning



Performance
and Growth

- **Workforce Planning:**
 - **3.18:** Develop short- and longer-term projections to determine required positions and skills to support future growth

Recognition Program Review



Engagement and Wellness

- **Recognition:**
 - **2.1:** Continually improve the annual recognition event for length of service and retirement
 - **2.2:** Review intervals at which employees are recognized for length of services to include 1st year and every 5 years
 - **2.3:** Introduce annual peer recognition based on the Sooke School District values

Committee Info Note Resource Committee Meeting August 26, 2020

Agenda Item: 4.4 – Information Technology Plan Update

Background

- The use of technology in schools has increased significantly over the past decade. Previously, desktop and laptop computers were prohibitively expensive, and a shared model was the only viable option for school districts to consider. However, the advent of lower cost Chromebooks and other computing devices has allowed the ratio of devices to students to increase significantly.
- ~A survey of school principals (Feb 2020) suggested that secondary school principals advocate for a 1:1 ration of devices to students, Middle school Principals advocated for a 1:2 ratio of devices for students and Elementary school Principals advocated for 1:3 or 1:4 ratio for grades 3-5.
- Elementary school principals also advocated for K-3 students to have increased ratio of iPads.
- Given COVID-19 and the potential of going back to remote learning, the timing for increasing the ratio of devices to students is appropriate.

Proposal for Discussion

- The IT department proposes a model where each secondary school student starting grade 9 would get an individualized Chromebook that they would keep for the duration of their school journey.
- The costs associated would be as per below:

Year	Projected number of Grade 9 Students	Chromebooks Available	Chromebooks Needed	Additional Cost
2020-2021	801	675	126	\$45,000
2021-2022	851		851	\$312,743
2022-2023	944		944	\$364,762
2023-2024	946		946	\$383,414
2024-2025	963		963	\$409,516

* 2020-2021 funded from IT operational budget + COVID-19 supplemental funding of ~\$60,000

* 2021 to 2024 Baragar projected grade 9 students

* 5% Annual cost increase included in projections

~ Principal IT survey results attached

Table: Current ratio of devices to students per school (iPads, Chromebooks, Desktops, Laptops)

School	2020-2021 Students	Chromebook	Chromebook Ratio	iPad	iPad Ratio	Desktop (labs, library)
Elementary	4712	749	1:6.3	487	1:10	93
Colwood Elementary	178	62	1:2.9	24	1:7	3
Crystal View Elementary	240	90	1:2.7	28	1:9	10
David Cameron Elementary	388	56	1:6.9	12	1:32	18
Ecole Poirier Elementary	394	68	1:5.8	59	1:7	5
Hans Helgesen Elementary	197	33	1:6	20	1:10	8
Happy Valley Elementary	432	48	1:9	36	1:12	3
John Muir Elementary	222	45	1:4.9	24	1:9	3
Lakewood Elementary	445	36	1:12.4	42	1:11	3
Millstream Elementary	301	25	1:12	33	1:9	3
Port Renfrew Elementary	19	5	1:3.8	2	1:10	
Ruth King Elementary	313	21	1:14.9	37	1:8	10
Sangster Elementary	234	40	1:5.9	24	1:10	3
Saseenos Elementary	176	36	1:4.9	6	1:29	3
Savory Elementary	226	28	1:8.1	41	1:6	2
Sooke Elementary	292	21	1:13.9	41	1:7	3
Willway Elementary	206	55	1:3.7	29	1:7	4
Wishart Elementary	449	80	1:5.6	29	1:15	12
Middle	2570	1066	1:2.4	135		294
Dunsmuir Middle School	879	353	1:2.5	48		31
John Stubbs Middle	298	177	1:1.7	47		39
Journey Middle School	531	264	1:2	9		92
Spencer Middle School	862	272	1:3.2	31		132
Secondary	3252	1575	1:2.1	62		548
Belmont Secondary	1435	533	1:2.7	21		246
EMCS	632	162	1:3.9	23		137
Royal Bay Secondary	1185	880	1:1.3	18		165
Alternate		91		14		19
Westshore Langford (DL and CE)	708	1		1		19
Westshore Colwood (Byte Program)	120	90		13		
Westshore Sooke (Byte Program)	46					
Department						
Aboriginal Education		37				
Academies		4				
Curriculum		1				
ELL		62		17		
Inclusive Education		113				1
International Program		9				
Grand Total		3481		698		954

* Ratios are represented as the number of students vs. the number of devices.

* Windows laptops are not included in the counts

Secondary School Principal/ Vice Principal 1

- 1) What is the right ratio of iPads/Chromebooks/Laptops for your school? Once we define this, I can assess how many devices are needed at each school to bring you up to standard and establish an equitable floor.
 - All our non-specialized teachers/staff are moving towards solely using Chromebooks in their classrooms. The iPads that we have were purchased prior to the movement towards Chromebooks. They are now only used for research purposes & G-Suite capabilities. Where the art department was heavily reliant on them for the cameras, students now use their own devices (all within FOIPAP criteria).
 - Teachers are very clear in stating that any money spend on student mobile technology, moving forward, should be spent on Chromebooks.

- 2) What other standards do you think need to be set so that schools can be given the district support they need (think IT related equipment and software, training or just standards in general)?
 - A major support would be having up-to-date, IT supported software in place before removing/deleting antiquated or unused software (i.e. Mastergrade, Adobe). A realistic timeline for training would be key as well, and possibly in-service or pro-d.
 - We would also like district IT support and expertise on all (not just student, but parent and staff) online behaviours
 - Continue excellent work order status
 - Increased MyEd support for staff
 - More MyEd training for on-call and new-hire clerical

Things to consider as you think about Secondary School IT Equipment Standards:

- All labs to have fixed desktops with the monitor, etc. – labs for gaming/graphics are higher-end desktops/laptops.
 - o 1 Digital Lab, 1 Tech/CAD Lab, desktops in Learning Commons/Library (20-25)

- 9-12: 1:2 ratio of Chromebooks?
 - o YES – due to students in non-tech dependent classes such as PE or shops
 - o Some students will bring their own, coupled with the possibility of a district-supported discount program)

- iPads ratio?
 - o Not needed - See above statement

- Windows desktops outside of labs?

- We'd like more Chromebooks (no need for Windows desktops, EXCEPT for Inclusion Services support room, staff (CUPE and STA prep), Learning Commons
 - Laptops outside of labs?
 - No, just staff
 - MAC devices?
 - Film course using iMovie/MAC mini-lab
 - BYOD vs school or district funded devices – especially consider the sustainability of funding?
 - The BYOD model wouldn't work very well at EMCS, giving the SES of many of our students/families. Our school would be better suited to a district-funded device model or the possibility of district-discounted machines for purchase by families
 - BYOD not as a policy, but certainly there as an option for students
- 3) From a communications perspective, we need some ability to consult and inform your teachers as we move IT software to standards – e.g. removing unsupported copies of Integrate or finding alternatives to Lanschool, Adobe, and one-off software, etc. How do we engage with you and your schools to define standards on these?
- IT staff present at staff mtgs to answer questions. One to one laptop rollout was successful (working one to one with staff)
 - Collaborative pro-d/In-service
 - Work with IT leads well in advance

Middle School Principal

What is the right ratio of iPads/Chromebooks/Laptops for your school? Once we define this, I can assess how many devices are needed at each school to bring you up to standard and establish an equitable floor.

This is something we always struggle with. As much as I would love to add Chromebooks to the student supply list, we just can't at xxxx Middle. Right now we are struggling with the use of devices because we have recently banned phones from the classroom. I thought we could teach our students to use them for learning purposes, but we just had so many issues last year, so phones are in the lockers.

However, some teachers did use phones and now they are needing the Chromebooks more and more. I think we now have approx. 180 Chromebooks, so we try to have a team of 4 teachers share one cart. This is not nearly enough. At a middle school our size (877 next year), we really need one set for each partner teacher. This would amount to 440 Chromebooks to be share in the school. Sounds like a lot, but students are fully engaged when using these Chromebooks.

Is there any way to work with Staples to see if they will partner with xxxxx Middle School? Maybe they would give us a deal.

What other standards do you think need to be set so that schools can be given the district support they need (think IT related equipment and software, training or just standards in general)?

Maybe just the regular equipment such as the cords needed to use the equipment. Not sure this is your department, but we really need our textbooks on-line. We do not get the learning resources we once did to purchase textbooks, so now teachers us them just as extra resources. It is difficult for all students to bring a textbook home. We do not have enough. Can we access these textbooks on-line? If would save us a ton of money on paper. We are finding that teachers are photocopying booklets or sections of the textbook. It would be great if students could access the textbooks on-line.

From a communications perspective, we need some ability to consult and inform your teachers as we move IT software to standards – e.g. removing unsupported copies of Integrate or finding alternatives to Lanschool, Adobe, and one-off software, etc. How do we engage with you and your schools to define standards on these?

It would be great if you could attend a staff meeting - maybe in March to talk to the xxxx Staff and pitch some of these ideas.

Elementary Principals

Elementary Principal/Vice-Principal 1

I think that we need 2-1 for Chromebooks in Grade 3, but in Grade 4 and 5 1-1 would be amazing. I know that sounds outrageous but we are really using them.

iPads- 5 per primary class. I think more than anything ALL classes need Sound Field systems! This is a big one for me. (yes, it is all about me)

Also- PVP phone costs (phone and bill) covered by District. Either added to school budget or paid directly by district office.

Projectors/sound systems in gyms would be incredible.

Elementary Principal/Vice-Principal 2

- 1) What is the right ratio of iPads/Chromebooks for your school? Once we define this, I can assess how many devices are needed at each school to bring you up to standard and establish an equitable floor.

I believe we need at least two class sets of iPads and Chrome books for a small school such as us (that would be two groups of 15 X Chromebooks an iPads) for project-based learning. That would put us at about 5 students to 1 unit. I don't see as much need for an individual set in the classroom – a Laptop for the classroom would work.

At the Leadership meeting, I asked a question on what the elementary needs are – some potentially interpreted as me questioning more funding to elementary schools. Far from it, my belief is that we should have equity in the system and we need to understand the gaps that have to be funded as projects rather than one-offs. As an example, laptop and projector rollout are being treated as district projects. I would like to see the same for chalkboard replacements and gym projectors and other equipment.

- 2) What other standards do you think need to be set so that elementary schools can be given the district support they need (think IT related equipment, training or just elementary standards in general)? I think some training on cyber safety and Pro D on using the devices for tools not toys + not using the Chromebooks just for typing documents.

We have received grants for \$6300 so will be ordering more iPads and Chromebooks in the near future. iPads are great for any level; the apps need to be vetted by IT though and no more than 20 ish should be allowed on any device. I also believe that one (or two) people at the Elementary level per school should have access to download apps so that we do not get garbage on board...

Elementary Principal/Vice-Principal 3

I believe there needs to be an additional chrome book/lap top trolley in schools over 400. It would be great if this could be absorbed through district funds versus PAC funds. Additionally, it would be valuable to have one iPad per class in order to collect digital images (at the very least) on district equipment versus personal cell phones.

Elementary Principal/Vice-Principal 4

I think the ratio for Chromebooks should be about 1- class set per 2 grade 4 and 5 classrooms. (I am not sure if a class set is one per student, if may not be.) So, a school with 4 classes of grades 4 and 5s would need 2 class sets. This should provide enough time for every class including the younger classes when they use them.

-For iPads, it really depends on teacher use. It is ridiculous to have them sit and get outdated. I wonder if there would be a way to have teachers sign them out for the year if they would use 1-5 in their class. I have seen many primary classes make great use of an iPad, but now they are getting so outdated they are becoming frustrating. Teachers using FreshGrade or similar should have one available to them. This sign out could then be continued if the teacher wants it.

-I am not sure if we are getting caught up but: white board, doc camera, and projector in every classroom. A movable short throw projector and a white square for use in the gym at every school. The training is so difficult as it is so dependent on the individual teachers. I think the answer may be the short how-to videos on the intranet. So maybe a way of letting teachers know they are available and easy to access. The availability of coding robots would be great to equalize, but I would hate to see them sitting in a cupboard if the teachers in a school were not using them. Maybe just increasing the amount available through the DRC. (This may not be an IT cost.)

Elementary Principal/Vice-Principal 5

In terms of iPads, for primary, 4-5 per class would be ideal. This would work as a station for students and provide access for the teacher or EA should they choose to use as an assessment documentation tool. So, I guess the ratio for me would look like 1:5 ish?

Chromebooks to me are more of an intermediate tool....1:2 being ideal. As a "vulnerable school" right now we are short of everything as our iPads were donated by PAC years ago. Many classes have no tech at all. But many are asking for it to use on reading programs or math software, especially for our struggling learners.

I would say we are currently getting by for the time being with the Chromebook situation, but could use another 10-20 iPads easily to support student learning. Anything would help really...we had to make a schedule to share because our need is outstripping our supply.

Elementary Principal/Vice-Principal 6

- 1) What is the right ratio of iPads/Chromebooks/Laptops for your school? Once we define this, I can assess how many devices are needed at each school to bring you up to standard and establish an equitable floor. [We feel two Chromebook carts per school under 300 and 3 carts for schools over 300 and 5-7 iPads per classroom would be sufficient for elementary schools. I also think it is important to finish outfitting classrooms with sound field systems \(i.e. Redcats\) as well.](#)
- 2) What other standards do you think need to be set so that schools can be given the district support they need (think IT related equipment and software, training or just standards in general)? [Some more training on GAFE would be excellent for educators 2-5 and a menu of specific apps that students can use to develop skills on the iPads listed and explained. I know that we often go to the self-service app but many won't download because more licenses need to be acquired and I am unsure that principals and teachers know this. \(It looks like the app just won't load\)](#)
- 3) [Surveys work well or also visiting us during our monthly staff meeting would be welcome](#)

Elementary Principal/Vice-Principal 7

We believe that every educator needs a laptop. In a school of 300 like this, we would hope for a minimum of 75 iPads and perhaps 50 or even 75 Chromebooks. It's not necessary to have one per student but to have enough for two classes to be using them at a time would be great.

We have talked about standards regarding privacy (with what we are allowed to do with student photos for example – are we safe re: privacy to develop photos at London Drugs or Costco?) Apps are another privacy issue standard... could we have more guidance regarding ones that we should use or not use?

We also think doc stations should be in Learning Commons, LS rooms, and anywhere a teacher or TTOC might want to use a projector.

The standard of training is important too. We appreciate all the inservice that has happened this year.

The service through JIRA has been great – that is an excellent example of a standard that is successful

We could use more laptops for TTOCs to use when teachers are away. They are taking laptops home when they go home so some days the laptop doesn't return when the teacher is home ill.

For Assessment and reporting, teachers don't want to use their own phones to do the Fresh Grade system. They need a device supplied by the district.

To communicate with staff in general, if we have lead time, we can email and discuss at staff meetings but ultimately, we think the surveys work best for capturing larger amounts of data.

Elementary Principal/Vice-Principal 8

1. What is the right ratio of iPads/Chromebooks/Laptops for your school? Once we define this, I can assess how many devices are needed at each school to bring you up to standard and establish an equitable floor. **For K-3, 5 iPads per class would be ideal. For Grades 4 & 5, a 1:2 ratio would be ideal but if that's not possible, at the bare minimum 5 Chromebooks per class in addition to 28 Chromebooks in the cart. More classes are currently using the Chromebook cart so an additional cart would be helpful.**
2. What other standards do you think need to be set so that schools can be given the district support they need (think IT related equipment and software, training or just standards in general)? **Cyber safety training as well as training on the various apps that teachers can use to help students represent their thinking (i.e., Book Creator, iMovie, Google Read & Write, Google Docs). Additionally, it would be beneficial if the tools/materials/training related to coding were standardized at the district level for all the schools.**
3. From a communications perspective, we need some ability to consult and inform your teachers as we move IT software to standards – e.g. removing unsupported copies of Integrate or finding alternatives to Lanschool, Adobe, and one-off software, etc. How do we engage with you and your schools to define standards on these? **Would a tech committee with member from the IT dept., PVP, & STA work to help define the standards? There is a wealth of tech knowledge in our district that could be tapped!**

Potential Ratios

Below are some thoughts on ratios. Please note that my High School and Middle thoughts, are based on previous out of district experiences (most recently an independent 1:1 Middle School that was connected to an independent 1:1 High School)

Level	Ratio	Rationale
High school	1:1 + specialty labs	<ul style="list-style-type: none"> - Personalized learning - Differentiation of content, delivery, and demonstration of learning - Digital textbooks, and all other resources - UDL - On-line learning platform - Assessment (digital portfolio/capstone) - Mobile - Reduction in paper
Middle School	1:2 + Specialty lab?	<ul style="list-style-type: none"> - Personalized learning - Differentiation of content, delivery, and demonstration of learning - Digital textbooks, and all other resources - UDL - On-line learning platform - Assessment (digital portfolio/capstone) - Mobile - Reduction in paper - Teachers would be able to make technology use part of their daily routine, so that it would become a consistent conduit to learning, demonstration of learning and assessment for and of learning, thereby replacing paper and photocopying of resources - 50% technology time for students, would still provide space and time in the curriculum for hands on, experiential, inquiry activities. Technology could still be available to support in these non-tech focused activities (research, procedures, write-ups, assessment, etc.). As well for subjects when students do not frequently use technology - Set of Chromebooks shared between 2 teachers
Intermediate (Grades 3-5)	1:3 or 1:4	<ul style="list-style-type: none"> - Set of Chromebooks shared between 3 or potentially 4 teachers - Consistency in use to develop basic Digital Citizenship and Digital Literacy skills - By having Chromebooks readily available for teachers/classes each day, they would become a part of the daily instruction and learning - Important to spend a focus in the intermediate years on digital safety, however the students need the opportunity

		<p>to practice what they learn – i.e. Appropriate Social media posting and sharing, can be learned through Google Classroom and docs, or posting on FreshGrade</p> <ul style="list-style-type: none"> - If consistently available, students would follow through on their curiosity (in search for answers) and then also creation /demonstration of learning through tech - Personalized learning - Differentiation of content, delivery, and demonstration of learning - Digital textbooks, and all other resources - UDL - On-line learning platform - Assessment (digital portfolio/capstone) - Mobile - Reduction in paper - Teachers would be able to make technology use part of their daily routine, so that it would become a consistent conduit to learning, demonstration of learning and assessment for and of learning, thereby replacing paper and photocopying of resources
Grade 2s	Need weekly access to weekly Chromebooks	<ul style="list-style-type: none"> - Literacy and numeracy activities - Beginning assessment or creation - Digital Literacy
iPads – K-3	1:5 or 1:4 + 1 teacher iPad (documentation for assessment if using FreshGrade)	<ul style="list-style-type: none"> - 4 is the ideal size of a group to work on creating something or a project – hence 1 iPad to 4 students - 4 or 5 will allow for the use of an iPad as a literacy or numeracy centre - 1 iPad for every 4 will allow for quick digital self-assessment or documentation of learning artifacts for FreshGrade for students within a classroom, or potentially other Points of Progress - Digital books – reading and creating - Photos and movie creation
iPads 4-5	2-4 per classroom (1 for teacher documentation and assessment if using FreshGrade)	<ul style="list-style-type: none"> - Each classroom should have immediate access to an iPad or Chromebook besides the teacher device, for inquiry and research - Tool available for research and creation - Documentation and assessment - Portable (outside and to other classes) - Breaks for students - Centres or additional literacy/numeracy activity - Digital books – reading and creating (Chromebooks also do this, but the mobility is an advantage) - Photos, movies, and auditory use for demonstrating learning



SOOKE
SCHOOLS 62
Shaping Tomorrow Today

Information Technology

Projects 2020
Status Update



Operational Support Status (Service desk + School Technicians) Page 101 of 174

Customer satisfaction

4.9

Average rating

1501

User Reviews

Prev 1 2 3 4 5 Next

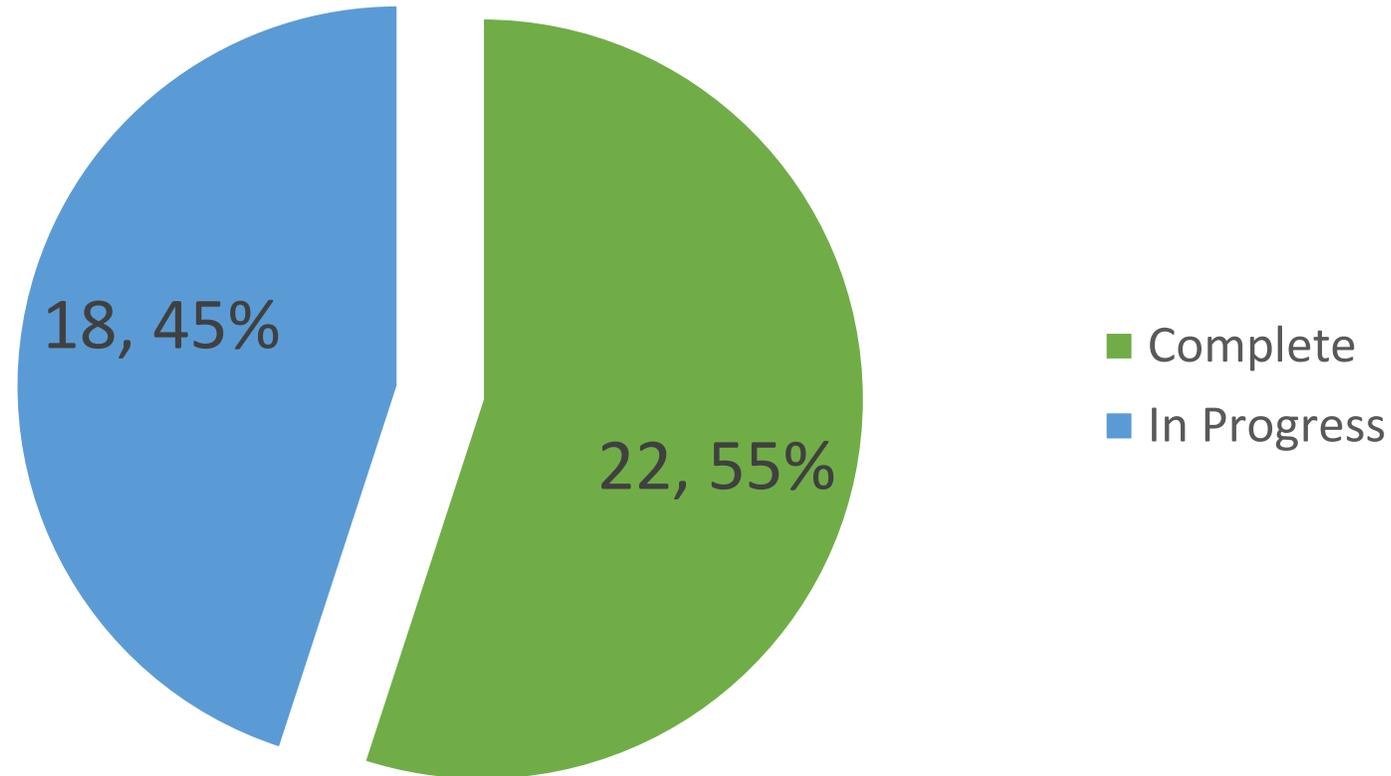
Comment	Rating	Key	Agents	Received
	★★★★★	SD62IT-25037	Nicholas Orango	Today 8:42 AM
	★★★★★	SD62IT-24899	Stanley Joyce	Yesterday 3:48 PM
	★★★★★	SD62IT-25027	Nicole Gestwa	Yesterday 1:14 PM
Thank you! You are really good this IT department!	★★★★★	SD62IT-25012	Nicole Gestwa	Yesterday 10:43 AM
	★★★★★	SD62IT-25004	Nicole Gestwa	Yesterday 9:46 AM
Amazing you are.	★★★★★	SD62IT-25019	Steve Tonnesen	Tuesday 3:05 PM
	★★★★★	SD62IT-24997	Nicole Gestwa	Tuesday 2:21 PM
	★★★★★	SD62IT-24989	Nicole Gestwa	Tuesday 2:18 PM
Nicole Gestwa was exceptionally helpful - thank you!	★★★★★	SD62IT-25030	Nicole Gestwa	Tuesday 2:18 PM
Thank you again team:)	★★★★★	SD62IT-24969	Steve Tonnesen	Tuesday 11:29 AM
	★★★★★	SD62IT-25029	Tanvi Chanchalani	Tuesday 10:44 AM
	★★★★★	SD62IT-24939	Stanley Joyce	Monday 2:36 PM
Thank you very much.	★★★★☆	SD62IT-23341	Stanley Joyce	Monday 1:50 PM
Thank you!	★★★★★	SD62IT-24972	Sherri Bourne	13/Aug/20 4:52 PM
Thank you!	★★★★★	SD62IT-24980	Sherri Bourne	13/Aug/20 4:52 PM
Thanks again. Much appreciated.	★★★★★	SD62IT-24958	Nicole Gestwa	11/Aug/20 2:53 PM
Nicholas is always quick to respond and very friendly!	★★★★★	SD62IT-24943	Nicholas Orango	05/Aug/20 9:06 AM
Thanks for taking care of everything, Stan.	★★★★★	SD62IT-24862	Stanley Joyce	30/Jul/20 2:49 PM

User Satisfaction continues to remain high despite COVID-19 challenges

1-20 of 1501

Past year by month

Summer 2020 IT Project Status



Total Number of Projects = 40

*Projects complete includes all projects scheduled to be completed by start of school year

Completed Projects (scheduled for completion by Sept 8th, 2020)

Project Name	Supports	Description/Scope/Notes
Projectors in Classrooms	Learning	Ensure every learning space has a projector.
Mac management in JAMF	Engagement	Ensure IT is able to support MACs
Office 365 Migration to Cloud	Engagement	Email on cloud. This will allow email to be accessible when SBO data centre is down.
VOIP/Phone System Upgrades	Growth	SBO and Westshore (International/ELL, DL). Old Nortel systems replacement
MyEdBC End of Year Process	Growth	School setup in MyEdBC for 2020-2021
Document Camera Upgrades	Learning	Ensure every learning space has a document camera
Clerical Laptops deployment	Engagement	Upgrade all clerical desktops to laptops
Long Range Facilities Planning projections	Growth	Data analysis of enrolment and projections for ministry capital reporting
Staffing and Allocation	Growth	Centralized system for calculating staff allocations to schools and departments.
Data Centre Refresh	Growth	Install 4 new servers, and decommission old ones in SBO

Completed Projects (scheduled for completion by Sept 8th, 2020)

Project Name	Supports	Description/Scope/Notes
WestShore move to Cash on-line and Follett	Growth	Decomission old Access database and migrate to Kev and Follet
Lan School system	Engagement	Allows teachers to manage and control lab computers.
Adobe and Kofax	Engagement	Upgrade PDF editing capabilities
Win 7 Desktop Replacement	Engagement	Replace 250 old Windows 7 desktops
Royal Bay Expansion Media Lab	Growth	Labs (60 media machines), classrooms, waps, switch configuration, wiring panels, classroom teacher workstations (document cameras), chromebooks
Portable reassignment – technology configuration	Growth	Ensure portables are equipped with projectors, doc cameras, and docking stations, waps, switches, etc.
Curriculum List of services	Learning	SSO and shared data for: NFB Campus, Mathletics, OverDrive, BC Digital Classroom, Idelo, Mathology
Kindergarten registration data reporting	Growth	Automation of registration data for data dashboards
Installation of media lab in library at John Stubbs	Learning	One media upgrade of 10 machines
Wireless Update	Learning	Ensure Wi-Fi upgrades District wide have been completed
Procure a van for the department	Growth	Transport equipment between schools and SBO
AbEd Laptop Upgrade	Engagement	Upgrade 20 AbEd laptops for elders

In Progress Projects (Will be completed in 20/21)

Project Name	Supports	Description/Scope/Notes
Catchment Review	Growth	Data analysis of school boundary line changes, enrolment and projections for new schools
Teacher laptop inventory tracking and audit	Engagement	Report on staff departures, new hires, retirees, moved above and below 0.6FTE.
Atrieve and Active Directory systems automation	Growth	Make HR book of record for staff updates. Eliminate the manual update of AD.
Engage/Website Improvements	Engagement	Improve functionality and personalization of internal website
Maintain single identity for district users for Salto	Engagement	Focus on integrating Salto db of users with Atrieve/AD
Data Reconciliation between SCCM, Insight and Active Directory	Growth	Need to integrate all data in Active directory and SCCM into Insight for laptops and desktops
BI - dashboards	Learning	Establish a business intelligence framework for data-driven decision making for improving student performance
ECS Firewalls Hardening	Growth	Ministry required updates to Firewalls
Upgrade Servers	Growth	Analyze current SQL data needs and upgrade to SQL 2019
Improve print management capabilities	Growth	Improve print management in schools in support of reduction of paper.
Cellphone Management	Growth	Allow tracking of cellphones
Manual data cleanup and data quality checks in JIRA Insight	Growth	Track and audit district device inventory
Refresh all servers	Growth	Upgrade school and SBO servers. Software and hardware.
End User Devices: Update Dell Bios	Engagement	Update Dell Bios on 1000 laptops. This will help minimize overheating.
Windows 10 Patch Upgrades	Growth	Replace or upgrade machines not on windows 1909
SINGLE IDENTITY - Convert G Suite to Azure AD SSO	Engagement	Maintain single identity across all district G Suite and Office 365
Professional Development - Skill Sets Online	Engagement	Clerical Pro-D training courses

Closer alignment with Curriculum in 2020/2021 is planned

- Hired a teacher from Victoria who will have a dual reporting relationship into Curriculum and IT
- Hired a data analyst who will assist in 1701 and student performance metrics for schools
- In process of hiring up to 7 part-time POSR teachers who can assist other teachers as mentors

- IT and Facilities have worked to complete the standardization of all classrooms to ensure each classroom/learning space has:
 - Working projector (~225 installed over past year)
 - Document Camera + docking station for Teacher laptops
 - Wireless Access Point (WAP)
- All teaching staff and administrators have laptops (~1000 rolled out)
 - Each teacher over 0.6 FTE has an individual laptop
 - 1:5 ratio of spares for TTOC in each school
 - All secretaries have a laptop

Now it is time to focus on student devices

Current State: Student Devices - Elementary

School	2020-2021 Students	Chromebook	Chromebook Ratio	iPad	iPad Ratio	Desktop (labs, library)
Elementary	4712	749	1:6.3	487	1:10	93
Colwood Elementary	178	62	1:2.9	24	1:7	3
Crystal View Elementary	240	90	1:2.7	28	1:9	10
David Cameron Elementary	388	56	1:6.9	12	1:32	18
Ecole Poirier Elementary	394	68	1:5.8	59	1:7	5
Hans Helgesen Elementary	197	33	1:6	20	1:10	8
Happy Valley Elementary	432	48	1:9	36	1:12	3
John Muir Elementary	222	45	1:4.9	24	1:9	3
Lakewood Elementary	445	36	1:12.4	42	1:11	3
Millstream Elementary	301	25	1:12	33	1:9	3
Port Renfrew Elementary	19	5	1:3.8	2	1:10	
Ruth King Elementary	313	21	1:14.9	37	1:8	10
Sangster Elementary	234	40	1:5.9	24	1:10	3
Saseenos Elementary	176	36	1:4.9	6	1:29	3
Savory Elementary	226	28	1:8.1	41	1:6	2
Sooke Elementary	292	21	1:13.9	41	1:7	3
Willway Elementary	206	55	1:3.7	29	1:7	4
Wishart Elementary	449	80	1:5.6	29	1:15	12

Current State: Student Devices – Middle/Secondary & departments

School	2020-2021 Students	Chromebook	Chromebook Ratio	iPad	Desktop (labs, library)
Middle	2570	1066	1:2.4	135	294
Dunsmuir Middle School	879	353	1:2.5	48	31
John Stubbs Middle	298	177	1:1.7	47	39
Journey Middle School	531	264	1:2	9	92
Spencer Middle School	862	272	1:3.2	31	132
Secondary	3252	1575	1:2.1	62	548
Belmont Secondary	1435	533	1:2.7	21	246
EMCS	632	162	1:3.9	23	137
Royal Bay Secondary	1185	880	1:1.3	18	165
Alternate		91		14	19
Westshore Langford (DL and CE)	708	1		1	19
Westshore Colwood (Byte Program)	120	90		13	
Westshore Sooke (Byte Program)	46				
Department					
Aboriginal Education		37			
Academies		4			
Curriculum		1			
ELL		62		17	
Inclusive Education		113			1
International Program		9			
Grand Total		3481		698	954

Seeking resources committee input on:

- what makes most sense for parents ?
- what is more sustainable from a funding perspective ?
- other considerations ?

Option 1: Focus on Secondary schools 1:1 ratio

- Stronger pedagogical impact
- Individual devices for grade 9.
- Will take 4 years to roll out to get to 1:1 ratio.
- Is this level of investment sustainable?
- Should we charge a deposit ?
- Should parents pay a portion or fill in a financial declaration?

Option 2: Equity across all levels based on ratios

- Increased the ratio in each school to get to equity
- One time to raise the floor.
- Ongoing based on enrollment
- How would we validate and set the targets?
 - High Schools: 1:2
 - Middle Schools: 1:2
 - Elementary 3-5: 1:3
 - Elementary K-3: 1:4 iPads

Student Devices – Focus on Secondary schools 1:1 ratio

Year	Projected number of Grade 9 Students	Chromebooks Available in stock	Chromebooks Needed	Additional Cost
2020-2021	801	675	126	\$45,000
2021-2022	851		851	\$312,743
2022-2023	944		944	\$364,762
2023-2024	946		946	\$383,414
2024-2025	963		963	\$409,516

- 2020-2021 funded from IT operational budget + COVID-19 supplemental funding of ~\$60,000
- 2021 to 2024 Baragar projected grade 9 students
- 5% Annual cost increase included in projections

Student Devices – Equity across all levels based on ratios

	Chromebooks	Chromebooks Cost	iPads	iPads Cost (32GB)
Elementary (1:3 for grades 3-5 + 1:4 for K-2)	170	\$59,500	400	\$180,000
Middle(1:2)	250	\$87,500		
Secondary (1:2)	340	\$119,000		
Total	760	\$266,000	400	\$180,000

- 2020-2021 funded from IT operational budget + COVID-19 supplemental funding of ~\$60,000
- Will need schools to help co-fund and sustain investment



Committee Info Note

Resource Committee Meeting

August 26, 2020

Agenda Item: 4.5 – Capital Projects Update

Background

- As usual over the summer, staff have been completing and managing a number of capital related projects to prepare our sites for September
- Attached is a summary of projects being worked on by our staff in Facilities
- This list is another good example of the great work of our staff as we gear up for another school year
- In addition to these projects, there are a number of major capital projects underway as summarized by:

Pexisen Elementary and Centre Mountain Lellum

- Blasting and leveling continues
- The school construction tender closed on August 11th with 4 bids being received
- Farmer Construction was low bid with reference checks and evaluation completed on August 14th
- Project awarded to Farmer Construction on August 18th and construction is anticipated to start in the fall

Royal Bay Expansion

- Construction continues with the Fire Alarm Verification nearing completion
- Building Commissioning is ongoing with the occupancy inspection planned for August 28th
- Parking and bus loop construction planned to be complete on August 28th

- Cleaning and furniture move started the week of August 17th

RBSS – Fieldhouse Expansion

- Underground services complete and the concrete slab has been poured
- Steel structure installed with project completion planned for the end of September

Dunsmuir Phase II – Window and HVAC Upgrade

- The project (window, HVAC and door) upgrade is nearing completion and is expected to be completed by the end of September

Portables

- The portables have been delivered to the new locations with the construction of ramps, stairs, electrical nearing completion
- Occupancy is planned for August 28th
- Cleaning has started in some portables and the move of furniture is planned for week of August 24th

Sewer – Savory and Spencer

- Work is ongoing and completion is planned for the end of August

Summer 2020 Projects

Priority	School	Location/Room Number	Work Description	Project Completion Time (from August 13)
1	Various	2020 Summer Portables	Interior set-up, cabinet/shelving installation, IT support, related issues.	4-6 weeks
1a	Wishart	On the Rear/Upper Field	2 portable building Installations	3 weeks
1b	Ruth King	On the Pavement beside the West Field	2 portable building Installations	2 weeks
2	Wishart	Rear Field Fringe	Build Washcar	4-6 weeks
3	Sangster	1008	New HVAC Unit Installation	(Contractor Confirmation this Week) 4-6 weeks
4	Willway	Gym Floor Exhaust System	Install exhaust fan, controls, ducting, and protection wall in gym	(Contractor Confirmation this Week) 4-6 weeks
5	Wishart	South East Property Line	Construct Concrete Retaining Wall	2 weeks (Currently on hold)
6	Crystal View	1111 Staff/Accessible Washroom	Remove shower, repair drywall, paint and tile. Install new change table.	40% complete. 2 weeks
7	EMCS	Custodial Room 1087 and affected area	Contractor to remove affected drywall and remove any mold or mildew in the area. SD62 to Repair.	4-6 weeks for complete remediation and repairs to be completed.
8	EMCS	Exterior Stair Railings Field side of school	Media blasting of metal railings, prime, and paint	Started Monday August 10
9	Transportation	Parking Lot and Electrical Room	Electric Vehicle charging stations to be installed	Construction started. 3 weeks.
10	Wishart	Room 1030 (Library Entrance Forier)	Install magnetic hold open devices for 4 doors in the forier	1 week (Waiting for Product)
11	Lakewood	Principal's office/Staffroom	New replacement thermal window units for security. Obscured lam glass at new play area	Staffroom Complete. 2 days for Principal's office
12	Entire School District	Projector Installations	EMCS Phase IV	September. 4-6 weeks
12a	SBO	IT Generator Installation	Install correct cable to conform to revised engineering plan.	2 days. (September Project)
13	Dunsmuir	Washroom Door Sight Line Repair	Build Blind and reverse door swing to block sight line of urnals	1 week. (September)
14	EMCS	Theatre	Install new LED Stage Lights to replace existing Florecent lighting	1 week (Currently on hold)
15	Millstream	Gym Entrance	New doors, door hardware, access control hardware	September. 1 week
15a	Sangster	Annex Entrance	New doors, door hardware, access control hardware	September. 1 week
16	Colwood	Former Computer Lab	New Counter Tops and cabinet repairs	Tops complete. Renovations in the Fall (Brandon O.)
17	Sangster	Front of the School near the Main Entrance	Install new School name signage on freshly painted facia	Assessing
18	Sangster	Entire School	Install new Fire Alarm System	Winter Break
19	EMCS	Theatre	Replace all theatre seats	Anticipating confirmation of shipping
20	Happy Valley	Room 1125	Install new Air Glider Swing anchor. Including engineering.	Waiting for budget
21	Lakewood	1060	Install new Air Glider Swing anchor. Including engineering.	Waiting for budget
Complete	Happy Valley	1111 Staff/Accessible Washroom	Remove light, wire a 15 amp outlet, install new change table, misc. repairs	complete
Complete	John Stubbs	2222 (Art Room)	Build pony Walls and Gates to control access to the mezanine	Complete



Committee Report of Resources Committee Meeting via MS Teams August 26,2020

Present:

- Bob Beckett, Trustee (Committee Chair)
- Wendy Hobbs, Trustee (Committee Member – **Acting Chair**)
- Allison Watson, Trustee (Committee Member)
- Ravi Parmar, Trustee
- Margot Swinburnson, Trustee
- Krista Leakey, SPVPA
- Bruce Woodcock, CUPE
- Amanda Dowhy, SPEAC
- Scott Stinson, Superintendent & CEO
- Harold Cull, Secretary Treasurer
- Stephanie Hedley-Smith, Associate Superintendent
- Dan Haley, Executive Director, HR
- Farzaan Nusserwanji, Executive Director, IT
- Nora Reid, Strategic HR Manager
- Steve Tonnesen, Manager, IT

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

The meeting was called to order at 7:00 pm by the A/Committee Chair, Wendy Hobbs acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. **COMMITTEE REPORT**

It was recognized that the Committee Report for the June 9, 2020 Resources Committee Meeting was presented and accepted by the Board at their June 23rd meeting.

3. **PRESENTATIONS**

There were no presentations.

4. **NEW BUSINESS**

4.1 Return to School Plan – Safety/Transportation

- The Committee reviewed the safety and transportation portions of the District's Return to School plan as presented at the Education Policy Committee meeting of August 25th

- The District has communicated the overall plan to the public and now is in the process of gathering feedback on the plan as it continues to be revised to meet the needs of the District
- Staff will be asking registered riders to confirm if transportation services are still required given the current return plan
- Once the riders are confirmed, the Transportation Department will update the routes, communicate any changes to the riders in order for transportation services to begin on September 14th

4.2 19/20 Financial Year End Summary

- Staff provided the Committee with an update of the unaudited financial results for the 19/20 year as compared to the quarter 3 forecast shared with the Committee in May
- The District was projecting a surplus of \$1.294 m for the year and actual results were \$2.477 m with the variance largely due to the unexpected benefit savings as a result of the pandemic
- The expected accumulated surplus of \$4.198 m (3.45% of expenditures) ended up being \$4.797 m (4%) as contemplated by the Board as they approved a 4% contingency for the end of the year only
- The Committee also discussed the financial risks (enrolment, pandemic, growth) and the potential impact these risks could have on the 20/21 year

4.3 HR Plan Update and Priorities

- Staff presented the revised HR Operational Plan based on the following goals:
 - 1) Attraction and Recruitment
 - 2) Engagement and Wellness
 - 3) Performance and Growth
- The HR work completed to date was also discussed as well as the upcoming work planned for the next year
- The Plan's priorities were also highlighted:
 - a) Competencies
 - b) On-off boarding
 - c) Recruitment
 - d) Engagement
 - e) Performance
 - f) Workforce Planning
 - g) Recognition
- It was confirmed that there is structural funding within the budget to implement the HR Operational Plan

4.4 IT Plan Update

- Staff provided an update on the IT projects started and completed over the summer
- The Executive also provided 2 options for the Committee to comment on in regards to providing student devices

Option 1 – focus on getting secondary schools to a 1:1 ratio (students to devices)

Option 2 – move to a baseline at each school level:

- Elementary = K to 2 1:4; 3 to 5 1:3
- Middle = 1:2
- Secondary = 1:2

- The Committee asked about breakage and replacement rates required to maintain the proposed ratios
- The potential costs of each option were discussed and the impact on the budget in regards to sustainability
- Staff were also asked if students could bring in their own devices and the impacts around controlling these devices were also discussed
- Option 2 (equity) was the favorable option and seemed to be more aligned with the District's Strategic Plan
- The consensus was to start with Option 2 and work towards getting to the ratios considered in Option 1

4.5 Capital Project Summary Update

- Staff reviewed the capital projects completed over the summer and the great work completed by our staff was recognized by the Committee

5. **ADJOURNMENT AND NEXT MEETING DATE:** September 15, 2020



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
June 2, 2020 – 7:00 p.m.**

Present: Bob Phillips, Trustee (Committee Chair)
 Dianna Seaton, Trustee (Committee Member)
 Margot Swinburnson (Committee Member)
 Ravi Parmar, Trustee
 Missy Haynes, STA
 Lisa Haug, CUPE
 Cendra Beaton, SPEAC
 Scott Stinson, Superintendent and CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Paul Block, Associate Superintendent
 Dave Strange, Associate Superintendent

Regrets: Georgette Walker, SPVPA

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2. COMMITTEE REPORT

The committee report for the May 13, 2020 Education Standing Committee meeting was reviewed by the committee members.

3. BAA COURSE PROPOSALS

a. Golf Skills 12A

Paul Block presented the proposed course to the committee for discussion. The committee was supportive of recommending approval of this course with amendments to Elaborations & Aboriginal World Perspectives to the Board of Education.

Recommendation

That the Board of Education approve BAA Course Golf Skills 12A.

b. Golf Skills 12B

Paul Block presented the proposed course to the committee for discussion. The committee was supportive of recommending approval of this course with amendments to Elaborations & Aboriginal World Perspectives to the Board of Education.

Recommendation

That the Board of Education approve BAA Course Golf Skills 12B.

4. **REVIEW OF POLICIES/REGULATIONS**a. **Student International Travel Discussion** – Stephanie Hedley-Smith

Associate Superintendent Stephanie Hedley-Smith provided information on student international travel and the District's current policy and regulations.

The following next steps should be considered as the District looks to move forward with updating its Student International Travel policy/regulations:

- 1) Consider that which has been brought forward by Senior Executive, School Board Members and the A5 International Travel committee to create new International Student Travel Policies in the following areas:
 - a. ***International Educational Trips***
This primarily includes trips organized by private providers like EF Tours, Explorica, etc.
 - b. ***International Exchanges***
This category would include student exchanges, sister school visits and humanitarian programs.
- 2) Creation of procedural documentation to accompany the "International Educational Trips" and "International Exchanges" policies.
- 3) Bring the policy and procedural documents to this committee for review.
- 4) When the policy and procedures are ready, work will need to be done with middle and high school teachers and administrators to see that practices are updated.

Recommendation:

That the Board of Education direct district staff to develop policy recommendations related to "International Educational Trips" and "International Exchanges" for Board consideration.

b. **Communicating Student Learning** – Paul Block

Associate Superintendent Paul Block provided an update on Communicating Student Learning for the coming school year. For the 2020/21 school year the District will communicate to staff, parents and the Ministry our intent to move to Schedule A of the MOE Reporting policy for the 2020/21 school year. This indicates to staff, students and parents the District's commitment to the current provincial Draft Policy for K-9 and to introduce policy at the district level to further support this direction in 2020/21.

For the 2020/21 school year **(K-8)**:

- Proficiency Scale – fully implemented in Grades K-8
- Letter Grades upon parent request only in grades 4-8
- All Summary of Progress (Final Report in June) will be published on MYEducationBC

For the 2020/21 school year **(Gr. 9-12)**:

- Secondary schools (Gr. 9-12) will be reporting out in 2 semesters (Semester #1 – Terms 1 and 2, Semester #2 – Terms 3 and 4).

- Teachers will provide a letter grade, percentage, feedback on work habits and an anecdotal comment that focuses on what Know, Do and Understand in each term and end of semester.
- The above is the current policy and is fully described in the 2018 Graduation Program that was revised as part of the overall B.C. Curriculum Re-Design.
- Grade 9 teachers will have another year of professional development and collaboration towards building skills, tools and resources to enable a transition to the Proficiency Scale in 2021/22.
- Grade 9's will receive these assessment indicators, however, the District will support Grade 9 teachers that want to work on implementing the Proficiency Scale.

5. NEW BUSINESS

a. Return to Instruction – Scott Stinson

Superintendent Scott Stinson provided a brief update on SD62's first two days of return to in-class instruction. This return is in alignment with the move to Stage 3 of the K – 12 Education Restart Plan as of June 1, 2020.

6. FOR INFORMATION

Superintendent Scott Stinson provided an overview of the following research proposal:

- a. Research Project Approval – Meaghan Storey, UVic – “Connecting with Core Competencies: Learning from BC Teachers Incorporating Social and Emotional Learning and Navigating COVID-19”.**

7. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS

8. ADJOURNMENT AND NEXT MEETING DATE: tba



Board/Authority Authorized Course Application

School District/Independent School Authority Name: Sooke School District (62)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD62
Developed by: Tallis Stevenson with acknowledgement to Chris Wignall (SD61)	Date Developed: June 2020
School Name: Belmont Secondary School	Principal's Name: Jim Lamond
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Automotive Service and Repair 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

The teacher will be a Technology Education specialist. The facility to be used should have a classroom setting for up to 24 students to do theory work, and an automotive shop equipped to a "Train (ITA)" level for up to 24 students to do the practical work based on the level 1 Automotive Service Technician Apprenticeship.

Course Synopsis:

This course is designed to enable students to pursue a career in the automotive field. Students need to complete both the theory and practical applications of the modules covered. The hands-on practical component of the course provides the opportunity to apply and develop theoretical components, as well as develop workplace and employment skills.

Goals and Rationale:

Industry, education and government recognize the need for the training of individuals for the automotive industry, especially with the increasing complexity of the industry, which is coupled with an ever-increasingly aged automotive technician workforce. It is important for students to have the opportunity for personal and professional development while gaining lifelong skills and knowledge. They will be able to think critically, use cross-disciplinary logic, math, and science knowledge and skills, as well as become familiar with the complex existing and emerging technologies that will enable them to become more employable in the automotive industry. Students can use the skills and knowledge gained to access further post-secondary education in the automotive field, as well as other fields such as engineering and business. The knowledge and skills learned in this course will enhance everyday experiences for the learner, and enable them to get more out of their academic, vocational, and personal lives.

Aboriginal Worldviews and Perspectives:

Automotive Service and Repair explores its content through **experiential learning**; all theory involves **hands-on** components. All work in the shop is **learner-centered**, and students work at their **own strength level and at their own pace**. **Practical applications** of all curriculum theory is at the center of any career trades course – the students learn to do a career that will pay them well and contribute to their store of practical life skills.

BIG IDEAS

Vehicle operation, service, and maintenance include consideration of **social and environmental impacts**.

Professional service and maintenance interests require the evaluation and refinement of skills.

Tools and **technologies** can be adapted for specific purposes.

Career-training includes ongoing cycles of diagnosing, planning, deciding, doing and reflecting.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Applied Design</p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> Interpret circumstances of or factors in a particular automotive situation or challenge in the context of regular servicing and repair <p><i>Defining</i></p> <ul style="list-style-type: none"> Identify potential issues and troubleshoot Identify requirements, intended impacts, and possible unintended negative consequences of service and repair Determine whether activity is collaborative or self-directed <p><i>Ideating</i></p> <ul style="list-style-type: none"> Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions Choose an idea to pursue and maintain an open mind about other potentially viable ideas <p><i>Prototyping</i></p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> foundational level automotive repair and maintenance social, legal, and ethical responsibilities associated with vehicle operation and repair use of technical information and manuals for the purpose of diagnostics and repair specialty automotive tools and equipment lifting equipment and procedures engine diagnostic systems emerging and alternative energy sources used to power automotive vehicles fundamentals of engine operation vehicle maintenance and regular service electrical and electronic fundamentals hydraulic and mechanical vehicle braking system operation hydraulic and mechanical vehicle braking system diagnosis and repair vehicle suspension systems operation

- Identify and apply a variety of sources of information to develop a plan that includes key stages and resources
- Analyze the design for the life cycle and evaluate its impacts
- Consider a variety of materials for effective use and their potential for reuse, recycling, and biodegradability
- Make changes to tools, materials, and procedures as needed

Testing

- Identify and communicate with sources of feedback
- Develop an appropriate test, conduct the test, and collect and compile data
- Apply information based on feedback and testing results to make necessary changes

Making

- Identify appropriate tools, technologies, materials, processes, and time needed
- Carry out updated plan, incorporating feedback from self and others and from testing results
- Use materials in ways that minimize waste

Sharing

- Decide how and with whom to share their processes, to solicit and generate feedback
- Share final plans, products and processes to evaluate their success
- Critically reflect on plans, products and processes, and identify new goals
- Identify and analyze new possibilities for plans, products and processes, including how they or others might build on them

Applied Skills

- Apply safety procedures for themselves, co-workers, and operators in both physical and digital environments
- Individually or collaboratively identify and assess skills needed for automotive service plans, products and processes
- Develop competency and proficiency in skills at various levels involving manual dexterity, mechanics, and maintenance
- Develop specific plans to learn or refine identified skills over time

Applied Technologies

- Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for automotive maintenance and repair interests
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Examine the role that advancing technologies play in automotive contexts

- vehicle suspension system diagnosis and repair
- wheels and tires
- steering system types and operation
- steering system diagnosis and repair
- vehicle safety systems
- design for the life cycle

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Big Ideas – Elaborations

- **Social and environmental impacts:** including operator and public safety; emissions and effects on the environment; manufacturing, packaging, disposal, and recycling considerations related to vehicle parts and products
- **Technologies:** tools that extend human capabilities

Curricular Competencies – Elaborations

- **Design for the life cycle:** considering economic costs and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials
- **Impacts:** including the social and environmental impacts of extraction and transportation of raw materials; manufacturing, packaging, and transportation to markets; servicing or providing replacement parts; expected usable lifetime; and reuse or recycling of component materials
- **Appropriate test:** includes evaluating the degree of authenticity required for the setting of the test, deciding on an appropriate type and number of trials, and collecting and compiling data
- **Share:** may include showing to others or use by others, giving away, or marketing and selling

Content – Elaborations

- **Diagnostics:** onboard diagnostic systems, external diagnostic systems
- **Fundamental automotive tools and equipment:** hand, power, and pneumatic tools and equipment (e.g., wheel balancer, tire changer)
- **Train level automotive tools:** for example, wheel alignment machine and hoist, contemporary scan tool, DVOM and scope
- **Lifting equipment:** for example, jacks, hoists, stands
- **Procedures:** safety, planning, integrity, stability
- **Vehicle systems:** for example, driveline, suspension, steering
- **Vehicle safety systems:** for example, brakes, air bags, crumple zones, restraints

Content – Elaborations

Recommended Instructional Components:

The instructional component of a course expands on, and makes clear the intent of the learning standards. It involves the use of activities, techniques, and methods that can be employed to meet diverse student needs and to deliver the curriculum. The nature and features of the course will influence instructional strategies and activities.

When developing the instructional component, consider:

- an appropriate balance of the various learning standards
- a variety of approaches, including both innovative and “tried and true”
- activities that draw from and build on prior learning
- various learning styles
- activities that are transferable to other contexts

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Using the principles of quality assessment, students will demonstrate their understanding of theory through tests and quizzes, and will perform ongoing performance-based tasks to demonstrate their skill development and practical understanding. Students will perform self-evaluation which will include tracking their own practical learning and provide feedback to their peers (working groups), as well as receive formative and summative feedback on their project work. Assessment of the direct classroom instruction will be primarily from quizzes and unit tests, but obviously the direct classroom instruction will also impact their practical learning.

[\(Classroom Assessment 2017 Update Link\)](#)

Formative Assessment	<p>Quality Assessment (Principles of Quality Assessment...to consider)</p> <ul style="list-style-type: none"> • is fair, transparent, meaningful and responsive to all learners • focuses on all three components of the curriculum model – knowing, doing, understanding ▪ provides ongoing descriptive feedback to students • is ongoing, timely, specific, and embedded in day to day instruction • provides varied and multiple opportunities for learners to demonstrate their learning • involves student in their learning • promotes development of student self-assessment and goal setting for next steps in learning • allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning • communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported
Summative Assessment	<ul style="list-style-type: none"> • A measurement of success or proficiency at the end of the learning process – performance, written, spoken tasks – rubrics, standards • Showcase student learning through demonstration • Successfully complete learning tasks and challenges

Learning Resources:

- Textbook: Modern Automotive Technology (or equivalent level 1 Automotive Service Technician textbook)
- Database: Mitchell On Demand and Autel Maxisys database

Additional Information:



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Course Name: Automotive Service and Repair 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

The teacher will be a Technology Education specialist. The facility to be used should have a classroom setting for up to 24 students to do theory work and an automotive shop equipped to a "Train (ITA)" level for up to 24 students to do the practical work based on the level 1 Automotive Service Technician Apprenticeship.

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theoretical components, as well as refine workplace and employment skills. The course is based on the level 1 Automotive Service Technician Apprenticeship curriculum.

Goals and Rationale:

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BIG IDEAS

<p>Vehicle operation, service, and maintenance include consideration of social and environmental impacts.</p>	<p>Professional service and maintenance interests require the evaluation and refinement of skills.</p>	<p>Tools and technologies can be adapted for specific purposes.</p>	<p>Career-training includes ongoing cycles of diagnosing, planning, deciding, doing and reflecting.</p>
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- Analyze the design for the life cycle and evaluate its impacts
- Consider a variety of materials for effective use and their potential for reuse, recycling, and biodegradability
- Make changes to tools, materials, and procedures as needed
- Understand what is needed to create specialty tools

Testing

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- design for the life cycle

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- **Lifting equipment:** for example, jacks, hoists, stands
- **Procedures:** safety, planning, integrity, stability
- **Vehicle systems:** for example, electric, passive restraint, emission control
- **Vehicle safety systems:** for example, ABS, Supplementary Restraint System, Traction Control Systems

Content – Elaborations**Recommended Instructional Components:**

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Learning Resources:

- Textbook: Modern Automotive Technology (or equivalent level 1 Automotive Service Technician textbook)
- Database: Mitchell On Demand and Autel Maxisys database

Additional Information:

From: Jennifer Walinga <jennifer.walinga@RoyalRoads.ca>
Sent: Friday, May 22, 2020 12:58 PM
To: Janice Foulger; Scott Stinson
Cc: Wendy Rowe
Subject: partner for SSHRC Research project - COVID's impact on K-12 teachers in Canada
Attachments: Partnership Engage sd62 - letter of engagement walinga.docx

CAUTION - EXTERNAL SENDER - This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Good morning:

Hope you are well! I know you are slammed – not to worry, this is not a request for more of your time ☺

I have access to some research funding on the impact and response to COVID-19 in Canada's education system through the special SSHRC Partnership Engage program COVID 19 initiative and my colleague and I seek to partner with a school district. We are thinking that SD62 would be an ideal partner due to the existing partnerships with RRU.

If you are interested in participating, I assure you that the time, energy and resource commitment by the District will be minimal and of mutual benefit. I have attached the partner letter which outlines the research proposal and method as well as pasted it below.

The project would not start until summer or later and would be more of a retrospect on activities undertaken so as not to interrupt current efforts. The idea is for this project to provide teachers with an opportunity to reflect upon and identify best practices during COVID and physical distanced education.

What is required at this time is a letter of agreement (attached). For your convenience, I have drafted the letter and it only requires a signature by a representative of SD62 - it is in no way binding.

Research proposal:

How are K-12 teachers coping and adapting to the changes in their professional teaching roles in response to workplace disruptions created by the covid-19 pandemic?

In the proposed research, Rowe and Walinga will engage School District 62 (Sooke District) in an investigation into how teachers are coping and adapting to the new demands of their work world so as to identify more effective strategies that facilitate better coping and more successful adaptation and eventual transition to thriving once again as teachers, despite the reality of a changed "new normal". The results of the study will translate in coaching and mentoring supports for teachers in the district.

Previous research by the principle investigators, Walinga and Rowe (2013) contributed to building a theory about how working professionals respond to challenging and stressful work-based situations. This research established that working professionals who are successful in navigating stressful and challenging work environments transition through a process of reaction, adjustment, recovery, and strategic action which contributes to a sense of thriving and well being. Building on the work of Gretchen Spreitzer and her colleagues, thriving is defined as personal sustainable energy, learning, and growth, resulting in a positive impact in the workplace, in the face of adversity, crisis or stressful conditions (Spreitzer et al, 2005, 2012; Gerbasi et al., 2015). Thriving professionals distinguish themselves by acknowledging and adapting their emotional reactions, reframing the challenge as opportunity for learning, taking a systems perspective, problem solving and taking action collaboratively, attending to individual well being and generating beneficial outcomes for organization and others. Thriving professionals tend to exhibit confidence, have a personal sense of power and empowerment, and are noticeably more "we" oriented.

Methodology and Methods



SCHOOL DISTRICT NO. 62 (SOOKE)
 3143 JACKLIN ROAD,
 VICTORIA, BRITISH COLUMBIA • V9B 5R1
 TELEPHONE: 250-474-9800 FAX: 474-9893
 WEBSITE: WWW.SD62.BC.CA

June 9, 2020

Social Sciences and Humanities Research Council
 350 Albert Street
 P.O. Box 1610
 Ottawa, ON, K1P 6G4
 Canada

To Whom It May Concern:

Please accept this Letter of Engagement for the '**COPSIN COVID-19 Response**' project application, on behalf of School District 62 (Sooke). We are strong supporters of this project and believe that it will be highly relevant and important for our learning and development through the COVID-19 crisis. SD62 has already benefited significantly from our collaborations with Royal Roads University through their work on undergraduate programming for our demographic, and the work of Dr. Jennifer Walinga on her leadership development within our sport academies. We are hopeful that the partnership can continue with this funding support. More information follows related to the specific requirements for this letter.

In the proposed research, Rowe and Walinga will engage School District 62 (Sooke) in an investigation into how teachers are coping and adapting to the new demands of their work world so as to identify more effective strategies that facilitate better coping and more successful adaptation and eventual transition to thriving once again as teachers, despite the reality of a changed "new normal". The results of the study will translate in coaching and mentoring supports for teachers in the district.

Relevance and Significance of Project

The project is relevant and significant to SD62 for many reasons. Some of these reasons are as follows:

1. To shed light on the impact of COVID-19 on K-12 education systems in Canada
2. To build knowledge on the potential strategies for managing recovery efforts, addressing inequalities, and building resilience to handle later waves of the pandemic as well as other emergencies.
3. To share learning amongst partner organizations and governing bodies across the Canadian education system, providing a repository and resource in real time for K-12 teachers and leaders as they navigate the uncertain waters of the pandemic both in real time and into the future.

Nature of Involvement

SD62 will be involved in all stages of the project. We will continue to advise and provide information to the researchers so that they can input the best information into the project objectives:

- To engage teachers from the school district in an anonymous survey addressing questions of reaction, coping and adaptation, making use of the framework for stress transformation developed by Walinga and Rowe (2013).
- To invite teachers to participate in a narrative interview to explore the dimensions at a deeper level.
- To summarize and evaluate responses in strategy, process, policy and practice designed to achieve both recovery and resilience.
- To generate resources for K-12 teachers for better thriving amidst crisis.

From: NURS SPICE <spice@nursing.ubc.ca>

Page 141 of 174

Sent: Monday, August 17, 2020 2:27 PM

To: NURS SPICE

Subject: School board chairs: New UBC Inclusive Education Snapshot report

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

PDF report attached...

Dear School board chairs,

We hope that this note finds you well.

We are excited to have prepared this attached report, entitled “**Inclusive Education Snapshot: Prevalence over Time of BC’s K-12 Students with Learning Exceptionalities and Disabilities**”, to provide you with a user-friendly visual snapshot of trends in the province-level counts and percentages over time of Kindergarten to Grade 12 students across the multiple categories of special needs designations annually tracked by the British Columbia Ministry of Education (BCMED).

Using “open data” provided by the BC Government, our report includes a series of clear and concise line graphs presenting the prevalence across school years of British Columbia’s students with learning exceptionalities and disabilities. We have presented this information for the whole province, and, where possible, also separated into public school students and independent (private) school students.

We have also situated this information in the provincial context by presenting the total count of all students (with and without designations, combined), so you will have a clear understanding of the total student enrollment in the province over time.

This report is an important step forward in our knowledge about trends over time in the prevalence of BC’s students with learning exceptionalities and disabilities. It allows you to compare and contrast across multiple designations, as well as to explore designations which show increases in prevalence, decreases in prevalence, consistency in prevalence, and/or any other pattern(s) over time.

You can also retrieve the report from UBC’s Open Access Portal, via our lab web site: <https://spice.nursing.ubc.ca/>

We welcome you to get in touch if you have any questions or comments about the report. Our contact information is below.

Yours truly,

Jennifer E.V. Lloyd, Ph.D. & Jennifer L. Baumbusch, Ph.D., R.N.

Supporting Progressive Inclusive Child-centred Education (SPICE) Lab
SPICE Principal Investigator: Jennifer L. Baumbusch, Ph.D., R.N.

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Inclusive Education Snapshot: Prevalence over Time of BC's K-12 Students with Learning Exceptionalities and Disabilities

Jennifer E.V. Lloyd, Ph.D.

Research Associate

School of Nursing

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Associate Professor

School of Nursing

University of British Columbia

Supporting Progressive Inclusive Child-centred Education (SPICE) Research Lab

Suggested citation

Lloyd, J.E.V., & Baumbusch, J.L. (August 3, 2020). *Inclusive Education Snapshot: Prevalence over Time of BC's K-12 Students with Learning Exceptionalities and Disabilities*. Vancouver, BC: Supporting Progressive Inclusive Child-centered Education (SPICE) Lab, School of Nursing, University of British Columbia.

Report available at:

<http://spice.nursing.ubc.ca/>

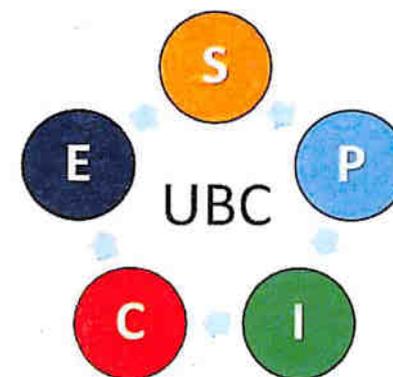




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Introduction

Why this Report?

We are pleased to have prepared this report, entitled “**Inclusive Education Snapshot: Prevalence over Time of BC’s K-12 Students with Learning Exceptionalities and Disabilities**”, to provide readers with a user-friendly visual snapshot of trends in the province-level counts and percentages over time of Kindergarten to Grade 12 students across the multiple categories of “special needs designations” annually tracked by the British Columbia Ministry of Education (BCMED).

To this end, we have created a series of clear and concise line graphs presenting the prevalence across school years of British Columbia’s students with learning exceptionalities and disabilities. We have presented this information for the whole province, and, where possible, also separated into public school students and independent (private) school students.

We have also situated this information in the provincial context by presenting the total count of all students (with and without designations, combined), so readers have a clear understanding of the total student enrollment in the province over time.

BC Government’s Open Data

The line graphs we present in this report represent a unique package of information we have created from “open data” kindly provided to the general public by the DataBC unit of the BC Government. Open data refer to data that are readable by popular software packages, freely-shared by government and other agencies, and which may be used without special permissions or restrictions.



We have provided an excerpt of the mandate of DataBC on Page 30 of this report. Those interested in learning more about the specific data holdings analysed in this report, and also about other open data available, are invited to visit [DataBC's web site](https://www2.gov.bc.ca/gov/content/data/about-data-management/databc) (<https://www2.gov.bc.ca/gov/content/data/about-data-management/databc>).

Research Ethics

Because we worked with open data, we did not require ethical approval from the University of British Columbia, nor did we require a Research Agreement or Memorandum of Understanding with the BCMED.

Special Feature: “Highlights” Boxes

Throughout the report, we have strived to make the information presented in the line graphs as user-friendly and easily interpretable as possible for a wide audience of readers. Therefore, alongside each of the line graphs showing the prevalence trends over time, we have also embedded an accompanying “Highlights” box, in which we have summarised the general ‘take-home message’ of each graph as clearly and concisely as possible. Please note that the highlights do not necessarily suggest statistically significant trends; rather, they are general observations of the findings.



Conclusion

This report is an important step forward in our knowledge about trends over time in the prevalence of British Columbia's students with learning exceptionalities and disabilities. It allows for readers to compare and contrast across multiple designations, as well as to explore designations which show increases in prevalence, decreases in prevalence, consistency in prevalence, and/or any other pattern(s) over time. We hope that the results will be useful in providing evidence to guide programs and policies, both here in British Columbia and beyond.

We welcome you to contact us if you have any questions about this report. Our contact information is on Page 31.

Jennifer Lloyd

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Supporting Progressive Inclusive Child-centred Education (SPICE) Research Lab

SPICE Principal Investigator: Jennifer L. Baumbusch, Ph.D., R.N.





Methodology

We carefully analysed these data to create the line graphs that follow. Here, we explain the methodology we followed to create this report.

Source Data & Open Data Field Definitions

For many line graphs, we made use of an open data file called “Student Headcount by Special Needs Category 1991_92 to 2019_20”, which is freely available for [download](https://catalogue.data.gov.bc.ca/dataset/student-headcount-by-special-needs-category) (<https://catalogue.data.gov.bc.ca/dataset/student-headcount-by-special-needs-category>). For the “All Students” provincial context graph, we used an open data file called “Student_Headcount_by_Grade_Range 1991_92 to 2019_20”, which is [downloadable here](https://catalogue.data.gov.bc.ca/dataset/student-headcount-by-grade-range) (<https://catalogue.data.gov.bc.ca/dataset/student-headcount-by-grade-range>). For the “Percentage of Designation Z” graphs, we combined both files. When working with the “Grade Range” file, we summed together province-level counts of students across all of these grade ranges present in the data: Elementary, Elementary Junior Secondary, Elementary Secondary, Junior Secondary, Middle School, Secondary, Senior Secondary, and Unspecified.

We invite readers to visit the web sites above to access the field definitions for the respective open data files used in this report, as well as the BCMED’s tips for working with these data.

Creating the Working Data

The data files described above contain province-, district-, and school-level information. We worked only with province-level data to create the line graphs in this report.



Special Needs Designations

Table 1 below describes each of the 12 designations the BCMED routinely tracks, with its corresponding designation or “letter” code, description, funding level, and incidence rate. For example, Code A refers to Physically Dependent, which has Level 1 Funding, and has Low Incidence. Table 1 also includes an “All” grouping (Code Z), in which we combine all 12 designations together.

Table 1: BC Ministry of Education’s Special Needs Designations

Code	Description	Funding Level	Incidence
A	Physically Dependent	Level 1	Low
B	Deafblind		
C	Moderate to Severe Profound Intellectual Disability	Level 2	Low
D	Physical Disability or Chronic Health Impairment		
E	Visual Impairment		
F	Deaf or Hard of Hearing		
G	Autism Spectrum Disorder		
H	Intensive Behaviour Interventions/ Serious Mental Illness	Level 3	Low
K	Mild Intellectual Disability	Basic per-student	High
P	Gifted		
Q	Learning Disability		
R	Moderate Behaviour Support / Mental Illness		



		allocation only. No supplemental funds.	
Z*	All designations combined (A through R, inclusive)	--	--

Note 1: Table format inspired by the [BC Teachers' Federation Priorities for Public Education Brief](http://bctf.ca/publications/BriefSection.aspx?id=46986). bctf.ca/publications/BriefSection.aspx?id=46986

Note 2: Z is a letter code we created as the researchers for the purpose of this report only.

Note about Autism Spectrum Disorder

With respect to Autism Spectrum Disorder (ASD), there was a change of Provincial policy on January 1, 2004, and of Ministry policy for the 2005/2006 school year -- meaning that, beginning in 2005/2006, students received an ASD designation according to the updated guidelines set out in this [Ministry policy manual](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf) (https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf). Prior to the change of Provincial policy, the designation was simply referred to as "Autism", not "Autism Spectrum Disorder".

Public vs. Independent (Private) Schools

Where possible with respect to the contents of the open data accessible from DataBC, we have presented this information for the whole province, and also separated into public school students and independent (private) school students.



Varying Time Range of School Years

Some of the line graphs presented in this report have varying time durations of school years. Many designations have information available from the 1996/1997 school year to the present school year, 2019/2020. Other designations, however, have more limited time ranges – such as Designations K and P, which each begin in the 1999/2000 school year. Similarly, Designations Q and R only have information from 2002/2003 onward. Beyond the scope of this report, the reason for this is because of historical recodes to specific designations that are [described here](https://catalogue.data.gov.bc.ca/dataset/student-headcount-by-special-needs-category/resource/8910a337-1535-4218-b635-07af626f065c) (<https://catalogue.data.gov.bc.ca/dataset/student-headcount-by-special-needs-category/resource/8910a337-1535-4218-b635-07af626f065c>), and which we did not perform for the purpose of this report. Because of the varying time ranges of school years trackable across designations, we present some Designation Z graphs beginning either in the 2002/2003 school year (so as to keep consistent with the time range of the designations with the shortest durations of time available) or in the 2013/2014 school year (so as to keep consistent with the public school/independent school data separation).

2013/2014 School Year

In many of the line graphs that follows, we have inserted a vertical line at the 2013/2014 school year. This line represents the school year in which the student headcount by designation file allowed for province-level results to be separated into public school students and independent (private) school students. The reason is that [2013/2014 is when the BCMED began requiring student information from independent \(private\) schools through its 1701 Data Collections](https://catalogue.data.gov.bc.ca/dataset/student-headcount-by-special-needs-category/resource/8910a337-1535-4218-b635-07af626f065c) (<https://catalogue.data.gov.bc.ca/dataset/student-headcount-by-special-needs-category/resource/8910a337-1535-4218-b635-07af626f065c>). The “All Students” provincial context graph’s source data, however, allowed for public and independent (private) school students to be separated for the entire time duration in the data file.



Masking Rules for Low Sample Sizes

In accordance with BCMED policy, if the total count of students with a particular designation was nine or fewer, we were required to mask (not display) that designation's results from the report. In contrast, if the designation-specific sample size was 10 or greater, masking was not required and the results could be fully displayed. This requirement had bearing on one data point in the graph for Count of Students with Designation B: Deafblind.

Homeschooled Students

The BCMED does not include homeschooled students in their student statistics, such as those presented in their open data. Therefore, this report does not include students who are homeschooled.

School Age and Adult Students

Students who are between the age of 5 years by December 31st and 19 years on or after July 1st of the current school year are included in the "Grade Range" data file. Adult students (over the age of 19 years) are also included.



Additional Information

You may find information beyond the scope of this report, such as the processes by which students are assigned special needs designations and fuller descriptions of the funding levels associated with each of the special needs designations, at the following BCMED web sites:

Ministry of Education: Reporting on K-12 Glossary of Terms:

<https://www.bced.gov.bc.ca/reporting/glossary.php>

Kindergarten-12 Data Collections:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/data-collections>

Special Education Services: Manual of Policies, Procedures, and Guidelines:

http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

Special Education Services Category Checklists – 2010:

http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/se_cat_chklst.pdf

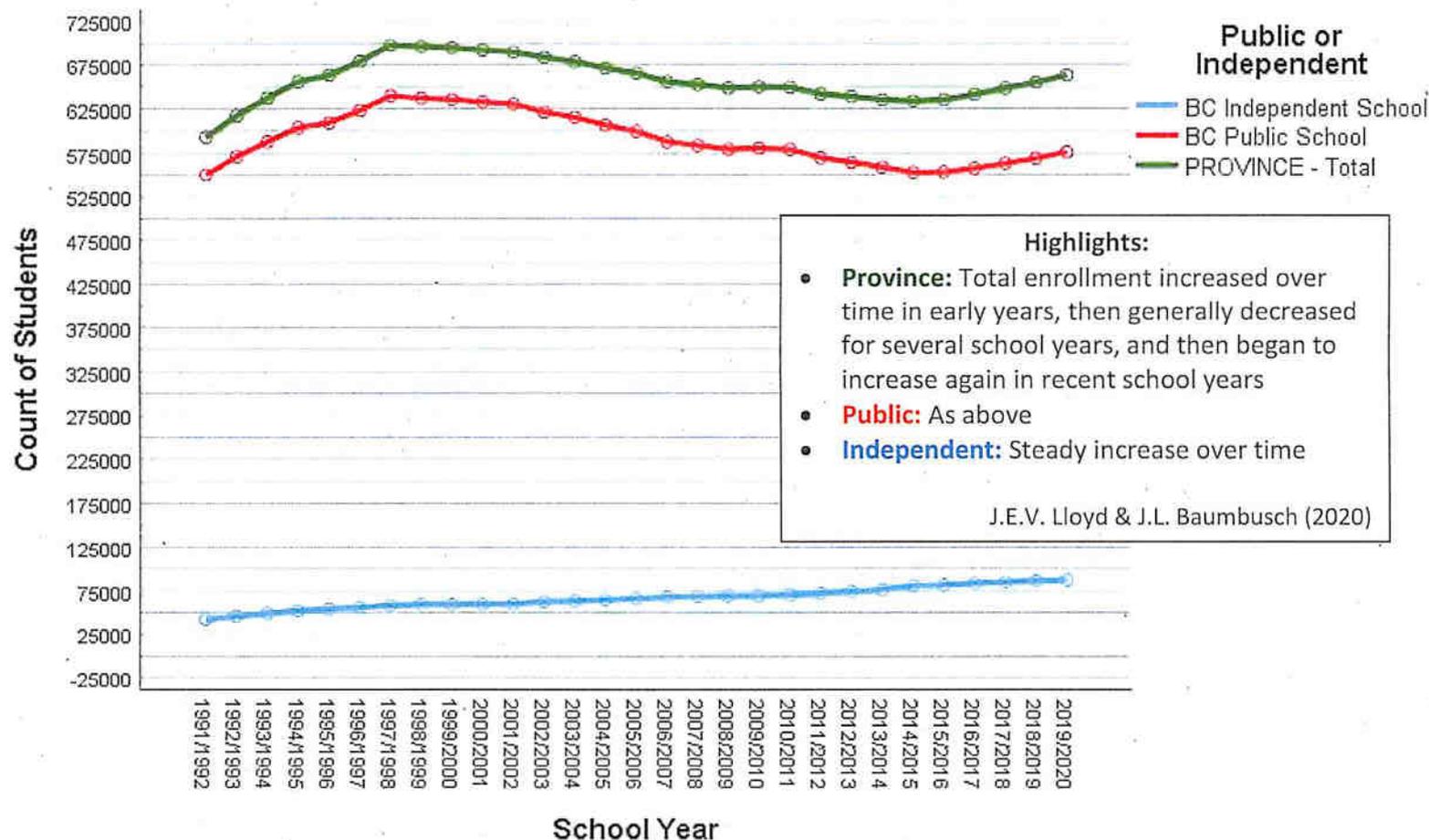
K-12 Funding - Special Needs:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/k-12-funding-special-needs>



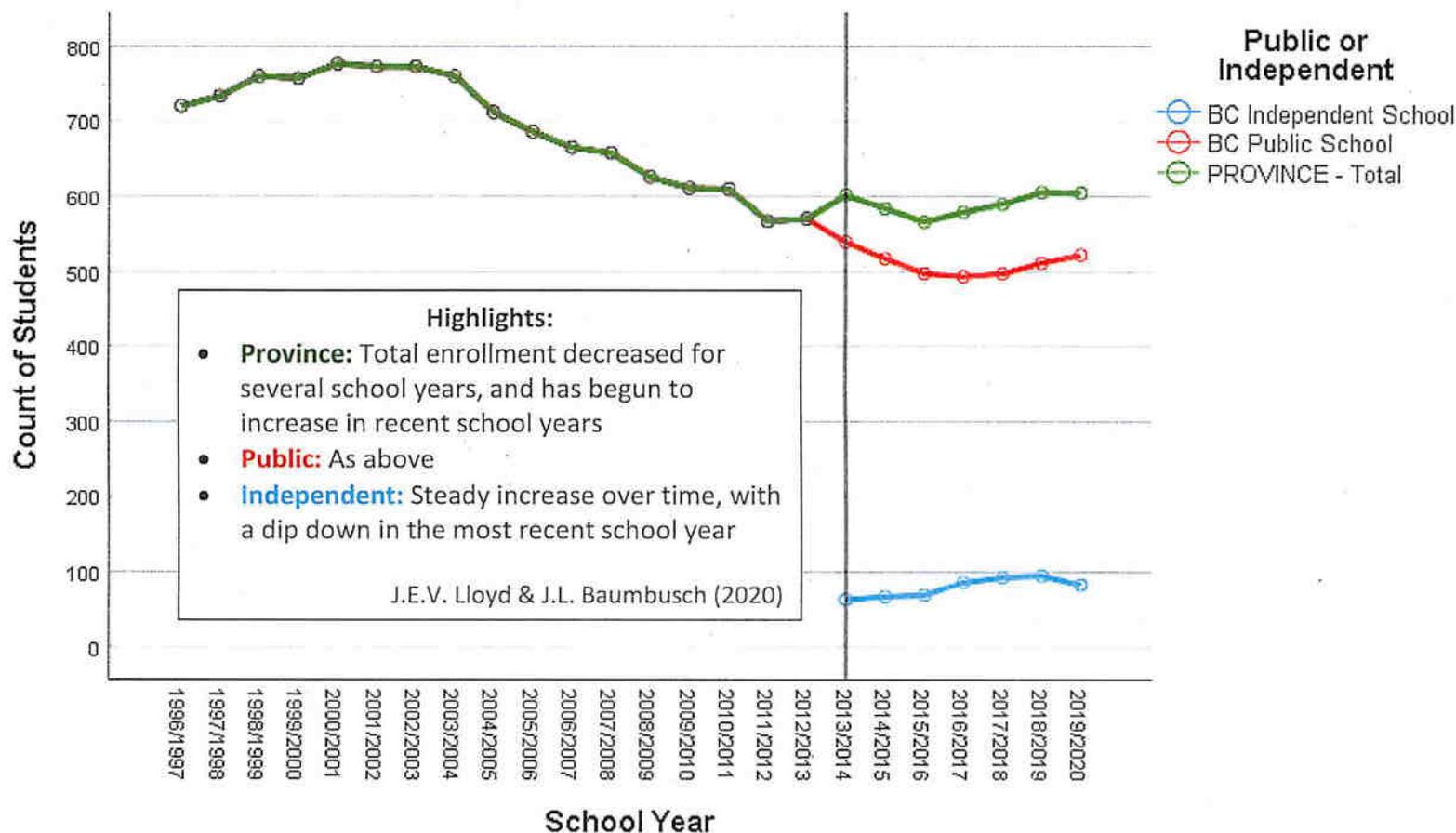
Provincial Context:

Count of All K-12 Students With and Without Designations, Combined



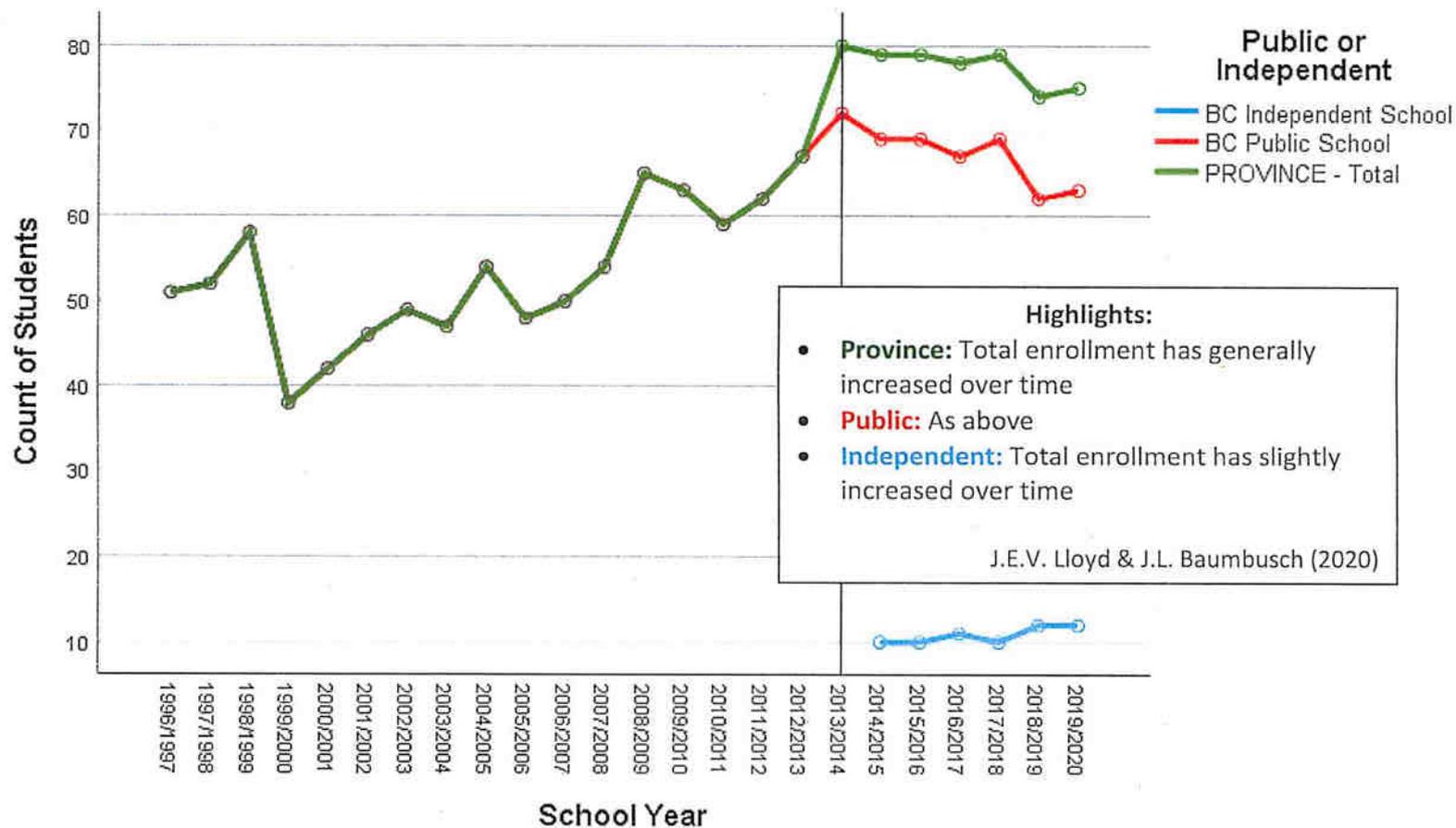


Count of Students with Designation A: Physically Dependent



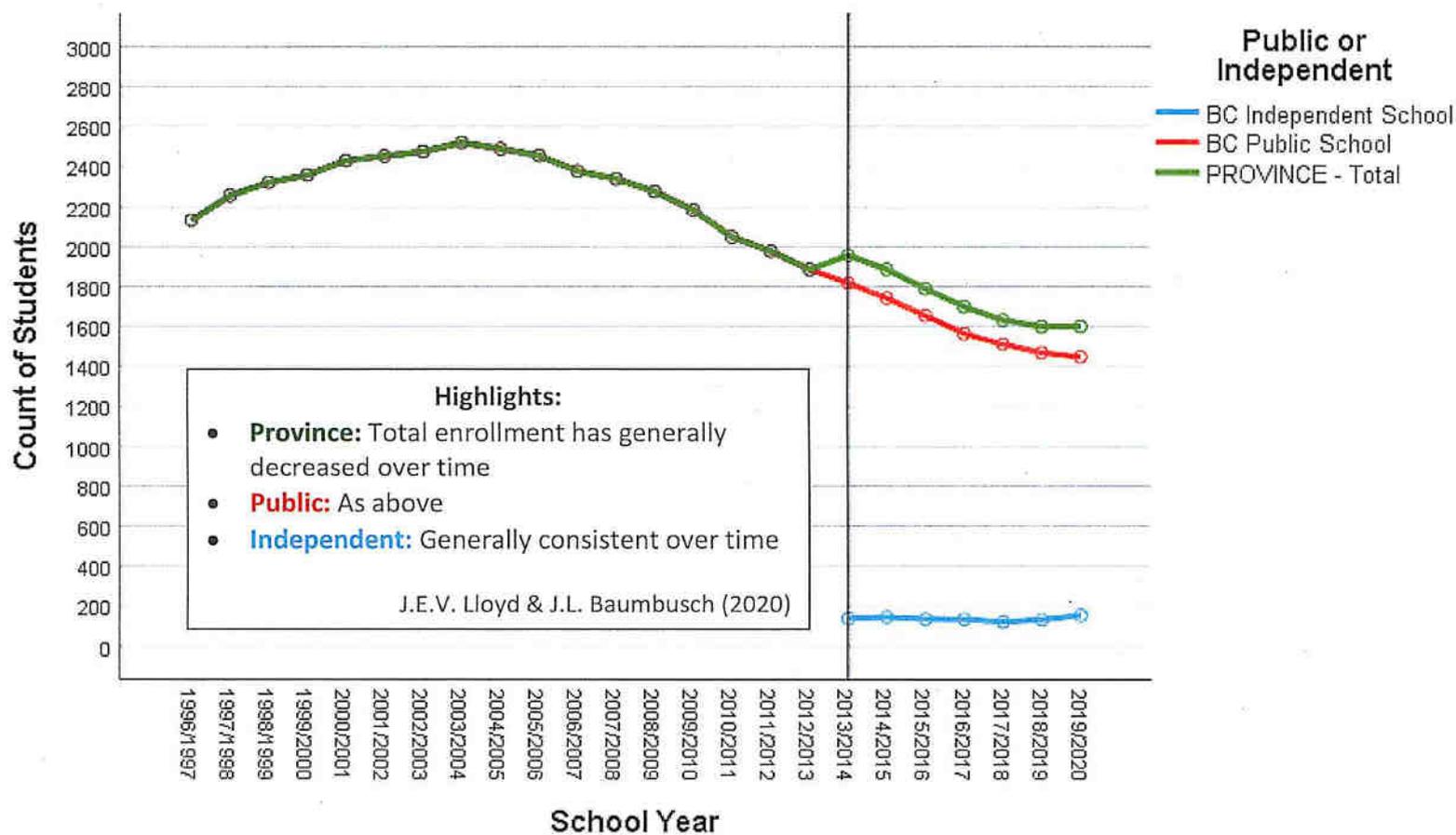


Count of Students with Designation B: Deafblind



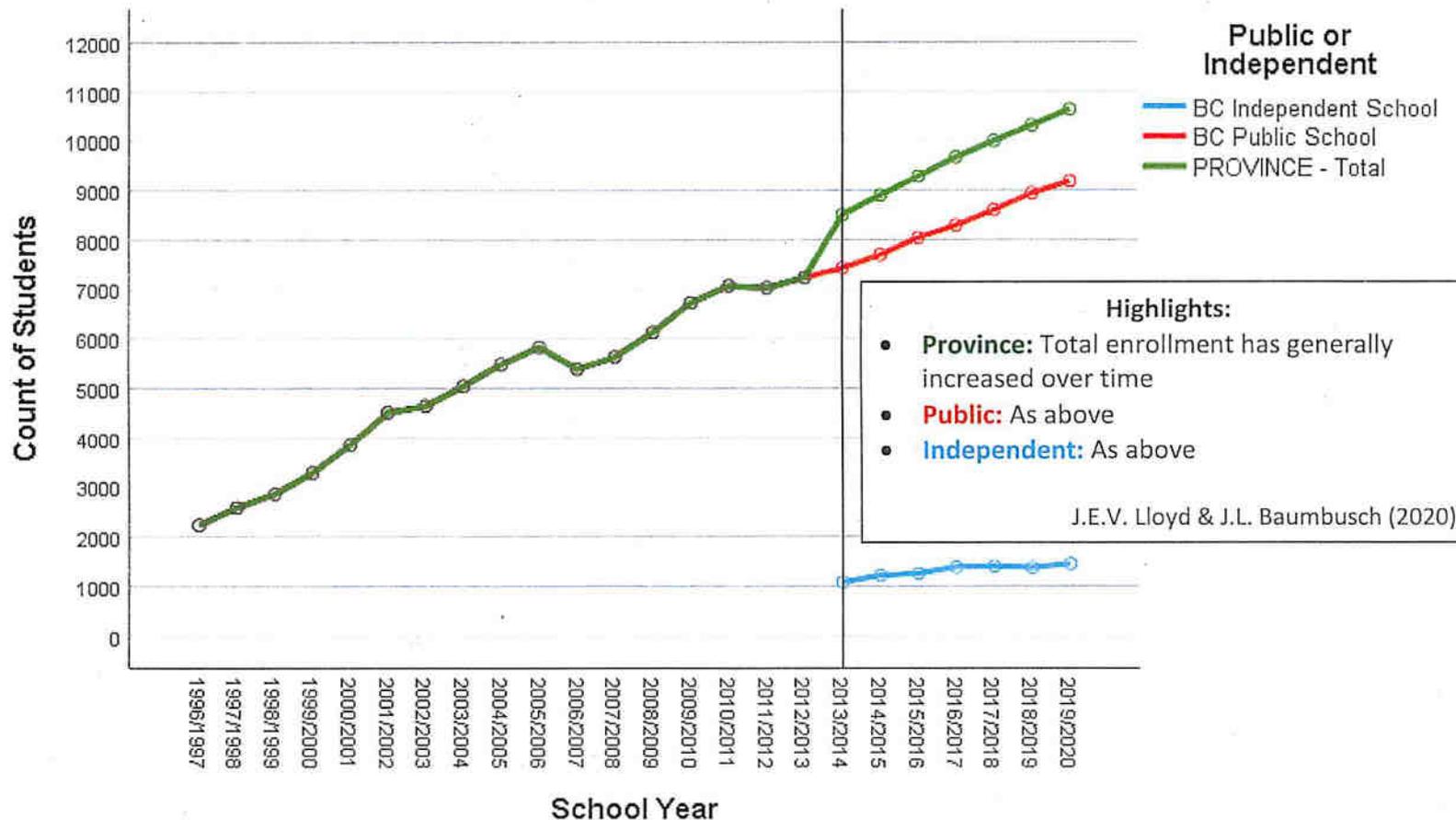


Count of Students with Designation C: Moderate to Severe Profound Intellectual Disability



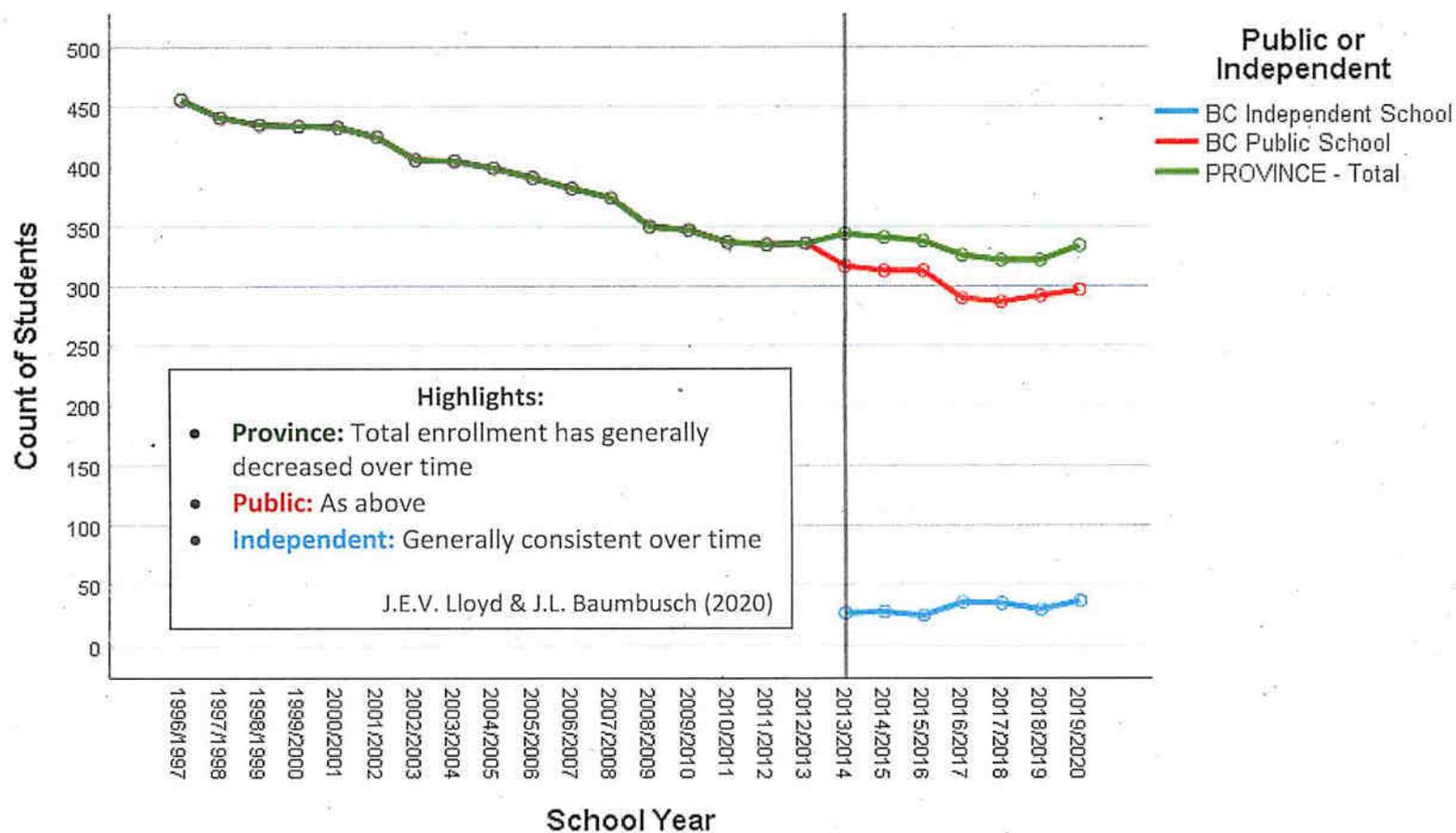


Count of Students with Designation D: Physical Disability or Chronic Health Impairment



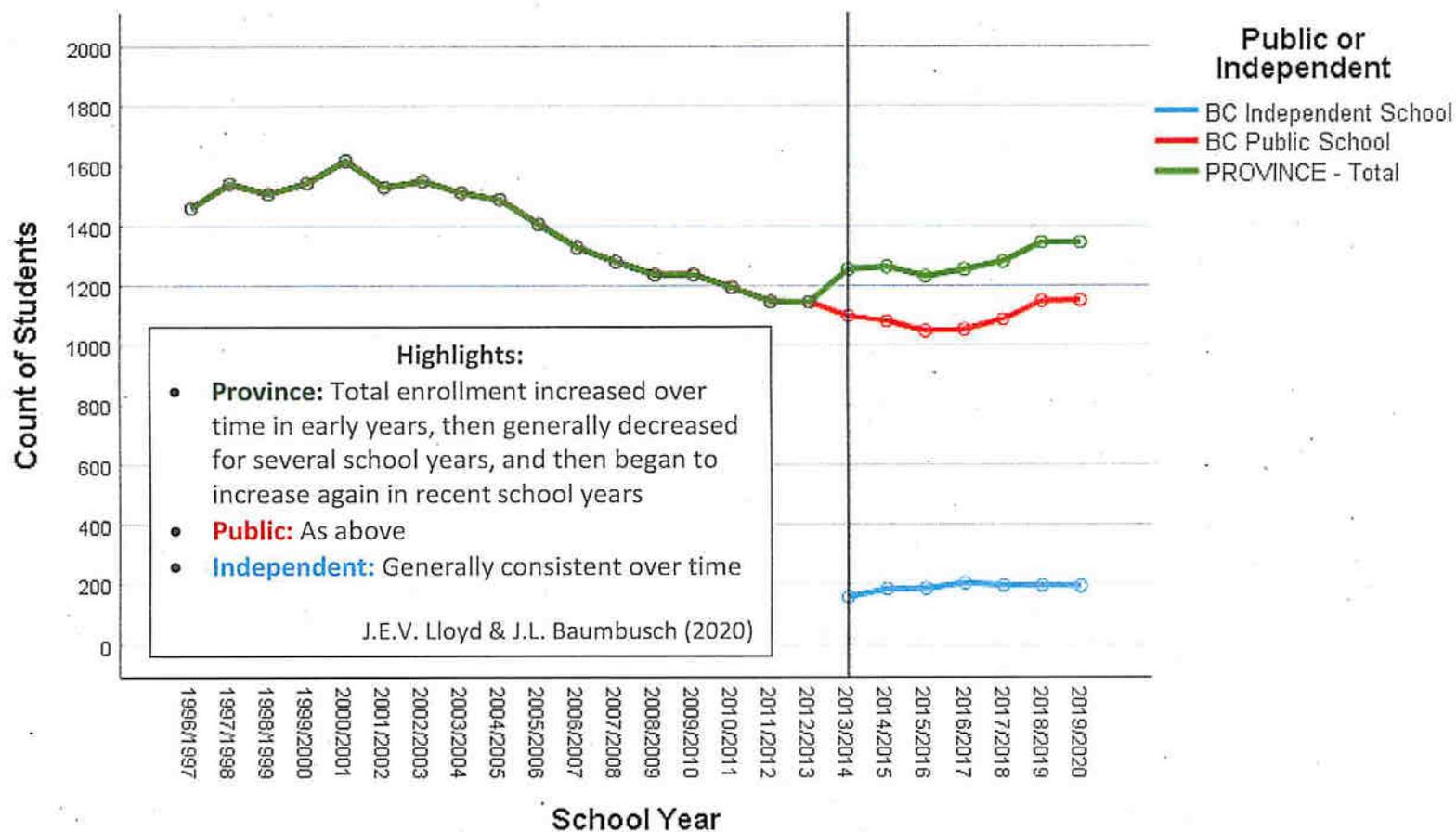


Count of Students with Designation E: Visual Impairment



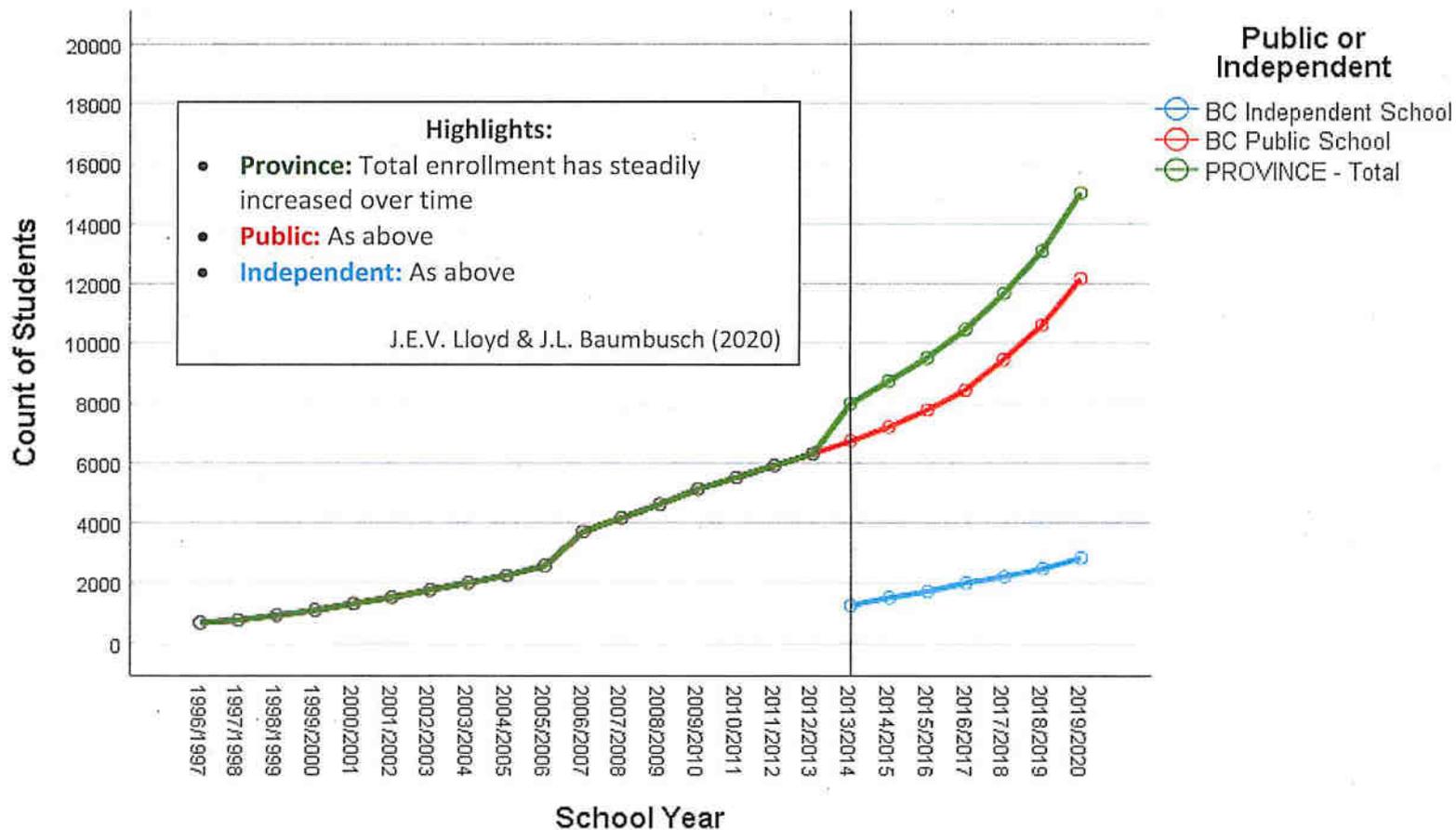


Count of Students with Designation F: Deaf or Hard of Hearing



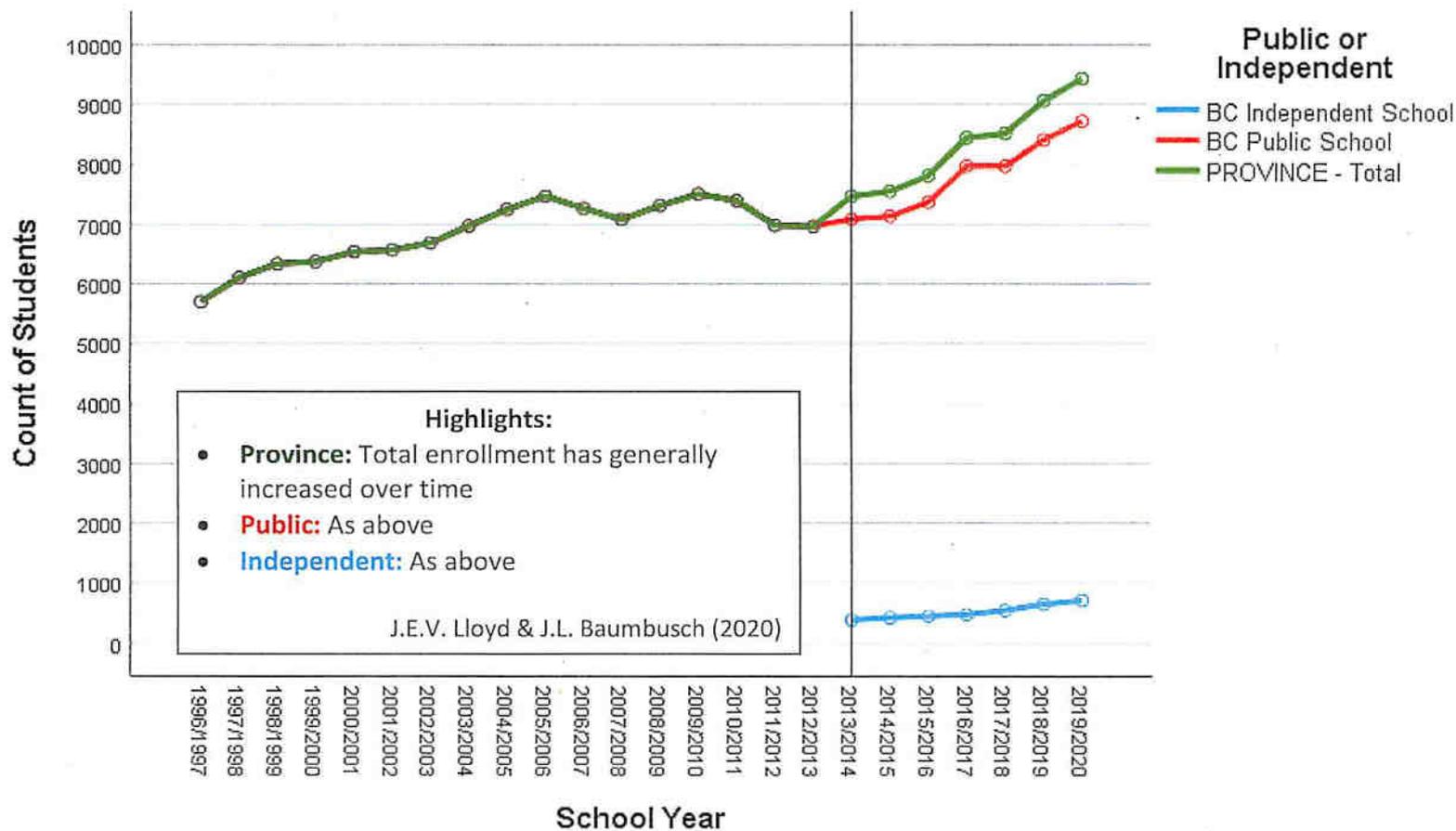


Count of Students with Designation G: Autism Spectrum Disorder



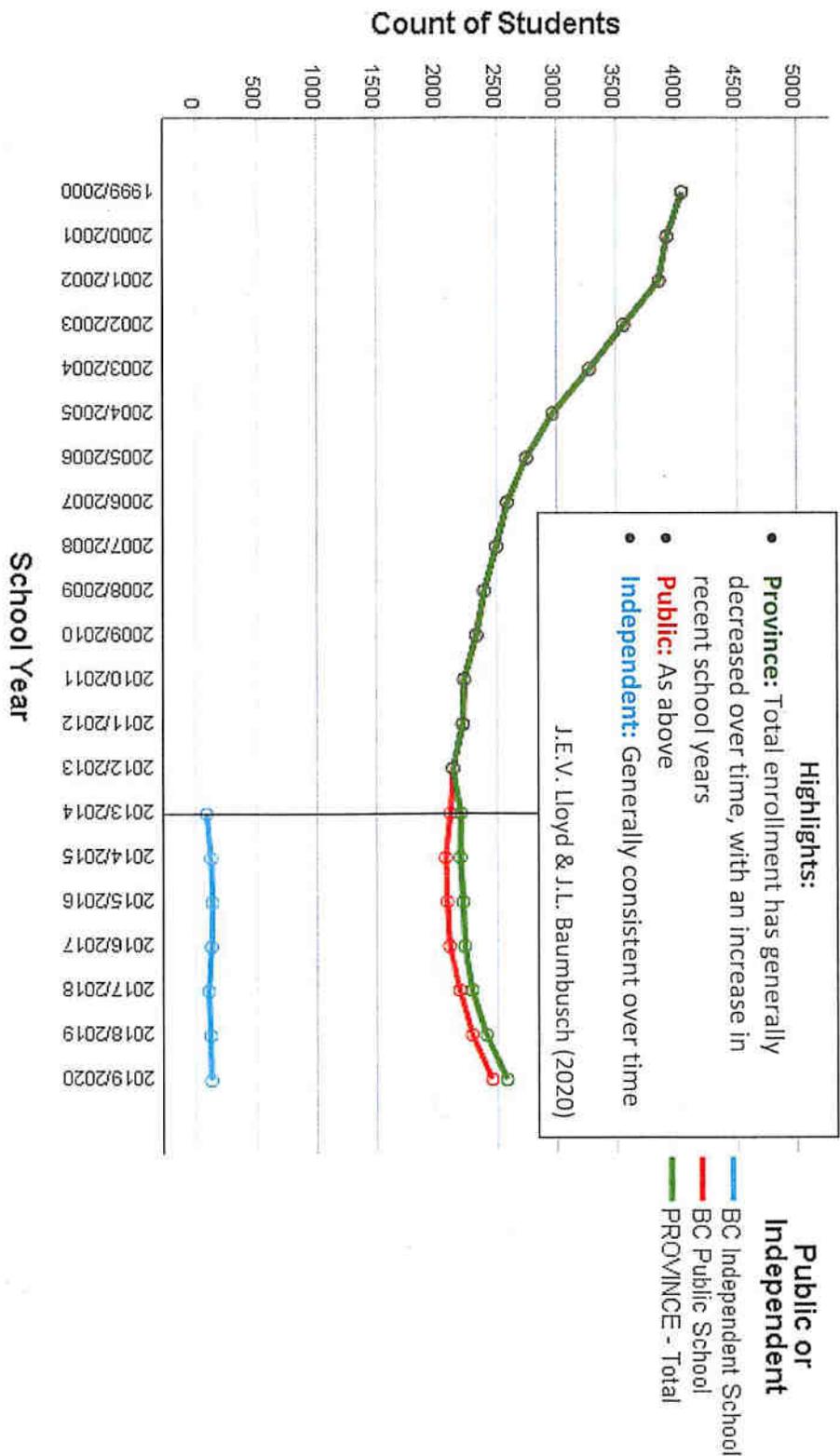


Count of Students with Designation H: Intensive Behaviour Interventions / Serious Mental Illness



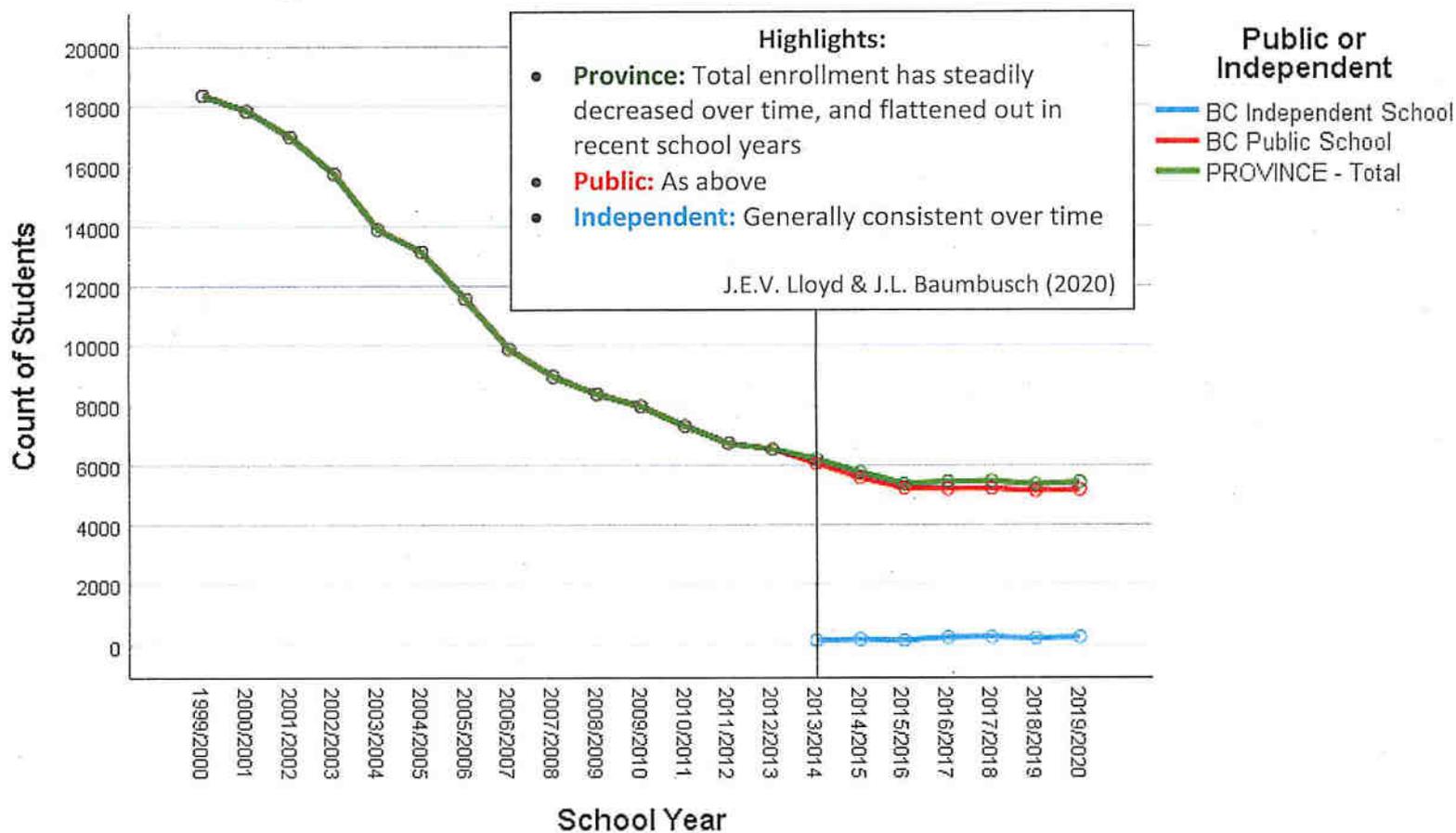


Count of Students with Designation K: Mild Intellectual Disability



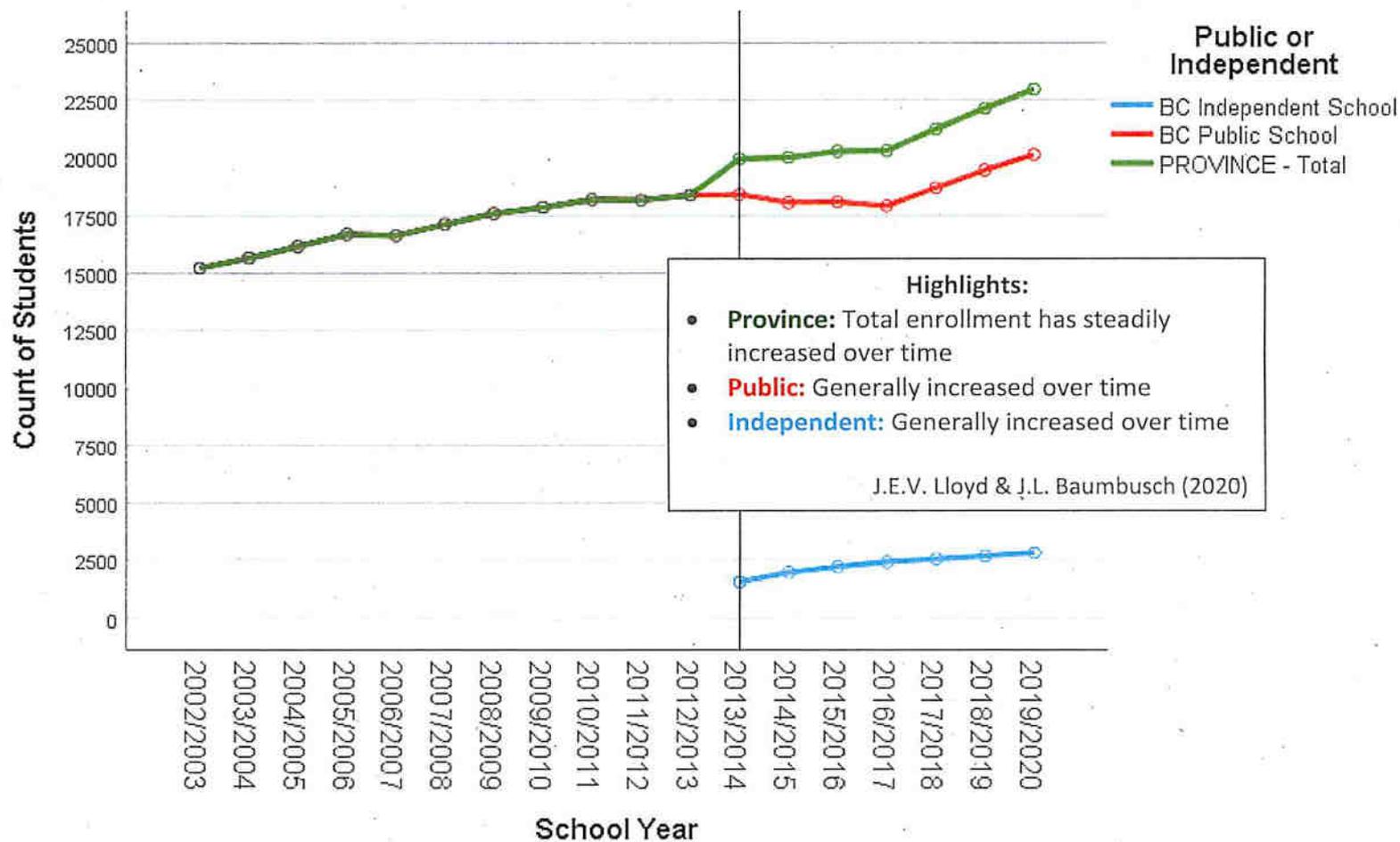


Count of Students with Designation P: Gifted



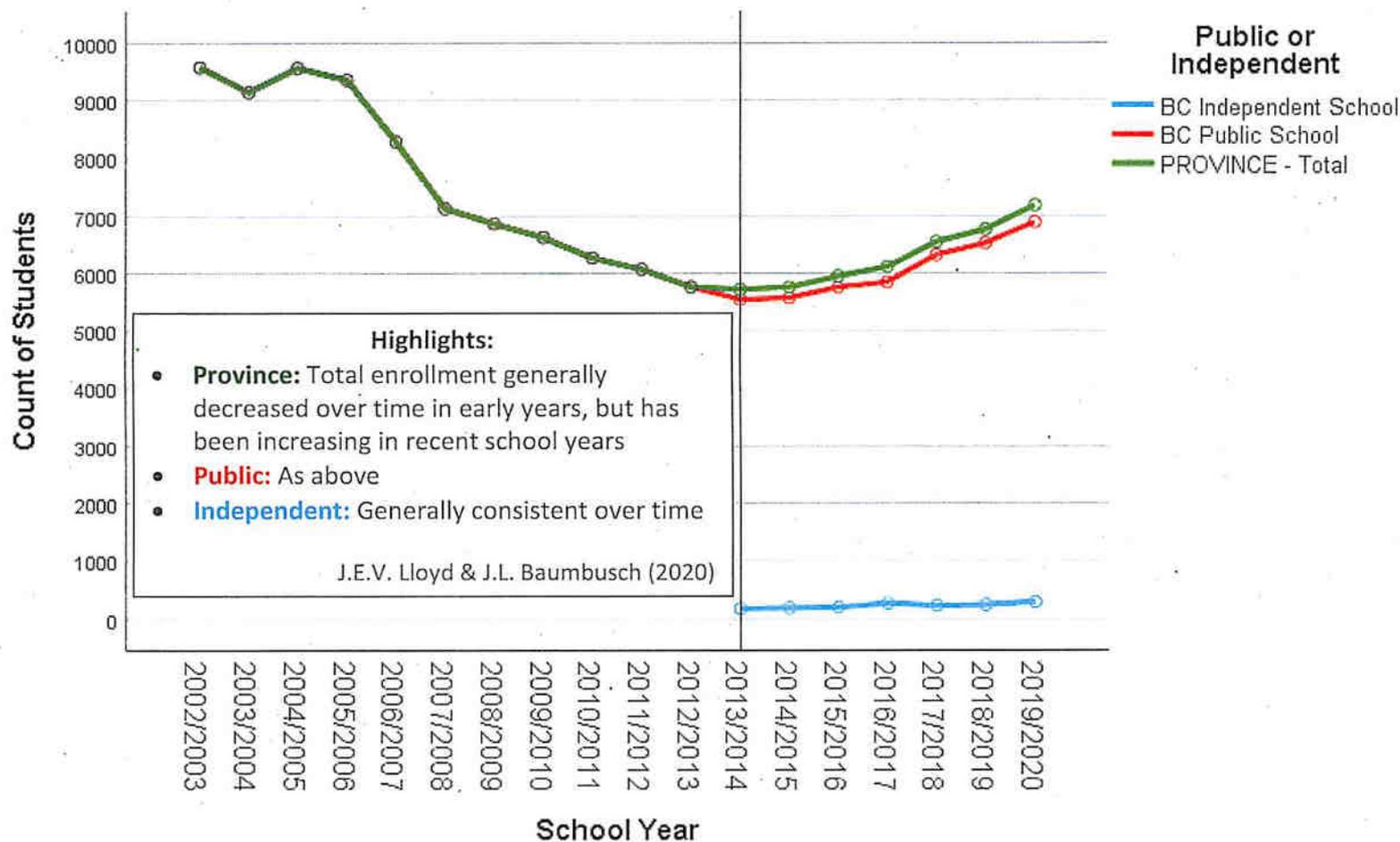


Count of Students with Designation Q: Learning Disability



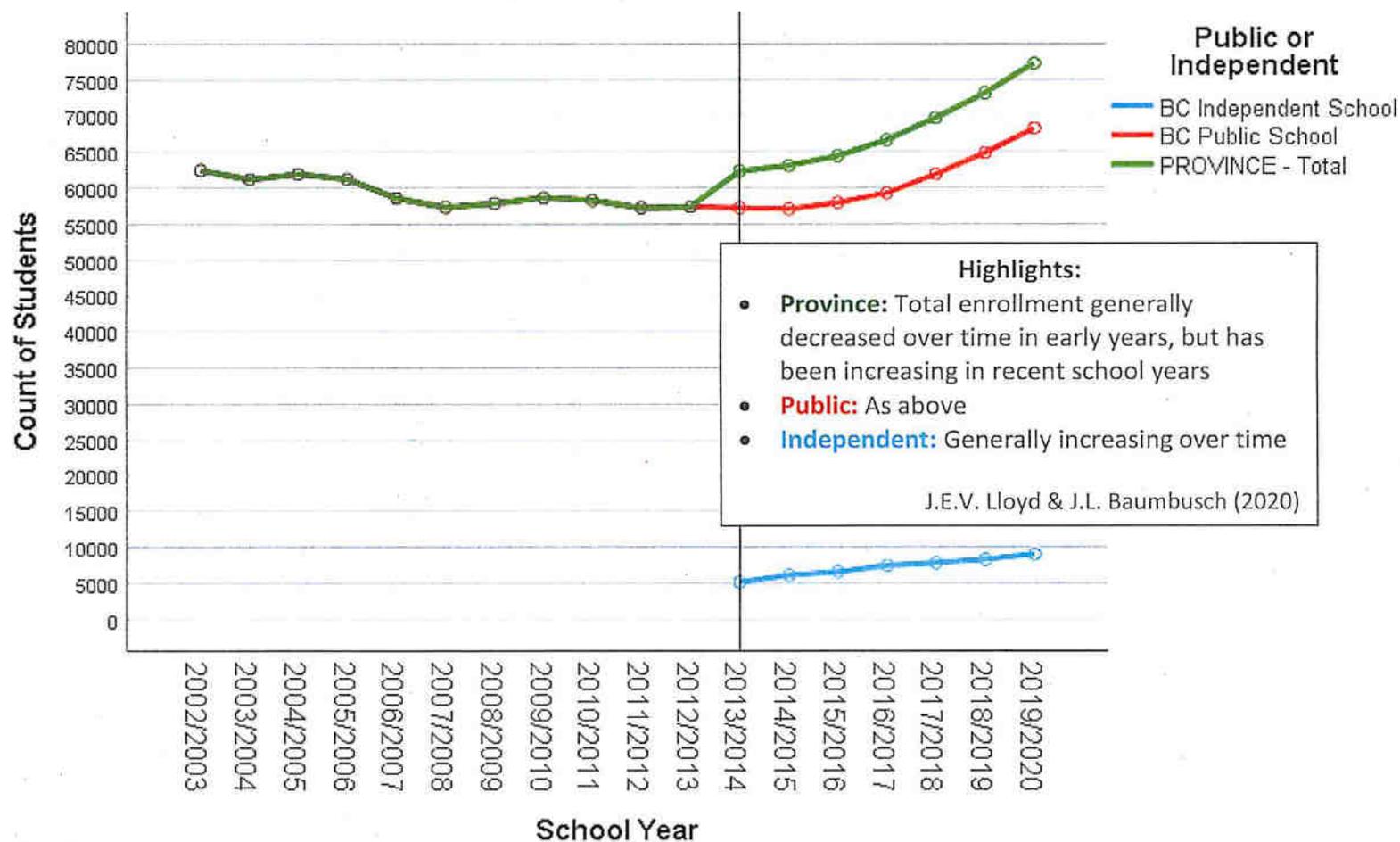


Count of Students with Designation R: Moderate Behaviour Support / Mental Illness



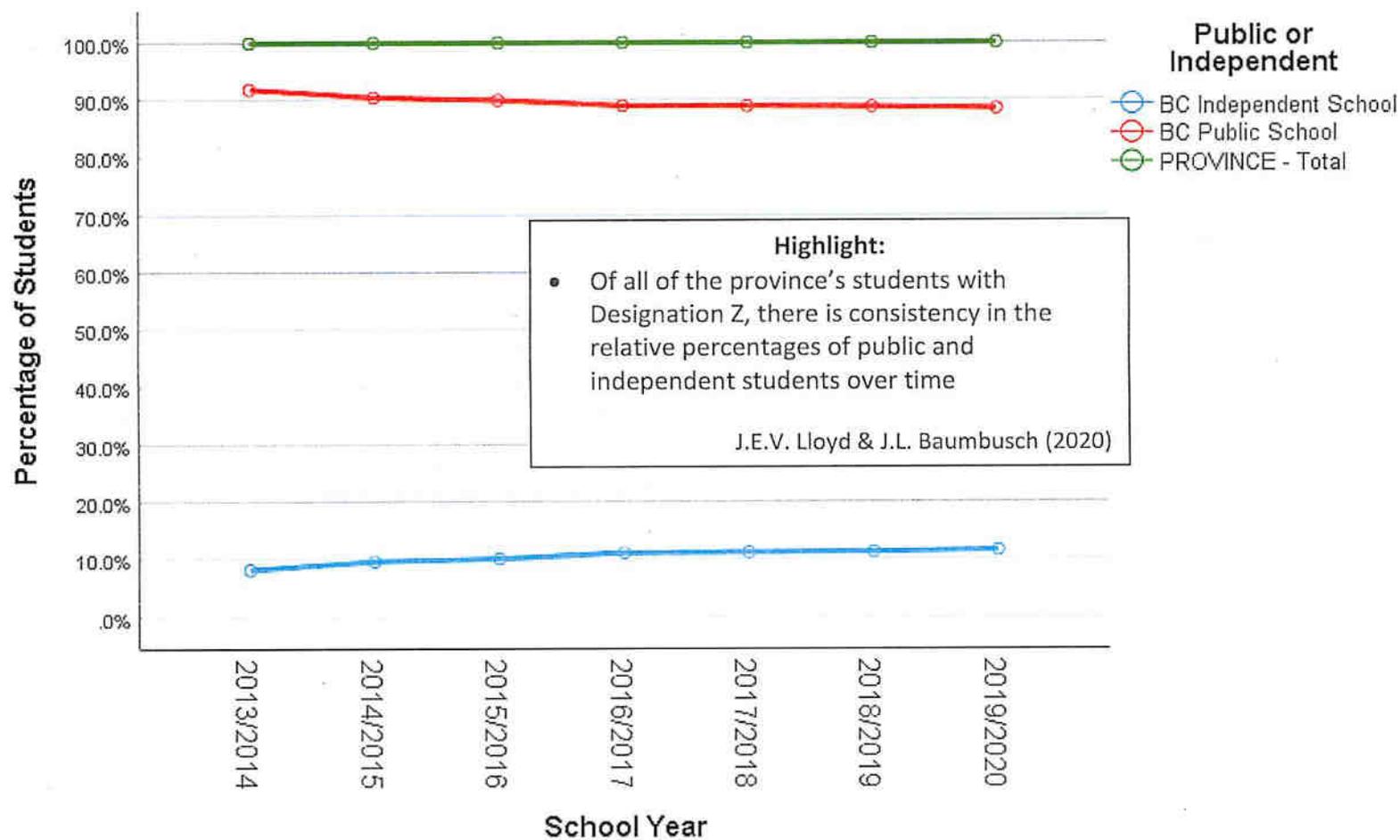


Count of Students with Designation Z: All Designations, Combined



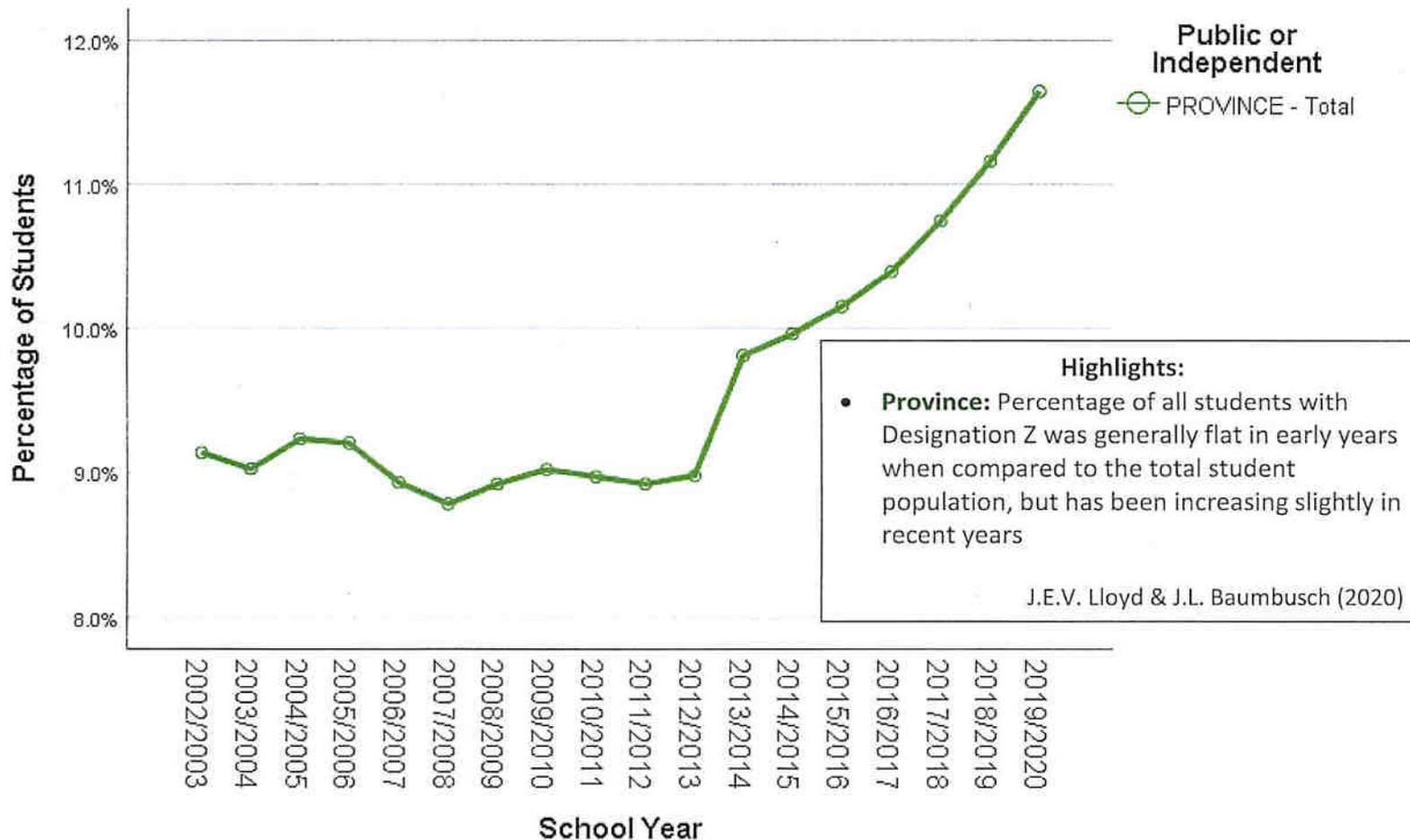


Relative Percentage of Public/Independent Students with Designation Z



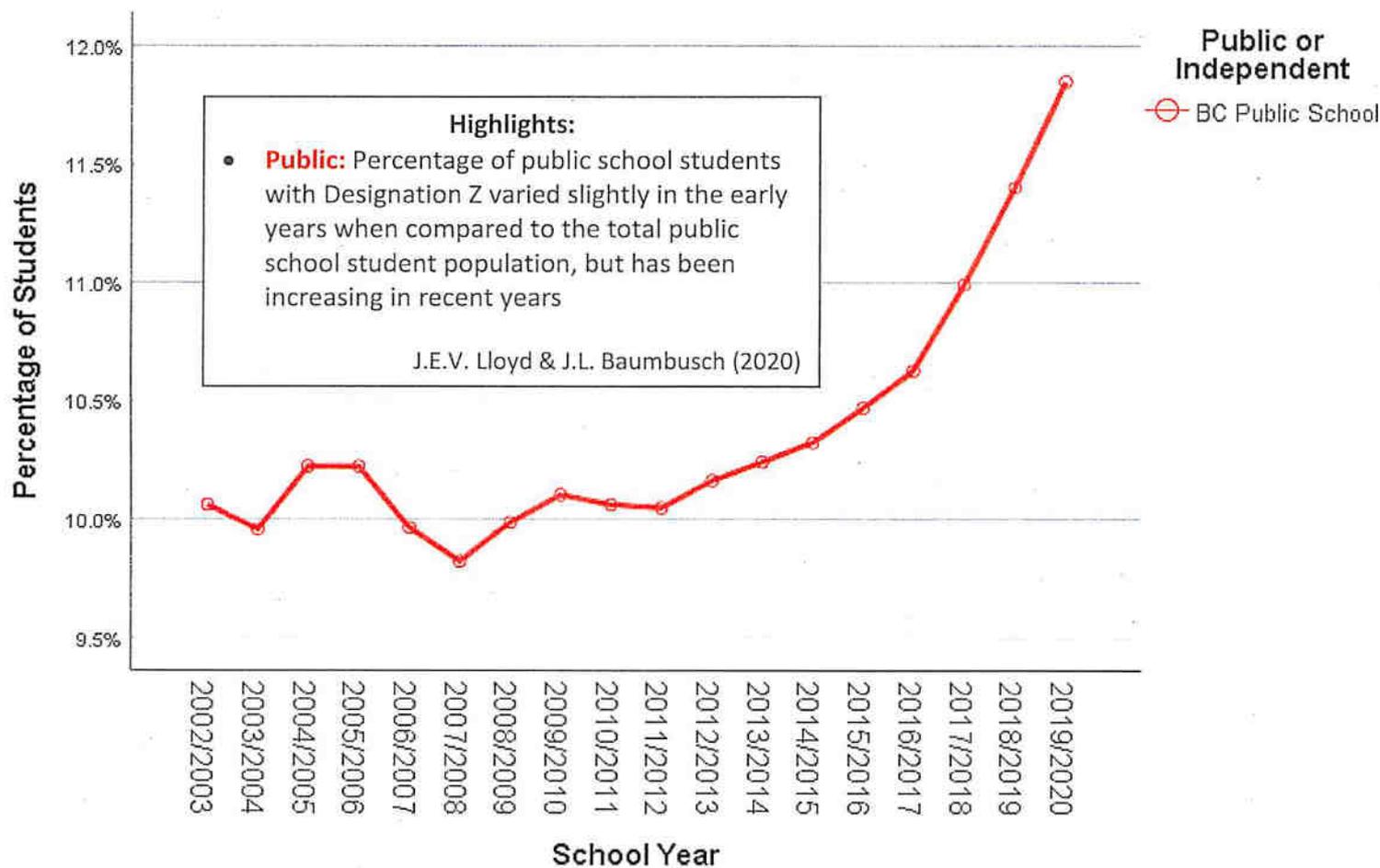


Percentage of All Public/Independent Students with Designation Z Relative to All Public/Independent Students



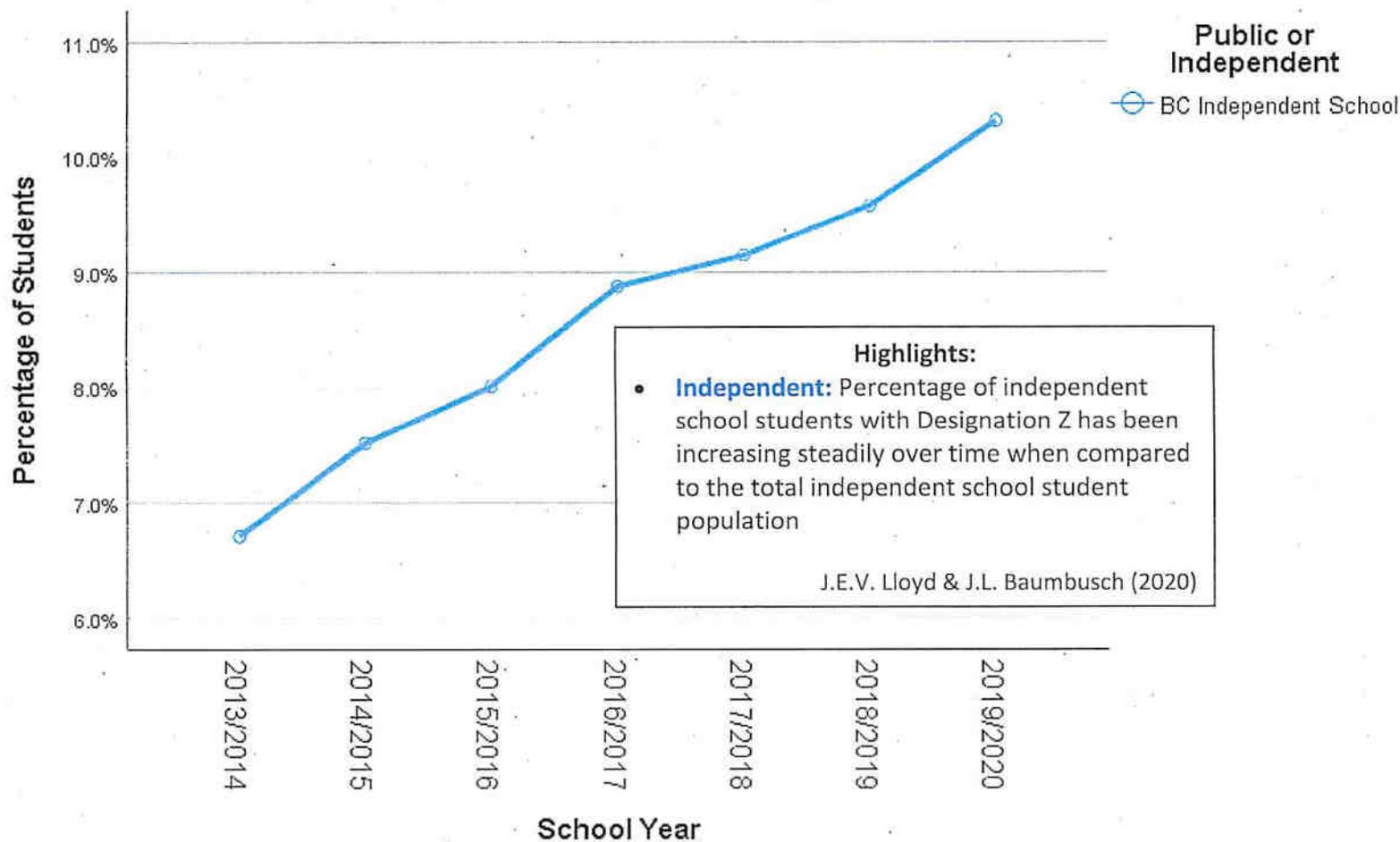


Percentage of All Public School Students with Designation Z Relative to All Public School Students





Percentage of All Independent School Students with Designation Z Relative to All Independent School Students





DataBC Mandate

DataBC

DataBC encourages and enables the strategic management and sharing of data across the government enterprise and with the public. It is responsible for the [BC Data Catalogue](#), the [Open Data initiative](#) and the [B.C. Spatial Data Infrastructure](#) and associated products and services.

Access to trusted, high quality data is essential for the success of British Columbia - expressed in effective government decision making, a robust economy, and improved well-being for all of its citizens.

The BC Data Catalogue provides the easiest access to government's data holdings, as well as applications and web services. Thousands of the datasets discoverable in the Catalogue are available under the Open Government License - British Columbia.

The province's area, varied topography and predominantly natural resource based economy has positioned B.C. as a leader in geographic information management and generates a wealth of geographic information that is discoverable in the BC Data Catalogue. DataBC provides access to this information through a suite of unique applications and services that comprise the B.C. Spatial Data Infrastructure.

The Role of DataBC in B.C. Government Data Management

DataBC is focused on managing B.C. Government data as a strategic asset that meets the needs of citizens, businesses, ministries and the broader public sector. It is responsible for encouraging and facilitating the B.C. Government data management model, expressed in the Data Custodianship Guidelines, and is also a key agent for sharing data, providing value-added services, e.g., Open Data Policy and the B.C. Spatial Data Infrastructure, and advising government data-related initiatives.

Excerpts from:

<https://www2.gov.bc.ca/gov/content/data/about-data-management/databc>



Acknowledgements

We thank our colleagues for their valuable feedback on earlier drafts of this report:

Dr. Erika Cedillo, Director of Public Policy, InclusionBC
Tracy Humphreys, Founder and Chair, BCEDAccess
Karla Verschoor, Executive Director, InclusionBC

We also thank the BC Government and DataBC for making open data available to the public.

Contact Information

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Twitter: @InclusiveEdn

Report available at:
<http://spice.nursing.ubc.ca/>



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Applied Science



Supporting Progressive Inclusive Child-centred Education (SPICE) Research Lab
SPICE Principal Investigator: Jennifer L. Baumbusch, Ph.D., R.N.



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
August 25, 2020 – 6:00 p.m.**

Present: Bob Phillips, Trustee (Committee Chair)
 Dianna Seaton, Trustee (Committee Member)
 Margot Swinburnson (Committee Member)
 Ravi Parmar (Trustee)
 Wendy Hobbs (Trustee)
 Missy Haynes, STA
 Lisa Haug, CUPE
 Cendra Beaton, SPEAC
 Georgette Walker, SPVPA
 Scott Stinson, Superintendent and CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Dave Strange, Associate Superintendent
 Paul Block, Associate Superintendent
 Farzaan Nusserwanji, Exec. Director, IT

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 Scio'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, Bob Phillips

3. COMMITTEE REPORT of June 2, 2020 Education Standing Committee meeting

The committee report for the June 2, 2020 Education Standing Committee meeting was reviewed by the committee members.

4. BAA COURSE PROPOSALS

a. Automotive Service and Repair 11

Dave Strange, on behalf of Paul Block, presented the proposed course to the committee for discussion. Members of the committee discussed the proposed course and engaged in a Q and A.

Recommendation

That the Board of Education approval BAA course Automotive Service and Repair 11.

b. Automotive Service and Repair 12

Dave Strange, on behalf of Paul Block, presented the proposed course to the committee for discussion. Members of the committee discussed the proposed course and engaged in a Q and A.

Recommendation

That the Board of Education approval BAA course Automotive Service and Repair 12.

5. REVIEW OF POLICIES/REGULATIONS

a.

6. NEW BUSINESS

a. K-12 Restart Plan – District Update – Scott Stinson

Superintendent Stinson provided an overview of the SD62(Sooke) K - 12 Re-start Plan. Members of the committee discussed the plan and engaged in a Q and A with committee partners and members of the public.

b. Strategic Plan – Year 3 Operational Plan – Scott Stinson

Superintendent Stinson provided an overview of the SD62(Sooke) Strategic Plan – Year 3 Operational Plan. Members of the committee discussed the plan and engaged in a Q and A with committee partners and members of the public.

7. FOR INFORMATION

a. Research Project Approval/Partnership – Dr. Jennifer Walinga; RRU – “COPSIN Covid-19 Response” – Scott Stinson

b. Inclusive Education Snapshot: Prevalence Over Time of BC’s K-12 Students with Learning Exceptionalities and Disabilities – UBC School of Nursing – Ravi Parmar

8. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS

As per Policy Work Plan – revised document with timelines to come in September

9. ADJOURNMENT AND NEXT MEETING DATE: Sept. 8, 2020