



EDUCATION-POLICY COMMITTEE
School Board Office
3143 Jacklin Road
Sept. 8, 2020 – 6:00 p.m. via MS Teams

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: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.
2. **Opening Remarks from Chair, Bob Phillips**
3. **COMMITTEE REPORT** of August 25, 2020 Education Standing Committee meeting (attached)
4. **BAA COURSE PROPOSALS** (attached)
 - a.
5. **REVIEW OF POLICIES/REGULATIONS**
 - a. Policy Work Plan – Scott Stinson
6. **NEW BUSINESS**
 - a. Education Re-Start Update – Scott Stinson
 - b. Expansion of Outdoor Learning Opportunities (attached) – Trustee Allison Watson
7. **FOR INFORMATION**
 - a. Research Project Approval – Lisa Spalding – “The British Columbian Alternative Education Administrator Perspective” – Scott Stinson
 - b. Research Project Approval – Coral Bowman – “Stakeholders Perceptions Regarding Yoga Practice for Children Ages 3 to 8 Years” – Scott Stinson
8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**
As per Policy Work Plan
9. **ADJOURNMENT AND NEXT MEETING DATE:** Oct. 6, 2020

**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 Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

2. Opening Remarks from Chair, 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

To be reviewed	Language update
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Policy No.	Policy Name	Info	Exec Resp.	TimeLine
E-110	Job Descriptions	Update Language or duties. Review for necessity	Dan	March 30 2021
E-123	Probationary Employees	Review second paragraph language to see if this is followed through. Necessity or is it contained in contract?	Dan	oct 30 2020
E-139	Death of An Employee	Review for consistency	Dan	Oct 30 2020
E-140	Employee Absenteeism	There is no E-340- this Policy refers to it. In conjunction with attendance support	Dan	
E-152	Excluded Staff & Administrative Officers- Salaries & Benefits	Title changes (Associate)--includes Director of Instruction. Necessity?	Dan	
E-155	Sexual Harassment and E-154 Personal Harassment	Updated or referral to digital. Why 2 policies? Make into one policy on harassment?	Dan	Dec 30 2020
E-323	Probationary Employees	No E-122 Policy- refers to it. Is it a repeat of the same policy noted above?	Dan	October 30 2020
E-221	Evaluation of Teachers and Report writing	Needs updating. Alignment to Collective Agreement.	Dan	Dec 30 2020
E-241	Leave of Absence- Educational Personnel	Updating?--1990	Dan	March 30 2021

B-349	Specialty Academies	Just thought we would include this in case it needed some review	Dave	Mar-21
C-200	Services to Students wih Special Needs	Review as part of IES review	Dave	Jun-21
C-319	Student Suspension Process	Needs review and updating	Dave	Jan.2021
C-410	Child Abuse	Review	Dave	Mar-21
C-433	HIV Virus (A.I.D.S)	Review - 1987 Review and rescind	Dave	Oct. 2020
B-129	Safe and Healthy Schools	Title changes (Associate)- review "Reporting on school activities"	Dave	
C-210	Placement of Students	Review - 1995-- connected to C-350 Appeals - for currency	Dave	Stephanie Dec.2021
C-314	Alcohol and other Drugs--Possession, Exchange---	Review accuracy and actual follow through	Dave	2022
C-332	Identification, Assessment & Planning-Psych Ed assessments	1991- Review	Dave	2022
C-428	Administration of Medication	Update--1997	Dave	2021
C-429	Anaphylaxis	Is this the latest? Revised 2008	Dave	done
E-530	Smoking	Please review for accuracy. Updated already?	Dave	done

C-220	Student Records	On current list of future agenda items	Farzaan	
F-330	Document Retention	On current list of future agenda items	Farzaan	

To be reviewed	Language update
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Policy No.	Policy Name	Info	Exec Resp.	TimeLine
E-311	Class 2 Licence	???- is this done--review please	Harold	June 30/21
F-201	Energy management	Trustee request to review	Harold	June 30/21
F-221	School Site Acquisition	To use or not to use an Agent	Harold	Reviewed
F-331	School Based Non-Public Funds	Review for accuracy	Harold	Reviewed
D-330	Access to Information	Take another look - Maybe Harold? Consistency with EDIT	Harold/Farzaan	June 30/21
F-300	Use of School Facilities	Review-- 1982	Harold/Glen	June 30/21
F-226	Construction of Fences on School Grounds	Does this need to be changed? Do we actually charge home owners?	Harold/Pete	June 30/21
F-235	Changes to Buildings and Sites	Review consistency with new practices	Harold/Pete	June 30/21
F-100	Transportation	Review Walk Limits-- Plus this was a hot topic at the last Board Meeting in June	Harold/Tracey	June 30/21
B-132	Career Education	References Planning 10 and Grad Transition	Paul	21-Mar
C-211	Challenge and Equivalency	From Nov, 2017 - review for currency	Paul	21-Jan
B-360	School Fees, Supplies and Deposits	Review for consistency	S/D/P	21-Jun
C-230	Elementary-Middle-Secondary Articulation	Consistent with current practice and beliefs	S/D/P	Jun-21
C-309	District and School Codes of Conduct	Review-- "cyber bullying hate messages-- schools reponsibility? School-to-school consistency	S/D/P	21-Jun
C-310	Student Behaviour	Do we need this separate from code of conduct? Regs only/no policy	S/D/P	21-Jun
C-311	Student Attendance	Needs clarity in Admin regs-- when is "too many" absences "too many"- discussions item?	S/D/P	21-Jun
B-330	Learning Assessment	On current list of future agenda items	Scott	Nov. 2020
C-350	Appeals	Review-- connected to Policy C-210 and By-law	Scott	Oct. 2020
C-432	Maintenance of Order	Change to Associate. Review for current language & connection to ??	Scott	Oct. 2020
New	Research	Process for approving research studies in the school district and sharing via Ed-Policy.	Scott	Jun-21
New	Child Care		Scott	Feb. 2021
C-331	Billeting of Students	1996- review?	Scott	Apr. 2021

To be reviewed	Language update
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Policy No.	Policy Name	Info	Exec Resp.	TimeLine
D-111	Volunteers in Schools	Admin. Reg. language	Scott	Dec. 2020
D-121	Animals on District Property & In Classrooms	Overall change?	Scott	Jun-21
D-205	Fund Raising	Inclusion of GoFundMe or other crowdsourcing methods	Scott	Jan. 2021

C-411	Band Instrument Rental	Review #6- Scott needs to check out the large instruments-- rescind? No policy/only regulations	Scott/Paul	2021/2022
F-204	Naming of Schools	Update with Truth and Reconciliation perspective-- Aboriginal option?	Scott/Windy	Jun-21
F-502	School Catchment Areas and Student Placement		Scott/Windy	Dec. 2020

B-346	French Language Programs	Combine with B-345 "Core French"?	Stephanie	Feb. 2021
C-329	Field Trips- Curricular and Extra Curricular	Field trip ratios reviewed	Stephanie	Jun-21
C-330	Student Travel	Review--what about students driving themselves? Should it be folded into the Field Trip Policy	Stephanie	Jun-21
F-501	Emergency Preparedness	Review for updated information	Stephanie	Jun-22
New	Police Contact with Students	Process for police interviewing students at school	Stephanie	Nov. 2021
New	International Field Trips		Stephanie	Oct-Nov. 2020
E-222	Performance Review of Administrators	Does not match	Stephanie/Scott	Jun-21
C-316	Breaches of Peace and Order	Is this Part 3 of VTRA? Connection to suspension	Stephanie	
C-210	Placement of students	Updating	Stephanie/Janine	Oct-Nov. 2020

Education-Policy Committee Meeting **September 8, 2020**

Topic:

Expansion of outdoor education opportunities for SD62 Students

Recommended Motion(s):

That the Board of Education of School District No. 62 (Sooke) direct staff to explore the expansion of outdoor education for all SD62 students with the intent to understand the resources required to support, develop and implement increased outdoor education opportunities. The exploration of these opportunities would include: researching outdoor education in other jurisdictions, conducting consultations/surveys with stakeholder groups, and student engagement at all grade levels. Furthermore, staff provide a report with their findings for a discussion at a future Education and Policy Committee meeting.

Rationale/Background:

The purpose of this motion is to engage SD62 stakeholders in the strategic plans goal to “develop, support and embrace natural learning spaces and outdoor educational opportunities for students at all levels.” The intent of the survey would be to explore and develop the necessary measures required by each school to move to district wide outdoor educational opportunities.

Canada’s Chief Public Health Officer Dr. Theresa Tam has stated that “people might think that if we get a vaccine then everything goes back to normal the way it was before. That’s not the case... All of the measures we’ve put in place now will still have to continue with the new reality for quite some time,” Though it would be difficult to meet our target to enhance outdoor education for the start of this school year, we can prioritize our planning to meet the challenges posed by covid19 within the next two or three years.

Bonnie Henry has acknowledged and encourages individuals to go outside to reduce the risk of transmitting the virus and that risk of spreading the virus outside is infinitesimally small. In addition, the Provincial COVID-19 Health & Safety Guidelines for K-12 Settings encourages the implementation of outdoor programs as much as possible. A survey will help to expedite our Strategic Plan’s goal to create outdoor learning environments while decreasing the risk of transmission in our schools.

Other important advantages to outdoor education are the substantial social, emotional and physical wellness benefits which present themselves in ordinary times. The overall wellness of our students is particularly important to foster during the straining times of a pandemic.

As a board, we are required to follow the guidance of the Minister of Education while understanding the importance of students remaining in school; it is within these guidelines that we are able to take actions to optimize the health and safety of the students and staff in our district.

References:

- [SD62 Strategic Plan](#) – Learning: To create and support innovative teaching and learning environments
- Provincial COVID-19 Health & Safety Guidelines for K-12 Settings: Physical and Health Education/Outdoor Programs
- <https://www.ctvnews.ca/health/coronavirus/even-if-there-s-a-vaccine-pandemic-may-persist-for-years-to-come-tam-1.5050584>

- <https://www.cbc.ca/news/canada/british-columbia/please-go-outside-dr-bonnie-henry-says-covid-19-much-less-likely-to-spread-outdoors-1.5550191>
- <http://naturekindergarten.sd62.bc.ca/proposal/>

Submitted by:



Allison Watson, Trustee
School District No.62 (Sooke)

Janice Foulger

To: Janice Foulger
Subject: FW: Alternative Education - Master of Education Research Study Query
Attachments: Administrator Recruitment Email.docx; SEMI-STRUCTURED INTERVIEW QUESTIONS.docx; ALTERNATIVE EDUCATION ADMINISTRATOR CONSENT FORM (2).docx

From: Lisa Spalding <lspalding72@gmail.com>
Date: Monday, July 13, 2020 at 8:52 PM
To: Scott Stinson <sstinson@sd62.bc.ca>
Subject: Alternative Education - Master of Education Research Study Query

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 Mr. Stinson:

I am a student in the Master of Education in Educational Leadership at Vancouver Island University (VIU) and an alternative teacher in the Sooke School District (62). My research, entitled "The British Columbian Alternative Education Administrator Perspective," aims to add to the understanding around what Vancouver Island alternative education administrators, from 2015-2020, have learned, experienced, and consider to be effective practice in alternative schools. This research will be qualitative and gathered using semi-structured interviews. These interviews will explore why each participant became an alternative education administrator, what he/she learned from staff and mentors in the field, what personal and professional experience he/she gained during their tenure, and what he/she considers to be best practice in the alternate school setting. My hope is that the collected data will reveal themes for a deeper understanding of the alternative environment, which will add to the academic conversation about this learning environment, and assist current and future alternative administrators to benefit from the experience of their colleagues.

Would you be willing to allow your school district alternative administrators, who have tenure or are currently administrators, to participate in a semi-structured qualitative interview? The interviewees will be audio recorded on a Zoom call or given the opportunity to respond to the questions by email. It may take between 1.5 to 2 hours to complete the interview questions.

Before you agree to allow your alternative administrators to participate in my research, please review the attachments which contain the recruitment email script, the consent form, and the list of questions for the interviews. These will assist you in thinking about if you would like your district to participate, who in your district would be best suited for the interviews, and perhaps who would be able to offer a wide knowledge base to contribute to the academic conversation around alternative education.

If you agree to their participation, depending on the information your alternative administrators provide, there may be a risk that he/she may feel vulnerable, as he/she will be talking about personal experiences and memories of the time spent in alternative administration. He/she may feel pressure to conform to the views and opinions that you, as their leader has, in order to please you and maintain a positive relationship in the future. I will minimize these vulnerabilities and risks by starting with an informal getting-to-know you conversation to increase comfort levels. I will also be very clear that I need honest and full disclosure on his/her alternative administrative experience. My hope is that each participant will feel inspired to be as open and thoughtful as possible, sharing wisdom hard earned with future alternative administrators.

In my Master's Thesis, I will change the name of the district, alternative school, and administrator to help identify. If you choose to allow your alternative administrators to participate in my research, I will request that each participant privately give me a pseudonym to be used instead of given names to reduce the likelihood of being identified by future readers. I will make every effort not to directly or indirectly disclose any participant's identity.

The semi-structured qualitative interviews will be either audio recorded on Zoom or completed through email, transcribed, and then analysed using the NVivo 12 software program for themes. Upon completion of transcription, the participant's interview transcript will be emailed to them individually to review. This will allow him/her to review his/her parts in order to make any necessary adjustments. This is just in case he/she meant something other than what was said or in case I did not represent his/her words accurately. I would also like to reassure you that I will make my best effort to withdraw a statement if a member would like me to. Once everyone's review process of their initial transcript is completed and returned to me, I will then code each member's personal identification by using the pseudonym he/she privately provided me at the beginning of our interview. The participant will have two weeks from the time I email the transcripts to respond with changes or retract any personal comments; when that timeline is reached, further changes will not be possible.

Please be aware that any personal information your administrator shares via Zoom or email (consent forms, transcripts, etc.) may be subject to foreign legislation, particularly if their email is stored on an international server like Gmail. In addition to this, NVivo 12 is the software program I will be using for data analysis. As this company is American, it is possible that some or all of the data for analysis may be stored outside of Canada.

When I have one master copy, with all submitted changes and coded names, the individual files of each participant will be deleted. The master then, along with any signed consent forms, will be stored on a password-protected computer in my home office. All of this will then be deleted at the end of my thesis. I predict this will be by the end of December 2021.

The results of this study will be published in my Master's Thesis, and may also be used for conference publications, presentations, and published in peer-reviewed journals. I will provide each participant a link to my thesis when it is published.

Your approval of the participation of your alternative administrators in this study is completely voluntary. You may withdraw your approval to participate in the study at any time, for any reason, and without explanation, until we start the audio recordings or email interviews.

If you are interested in allowing your alternative administrators to participate in my semi-structured qualitative interview research, please send your confirmation to my email at lspalding72@gmail.com and I will begin to reach out to the alternative administrators.

Sincerely,
Lisa Spalding
WestShore Centre for Learning and Training
Grade 9/10 Cohort Program Head
Humanities and Foods Teacher

Cover Letter

July 6, 2020

Dear Mr. Stinson,

My name is Coral Bowman and I am conducting, as part of the requirement for a Master's Degree in Global Leadership at Royal Roads University, an applied capstone project. The objective of my capstone project is to explore perceptions, including attitudes and practices, of stakeholders in early childhood care and education regarding yoga practice with children for a specific developmental age range (three to eight years of age).

My credentials with Royal Roads University can be established by contacting Wanda Krause, Program Head, MA in Global Leadership Program, School of Leadership. She can be reached at Wanda.Krause@royalroads.ca.

School District's on Vancouver Island have been invited to participate in my research as it is thought that Principals / Vice Principals hold certain knowledge pertaining to child development, programming in the early childhood care and education environment, community-based activities for children in British Columbia in general, and yoga practice with children. There are no anticipated risks for participants (Principals/Vice Principals).

I am kindly requesting involvement via an emailed paper survey that can be downloaded and completed and returned to me either by email or mail. It is estimated this activity will take 15-20 minutes to complete. The foreseen questions will be centred around yoga for children in your community (District).

Survey responses will be summarized in the body of the final report using geographical identification (by region) in order to ensure anonymization. At no time will any specific comments be attributed to any individual unless your specific agreement has been obtained beforehand. This project will result in a final report including executive summary that will be available to all participants. It is anticipated that this report may be used to make presentations at conferences and specific journals for publication will be targeted, including but not limited to: The International Journal of Child, Youth, and Family Studies (IJCYFS).

In addition to submitting my final report to Royal Roads University in partial fulfillment for a Master's degree in Global Leadership, I will also be sharing a report describing this project and its accomplishments with key representatives from the Province of British Columbia – Ministry of Education, Ministry of Children and Family Development, the BC Representative for Children and Youth, the Canadian Yoga Alliance, and School Districts (12) on Vancouver Island including – Healthy Schools, SPEAC (Sooke Parents Education Advisory Council).

Please feel free to contact me at any time should you have additional questions regarding the project and its outcomes. You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence.

Sincerely,
Coral Bowman, MA, BA
Email: coralbowman99@gmail.com
Telephone: 250-889-1890