

### Public Notice – Education-Policy Committee Online Public Meeting


A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on January 5, 2021 at 6:00 pm.**

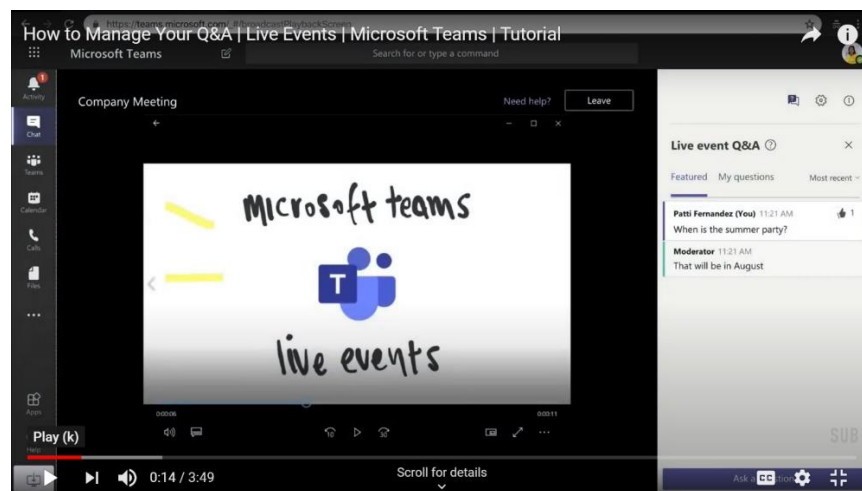
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Jan-5-2021>

To guide you, the following is information on how to join a live event in MS Teams.

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
  - Select the **Q&A**  function on the right side of the screen.
  - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
  - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



For those who are unable to join the meetings, they will be recorded and audio will be available upon request following the meeting by emailing [jfoulger@sd62.bc.ca](mailto:jfoulger@sd62.bc.ca).

If you have questions regarding the meeting and how to access it that aren't answered in the link above please email [info@sd62.bc.ca](mailto:info@sd62.bc.ca).



**EDUCATION-POLICY COMMITTEE**  
**School Board Office**  
**via MS Teams**  
**Jan. 5, 2021 – 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: 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 Dec. 1, 2020 Education Standing Committee meeting (attached)
4. **BAA COURSE PROPOSALS** (attached)
  - a. Professional Cook 11A – Paul Block
  - b. Professional Cook 11B – Paul Block
  - c. Professional Cook 12A – Paul Block
  - d. Professional Cook 12B – Paul Block
5. **REVIEW OF POLICIES/REGULATIONS** (attached)  
No policies/regulations submitted for this meeting.
6. **NEW BUSINESS**
  - a. COVID-19 Update – Scott Stinson
  - b. Presentation – Dante Di Ponio – Career Education in SD62 – Transitions to Post-Secondary Training
  - c. Strategic Plan Update – Sue Grundy (20 min.)
7. **FOR INFORMATION**
  - a. Research Project Approval – Alaina Chun, BC Children's Hospital/UBC – "Child and Youth Mental Health During a Pandemic: MyHEARTSMAP COVID-19 Study" – Scott Stinson
8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**  
As per Policy Work Plan
9. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 2, 2021

**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE Via MS Teams  
Dec. 1, 2020 – 6:00 p.m.**

---

- Present:** Bob Phillips, Trustee (Committee Chair)  
Dianna Seaton, Trustee (Committee Member)  
Margot Swinburnson, Trustee (Committee Member)  
Lisa Haug, CUPE  
Georgette Walker, SPVPA  
Cendra Beaton, SPEAC  
Scott Stinson, Superintendent/CEO  
Paul Block, Associate Superintendent  
Dave Strange, Associate Superintendent  
Harold Cull, Secretary Treasurer
- Guests:** Tracey Syrota, Mgr. of Transportation; Christine McGregor, Janine Brooks, Linda Lamers, Sharon Schwartz, Fran Bitonti, Kristin Wiens, Deb Woodland
- Regrets:** Stephanie Hedley-Smith, Associate Superintendent  
Missy Haynes, STA

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 Nov. 3, 2020 Education Standing Committee meeting  
The committee report for the Nov. 3, 2020 Education-Policy Committee meeting was reviewed by the committee members.
4. **BAA COURSE PROPOSALS**  
No courses were brought forward for consideration at this meeting.
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
  - a. Draft Revised Policy and Regulations F-100 "Transportation" – Harold Cull & Tracey Syrota  
Harold Cull, Secretary-Treasurer, started with a recognition of the strong work done by Tracey Syrota and the team at Transportation throughout the fall. Harold and Tracey spoke to the draft revised policy and regulations, including an overview of the systemic challenges that gave rise to reviewing the existing policy and regulations, the process followed to create the drafts

being presented to the committee, and the intent of the proposed changes. The committee engaged in discussion and questioning seeking clarification and understanding.

**Recommendation:**

That the Board of Education give Notice of Motion to draft revised Policy and Regulations F-100 “Transportation”

- b. Draft Revised Policy and Regulations C-432 “Maintenance of Order” – further revisions – Scott Stinson

Superintendent Scott Stinson presented on the feedback and final revisions to the draft revised policy and regulations. Scott suggested the revised policy and regulations are ready to go to the Board for adoption. Discussion and questions followed.

**Recommendation:**

That the Board of Education adopt draft revised Policy and Regulations C-432 “Maintenance of Order”.

- c. Draft Revised Policy E-123 “Probationary Employees” – Scott Stinson

Scott Stinson spoke to the draft revised policy. Discussion and questions followed.

**Recommendation:**

That the Board of Education give Notice of Motion to draft revised Policy E-123 “Probationary Employees”.

- d. Draft Revised Policy E-139 “Death of an Employee” – Scott Stinson

Scott Stinson spoke to the draft revised policy. Discussion and questions followed.

**Recommendation:**

That the Board of Education give Notice of Motion to draft revised Policy E-139 “Death of an Employee”.

6. **NEW BUSINESS**

- a. Presentation – Supporting Students with Autism Spectrum Disorder in SD62 – Christine McGregor, Janine Brooks, Linda Lamers, Sharon Schwartz, Fran Bitonti, Kristin Wiens, Deb Woodland

The committee members thanked the team for their presentation and recognized the tremendous work of the department as well as school-based staff. Discussion and questions followed.

Request to have the presentation come back to the committee in the spring and packaged to be shared with the public to highlight our great work and to inform families of our services and programs.

- b. COVID-19 Update – Scott Stinson

The Superintendent provided an update on COVID-19 including work with health authorities, the upcoming winter break, and plans being developed to respond to possible school exposures should they occur in one of our schools. Discussion and questions followed.

- c. Strategic Planning Update – Scott Stinson  
The Superintendent provided an update on district strategic planning and next steps. Discussion and questions followed.
- d. Victoria Family Court Youth Justice Committee (VFCYJC) – Trustee Margot Swinburnson  
Trustee Swinburnson gave an update on proceedings from the VFCYJC and the upcoming report from the office of the Charlesworth report. Discussion and questions followed.

The committee decided to wait for the release of the report and then consider any possible actions in response to its findings and recommendations.

7. **FOR INFORMATION**

a.

8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**

As per Policy Work Plan

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



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Sooke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 62
<b>Developed by:</b> Brandon Aris / Lindsay Johnson / Jon Hamlin / Dante Di Ponio	<b>Date Developed:</b> June 2020
<b>School Name:</b> Edward Milne Community School	<b>Principal's Name:</b> Laura Fulton
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Professional Cook	<b>Grade Level of Course:</b> 11A
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** N/A

**Special Training, Facilities or Equipment Required:** The teacher will be a Professional Cook specialist. The facility to be used should have a classroom setting for up to 29 students to do theory and a professional teaching kitchen space equipped to complete the practical work based on the Level 1 Professional Cook curriculum.

**Course Synopsis:** This course is designed to enable students to pursue a career in the professional cooking field. It will enable students to enter a technical training post-secondary institution having the essential competencies and knowledge for success, and/or enter industry in a work or apprenticeship capacity. The hands-on, practical components of the course provide the opportunity to apply and refine theoretical components, as well as refine workplace and employment skills. This course is based on the Level 1 Professional Cook curriculum as outlined by the Industry Training Authority (ITA).

Goals and Rationale: Industry, education and government recognize the need for the training of individuals for the Professional Cook industry, especially with the increasing complexity of the industry, which is coupled with an ever-increasingly aged culinary 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 and technical skills that will enable them to become more employable in the culinary industry. Students can use the skills and knowledge gained to access further post-secondary education in the culinary field, as well as other fields such as entrepreneurship 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:**

- **Connectedness and Relationship:** Working in a professional kitchen requires collaboration, connection, and strong working relationships.
- **Awareness of History:** Understanding the history of the profession and historical significance of certain foods is an important aspect of this course.
- **Local Focus:** Understanding local connections to ingredients and food are important factors within a sustainable practice.
- **Engagement with the Land, Nature, the Outdoors:** Understanding the role nature and the land have in our food production process.
- **Language and Culture:** Food and food preparation vary from culture to culture.
- **Experiential Learning:** Hands-on experience is a key part of this course.
- **Learning involves recognizing the consequences of ones' actions:** A successful cook will learn from their mistakes in order to improve practice. Not following process and protocol can be dangerous for ones' self and others in the kitchen environment.
- **Learning involves patience and time:** Cooking requires patience and time for success to occur. Specific periods of time must be adhered to in order to achieve a successful result.

### BIG IDEAS

Safe working practices are an integral part of the food service industry

Sanitary food practices are critical to maintaining a safe environment for all

Collaboration and communication are key skills required in a working kitchen

Success in the food service industry requires diverse skills

The food service industry is a major employer, and opportunities for graduates of professional cooking programs are numerous and diverse

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Trade Knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe personal attributes and professionalism in the workplace.</li> <li>• Describe roles and responsibilities in the workplace.</li> <li>• Describe food service occupations.</li> <li>• Describe food service training programs and certification pathways.</li> <li>• Describe the history of the profession and emerging trends.</li> </ul> <p><b>Safety Standards</b></p> <ul style="list-style-type: none"> <li>• Describe workplace hazards (WHMIS).</li> <li>• Describe general safety practices.</li> <li>• Describe basic first aid procedures.</li> <li>• Describe fire safety procedures and regulations.</li> <li>• Describe WorkSafe BC regulations in the workplace.</li> </ul> <p><b>Sanitary Standards</b></p> <ul style="list-style-type: none"> <li>• Describe food safety procedures (FOODSAFE Level 1 prerequisite).</li> <li>• Describe the principles of Hazard Analysis – Critical Control Points (HACCP).</li> <li>• Describe general food handling and storage procedures.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• Trade Knowledge</li> <li>• Safety Standards</li> <li>• Sanitary Standards</li> </ul> <p><b>Stocks, Soups, and Sauces</b></p> <ul style="list-style-type: none"> <li>• Stocks</li> </ul> <p><b>Vegetables and Fruits</b></p> <ul style="list-style-type: none"> <li>• Vegetables</li> <li>• Fruits</li> </ul> <p><b>Garde Manger</b></p> <ul style="list-style-type: none"> <li>• Dressings, Condiments, and Accompaniments</li> <li>• Salads</li> <li>• Sandwiches</li> </ul> <p><b>Baked Goods and Desserts</b></p> <ul style="list-style-type: none"> <li>• Principles of Baking</li> </ul>



- Describe the causes and preventions of food borne illnesses.
- Describe procedures to maintain workplace sanitation and personal hygiene.

### **Stocks**

- Identify types of stocks and their uses.
- Select ingredients for stocks.
- Describe the principles of stock making.
- Prepare white stocks.
- Prepare brown stocks.
- Describe stocks used in world cuisines.

### **Vegetables**

- Identify and correctly store common varieties of vegetables.
- Describe the properties and cooking potential of vegetables.
- Cut and process common vegetables.
- Describe the basic principles of vegetable preparation.
- Describe basic vegetable finishing procedures.
- Blanch, steam, and boil vegetables.
- Sauté and stir fry vegetables.
- Deep-fry and pan-fry vegetables.
- Bake and roast vegetables.
- Grill and broil vegetables.

### **Fruits**

- Identify and correctly store fruits.
- Understand the properties and cooking potential of fruit.
- Cut and process common types of fruit.
- Prepare fruit using a variety of methods.
- Prepare fruit juices.

### **Dressings, Condiments, and Accompaniments**

- Describe types of salad dressings and their uses.
- Identify ingredients used in salad dressings.
- Describe basic principles of salad dressing preparation.
- Prepare salad dressings.

**Salads**

- Describe types of salads and their components.
- Identify types of salad ingredients.
- Select and store salad ingredients.
- Prepare simple salads.
- Prepare buffet salads and set up a salad bar.

**Sandwiches**

- Describe types of sandwiches and their ingredients.
- Identify ingredients used in sandwich preparation.
- Set-up a sandwich station.
- Prepare hot and cold sandwiches.

**Principles of Baking**

- Describe ingredients used in baking.
- Describe the types and properties of leaveners.
- Describe basic mixing methods and principles.
- Describe general production procedures used in baking.
- Describe storage procedures for finished bakery products.

**Cookies**

- Describe types of cookies and their ingredients.
- Describe the characteristics of cookies.
- Describe the different methods of preparation used in cookie making
- Prepare cookies.

## Learning Standards

### Curricular Competencies

### Content

#### Curricular Competencies – Elaborations

For a full list of elaborations, please view the “Learning Tasks” section of the ITA Professional Cook professional cook program outline: [https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

#### Content – Elaborations

For a full list of elaborations, please view the “Content” section of the ITA Professional Cook professional cook program outline: [https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

#### Recommended Instructional Components:

- Instructional labs
- Video demonstrations
- Hands-on demonstrations
- Experiential learning within the real-world kitchen environment
- Reflection opportunities

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

- Summative and Formative assessment embedded throughout the course
- Summative demonstrations of technique and procedure
- Periodic testing to determine learning and mastery of process and technique
- Self and peer evaluation

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

Formative Assessment	ongoing specific descriptive feedback, fair, transparent, meaningful, multiple opportunities, gathered over time, self and peer assessment create a profile of student strengths, areas of growth and areas for further development co-create criteria, rubrics, celebrate successes, reflection, encourage metacognition check-ins – exit slips, 3,2,1, informal conversations,
Summative Assessment	a measurement of success or proficiency at the end of the learning process – performance, written, spoken tasks – rubrics, standards Showcase student learning, consider authentic audience - exhibits, gallery walks, displays etc

**Learning Resources:**

The Culinary Professional, Draz, John and Koetke, Christopher. 2010

On Cooking, Labensky, Hause, Martel, Malley, Bevan, Sicoli. 2012

Professional Cooking, Gisslen, Wayne. 2011

Food Safe Level, Burton, Toni and Steacy, Ken. 2014

**Additional Information:**



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Sooke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 62
<b>Developed by:</b> Brandon Aris / Lindsay Johnson / Jon Hamlin / Dante Di Ponio	<b>Date Developed:</b> June 2020
<b>School Name:</b> Edward Milne Community School	<b>Principal's Name:</b> Laura Fulton
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Professional Cook	<b>Grade Level of Course:</b> 11B
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** N/A

**Special Training, Facilities or Equipment Required:** The teacher will be a Professional Cook specialist. The facility to be used should have a classroom setting for up to 29 students to do theory and a professional teaching kitchen space equipped to complete the practical work based on the Level 1 Professional Cook curriculum.

**Course Synopsis:** This course is designed to enable students to pursue a career in the professional cooking field. It will enable students to enter a technical training post-secondary institution having the essential competencies and knowledge for success, and/or enter industry in a work or apprenticeship capacity. The hands-on, practical components of the course provide the opportunity to apply and refine theoretical components, as well as refine workplace and employment skills. This course is based on the Level 1 Professional Cook curriculum as outlined by the Industry Training Authority (ITA).

Goals and Rationale: Industry, education and government recognize the need for the training of individuals for the Professional Cook industry, especially with the increasing complexity of the industry, which is coupled with an ever-increasingly aged culinary 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 and technical skills that will enable them to become more employable in the culinary industry. Students can use the skills and knowledge gained to access further post-secondary education in the culinary field, as well as other fields such as entrepreneurship 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:**

- **Connectedness and Relationship:** Working in a professional kitchen requires collaboration, connection, and strong working relationships.
- **Awareness of History:** Understanding the history of the profession and historical significance of certain foods is an important aspect of this course.
- **Local Focus:** Understanding local connections to ingredients and food are important factors within a sustainable practice.
- **Engagement with the Land, Nature, the Outdoors:** Understanding the role nature and the land have in our food production process.
- **Language and Culture:** Food and food preparation vary from culture to culture.
- **Experiential Learning:** Hands-on experience is a key part of this course.
- **Learning involves recognizing the consequences of ones' actions:** A successful cook will learn from their mistakes in order to improve practice. Not following process and protocol can be dangerous for ones' self and others in the kitchen environment.
- **Learning involves patience and time:** Cooking requires patience and time for success to occur. Specific periods of time must be adhered to in order to achieve a successful result.

**BIG IDEAS**

Safe working practices are an integral part of the food service industry

Sanitary food practices are critical to maintaining a safe environment for all

Collaboration and communication are key skills required in a working kitchen

Success in the food service industry requires diverse skills

The food service industry is a major employer, and opportunities for graduates of professional cooking programs are numerous and diverse

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Production Procedures</b></p> <ul style="list-style-type: none"> <li>• Identify kitchen knives and common types of hand tools and their uses.</li> <li>• Describe the maintenance and safety precautions of kitchen knives and hand tools.</li> <li>• Identify common types of kitchen equipment and their use, cleaning and maintenance.</li> <li>• Demonstrate the correct use of the Metric and Imperial/US measuring systems.</li> <li>• Convert recipes, calculate and adjust recipe yields.</li> <li>• Describe the general principles of cooking and baking.</li> </ul> <p><b>Thickening and Binding Agents</b></p> <ul style="list-style-type: none"> <li>• Describe types and properties of thickening and binding agents.</li> <li>• Select the correct thickening and binding agents.</li> <li>• Prepare thickening and binding agents.</li> </ul> <p><b>Soups</b></p> <ul style="list-style-type: none"> <li>• Describe the basic types of soups.</li> <li>• Identify and select ingredients for soups.</li> <li>• Prepare clear soups.</li> <li>• Prepare cream soups.</li> <li>• Prepare purée soups.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• Production Procedures</li> </ul> <p><b>Stocks, Soups, and Sauces</b></p> <ul style="list-style-type: none"> <li>• Thickening and Binding Agents</li> <li>• Soups</li> <li>• Sauces</li> </ul> <p><b>Starches</b></p> <ul style="list-style-type: none"> <li>• Potatoes</li> <li>• Pasta and Farinaceous Products</li> </ul> <p><b>Meats</b></p> <ul style="list-style-type: none"> <li>• Cut and Process Meats</li> </ul> <p><b>Poultry</b></p> <ul style="list-style-type: none"> <li>• Cut and Process Poultry</li> </ul> <p><b>Baked Goods and Desserts</b></p> <ul style="list-style-type: none"> <li>• Quick Breads</li> <li>• Yeast Products</li> </ul>

**Sauces**

- Describe the principles and methods of sauce making.
- Describe leading types of sauces.
- Select appropriate uses for types of sauces.
- Prepare white sauces.
- Prepare blonde sauces.
- Prepare brown sauces.
- Prepare purée sauces.
- Prepare emulsion sauces.

**Potatoes**

- Identify and correctly store potatoes.
- Describe the properties and cooking potential of potatoes.
- Cut and process potatoes.
- Describe the basic principles of potato preparation.
- Describe basic potato finishing procedures.
- Steam and boil potatoes.
- Bake and roast potatoes.
- Deep-fry and pan-fry potatoes.
- Purée and mash potatoes.
- Sauté potatoes.

**Pasta and Farinaceous Products**

- Identify and store dry pasta and noodles.
- Cook dry pasta and noodles.
- Identify types of sauces for dry pasta and noodles.
- Prepare pasta and noodle dishes.

**Cut and Process Meat**

- Describe the muscle and bone structure of meat.
- Describe the grading, inspection, and storage of beef.
- Identify primal cuts of beef.
- Identify secondary cuts of beef.
- Portion cut beef, pork, lamb, and veal.



**Cut and Process Poultry**

- Identify types of poultry.
- Describe the grading, inspection, and storage of poultry.
- Identify cuts of chicken and turkey.
- Portion cut chicken and turkey.

**Quick Breads**

- Describe the types of quick breads.
- Describe the methods of preparation for quick breads.
- Prepare quick breads.

**Yeast Products**

- Describe the properties and fermentation of yeast.
- Describe the preparation of basic yeast doughs.
- Describe the shaping of basic yeast breads.
- Prepare basic yeast breads.

## Curricular Competencies – Elaborations

For a full list of elaborations, please view the “Learning Tasks” section of the ITA Professional Cook professional cook program outline: [https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

## Content – Elaborations

For a full list of elaborations, please view the “Content” section of the ITA Professional Cook professional cook program outline: [https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

### Recommended Instructional Components:

- Instructional labs
- Video demonstrations
- Hands-on demonstrations
- Experiential learning within the real-world kitchen environment
- Reflection opportunities

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

- Summative and Formative assessment embedded throughout the course
- Summative demonstrations of technique and procedure
- Periodic testing to determine learning and mastery of process and technique
- Self and peer evaluation

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

<p>Formative Assessment</p>	<p>ongoing specific descriptive feedback, fair, transparent, meaningful, multiple opportunities, gathered over time, self and peer assessment</p> <p>create a profile of student strengths, areas of growth and areas for further development</p> <p>co-create criteria, rubrics, celebrate successes, reflection, encourage metacognition</p> <p>check-ins – exit slips, 3,2,1, informal conversations,</p>
<p>Summative Assessment</p>	<p>a measurement of success or proficiency at the end of the learning process – performance, written, spoken tasks – rubrics, standards</p> <p>Showcase student learning, consider authentic audience - exhibits, gallery walks, displays etc</p>

**Learning Resources:**

The Culinary Professional, Draz, John and Koetke, Christopher. 2010

On Cooking, Labensky, Hause, Martel, Malley, Bevan, Sicoli. 2012

Professional Cooking, Gisslen, Wayne. 2011

Food Safe Level, Burton, Toni and Steacy, Ken. 2014

**Additional Information:**



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Sooke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD62, Authority #
<b>Developed by:</b> Brandon Aris / Lindsay Johnson / Jon Hamlin / Dante Di Ponio	<b>Date Developed:</b> June 2020
<b>School Name:</b> Edward Milne Community School	<b>Principal's Name:</b> Laura Fulton
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Professional Cook	<b>Grade Level of Course:</b> 12A
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** N/A

**Special Training, Facilities or Equipment Required:** The teacher will be a Professional Cook specialist. The facility to be used should have a classroom setting for up to 29 students to do theory and a professional teaching kitchen space equipped to complete the practical work based on the Level 1 Professional Cook curriculum.

**Course Synopsis:** This course is designed to enable students to pursue a career in the professional cooking field. It will enable students to enter a technical training post-secondary institution having the essential competencies and knowledge for success, and/or enter industry in a work or apprenticeship capacity. The hands-on, practical components of the course provide the opportunity to apply and refine theoretical components, as well as refine workplace and employment skills. This course is based on the Level 1 Professional Cook curriculum as outlined by the Industry Training Authority (ITA).

Goals and Rationale: Industry, education and government recognize the need for the training of individuals for the Professional Cook industry, especially with the increasing complexity of the industry, which is coupled with an ever-increasingly aged culinary 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 and technical skills that will enable them to become more employable in the culinary industry. Students can use the skills and knowledge gained to access further post-secondary education in the culinary field, as well as other fields such as entrepreneurship 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:**

- **Connectedness and Relationship:** Working in a professional kitchen requires collaboration, connection, and strong working relationships.
- **Awareness of History:** Understanding the history of the profession and historical significance of certain foods is an important aspect of this course.
- **Local Focus:** Understanding local connections to ingredients and food are important factors within a sustainable practice.
- **Engagement with the Land, Nature, the Outdoors:** Understanding the role nature and the land have in our food production process.
- **Language and Culture:** Food and food preparation vary from culture to culture.
- **Experiential Learning:** Hands-on experience is a key part of this course.
- **Learning involves recognizing the consequences of ones' actions:** A successful cook will learn from their mistakes in order to improve practice. Not following process and protocol can be dangerous for ones' self and others in the kitchen environment.
- **Learning involves patience and time:** Cooking requires patience and time for success to occur. Specific periods of time must be adhered to in order to achieve a successful result.

### BIG IDEAS

Safe working practices are an integral part of the food service industry

Sanitary food practices are critical to maintaining a safe environment for all

Collaboration and communication are key skills required in a working kitchen

Success in the food service industry requires diverse skills

The food service industry is a major employer, and opportunities for graduates of professional cooking programs are numerous and diverse

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Menu Planning</b></p> <ul style="list-style-type: none"> <li>• Identify menu styles and formats.</li> <li>• Correctly utilize common menu terminology.</li> </ul> <p><b>Ordering and Inventory</b></p> <ul style="list-style-type: none"> <li>• Describe the principles of reducing waste, re-using and recycling materials.</li> <li>• Identify correct waste management procedures.</li> </ul> <p><b>Ingredients and Nutritional Properties</b></p> <ul style="list-style-type: none"> <li>• Describe general types of ingredients and their origins.</li> <li>• Describe the nutritional elements of food and their importance to good health.</li> </ul> <p><b>Rice, Grains, and Legumes</b></p> <ul style="list-style-type: none"> <li>• Identify and store common types of rice.</li> </ul> <p><b>Cook Meats</b></p> <ul style="list-style-type: none"> <li>• Describe the basic principles of meat preparation.</li> <li>• Describe basic cooking methods for meat.</li> <li>• Prepare meats for cooking.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• Menu Planning</li> <li>• Ordering and Inventory</li> <li>• Ingredients and Nutritional Properties</li> </ul> <p><b>Starches</b></p> <ul style="list-style-type: none"> <li>• Rice, Grains, and Legumes</li> </ul> <p><b>Meats</b></p> <ul style="list-style-type: none"> <li>• Cook Meats</li> </ul> <p><b>Poultry</b></p> <ul style="list-style-type: none"> <li>• Cook Poultry</li> </ul> <p><b>Eggs, Breakfast Cookery, and Dairy</b></p> <ul style="list-style-type: none"> <li>• Egg Dishes</li> <li>• Breakfast Accompaniments</li> <li>• Dairy Produces and Cheeses</li> </ul> <p><b>Baked Goods and Desserts</b></p> <ul style="list-style-type: none"> <li>• Desserts</li> </ul>

**Cook Poultry**

- Describe the basic principles of poultry cooking.
- Identify basic cooking methods for poultry.

**Egg Dishes**

- Describe the grading, handling and storage of eggs.
- Describe the composition of eggs.
- Describe the basic cooking methods for eggs.
- Prepare eggs using a variety of methods.
- Prepare a variety of egg dishes and omelets.

**Breakfast Accompaniments**

- Describe breakfast accompaniments.
- Prepare breakfast meats.
- Prepare and present hot and cold cereals.
- Cook pancakes, waffles, crepes and French toast.
- Prepare breakfast items in quantity.

**Dairy Produces and Cheeses**

- Identify types of dairy products and their uses.
- Describe the properties of dairy products.
- Select and store dairy products and cheese.
- Describe types of cheese.
- Cook with dairy products and cheese.

**Desserts**

- Describe types of fruit desserts.
- Describe types of basic custards and puddings.
- Prepare fruit desserts.

## Curricular Competencies – Elaborations

For a full list of elaborations, please view the “Learning Tasks” section of the ITA Professional Cook professional cook program outline: [https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

## Content – Elaborations

For a full list of elaborations, please view the “Content” section of the ITA Professional Cook professional cook program outline: [https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

### Recommended Instructional Components:

- Instructional labs
- Video demonstrations
- Hands-on demonstrations
- Experiential learning within the real-world kitchen environment
- Reflection opportunities

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

- Summative and Formative assessment embedded throughout the course
- Summative demonstrations of technique and procedure
- Periodic testing to determine learning and mastery of process and technique
- Self and peer evaluation

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



<p>Formative Assessment</p>	<p>ongoing specific descriptive feedback, fair, transparent, meaningful, multiple opportunities, gathered over time, self and peer assessment</p> <p>create a profile of student strengths, areas of growth and areas for further development</p> <p>co-create criteria, rubrics, celebrate successes, reflection, encourage metacognition</p> <p>check-ins – exit slips, 3,2,1, informal conversations,</p>
<p>Summative Assessment</p>	<p>a measurement of success or proficiency at the end of the learning process – performance, written, spoken tasks – rubrics, standards</p> <p>Showcase student learning, consider authentic audience - exhibits, gallery walks, displays etc</p>

**Learning Resources:**

The Culinary Professional, Draz, John and Koetke, Christopher. 2010

On Cooking, Labensky, Hause, Martel, Malley, Bevan, Sicoli. 2012

Professional Cooking, Gisslen, Wayne. 2011

Food Safe Level, Burton, Toni and Steacy, Ken. 2014

**Additional Information:**



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Sooke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD62, Authority #
<b>Developed by:</b> Brandon Aris / Lindsay Johnson / Jon Hamlin / Dante Di Ponio	<b>Date Developed:</b> June 2020
<b>School Name:</b> Edward Milne Community School	<b>Principal's Name:</b> Laura Fulton
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Professional Cook	<b>Grade Level of Course:</b> 12B
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** N/A

**Special Training, Facilities or Equipment Required:** The teacher will be a Professional Cook specialist. The facility to be used should have a classroom setting for up to 29 students to do theory and a professional teaching kitchen space equipped to complete the practical work based on the Level 1 Professional Cook curriculum.

**Course Synopsis:** This course is designed to enable students to pursue a career in the professional cooking field. It will enable students to enter a technical training post-secondary institution having the essential competencies and knowledge for success, and/or enter industry in a work or apprenticeship capacity. The hands-on, practical components of the course provide the opportunity to apply and refine theoretical components, as well as refine workplace and employment skills. This course is based on the Level 1 Professional Cook curriculum as outlined by the Industry Training Authority (ITA).

Goals and Rationale: Industry, education and government recognize the need for the training of individuals for the Professional Cook industry, especially with the increasing complexity of the industry, which is coupled with an ever-increasingly aged culinary 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 and technical skills that will enable them to become more employable in the culinary industry. Students can use the skills and knowledge gained to access further post-secondary education in the culinary field, as well as other fields such as entrepreneurship 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:**

- **Connectedness and Relationship:** Working in a professional kitchen requires collaboration, connection, and strong working relationships.
- **Awareness of History:** Understanding the history of the profession and historical significance of certain foods is an important aspect of this course.
- **Local Focus:** Understanding local connections to ingredients and food are important factors within a sustainable practice.
- **Engagement with the Land, Nature, the Outdoors:** Understanding the role nature and the land have in our food production process.
- **Language and Culture:** Food and food preparation vary from culture to culture.
- **Experiential Learning:** Hands-on experience is a key part of this course.
- **Learning involves recognizing the consequences of ones' actions:** A successful cook will learn from their mistakes in order to improve practice. Not following process and protocol can be dangerous for ones' self and others in the kitchen environment.
- **Learning involves patience and time:** Cooking requires patience and time for success to occur. Specific periods of time must be adhered to in order to achieve a successful result.

### BIG IDEAS

Safe working practices are an integral part of the food service industry

Sanitary food practices are critical to maintaining a safe environment for all

Collaboration and communication are key skills required in a working kitchen

Success in the food service industry requires diverse skills

The food service industry is a major employer, and opportunities for graduates of professional cooking programs are numerous and diverse

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Menu Planning</b></p> <ul style="list-style-type: none"> <li>• Identify menu styles and formats.</li> <li>• Correctly utilize common menu terminology.</li> <li>• Describe a balanced menu.</li> </ul> <p><b>Ordering and Inventory</b></p> <ul style="list-style-type: none"> <li>• Describe receiving procedures.</li> <li>• Identify storage temperatures and procedures.</li> </ul> <p><b>Ingredients and Nutritional Properties</b></p> <ul style="list-style-type: none"> <li>• Describe the principles of seasoning and flavouring.</li> <li>• Identify seasoning and flavouring ingredients.</li> <li>• Describe general types of ingredients and their origins.</li> <li>• Describe the nutritional elements of food and their importance to good health.</li> </ul> <p><b>Rice, Grains, and Legumes</b></p> <ul style="list-style-type: none"> <li>• Identify and store common types of rice.</li> <li>• Describe basic cooking methods for rice.</li> <li>• Cook rice using basic methods.</li> <li>• Prepare rice dishes.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• Menu Planning</li> <li>• Ordering and Inventory</li> <li>• Ingredients and Nutritional Properties</li> </ul> <p><b>Starches</b></p> <ul style="list-style-type: none"> <li>• Rice, Grains, and Legumes</li> </ul> <p><b>Meats</b></p> <ul style="list-style-type: none"> <li>• Cook Meats</li> </ul> <p><b>Poultry</b></p> <ul style="list-style-type: none"> <li>• Cook Poultry</li> </ul> <p><b>Seafood</b></p> <ul style="list-style-type: none"> <li>• Cut and Process Seafood</li> <li>• Cook Fish</li> <li>• Cook Shellfish</li> </ul>

**Cook Meats**

- Describe the basic principles of meat preparation.
- Describe basic cooking methods for meat.
- Identify suitable cuts of meat for various cooking methods.
- Prepare meats for cooking.
- Identify correct doneness of cooked meats.
- Bake and roast meats.
- Sauté and stir-fry meats.
- Broil and grill meats.
- Deep-fry and pan-fry meats.
- Braise and stew meats (brown stews).

**Cook Poultry**

- Describe the basic principles of poultry cooking.
- Identify basic cooking methods for poultry.
- Identify suitable cuts of poultry for various cooking methods.
- Prepare chicken and turkey for cooking.
- Identify correct doneness of cooked chicken and turkey.
- Bake and roast chicken and turkey.
- Sauté and stir-fry chicken and turkey.
- Broil and grill chicken and turkey.
- Deep-fry and pan-fry chicken and turkey.
- Poach and simmer chicken and turkey.
- Braise and stew chicken and turkey.

**Cut and Process Seafood**

- Describe types, storage, and quality indicators for fish.
- Describe types, storage, and quality indicators for shellfish.
- Cut and process flat and round fish.
- Clean and process shrimp and prawns.
- Clean and process mollusks.

**Baked Goods and Desserts**

- Pastries
- Desserts

**Cook Fish**

- Describe basic principles of fish cooking.
- Identify basic cooking methods for fish.
- Identify suitable cuts of fish for various cooking methods.
- Prepare round and flat fish for cooking.
- Identify correct doneness of cooked fish.
- Bake and roast fish.
- Sauté and stir-fry fish.
- Broil and grill fish.
- Deep-fry and pan-fry fish.
- Steam and poach fish.

**Cook Shellfish**

- Describe basic principles of shellfish preparation.
- Identify basic methods of shellfish preparation.
- Identify suitable types of shellfish for various cooking methods.
- Prepare shellfish for cooking.
- Identify correct doneness of cooked shellfish.
- Bake and roast shellfish.
- Sauté and stir-fry shellfish.
- Broil and grill shellfish.
- Deep-fry and pan-fry shellfish.
- Steam and poach shellfish.
- Prepare shellfish using various methods.

**Pastries**

- Describe basic pastry and pie doughs.
- Describe basic pie preparation.
- Prepare basic pies.

**Desserts**

- Describe types of fruit desserts.
- Describe types of basic custards and puddings.
- Prepare fruit desserts.
- Prepare basic custards and puddings.

## Curricular Competencies – Elaborations

For a full list of elaborations, please view the “Learning Tasks” section of the ITA Professional Cook professional cook program outline: [https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

## Content – Elaborations

For a full list of elaborations, please view the “Content” section of the ITA Professional Cook professional cook program outline: [https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

### Recommended Instructional Components:

- Instructional labs
- Video demonstrations
- Hands-on demonstrations
- Experiential learning within the real-world kitchen environment
- Reflection opportunities

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

- Summative and Formative assessment embedded throughout the course
- Summative demonstrations of technique and procedure
- Periodic testing to determine learning and mastery of process and technique
- Self and peer evaluation

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

Formative Assessment	<p>ongoing specific descriptive feedback, fair, transparent, meaningful, multiple opportunities, gathered over time, self and peer assessment</p> <p>create a profile of student strengths, areas of growth and areas for further development</p> <p>co-create criteria, rubrics, celebrate successes, reflection, encourage metacognition</p> <p>check-ins – exit slips, 3,2,1, informal conversations,</p>
Summative Assessment	<p>a measurement of success or proficiency at the end of the learning process – performance, written, spoken tasks – rubrics, standards</p> <p>Showcase student learning, consider authentic audience - exhibits, gallery walks, displays etc</p>

**Learning Resources:**

The Culinary Professional, Draz, John and Koetke, Christopher. 2010

On Cooking, Labensky, Hause, Martel, Malley, Bevan, Sicoli. 2012

Professional Cooking, Gisslen, Wayne. 2011

Food Safe Level, Burton, Toni and Steacy, Ken. 2014

**Additional Information:**



## **Committee Info Note**

### **Education - Policy Committee Meeting**

#### **January 5, 2021**

#### **Agenda Item: Updating the Strategic Plan 2021-25**

---

#### **Background**

- The current strategic plan for SD62 runs until June 2021.
- It is important to revise the current plan to reflect the overall strategy to achieve success for the district from July 2021 onwards.

#### **Stakeholder Input**

- The Executive Team and the SD62 Trustees met on December 4, 2020 to discuss the existing strategic plan with a view to consider whether and what changes are required as we work towards a new strategic plan.
- It was felt that the existing plan was, overall, a solid base for the next strategic plan as it was built on strong foundations that emerged from extensive consultation with the community and stakeholders in 2018.
- However, there was suggestion that:
  - the wording be modified;
  - the concepts of diversity and inclusion be woven through the plan; and
  - there be consultation with stakeholders on their thoughts on necessary changes.
- Retreat discussion also suggested that progress on the plan could be better measured. From the 2018-21 strategy not all planned data streams were active.
- It was felt that much more could be done to communicate about SD62 plan progress and successes over the duration of the plan.

#### **Proposed steps**

- Following the retreat, an action plan (Appendix 1) was drafted to outline the steps needed to ensure that the new strategic plan is ready to be implemented in September 2021.
- The action plan follows a project management approach and involves the following steps:
  - Overview current state (a)
  - Develop desired future state (b)
  - Plan how we will get from (a) to (b)
  - Implement the plan
  - Monitor the plan
- One of the first items in the action plan is to create a Strategic Planning Committee (SPC) to work on the development and 'refresh' of the existing strategic plan.
- It is envisaged that the SPC be made up of:

- SD62 Board Trustees;
- Sooke Parents Education Advisory Council (SPEAC);
- British Columbia School Trustees Association (STA);
- Canadian Union of Public Employees (CUPE);
- Students from the District Student Committee; and
- A member from the Data Governance Committee.
- The SPC will meet regularly as a working group to gather information from stakeholders and make suggestions and decisions to help prepare draft recommendations for the SD62 Board.

### **Policy: Length of Strategic Plan**

- The existing strategic plan, the first plan, was developed to run for three (3) years from 2018-2021.
- Section 35 of the School Act states that elections of all trustees, to be known collectively as a general school election, must be held in 2014 and in every fourth year after that.
- Given the length of Trusteeships, it would make sense to set the length of the strategic plan to also run for four (4) years.
  - This will ensure that new board members do not have to create a new strategic plan close to the start of their trusteeship.
  - This will allow the strategic plan cycle to be at a time when board trustees are established in their role and so make informed decisions on the plan renewal.
  - The recommendation is that the second strategic plan should start in July 2021 and run until June 30, 2025.
  - The Board can work on the third strategic plan in the preceding year 2024, ready for commencement in July 2025 and ahead of the trustee election in 2026.

### Appendix 1 - Steps for Renewing the Strategic Plan for SD62 (Draft)

	SD62 Trustees	SD62 Executive	Strat Plan Committee	Manager Exec Ops	Stake holders	When?
<b>Where are we now?</b>						
Board Retreat with Trustees and Executive on currency of Strategic Plan 2018-21						Dec 4, 2020
Trustees discuss outcome of retreat at Board Meeting						Dec 15, 2020
Review data on current state and forecasts						Dec 2021
Establish a Strategic Planning Committee (SPC)						Jan 2021
Committee members found/selected						Jan 2021
Develop a Terms of Reference for SPC						Jan 2021
SPC discuss forecasts and data and do a gap analysis between forecasts and present						Jan 2021
<b>Where do we want to go?</b>						
Agree on approach and timelines.						Jan 2021
Communications out to community about the planning steps						Jan 2021
Thought Exchange to gather community views on district strategic plans						Jan 2021
Develop Timeline						Jan 2021
Develop Vision Mission Values Beliefs Map of where we are heading						Jan 2021
Vision Statement and long-term goals confirmed and approved						Feb 2021
Community Thought Exchange and/or PAC Meetings						Feb 2021
Identify Strengths, Weaknesses, Opportunities, Threats (SWOT Analysis)						Feb 2021
<b>How will we get there?</b>						
Create Action Planning Groups for each Goal/Objectives						March 2021

Make Action Plans to operationalize						March 2021
Set Priorities						April 2021
Set Measurable Outcomes						April 2021
Have data streams and processes						April 2021
Confirm and approve proposed actions						May 2021
<b>Implementation</b>						
Write the Strategic Plan Report						May 2021
Take Plan to the community via Thought Exchange and/or SPAC/PAC meetings						May 2021
Amend the Strategic Plan if necessary following discussions						June 2021
Take Final 2021-24 Strategic Plan to Board for confirmation and approval						June 2021
Work with Communications to undertake activities to publicly release plan						June 2021
Develop an Operational plan						June 1 2021
Put the Strategic Plan into action via the Operational Plan						July 1 2021
Use the Operational plan to create annual mandate letters to Executives						July 2021
<b>Monitoring</b>						
Monitor progress of strategic plan quarterly						Every 4 months
Report Annually on progress						Every September
Review annually on the objectives and actions planned in the year ahead						Every March
Update objectives and actions if required						Every May
Review data quality and amend annually data streams						Every March
Revise data streams, if required.						Every May

Hello Scott, Janice, Marlys, and Kathleen,

I hope this e-mail finds you well.

My name is Alaina Chun and I am a research study coordinator at BC Children's.

I am currently working on a research study called MyHEARTSMAP that is being conducted by Dr. Quynh Doan through UBC and BC Children's Hospital. We have set out to measure the impact that COVID-19 is having on youth mental health in B.C. and are trying to understand the experiences that families are facing amongst all the changes that are going so we can better inform provincial mental health planning going forward. With the rise in cases, new restrictions in place and the holidays right around the corner, there is more uncertainty and it is more important now than ever to focus on mental health.

The study is done completely online and by phone. Families can register through our [website](#). Once that is completed a research assistant will call the family to go through informed consent and make sure that each participant understands what they are signing up for. We then ask that both parent and youth fill out a validated, reliable self-assessment tool called MyHEARTSMAP upon enrolment and then again in 3 months time.

We are doing our best to reach all populations across B.C. and would love to partner with the Sooke school district. We have already had great success working with the Nechako Lakes, Coast Mountain, Peace River North, Prince George, Powell River, Vernon, Burnaby and Sunshine Coast School Districts. I'm wondering if this is something you might be willing to support us on by distributing to schools within the district to hang posters in physical spaces, publish in newsletters and/or through social media channels.

I have attached a poster that will provide some more information on what we are doing but would also be more than happy to chat over the phone if that's easier (778-875-0958).

Please let me know if this is something we can work together on and if you have any questions at all!

Best,  
Alaina

<MyHEARTSMAP-Pandemic\_poster July 28 with QR code.docx>

-----  
Alaina Chun  
MyHEARTSMAP Pandemic Social Media Coordinator, Intranasal  
Lidocaine Study Coordinator and START Research Assistant  
UBC Department of Pediatrics, Division of Pediatric Emergency Medicine  
BC Children's Hospital  
E: [achun@bcchr.ca](mailto:achun@bcchr.ca)  
P: 604-875-2345 ext. 5155

# Calling parents and youth in BC!



## COVID-19 and Youth Mental Health

Since COVID-19 was declared a pandemic, many public health responses have been implemented including social distancing measures and school closures.

**These measures may have an impact on the mental health of children and teens, and we need to adjust the type and amount of resources being offered our children.**

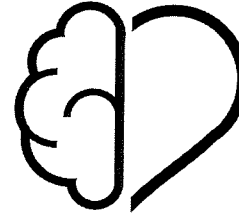
The MyHEARTSMAP team needs your help to measure how much and in what ways the changes in our lives during the pandemic have affected the social and psychological wellness of our children and youth.

Using the MyHEARTSMAP online psychosocial self-screening tool, children, youth, and (or) their parents, can learn about which aspects of their mental health may be of concern and might benefit from support resources, and where to find them in BC.

Learning about our children's needs will **help guide our provincial mental health resource planning.**

### Who can participate in this study?

- Children and youth aged 10-17 in BC
- Parents with a child aged 6-17 in BC



### What is involved?

- Answer questions about how COVID-19 has affected you
- Complete the MyHEARTSMAP Self-Screening Tool after enrolling, and again in 3 months

*If you are interested in learning more and participating, please visit our website at:*

***[MyHEARTSMAP-Pandemic.bcchr.ca](https://www.myheartsmap-pandemic.bcchr.ca)***



**CHILDREN'S & WOMEN'S HEALTH  
CENTRE OF BRITISH COLUMBIA**

AN AGENCY OF THE PROVINCIAL HEALTH SERVICES AUTHORITY

*UBC C&W Research Ethics Board  
A2-141A, 950 West 28th Avenue  
Vancouver, BC V5Z 4H4  
Tel: (604) 875-3103 Fax: (604) 875-2496  
Email: [cwreb@bcchr.ubc.ca](mailto:cwreb@bcchr.ubc.ca)  
Website:  
<http://www.phsa.ca/researcher/ethics-approvals/institutional-approvals>*

## C&W Institutional Certificate of Approval

<b>PRINCIPAL INVESTIGATOR:</b> Quynh Doan	<b>DEPARTMENT:</b> UBC/Medicine, Faculty of/Paediatrics	<b>NUMBER:</b> H20-01658
<b>CO-INVESTIGATOR(S):</b> Tyler Black Jana-Lea Davidson S. Evelyn Stewart Garth Meckler Skye Barbic		
<b>C&amp;W DEPARTMENTS, PATIENT BASED PROGRAMS AND ADMINISTRATIVE JURISDICTIONS IMPACTED BY THIS STUDY:</b> None		
<b>SPONSORING AGENCIES:</b> Canadian Institutes of Health Research (CIHR) - "Evaluation of My-HEARTSMAP, a self-reporting youth mental health assessment & management tool "		
<b>TITLE:</b> Using the MyHEARTSMAP tool during the COVID-19 pandemic to determine the impact on the psychosocial status of Canadian children and youth and inform mental health resources planning.		
<b>APPROVAL DATE:</b> August 4, 2020		This certificate issued will be valid for the duration of the study; until it is closed in RISE, or if there are changes to the hospital programs required.
<b>CERTIFICATION:</b>  <b>Ethical approval has been granted for the above-referenced research project. I am pleased to inform you that all necessary hospital program/resource approvals and institutional agreements/contracts are in place and that you have permission to begin (or in the case of renewal, continue) your research.</b>  <div style="text-align: center;"> <p>_____</p> <p>Dr. Wyeth Wasserman Executive Director, Research Institute, BC Children's Hospital Associate Dean for Research, Faculty of Medicine</p> </div> <p style="text-align: center;">This Certificate of Approval is valid for the above term provided there is no change in the program requirements</p>		