EDUCATION-POLICY COMMITTEE
School Board Office
3143 Jacklin Road
August 25, 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 June 2, 2020 Education Standing Committee meeting (attached)

4. **BAA COURSE PROPOSALS** (attached)
   a. Automotive Service and Repair 11 – Paul Block
   b. Automotive Service and Repair 12 – Paul Block

5. **REVIEW OF POLICIES/REGULATIONS**
   a.

6. **NEW BUSINESS**
   a. K-12 Restart Plan – District Update – Scott Stinson
   b. Strategic Plan – Year 3 Operational Plan – Scott Stinson

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

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

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, Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

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
Students are expected to do the following: **Applied Design** ***Understanding context*** • Interpret circumstances of or factors in a particular automotive situation or challenge in the context of regular servicing and repair ***Defining*** • 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 ***Ideating*** • 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 ***Prototyping***	*Students are expected to know the following:* • 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

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	**Quality Assessment (Principles of Quality Assessment…to consider)** • 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	• 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:

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 acknowledgment 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 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.

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 refine

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:

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.

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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.	

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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

- 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
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- wheels and tires
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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

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

The researchers will adopt a mixed methods action research approach to the study based on a framework articulated by Piggot-Irvine and Zornes (2016). This involves six phases 1) preparation 2) reconnaissance 3) data collection and analysis 4) interpretation and review and 5) report achievements, recommendations, knowledge mobilization, and 6) continued action for improvement. At each stage there is learning that is fed back to the partner organization for use in development of resources to address the effects of stress and to facilitate new adaptation strategies for teaches in the Sooke School District. The study will 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). Individuals will be invited to participated in a narrative interview to explore the dimensions at a deeper level.

Jennifer

Dr. Jennifer Walinga, PhD OLY PROFESSOR
School of Communication and Culture LinkedIn Twitter www.integratedfocus.ca
ROYAL ROADS UNIVERSITY
Located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) families
C 250.883.8115
LIFE.CHANGING

Upcoming Professional Workshops

SOOKE SCHOOLS 62
Shaping Tomorrow Today

SCHOOL DISTRICT NO. 62 (SOOKE)
3143 JACKLIN ROAD,
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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.

We will meet with the researchers regularly to provide advice before meetings or presentations, and to debrief after them. We will also help to publicize the results and will provide links to the final report and presentation on our website.

In Kind Contributions

1. Technical expertise ($80.00 x 20 hrs = 1600.00)
2. Access to and storage of data
3. Dissemination of results:
    a) workshop, seminar, roundtable, conference or public lecture that relates directly to the research project or other funded activities ($2000.00)
    b) materials (e.g., digital media) for mass and other audiences ($500.00)
4. Use of facilities: meeting rooms, space or facilities ($1000.00)

Total = $5,100.00 in kind

Expected Outcomes

We expect the following main outcomes from the project:

1. A final report for posting on the District website and for sharing across the Canadian Education System as part of a broader learning opportunity.
2. A final presentation at district annual general meeting, education conferences, educational leadership summits, and other symposia (i.e. BCTF PSA conferences, IT4k12 conference, BC Campus Festival of Learning, BC Technology Education Association).

Please do not hesitate to contact me if you have questions or require any additional information. In closing I would like to reiterate SD62's strong support for this project.

Sincerely,

Scott Stinson
Superintendent of Schools and CEO

From: NURS SPICE <spice@nursing.ubc.ca>
Sent: Monday, August 17, 2020 2:27 PM
To: NURS SPICE
Subject: School board chairs: New UBC Inclusive Education Snapshot report

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.

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School of Nursing

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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/

Table of Contents

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).

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). 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). 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. 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). 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), 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). 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:

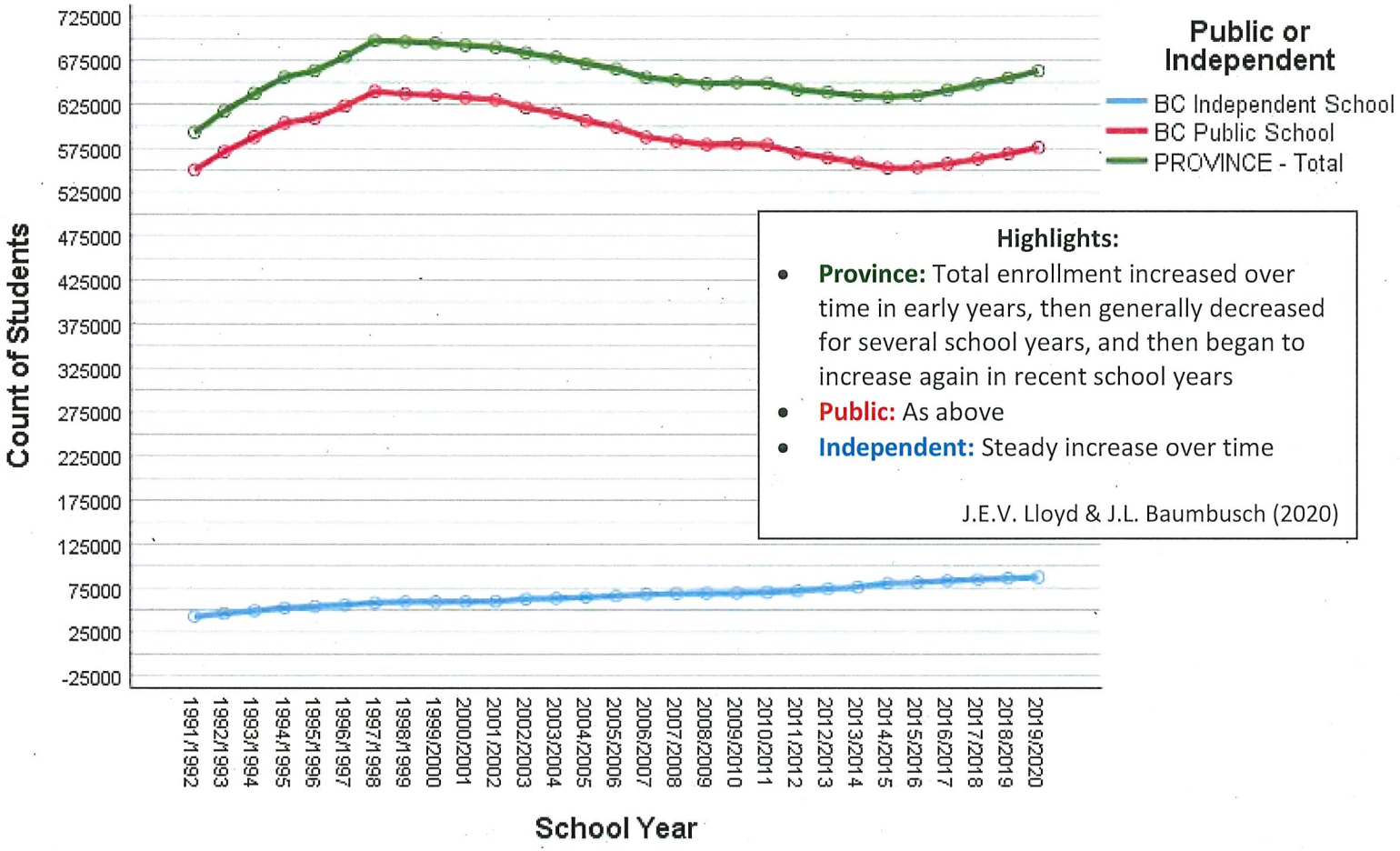
http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/se_cat_chklst.pdf

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

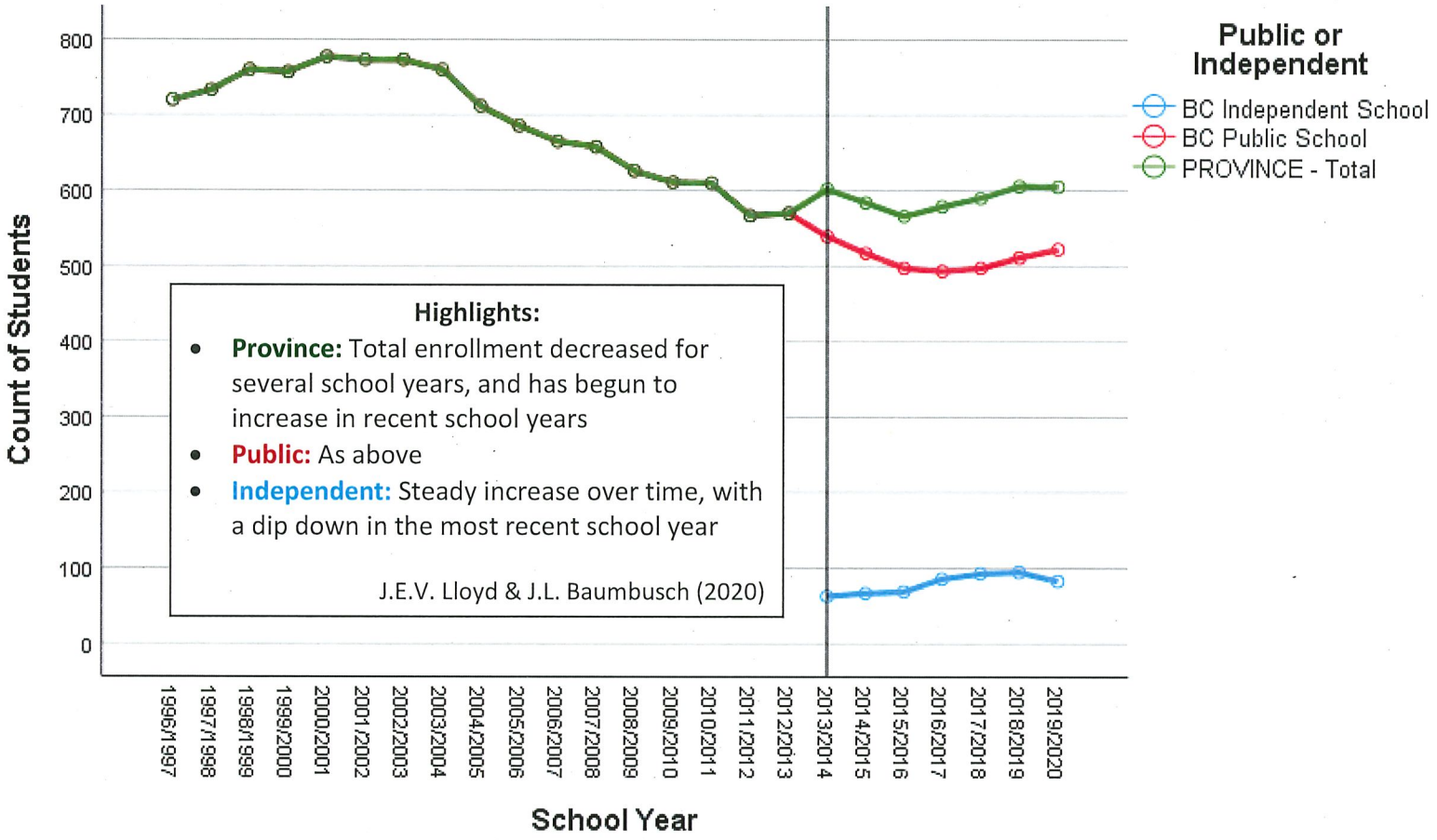


Highlights:

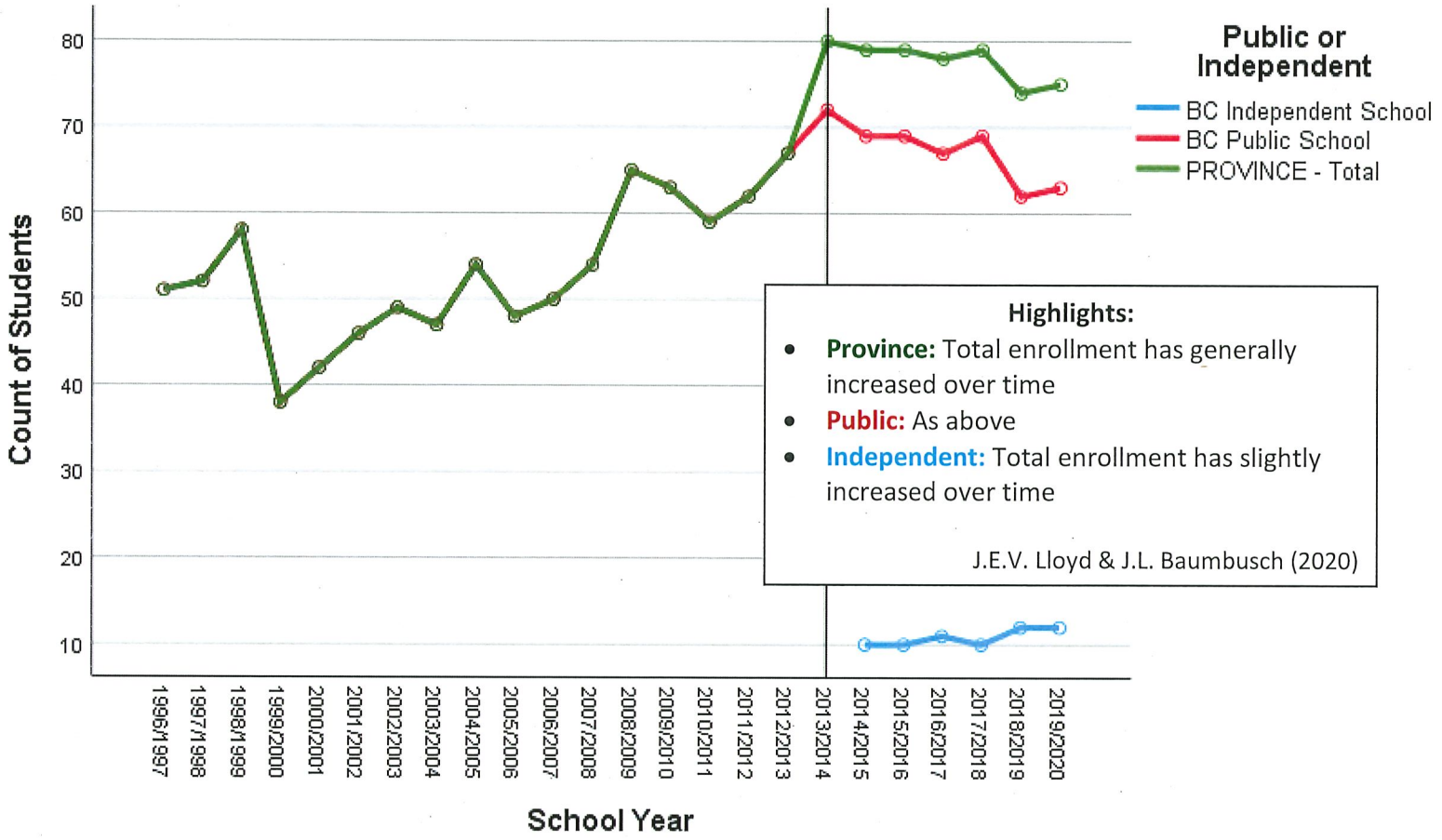
- **Province:** Total enrollment increased over time in early years, then generally decreased for several school years, and then began to increase again in recent school years
- **Public:** As above
- **Independent:** Steady increase over time

J.E.V. Lloyd & J.L. Baumbusch (2020)

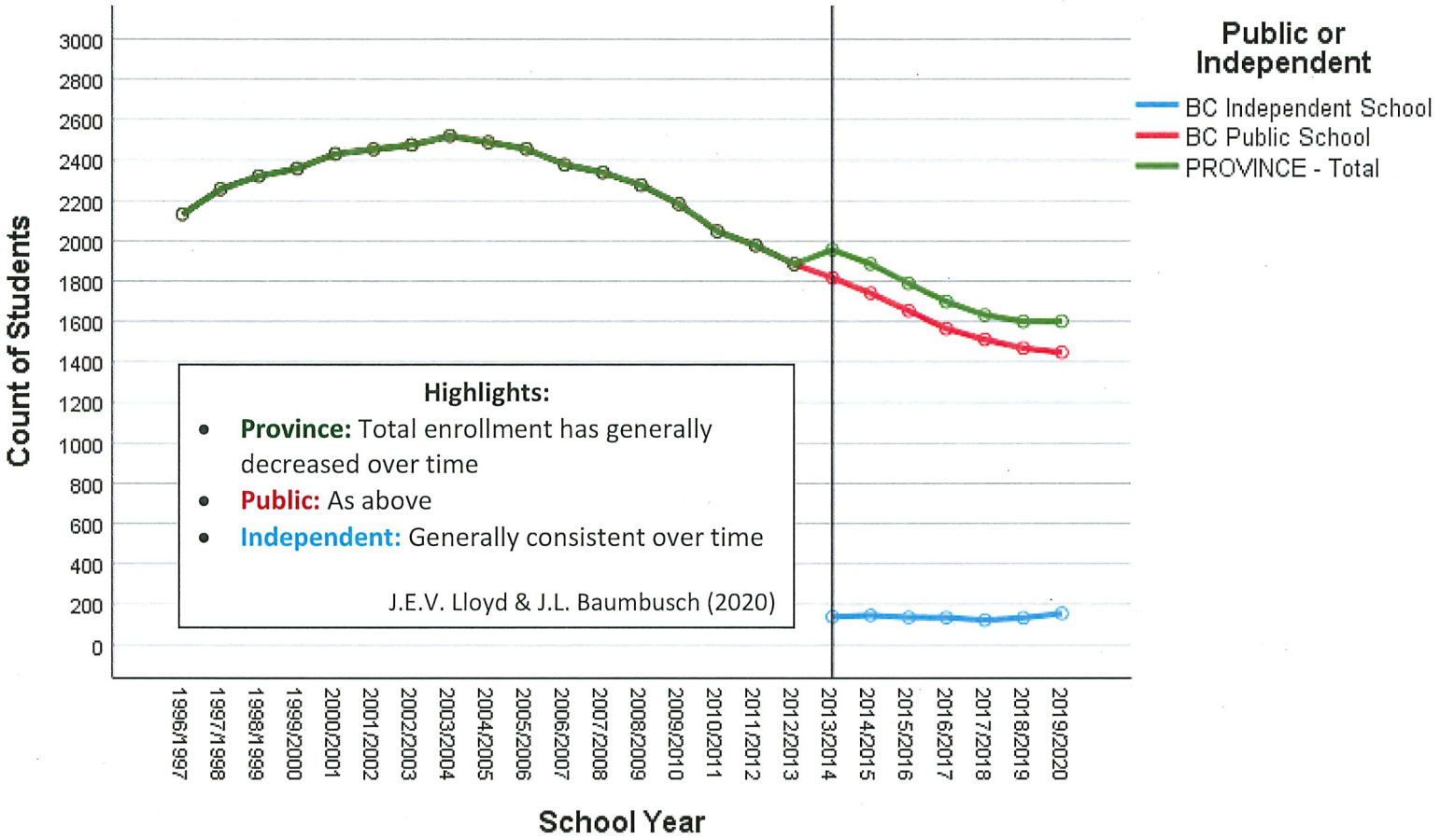
Count of Students with Designation A: Physically Dependent



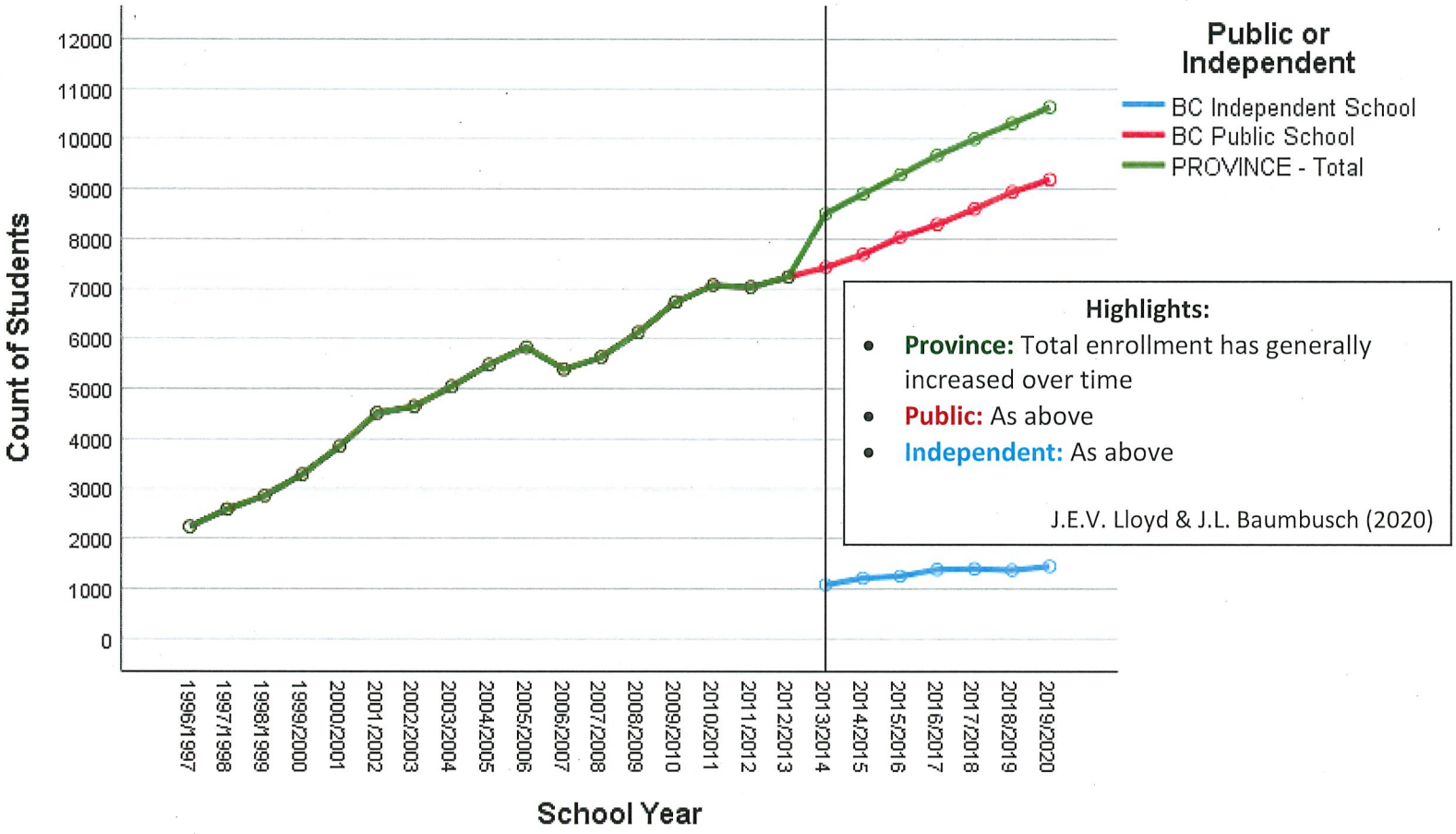
Count of Students with Designation B: Deafblind



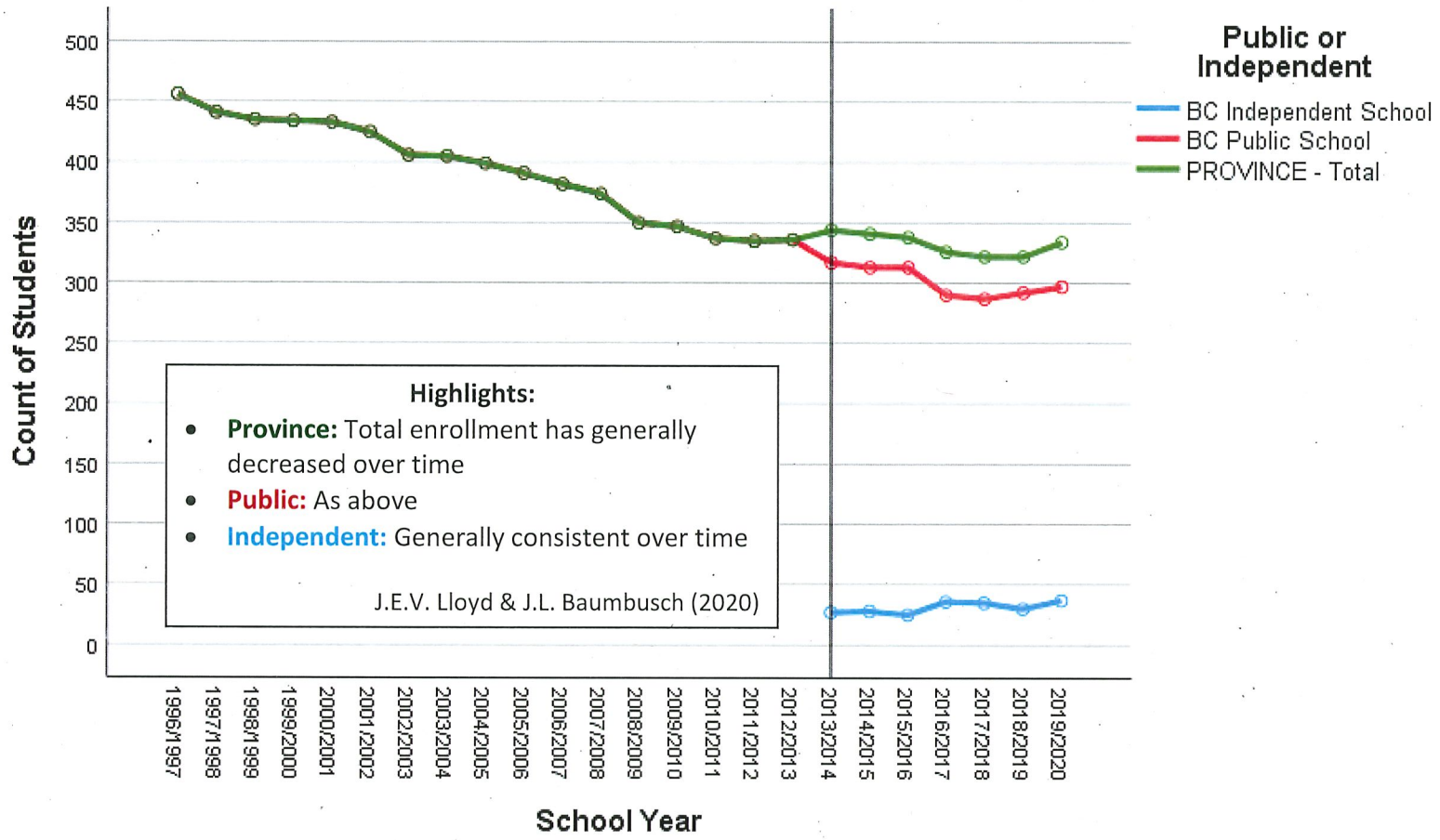
Count of Students with Designation C: Moderate to Severe Profound Intellectual Disability



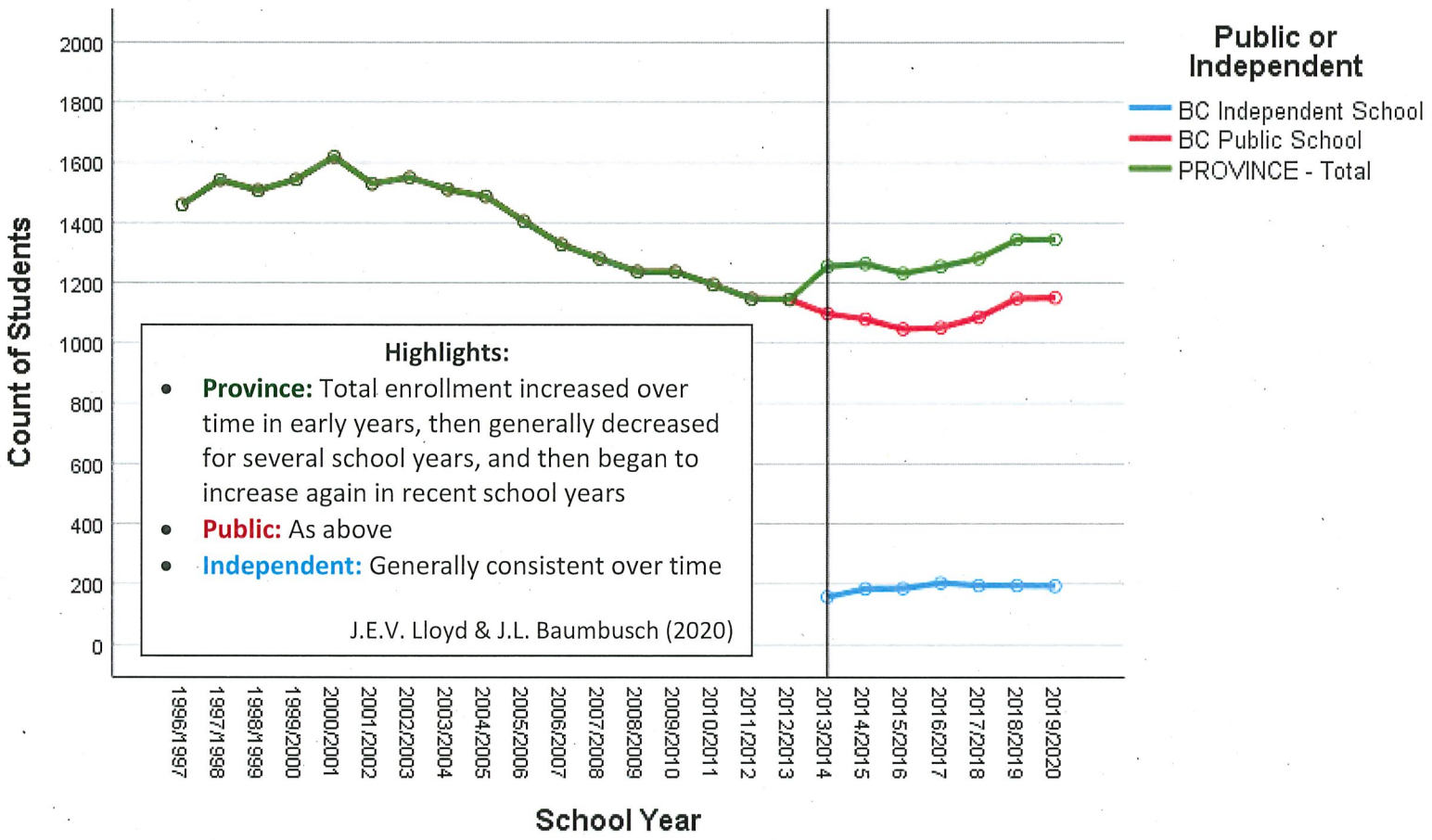
Count of Students with Designation D: Physical Disability or Chronic Health Impairment



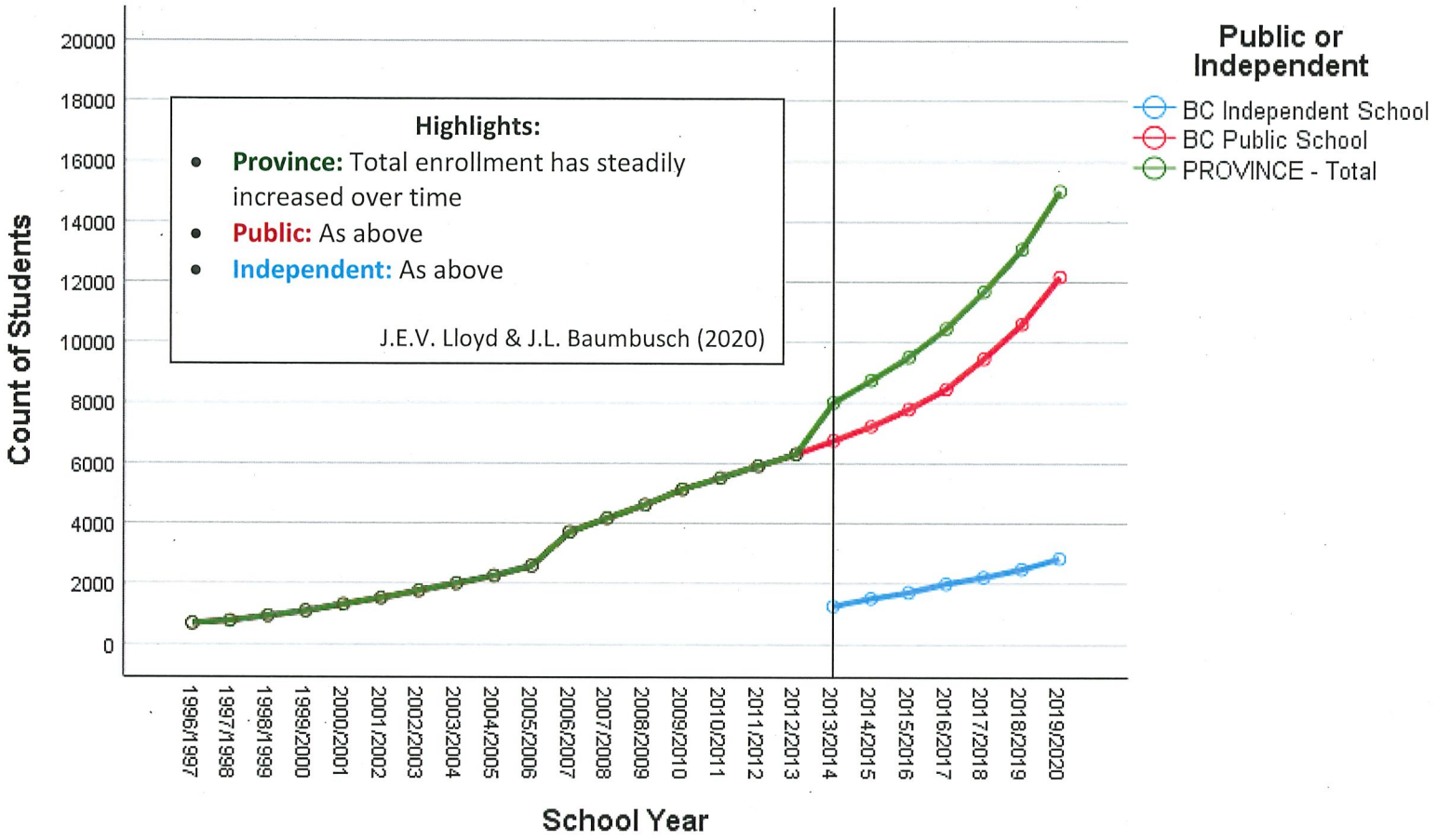
Count of Students with Designation E: Visual Impairment



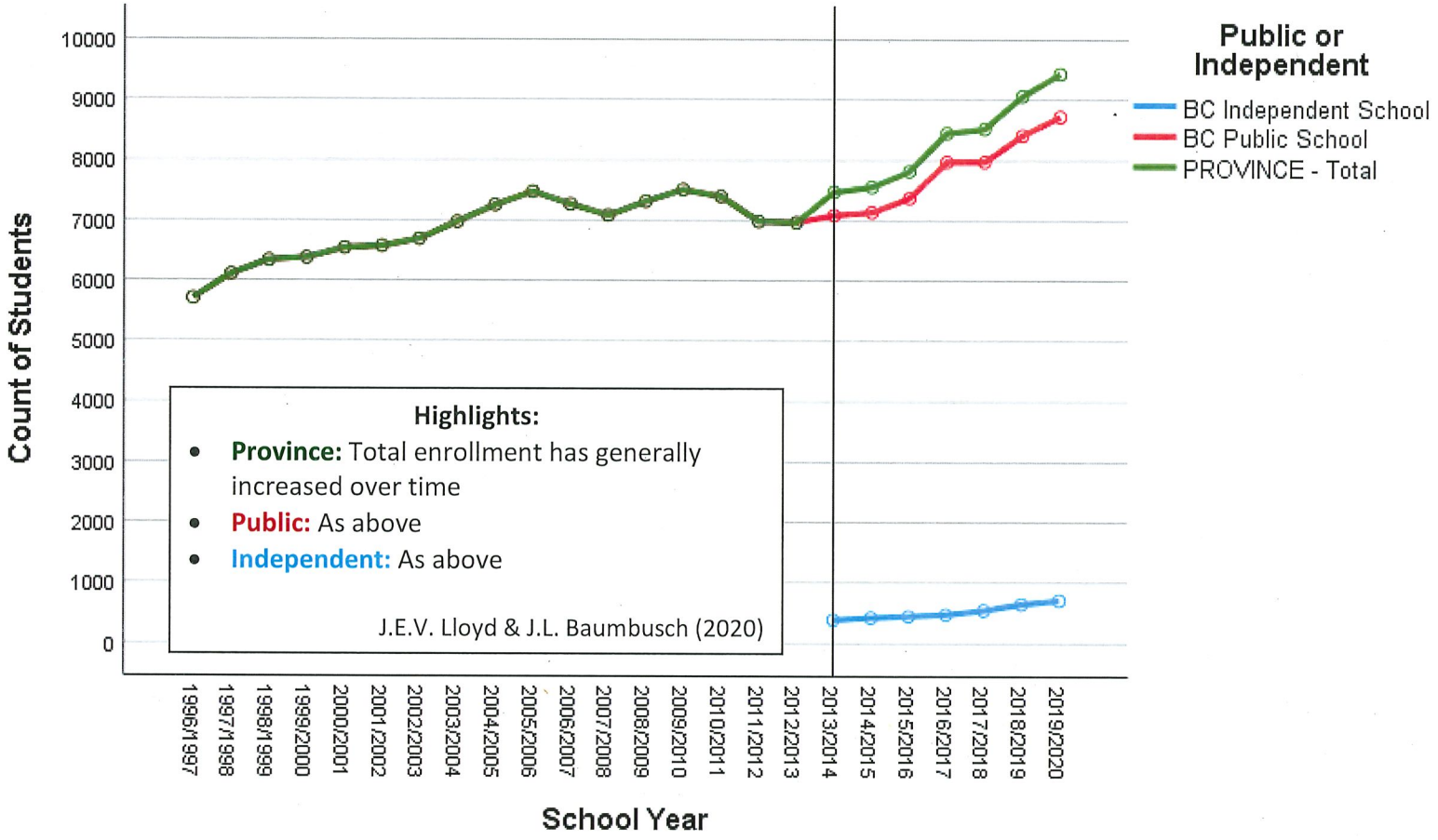
Count of Students with Designation F: Deaf or Hard of Hearing



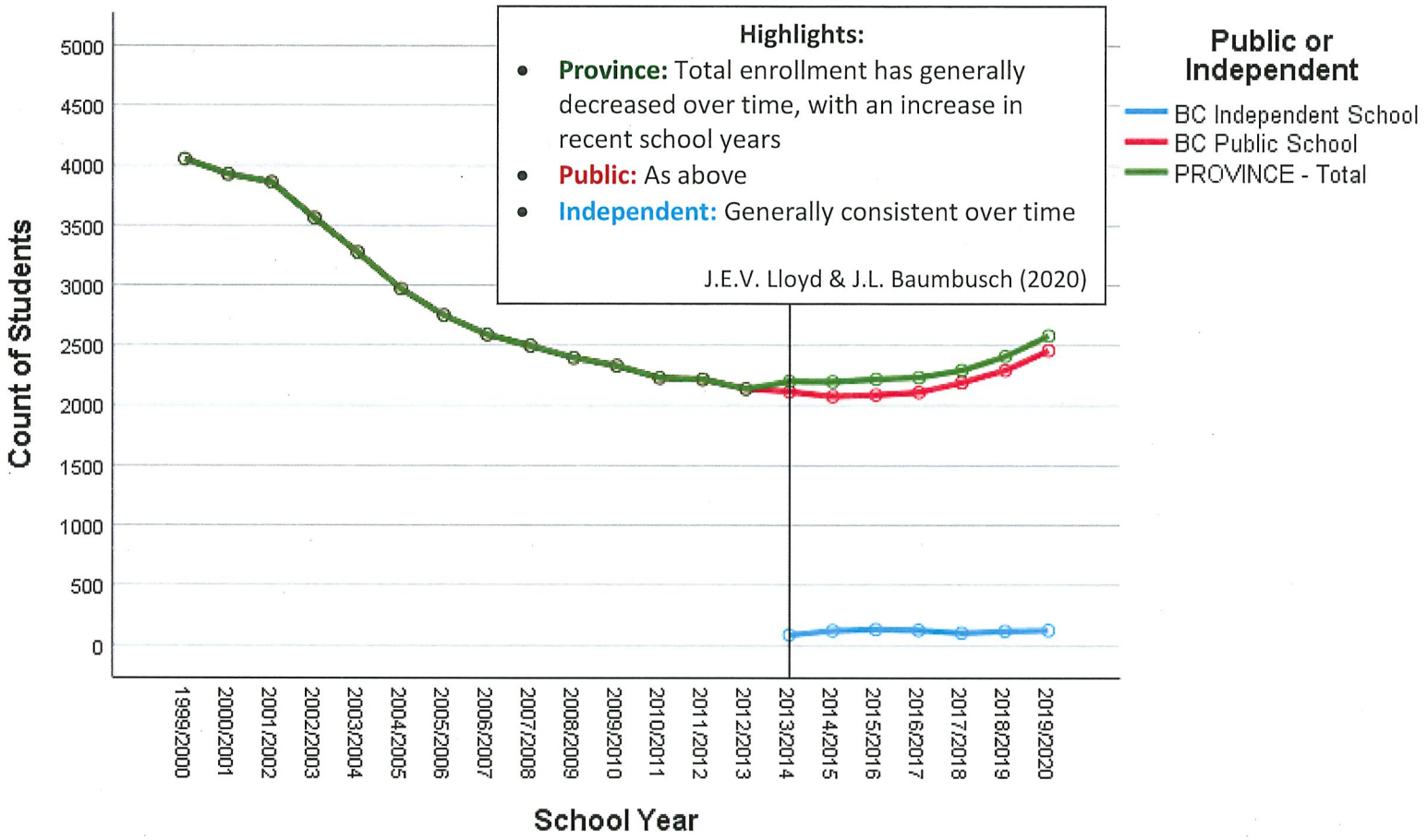
Count of Students with Designation G: Autism Spectrum Disorder



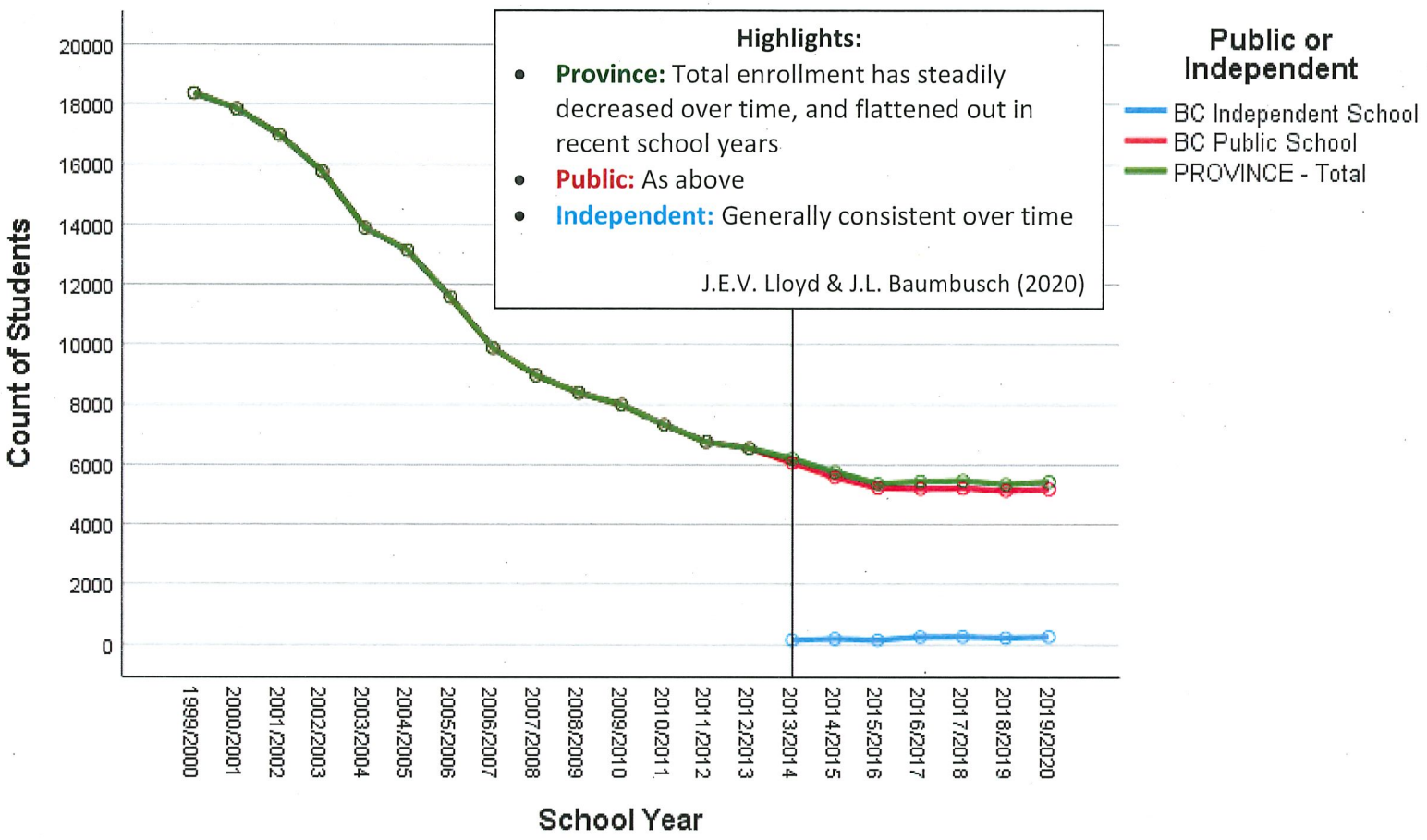
Count of Students with Designation H: Intensive Behaviour Interventions / Serious Mental Illness



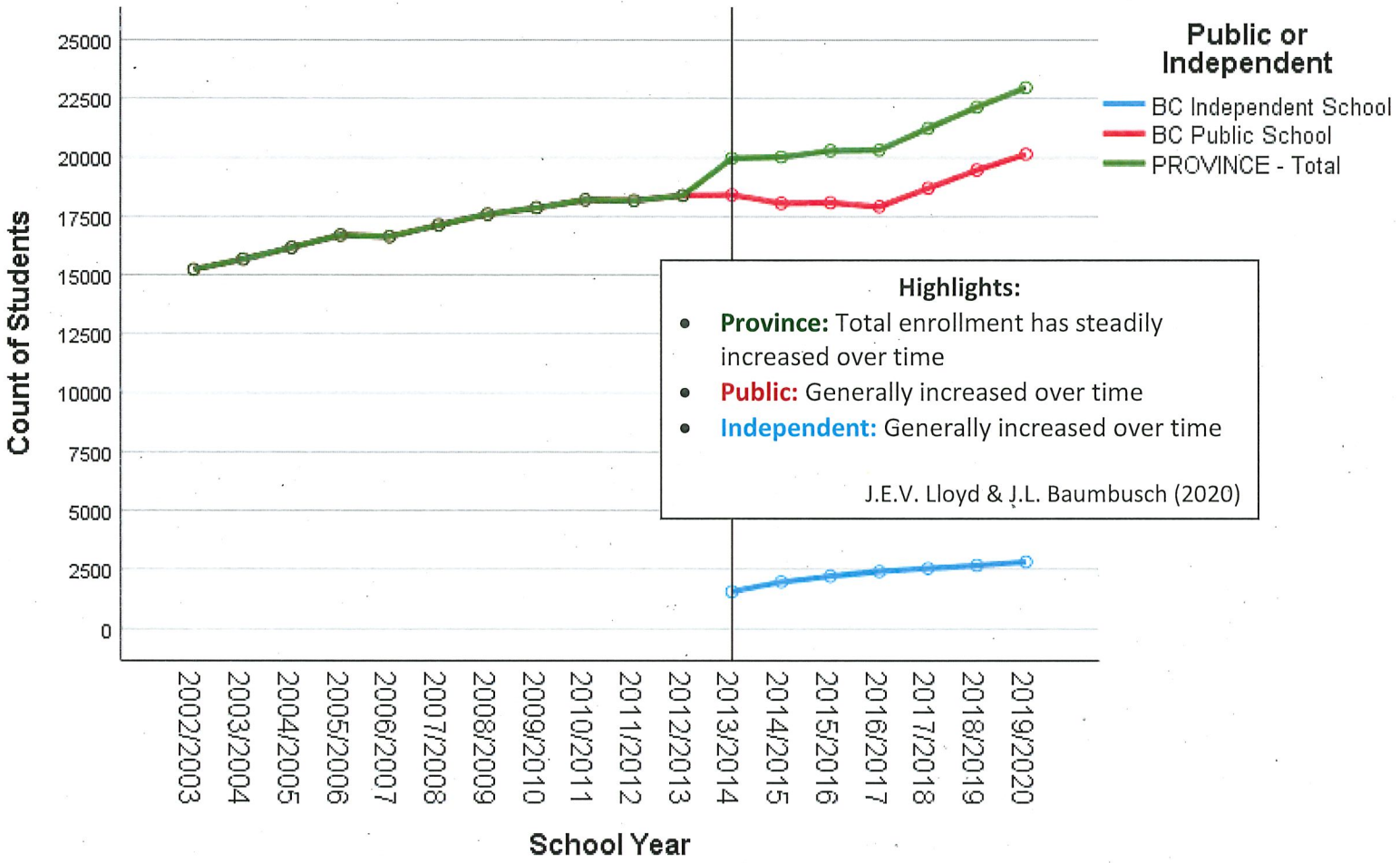
Count of Students with Designation K: Mild Intellectual Disability



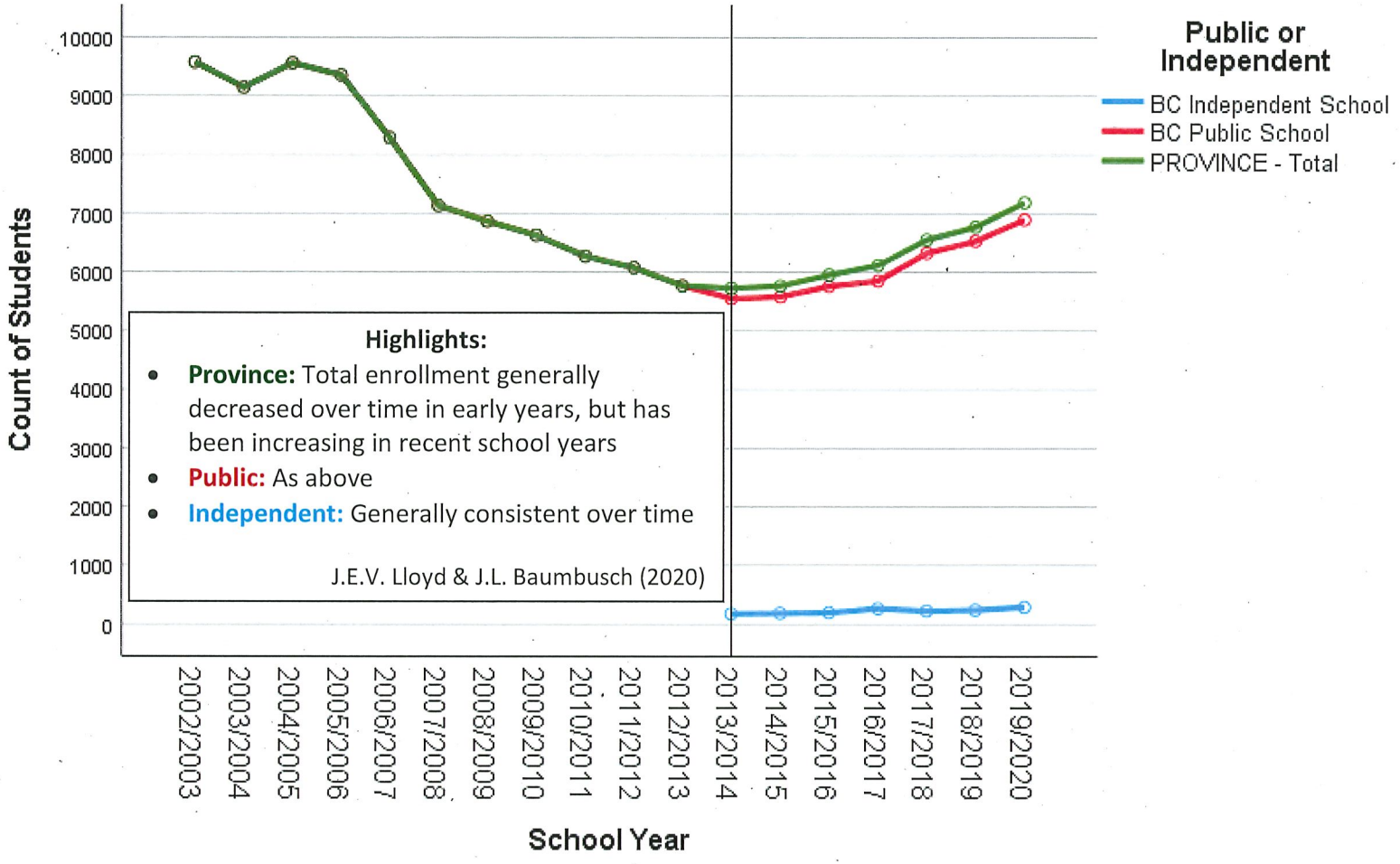
Count of Students with Designation P: Gifted



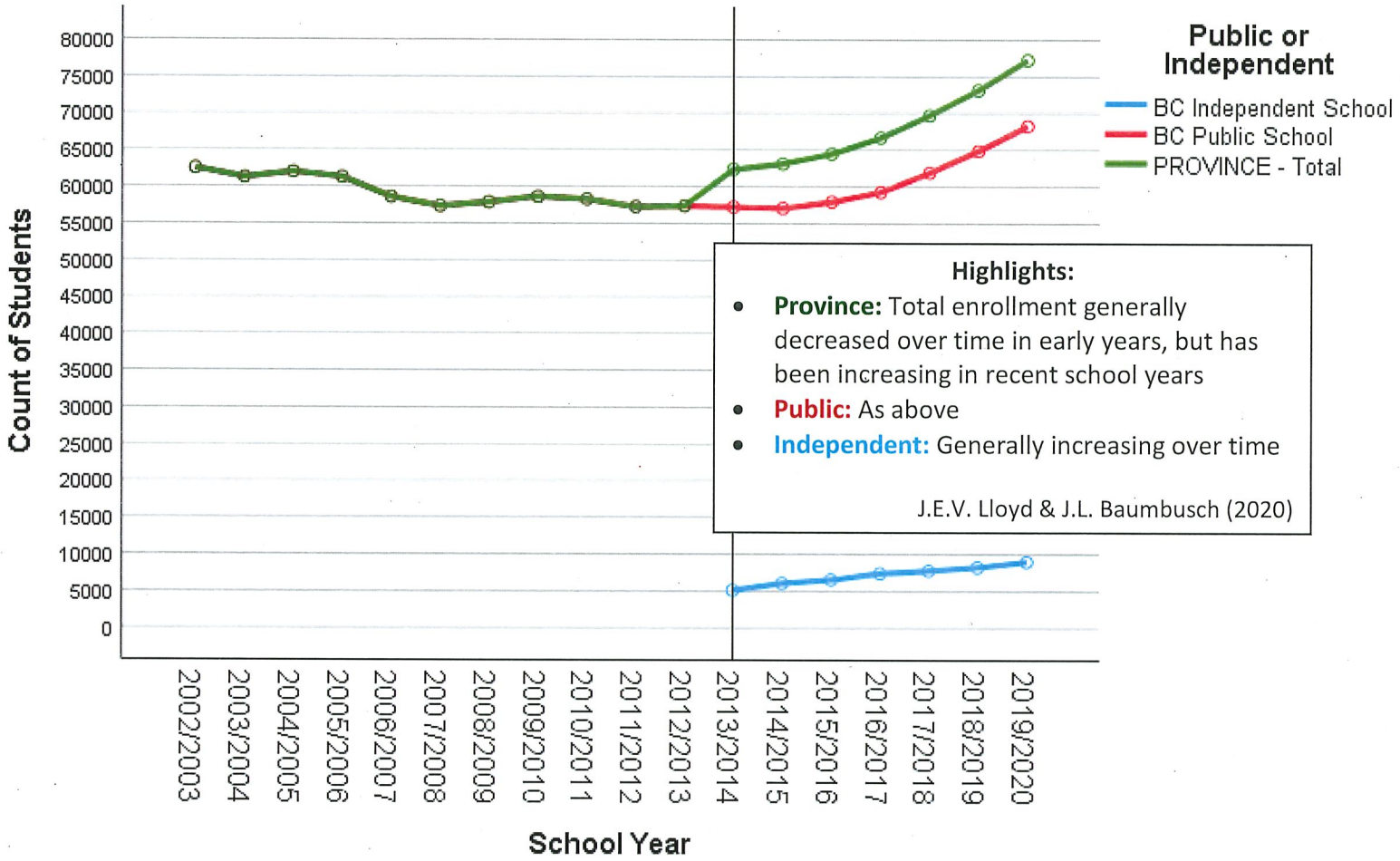
Count of Students with Designation Q: Learning Disability



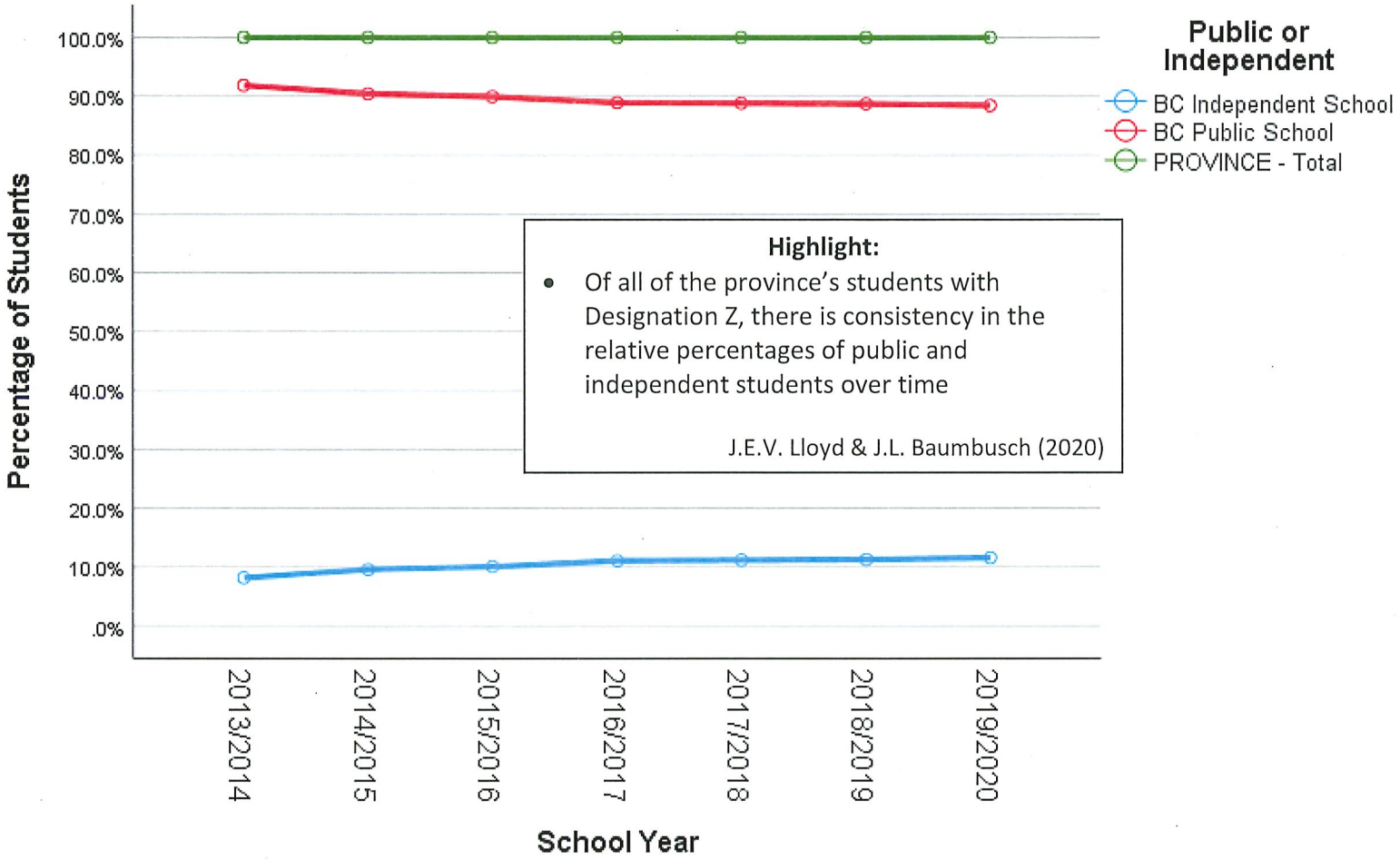
Count of Students with Designation R: Moderate Behaviour Support / Mental Illness



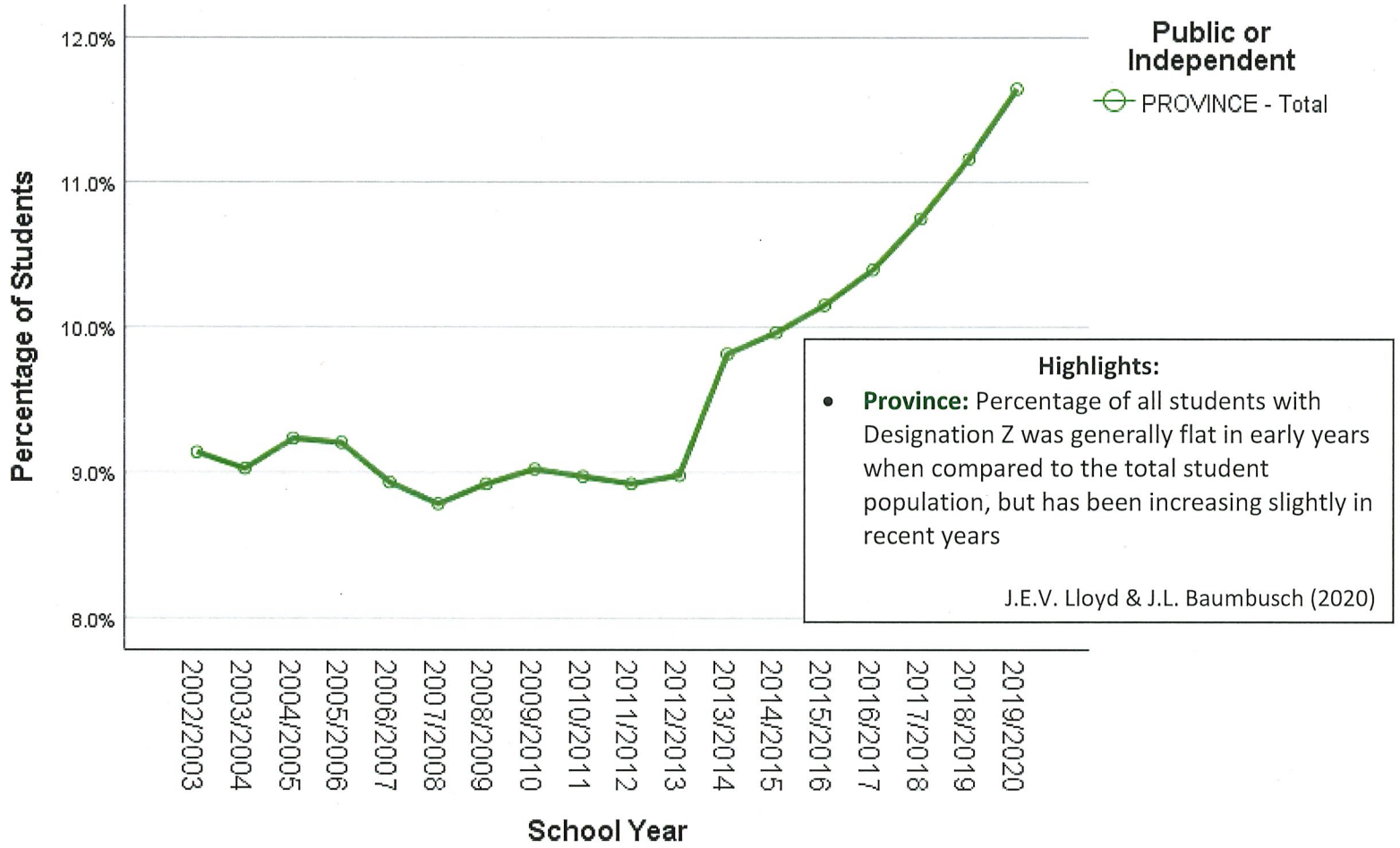
Count of Students with Designation Z: All Designations, Combined



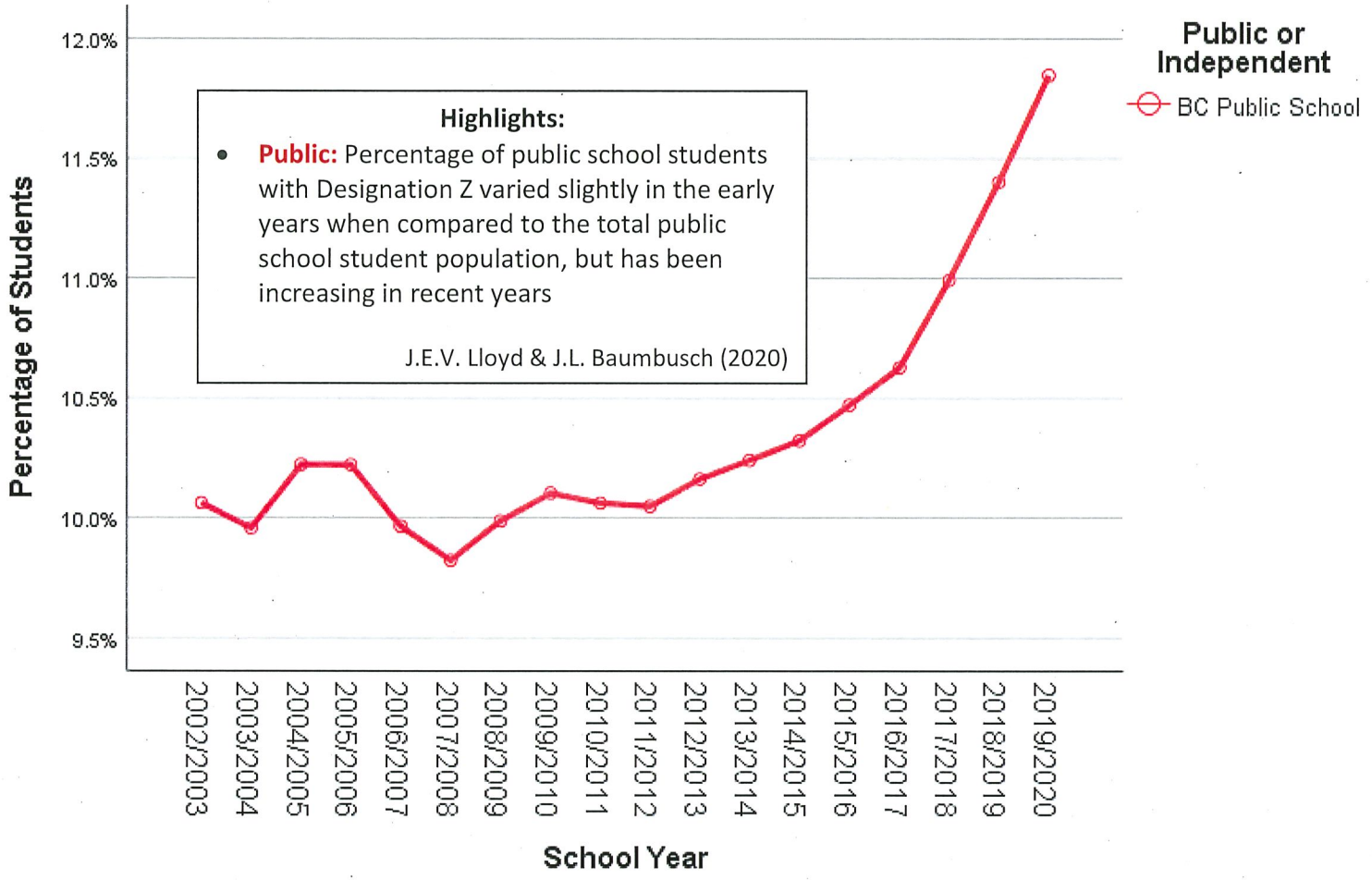
Relative Percentage of Public/Independent Students with Designation Z



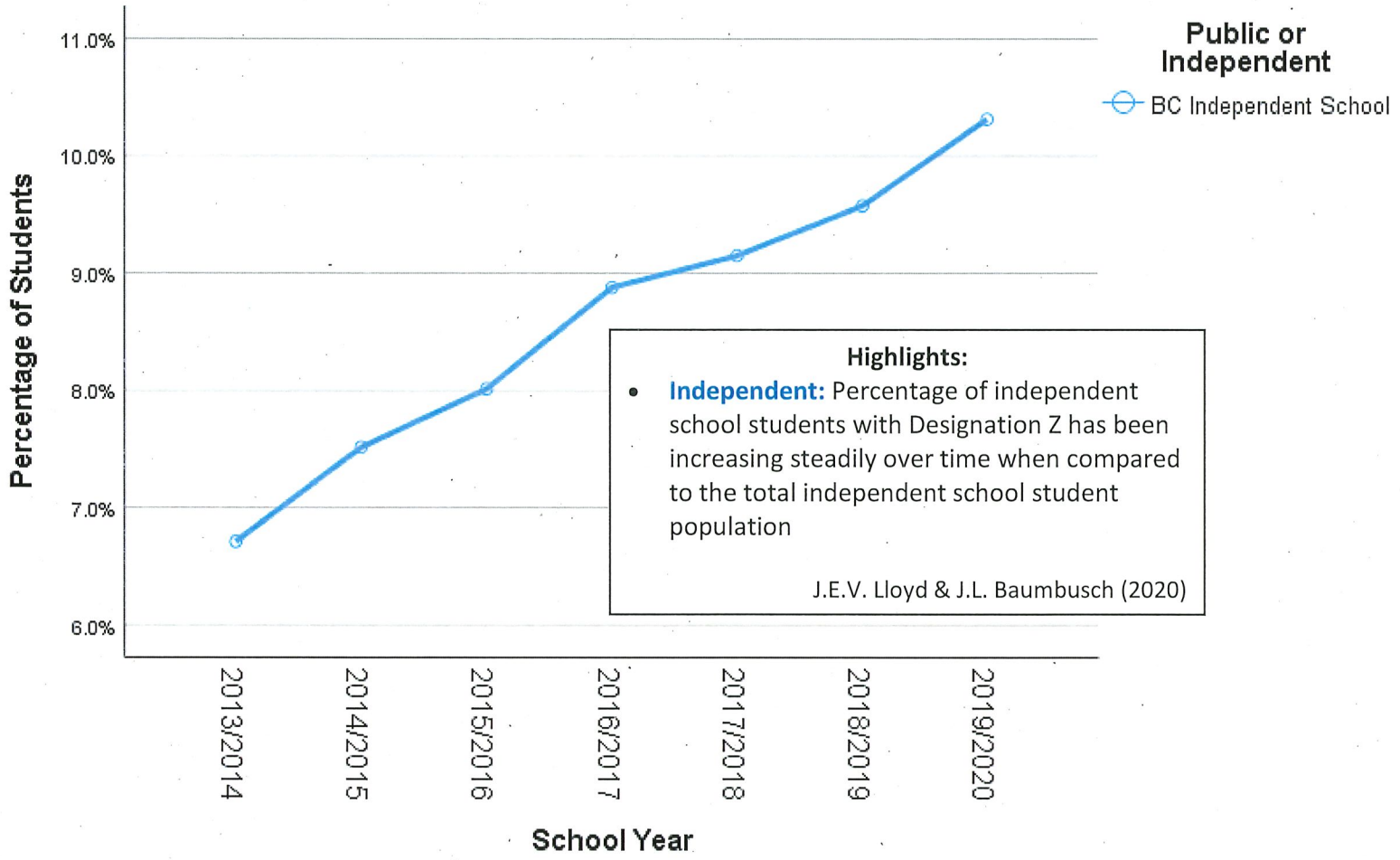
Percentage of All Public/Independent Students with Designation Z Relative to All Public/Independent Students



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.

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

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