

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams Live
June 1, 2021 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Bob Phillips, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Jennifer Anderson, STA
Lou Leslie, CUPE
Sandra Arnold, SPEAC
Georgette Walker, SPVPA
Scott Stinson, Superintendent/CEO
Stephanie Hedley-Smith, Associate Superintendent
Paul Block, Associate Superintendent
Dave Strange, Associate Superintendent

Guests: Nora Reid, Janine Brooks, Linda Lamers, Denise Wehner, Shelby Pollitt, Lisa Marshall,
Alexis Mckean, Cheryl Ring, Stephanie Cave

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, Allison Watson**

- COVID-19 Update – Scott Stinson
Scott Stinson provided an update and spoke about the Province's recent announcement regarding the re-start plan. He noted that the K – 12 system remains in the original Stage 2 until September 2021. He acknowledged the tremendous work happening in the schools and the resilience he has seen during his recent school visits.
- He acknowledged the discovery of 215 children buried in a mass grave at the site of the former Kamloops Residential School. Trustees Watson and Seaton expressed their sorrow about the situation with residential schools.

3. **COMMITTEE REPORT** of May 4, 2021 Education Standing Committee meeting

The committee report for the May 4, 2021 Education-Policy Committee meeting was reviewed by the committee members.

4. **BAA COURSE PROPOSALS**

a. Class Design 10 – Paul Block

Paul Block presented the proposed course to the committee for discussion. The committee discussed the proposed course and engaged in Q and A.

Recommendation:

That the Board of Education approve BAA course Class Design 10.

This will move to the board but there will be consultation between Associate Block and the STA.

b. Class Design 11 – Paul Block

Paul Block presented the proposed course to the committee for discussion. The committee discussed the proposed course and engaged in Q and A.

Recommendation:

That the Board of Education approve BAA course Class Design 11.

This will move to the Board but there will be consultation between Associate Block and the STA.

5. **REVIEW OF POLICIES/REGULATIONS**

a. Draft Revised Policy and Regulations E-221 “Evaluation of Teachers and Report Writing” – Nora Reid

Nora Reid, Strategic Human Resources Manager, reviewed the proposed revisions to the policy and regulations. She advised that the proposed revisions have been done in consultation with the STA and that the main change is the alignment to the Collective Agreement and the LOU (last version was 1992).

Trustee Watson recommended that that the policy go before the Board for Notice of Motion and to give the regulations more time. Discussion focused on aspects of the Administrative Regulations, primarily regarding the report templates. Additional discussion on the Administrative Regulations was recommended.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy E-221 “Evaluation of Teachers and Report Writing”.

b. Draft Revised Policy and Regulations C-200 “Services to Students With Disabilities or Diverse Abilities” – Dave Strange, Janine Brooks, Linda Lamers

Janine Brooks, District Principal – Inclusive Education Services and Linda Lamers, District Vice-Principal – IES, reviewed the proposed revisions to the policy and regulations.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy and Regulations C-200 “Services to Student With Disabilities or Diverse Abilities”.

c. Draft Revised Policy F-302 “Use of School Facilities for Child Care Programs” – Scott Stinson

Scott Stinson brought forward recommended changes to Policy F-302 based on partner discussions, legal advice and alignment to revisions to the *School Act*.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy F-302 “Use of School Facilities for Child Care Programs”.

6. **NEW BUSINESS**

a. Presentation – Competency Based IEPs – Janine Brooks, Linda Lamers, Dave Strange

Janine Brooks and Linda Lamers presented on proposed changes to the IEP process to focus more on student competencies. The presentation was very well received by the committee.

- c. Presentation – Curriculum “Celebration” – Denise Wehner, Shelby Pollitt, Lisa Marshall, Alexis Mckean, Cheryl Ring, Stephanie Cave

The Curriculum Transformation staff gave a presentation on what this new team achieved this year during the COVID-19 pandemic. Given the time constraints during the meeting, anyone with questions were directed to connect with Denise Wehner, District Principal.

- c. Presentation – “Octamesters” in Secondary Schools – Paul Block

Associate Superintendent Block provided an overview of the results of the “octamester system” and the feedback from the SD62 community. A number of options were explored, including a move to a “quarter semester system” for the coming school year. Given the time constraints during the meeting, anyone with questions were directed to connect with Paul Block.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

- a. Review of Policies/Regulations - as per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE:** Sept. 7, 2021



Board/Authority Authorized Course Application

School District/Independent School Authority Name: Sooke School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD62
Developed by: John Stamhuis	Date Developed: May 1, 2021
School Name: Westshore Centre for Learning and Training	Principal's Name: Heather Lait
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Class Design 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

The Class Design 10 course is designed to be taken in conjunction with another secondary academic course. The prerequisite for Class Design, therefore, corresponds with the prerequisite for that given academic course. For online delivery, it would be recommended that students complete Online Learning Strategies as a pre-requisite.

Special Training, Facilities or Equipment Required:

For the purposes of completing Class Design 10 in a Distributed Learning (DL) format, computer access and a profile in a Learning Management System (LMS) would be recommended. However, Class Design 10 may also be offered in a traditional format and, in that case, no specific specialized equipment would be required.

Course Synopsis:

Class Design 10 provides a personalized learning pathway for students to develop their own class. It is to be provided in conjunction with an academic course. Students will be expected to collectively work in an ongoing basis with both the Class Design 10 teacher and academic course teacher.

As the course proceeds, students work through an iterative design cycle in which they develop critical thinking and problem-solving skills while completing the unique challenges presented by their course concept.

Students will be able to relate these aspects to their individual performance. Students will learn from a variety of experiences, hands-on practice, various types of media and literature, guest speakers, as well as direct and indirect instruction by the teacher, and fellow classmates.

Although Class Design 10 will provide cross-curricular learning experiences in any academic course, it will provide added opportunity for students taking courses:

- Within the Career Education Pathway
- Within the Applied Design, Skills, and Technologies Pathways

Goals and Rationale:

Teacher's interactions with students in the Class Design 10 will be more personalized and less didactic. Students will need to be actively involved in knowledge acquisition and construction as they participate in and evaluate their own learning. It is recommended that teachers use one-on-one interactions whether face-to-face or via a telecommunication application to provide the unique support required for this learning process.

In-class lessons accompanying the Class Design 10 course may include activity learning or more traditional homework problems, among other practices, to engage students in the content. Class activities vary but may include using emerging technologies, in-depth laboratory experiments, original document analysis, debate or speech presentation, current event discussions, peer reviewing, project-based learning, and skill development or concept practice. Because these types of active learning allow for highly differentiated instruction, more time can be spent in class on higher-order thinking skills such as collaboration, design and problem solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teacher and peers. Students of the Class Design 10 course will spend less time completing teacher-prepared assignments and assessments as it is expected that students create their own meaningful learning opportunities. The framework provides an elevated opportunity for collaboration between educator and learner.

Overall, Class Design 10 will infuse student voice and choice in a setting that might not typically provide such choice as the learner is at the centre of the delivery model. BC's Ministry of Education has determined that, "to prepare students for the future, the curriculum must be student-centred and flexible, and maintain a focus on literacy and numeracy, while supporting deeper learning." The Class Design 10 model provides a framework in this regard. It also supports the ministry's current initiative to enhance computational-thinking and coding within the curriculum.

Organizational Structure:

Organizational structure will vary from student to student based on their individualized design concept. The Class Design 10 teacher will be required to provide sufficient resources and course templates to provide students with a structure that coincides with the student's given design concept. Collaboration between the Class Design 10 teacher and the Academic teacher will be key to the success of structuring this learning process.

Students will be provided with the flexibility to focus on the competencies from both the Class Design 10 course and corresponding academic course that fit with their individualized design concept.

Aboriginal Worldviews and Perspectives:

Learning Strategies provides a learning environment that pulls from the following principles and perspectives:

First's People's Principles of Learning:

- Learning involves patience and time.
- Learning involves recognizing the consequences of one's actions.
- Learning requires exploration of one's identity.
- Learning is embedded in memory, history, and story.
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners.
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand.
- Providing for multiple opportunities to access learning in different ways.
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on each individual learner.

BIG IDEAS

User needs and interests drive the design process.

Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.

Tools and technologies can influence people’s lives and be adapted for specific purposes.

Design for the life cycle includes consideration of social and environmental impacts.

Multi-stage design projects benefit from collaborative work environments.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Personal and Social Responsibility <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Demonstrate positive behaviours that indicate self-respect for development purposes • Demonstrate appropriate social behaviour while working co-operatively and collaboratively with others <p>Interact <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Apply a mentor’s guidance in relation to the collaborative process • Demonstrate an understanding of target audience’s needs • Demonstrate teamwork <p>Ideating <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Critically analyze how competing social, ethical, and community factors may impact design • Critically analyze ideal mediums for specific project delivery 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • principles in relation to computer applications • principles in relation to graphic design • principles in relation to project documentation • limitations of chosen materials • workflow management through production processes • self-assessment and reflection strategies • inclusive practices, including taking different worldviews and diverse perspectives into consideration

Acquisition of Skills

It is expected that students will:

- Become familiar with learning activities and course content
- Demonstrate an understanding of **instructional graphics**
- Become familiar with supporting material/media (audio, video, simulations, games, etc.) **technologies**
- Become familiar with engaging learning activities
- Become familiar with modes of assessment to measure effectiveness of both the learning process and the corresponding academic course curriculum
- Demonstrate exercises and activities that enhance the learning process

Reflection

It is expected that students will:

- Reflect on their instructional goals
- Reflect on their grasp of concepts within the corresponding academic course curriculum
- Reflect on their grasp of concepts within **instructional design**

Curricular Competencies – Elaborations

- **Instructional Graphics:** Medium that helps explain something to the viewer in a manner that hopefully increases retention of the subject matter.
- **Instructional Design:** The creation of learning experiences and materials in a manner that results in the acquisition *and* application of knowledge and skills.
- **Technologies:** Tools that extend human capabilities
- **Teaching-Learning Process:** Combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction.

Content – Elaborations

- **Computer Applications:** Computing software designer to carry out a specific task other than one relating to the operation of the computer itself.
- **Graphic Design:** The craft of creating visual content to communicate specific messages/curriculum.
- **Project Documentation:** Encompasses all the documentation part involved in a project. It supports project expectations and objectives and helps address any project issues among others.

Content – Elaborations

- **Workflow:** Planning process for transforming ideas into creative work.

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while providing evidence of the acquisition of the required competencies for the corresponding academic course.

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Collaborative instruction
- Modelling
- Group/Team work
- Videos
- Coding
- Computational-Thinking
- Experiential Learning
- Hands on experience
- Make learning visible, open, and transparent
- Utilize technologies and other tools in purposeful ways

Recommended Assessment Components:

This course aims to use assessment **OF** learning and assessment **FOR** learning throughout its duration as its means of assessment. In doing so, a variety of assessment techniques will be used, such as weekly anecdotal/checklist evaluations, teacher-student interactions, self-evaluation and reflection.

Formative Assessment	<p><u>Assignments</u></p> <p>There will be several types of activities and assignments included in the course, such as:</p> <ul style="list-style-type: none"> - <i>Online Teacher-Student Interactions</i>: The student will be given opportunities to reflect on their learning by writings/communications in response to prompts throughout the course. - <i>Reflective writing</i>. Students will write short-form statements to show how they have exceeded assignment instructions and/or how they could improve. <p><u>Evaluations</u></p> <ul style="list-style-type: none"> - Students are provided with multiple assessment formats as additional evaluation of competencies. Should students require paper-based versions/substitutions of assessment material, such requests shall be granted. The course format allows for opportunity to use classroom assessment to maximize student learning.
Summative Assessment	<p>Students will complete an exit survey describing their ability to succeed based on the competencies of both this course and the corresponding academic course.</p> <p>A summative interview with both the corresponding academic course teacher and the Class Design 10 teacher is recommended for final summative evaluation.</p>

Learning Resources:

- Western Canadian Learning Network
- LMS Databases (Moodle/Google Classroom/Blackboard/D2L/ etc.)
- eLearning Roadtrip – Ellen Wagner
- The Gamification of Learning and Instruction – Karl Kapp
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Acquisition of Skills

It is expected that students will:

- Become familiar with analysis and its relation to subject matter
- Become familiar with learning activities and course content
- Develop **instructional graphics**
- Practice using supporting material/media (audio, video, simulations, games, etc.)
technologies
- Analyze engaging learning activities
- Analyze modes of assessment to measure effectiveness of both the learning process and the corresponding academic course curriculum
- Analyze exercises and activities that enhance the learning process
- Become familiar with effective strategies for healthy school/life balance

Reflection

It is expected that students will:

- Reflect on their instructional goals and analyze content that matches them
- Reflect on their learning and understanding of concepts within the corresponding academic course curriculum
- Reflect on their learning and understanding of concepts within **instructional design**

Curricular Competencies – Elaborations

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Content – Elaborations

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Content – Elaborations

- **Project Documentation:** Encompasses all the documentation part involved in a project. It supports project expectations and objectives and helps address any project issues among others.
- **Cultural Appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **Workflow:** Planning process for transforming ideas into creative work.
- **Digital Citizenship:** The responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level.

Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while providing evidence of the acquisition of the required competencies for the corresponding academic course.

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School District #62 (Sooke)

EVALUATION OF TEACHERS AND REPORT WRITING	No.: E-221
	Effective: Oct. 10/89 Revised: Reviewed: June 1/21

SCHOOL BOARD POLICY

The Board believes that the primary purpose for evaluating teachers is to promote the development and maintenance of excellence in the quality of instruction.

~~Ideally,~~ The summative **evaluation** report on the work of a teacher comes at the end of an evaluation process which has as its goal the assurance that the teacher performs ~~his or her~~ **their** duties in an effective and professional manner. In School District No. 62, summative **evaluation** reports on teachers shall be based upon standard criteria **following the procedures outlined in the STA/SD62 Collective Agreement, Article E.14 "Evaluation Procedures"** and **the Letter of Understanding No. 1** written in a form described in the "Confirmatory Report on the Work of Teachers".

DRAFT

School District #62 (Sooke)

SERVICES TO STUDENTS WITH SPECIAL NEEDS DISABILITIES OR DIVERSE ABILITIES	No.: C-200
	Effective: Mar. 8/83 Revised: May 23/89; Reviewed: June 1/21

SCHOOL BOARD POLICY

Belief Statements

- **Everyone can learn; each student needs to feel like they belong, are valued, and have a contribution to make.**
- **Learning is an individual and social process; each student benefits from learning with their peers.**
- **Learning requires active participation; each student needs purposeful roles and responsibilities.**
- **Learning occurs in a variety of ways and at different rates; each student is unique in their abilities and needs.**

The Board of Education recognizes a responsibility, shared with the Ministry of Education and carried out with the support of other agencies, to provide or obtain an appropriate instructional program for each student.

~~The district will attempt to identify, as early as possible, those children who may have specialized educational needs. Also, the district will develop appropriate educational programs and services that are supportive and are an integral part of regular education and will provide such programs and services in the most enabling environment. Wherever possible, the School District will provide an integrated, rather than segregated, teaching/learning environment and will make, after consulting with all affected parties, every attempt to maintain the child within his/her school attendance area and his/her community.~~

The District will provide an inclusive and responsive education system and recognizes the value of diversity and will provide equity of access, opportunity and achievement for each learner.

A "student with disabilities or diverse abilities" is defined as a school-age student who has an impairment of an intellectual, neurodevelopmental, psychological, physical, physiological, sensory, social/emotional, or behavioural nature, or has exceptional gifts or talents.

SERVICES TO STUDENTS WITH SPECIAL-NEEDS DISABILITIES OR DIVERSE ABILITIES	No.: C-200
	Effective: Mar. 8/83 Revised: Mar. 24/87; May 23/89; Reviewed: June 1/21

ADMINISTRATIVE REGULATIONS

A. Definition of Students With Special Needs **Disabilities or Diverse Abilities**

A student with special needs deviates from the average or normal child in mental, physical, social or emotional characteristics to such an extent that he/she requires a modification of school practices in order to develop his/her maximum potential. **A "student with disabilities or diverse abilities" is defined as a school-age student who has an impairment of an intellectual, neurodevelopmental, psychological, physical, physiological, sensory, social/emotional, or behavioural nature, or has exceptional gifts or talents.**

B. Special Programs **Continuum of Assessment and Planning for the Diversity of Student Population**

All special education programs in School District No. 62 will meet the Ministry of Education guidelines found in the publication "Special Programs: A Manual of Policy, Procedures and Guidelines".

The process of understanding student strengths and needs to effectively plan for and support student learning exists in a variety of forms: observation, reviewing historical data, interviewing, consulting family and informal and formal testing and extended assessments. A variety of assessment methods should be used to inform the development of appropriate IEP goals and planning of supports and services. Assessment not only considers a student's current level of performance and learning style but also methods of instruction being used, characteristics of the learning environment, and the ways students demonstrate their learning.

- **Reviewing**
 - **Understanding a student's needs can be informed by reading various records with both current and historical information.**
- **Interviewing**
 - **Valuable insight can be gained from talking to a variety of people, including parents and guardians, current and past teachers, other relevant service providers and students themselves.**
- **Observing**
 - **Watching, listening, and examining student work and monitoring responses to instruction are all important sources of assessment information. Various tools can be used to document observations.**
- **Informal Assessment**
 - **Informal assessments are an important part of the assessment process and may include a variety of quizzes, probes, and diagnostic skill inventories. Assessment methods are chosen based on a variety of factors, such as specific**

skills being assessed, practicality for the classroom environment, available materials, and learning styles of the student.

C. School-Based Team

~~Each school shall have a school-based team. The composition of the team may vary from time to time, but will normally consist of an administrator, the Learning Assistance teacher and a school counsellor. The school nurse, the referring teacher and other appropriate resource personnel will be included as necessary.~~

- **Extended Assessment**

- **School-Based Team (SBT) is a collaborative problem-solving team that meets on a regular basis and works with classroom teachers to develop educational programs for students who may or may not currently have an Individual Education Plan.** ~~Each school shall have a school-based team. The composition of the team may vary from time to time, but will normally consist of an administrator, the Learning Assistance teacher and a school counsellor. The school nurse,~~ **a principal/vice-principal, inclusion support teacher, school counsellor,** the referring teacher and other appropriate school and resource **district** personnel will be included as necessary. Those students for whom services cannot be provided using school-based resources shall then be referred to district-level Special Services personnel (**Occupational therapy, Physiotherapy, Speech Language Pathologist, District Psychologist, etc.**) after informed parental consent has been received.

~~Students who appear to require special services and who have not been previously diagnosed, shall be referred to the school-based team~~

The district ensures that:

- **specialists are sensitive to cultural, linguistic and experiential factors when selecting assessment procedures and interpreting assessment results;**
- **information gained is readily usable for purposes of planning, and easily integrated into the student's Individual Education Plan;**
- **specialists communicate and interpret assessment findings to the parents/guardians, the student and staff; and**
- **the written report of the assessment is made available to the parents/guardians, the staff and, when appropriate, the student, in accordance with the provisions of the *Freedom of Information and Protection of Privacy Act*.**

D. Referral Process for Identifying Special Needs Children

~~Students who appear to require special services and who have not been previously diagnosed, shall be referred to the school-based team. Those students for whom services cannot be provided using school-based resources shall then be referred to district-level Special Services personnel after parental consent has been received.~~

C. Student Support

Based on the findings of all assessment information, schools may develop an Individual Education Plan. An Individual Education Plan (IEP) is a formal document outlining a plan of supports based on identified strengths and stretches, including goals, and strategies created through on-going collaboration between parents/guardians, school-based teams, district staff, relevant agencies, and students.

D. Parent/Guardian Engagement

Throughout the continuum of assessment and student support, the school-based team works to collaborate with parents/guardians on the learning of their student with disabilities or diverse abilities.

E. Appeal Process

Refer to Policy C-350 regarding the appeal process. [Appeals | Sooke School District \(sd62.bc.ca\)](#)

~~E. Assessment of Special Needs Children~~

~~— District level Special Services personnel will respond to a completed referral by making an appointment to consult with school staff members and to observe and/or test the referred student.~~

~~F. Reporting to Parents/Guardians~~

~~— Results must be interpreted to the parents as soon as possible. Written results and recommendations shall be made available. Refer to Policy C-220 for details.~~

~~G. Parental Conference~~

~~— A conference to discuss the results of the assessment shall be arranged by the principal or designate and shall involve the appropriate referring personnel. Program planning, placement or follow-up procedures will be the result of this meeting.~~

Services to Students With Special Needs

~~H. Placement of Special Needs Children~~

~~— (a) — The placement of each student shall be based on the entry/exit criteria for the recommended program. Teachers concerned shall be advised as early as possible when special needs students are identified so that the teacher may be involved in the consultation prior to placement. Such consultation will address class size and/or composition, resource requirements, provision of aide time and in-service training/professional development.~~

~~— (b) — Transportation will be provided for students who can not attend their regular home school.~~

~~— Where special programs are located in regular school buildings, students in those programs should have access, to the facilities and the services available in that building.~~

~~I. Appeal Process~~

~~— Any dispute over the placement of special needs students or over the appropriateness of the child's program shall be resolved in the following manner:~~

~~— Step 1~~

~~— At the classroom level involving the parents and the classroom teacher.~~

~~— Step 2~~

~~— At the school level involving parents, classroom teacher and the school based team.~~

~~— Step 3~~

~~— At the district level involving parents, classroom teacher, school principal, appropriate district resource personnel and the Director of Special Education.~~

~~— Step 4~~

~~— By a committee established by the Board of School Trustees.~~

~~— Step 5~~

~~— By the full Board of School Trustees.~~

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Statutory Reference:

Freedom of Information and Protection of Privacy Act

Policy Reference:

Policy C-350 Parent/Student Appeals

School District #62 (Sooke)

USE OF SCHOOL FACILITIES FOR CHILD CARE PROGRAMS	No.: F-302
	Effective: Revised: Reviewed: June 1/21

SCHOOL BOARD POLICY

Consistent with sections 85.1, 85.2, 85.3 and 85.4 of the *School Act*, this policy provides guidance with respect to how the Board will promote the use of Board property for the provision of child care programs, between the hours of 7 a.m. and 6 p.m. on business days, by either the Board or third-party licensees.

Quality, accessible and affordable child care provides significant social and economic benefit for the community. Research shows that quality child care has a direct relationship to school readiness, literacy development, poverty reduction, and community engagement. While the funding and regulation of licensed child care is primarily a provincial government responsibility, the District, along with community stakeholders, can play an important role in planning, developing and coordinating child care in the Sooke School District.

The District supports non-profit societies and/or associations in delivering quality, accessible and affordable child care within District facilities and grounds, and provides the authority for the District itself to provide child care services.

The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities, including early learning programs and extracurricular school activities.

References:

Board Policy:

- Policy F-222 – Management of School District Property
- F-300 – Use of School Facilities

School Act:

- Section 85.1 - Policies respecting child care programs
- Section 85.2 - Boards may provide child care programs
- Section 85.3 - Child care programs provided by others
- Section 85.4 – Use of Board property for child care programs

1. Definitions:

- 1.1. In this Policy, the terms "Board property," "business day," "child care program," "educational activities" and "licensee" have the meanings given to those terms in the *School Act*.
- 1.2. "Direct and indirect costs" include:
 - 1.2.1. Utilities;
 - 1.2.2. Maintenance and repair;
 - 1.2.3. A reasonable allowance for the cost of providing custodial services;
 - 1.2.4. A reasonable allowance for the time that school district administrators and other staff spend on matters relating to the use of board property by licensed child care providers.

2. Procedures:

- 2.1. The Board will, on an ongoing basis, assess community need for child care programs on Board property, through a process of engagement with employee groups (Sooke Teachers' Association [STA], Canadian Union of Public Employees #459 [CUPE]), parents and guardians (Sooke Parent Education Advisory Council [SPEAC]), Indigenous community representatives, Indigenous rightsholders, Indigenous service providers (Aboriginal Education Council), and existing child care operators. The process for engagement will be reviewed on an ongoing basis.
- 2.2. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.
- 2.3. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
- 2.4. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. All child care contracts must bear all costs associated with the delivery of the program. The School District will not subsidize any community use of the facility or sites from instructional resources.
- 2.5. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.
- 2.6. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; and, (b) foster Indigenous reconciliation in child care.
- 2.7. If the board decides to operate a child care program, the board will ensure that it is operated in a manner that:

- 2.7.1. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*:
 - i. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and
 - ii. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education; and
 - 2.7.2. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.
- 2.8. Any contract with a licensee other than the Board, to provide a child care program on Board property, must be in writing and subject to review annually (no less than every one (1) year). The contract must contain:
- 2.8.1. a description of the direct and indirect costs for which the licensee is responsible;
 - 2.8.2. an agreement by the licensee to comply with this policy and all other applicable policies including adherence to schools' Code of Conduct and school rules;
 - 2.8.3. a provision describing how the agreement can be terminated by the Board or the licensee;
 - 2.8.4. a provision describing how the program will serve students of the school;
 - 2.8.5. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
 - 2.8.6. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
 - 2.8.7. a requirement for the licensee to maintain appropriate standards of performance; and
 - 2.8.8. a requirement that the licensee must at all times maintain the required license to operate a child care facility.
- 2.9. The Secretary-Treasurer or designate shall have the authority to evaluate and make decisions with respect to applications to provide child care on Board property in a manner that is consistent with Board policy.
- 2.10. Prior to entering into or renewing a contract with a licensee, other than the Board, to provide a child care program on Board property, the Board will consider:
- a. whether it is preferable for the Board to become a licensee and operate a child care program directly;
 - b. the availability of school district staff to provide before and after school care;
 - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, in respect of providing an

inclusive child care program and one that promotes Indigenous reconciliation in child care.

- d. Upon receipt of an application, district staff will review the application's feasibility, available space in the school, and whether the school can accommodate any improvements that may need to be made in order to conform to licensing requirements.

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