



# Superintendent's Report

Dave Eberwein, Superintendent

May 13, 2020

# Superintendent's Report - May 2020

1. Saanich Schools - Emergency Remote Learning
2. Saanich Schools Connecting
3. BC's Re-Start Plan & Education Plan
4. Administrative Procedures Review - An Update

# SAANICH SCHOOLS - EMERGENCY REMOTE LEARNING



# Saanich Schools Learn Online

## Staff Links

Home ▶ Courses ▶ Miscellaneous ▶ Staff Links

### DISTRICT TRAINING LAB

District Training Lab Directions

### NAVIGATION

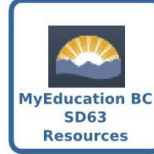
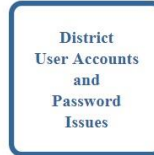
- Home
- ▶ Site pages
- ▼ Courses
  - ▼ Miscellaneous
    - ▶ Saanich Staff COVID-19 Information
    - ▶ District ERAC Button pages and images
    - ▶ District Forms
    - ▶ Hub Information
    - ▼ **Staff Links**
      - Participants
      - ▶ Staff Links
  - ▶ Collaboration
  - ▶ Pro-D
  - ▶ Resources
  - ▶ Digital Learning Commons
  - ▶ IT Support

### GOOGLE SEARCH ON THE HUB

Google Custom Search

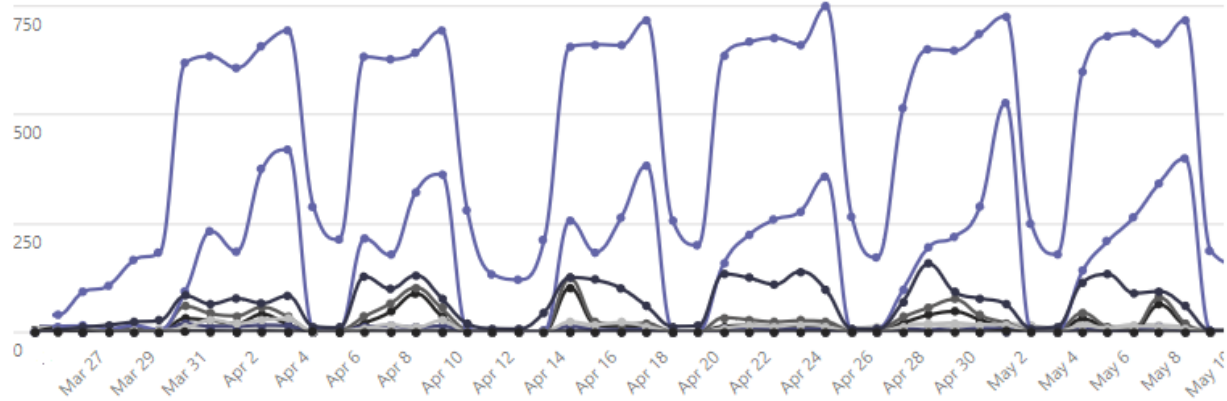


## Staff Links



# By the Numbers ...

## ► TEAMS adoption

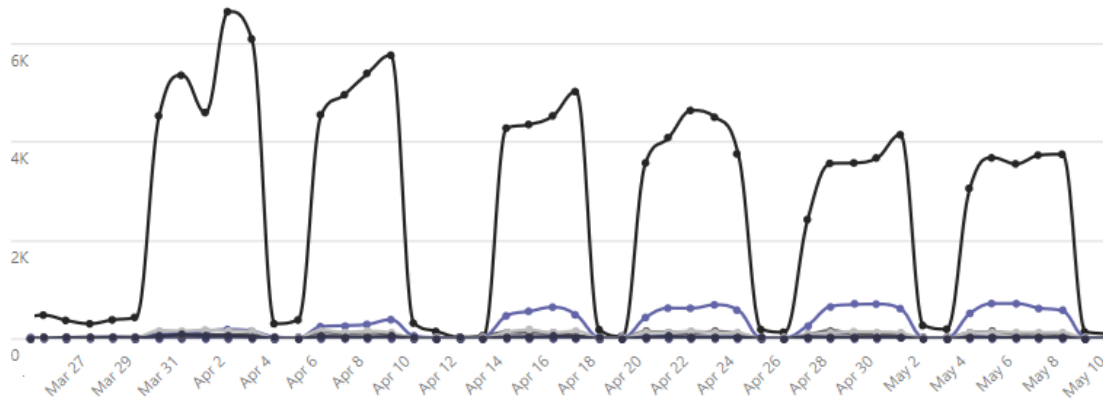


946

Total active users

# By the Numbers ...

## ► TEAMS chats



130,304 Chat messages  
2,984 Meetings Organized  
13,370 Meetings participated  
3,983 1:1 calls  
1,055 Group calls



# By the Numbers ...

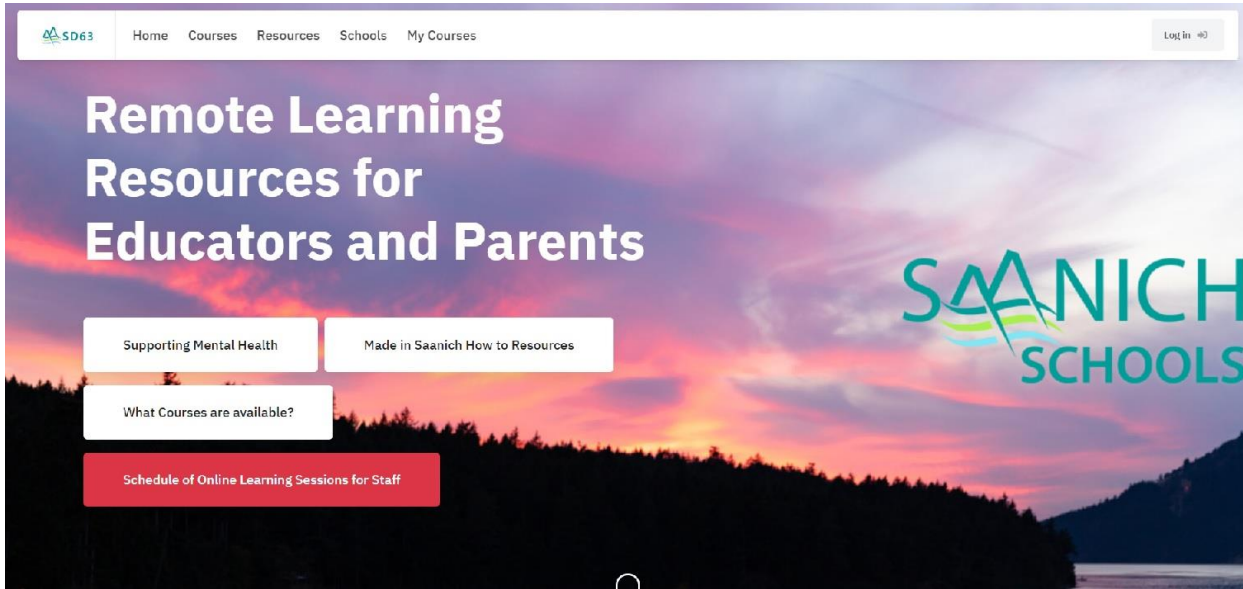
## District device loan program:

- ▶ Computers loaned to students: 550
- ▶ Computers loaned to staff: 110
- ▶ Codes shared for TELUS high-speed internet: 140





# SAANICH SCHOOLS CONNECTING



The screenshot displays the Saanich Schools website interface. At the top left is the SD63 logo, followed by a navigation menu with links for Home, Courses, Resources, Schools, and My Courses. A Log In button is located in the top right corner. The main content area features a large banner with a sunset background and the text "Remote Learning Resources for Educators and Parents". Below the banner are four buttons: "Supporting Mental Health", "Made in Saanich How to Resources", "What Courses are available?", and "Schedule of Online Learning Sessions for Staff". The Saanich Schools logo is positioned on the right side of the banner.

SD63 Home Courses Resources Schools My Courses Log In #0

## Remote Learning Resources for Educators and Parents

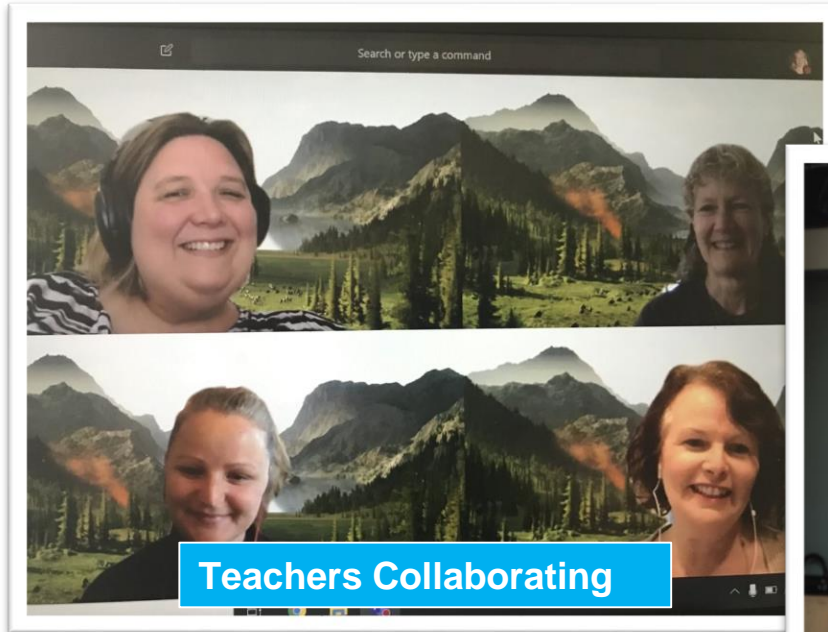
Supporting Mental Health Made in Saanich How to Resources

What Courses are available?

Schedule of Online Learning Sessions for Staff

SAANICH SCHOOLS

# Saanich Schools Connecting



# Saanich Schools Connecting



Brandon Heyer – ILC STAC Program



SKILLS TRAINING  
APPRENTICESHIP  
CARPENTRY



SD63

## WIN a Sand Box!

made by SD#63 Carpentry Students

A person wearing a blue jacket and a cap is kneeling on a grassy area next to a wooden sand box. The sand box is made of light-colored wood and has a bench-like structure on top.

Due to current circumstances the STAC/SD#63 carpentry program is needing to adjust to accommodate students while at the same time giving back to the community.

The STAC students will be building these bench-top covered sandboxes that measure 4'x4'. If you are interested please enter with your name and contact info on the link provided and we will be giving them away in a random draw.

They can be delivered and set up from Sidney-Langford.

If you are a recipient of one of the sandboxes we ask that you have a donation to the **food bank** for collection.

Use the link below  
<https://forms.gle/JRhG4u4QaT4n1uoH7>



In Need of  
Small peanut butter & Jams  
Hamburger Helper  
Lipton Sidekicks  
Dry Soups / Mr. Noodles  
Kraft Dinner



# Saanich Schools Connecting



**NSMS**



**SIDNEY ELEMENTARY**

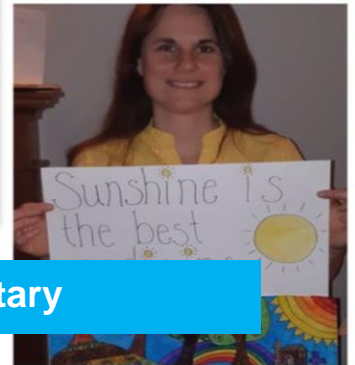


**ROMS**

# Saanich Schools Connecting



Lochside Elementary



Brentwood Elementary



Parkland Secondary

# Saanich Schools Connecting







# BC's RE-START PLAN & EDUCATION PLAN

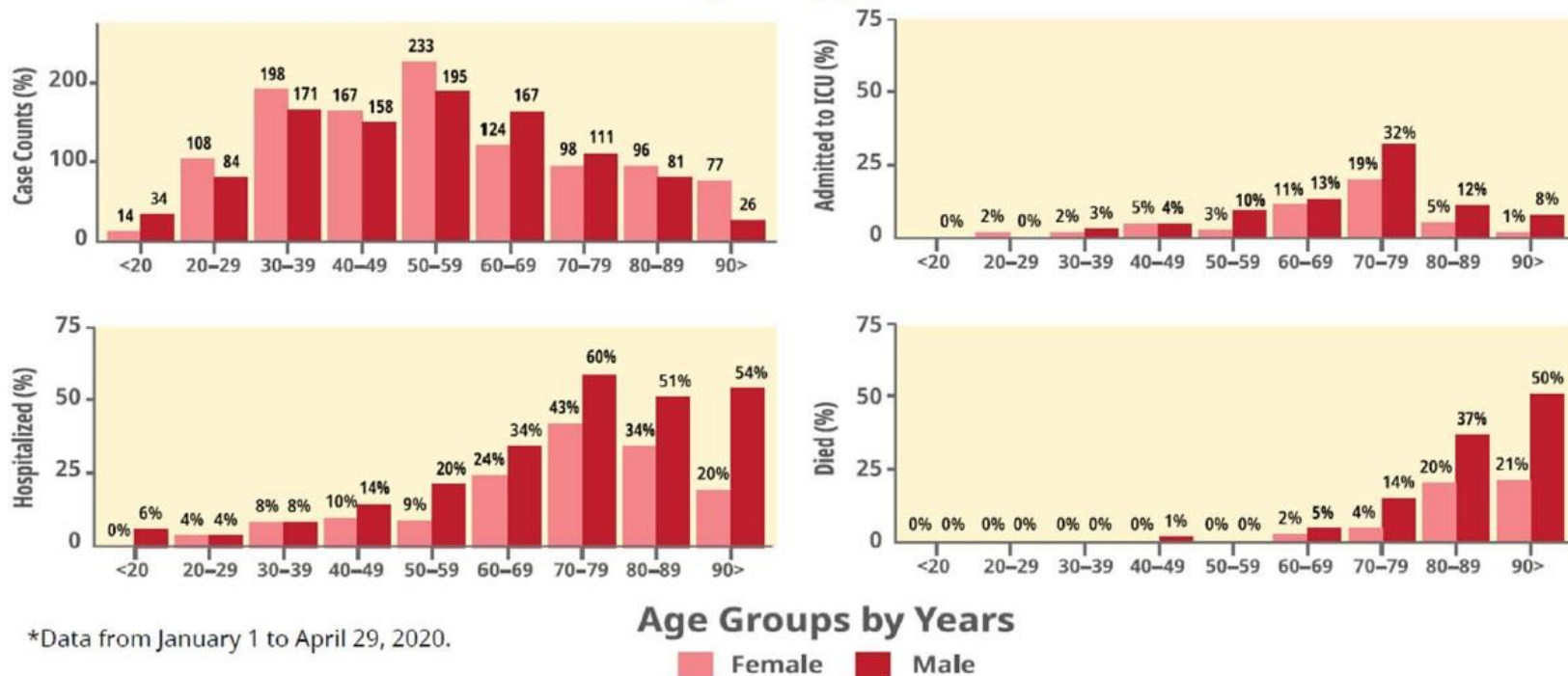
## BC'S RESTART PLAN

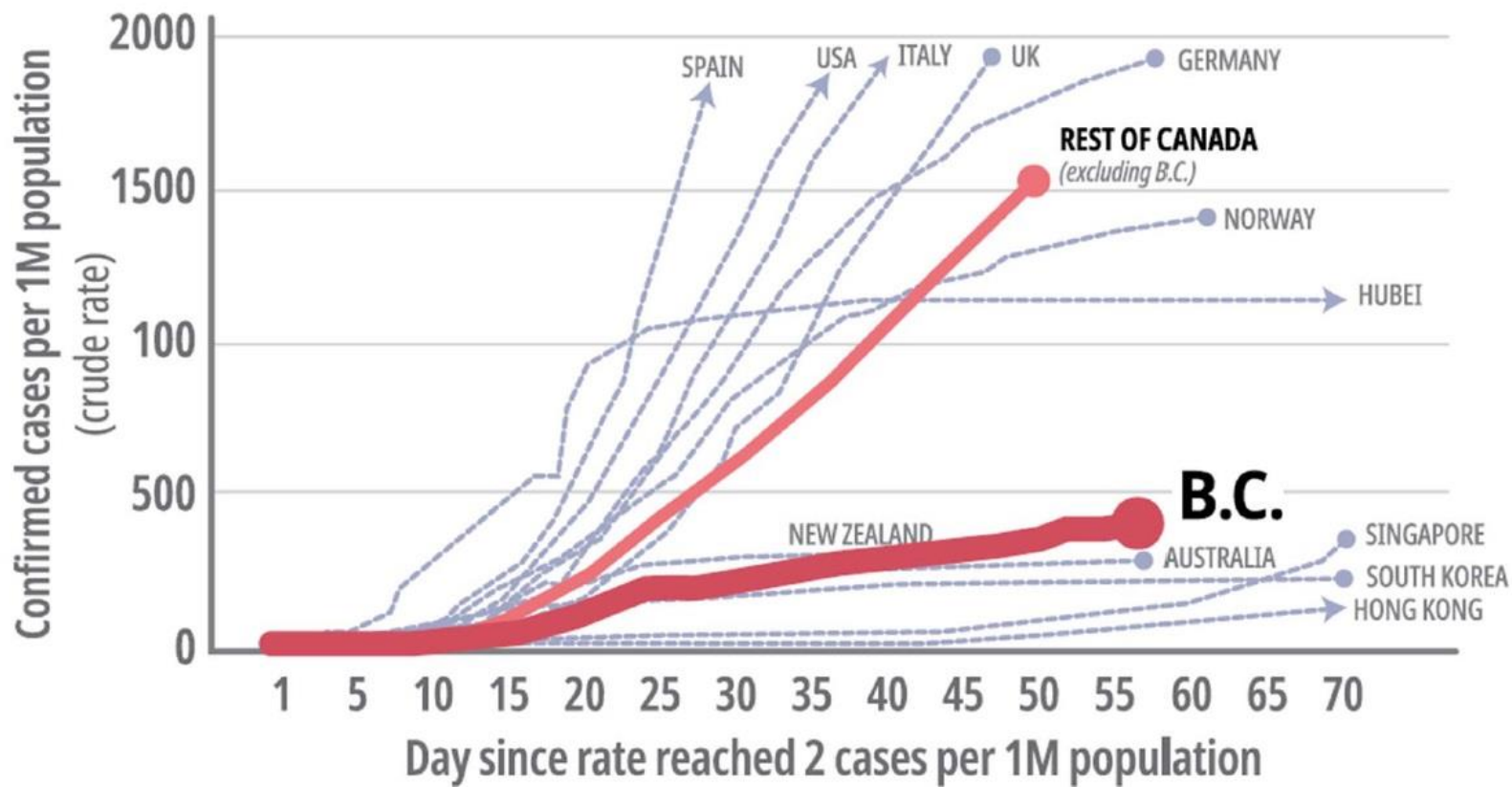
**Next steps  
to move BC  
through the  
pandemic**





## Outcomes By Age And Gender







# Why restart schools now?

1. It is safe to do so. The number of cases and impacts on BC's health is decreasing. BC (PHO) and international (WHO) research and science suggests children are less likely to get COVID-19 and less likely to transmit the virus.
2. Our most vulnerable students are the most impacted and need schools to be back in session. Inequities are increasing.
3. Schools are a critical part of BC's Restart Plan.
4. Re-engaging now sets the stage for a full school restart in September 2020.



# Collaboration Moving Forward

- Ministry of Education
- School districts
- Public Health
- WorkSafe BC

# BC's Re-Start Plan & Education Plan



Ministry of  
Education

## The Provincial Plan - 4 Phases

- ▶ Phase 1 - Where We Are Today
- ▶ Phase 2 - Mid-May Onwards
  - ▶ Some businesses re-opening under new guidelines
- ▶ Phase 3 - June - September
  - ▶ K-12 Education - partial return in June, full return in September
- ▶ Phase 4 - TBD
  - ▶ Large gatherings (conventions, pro-sports, concerts)

## The Education Plan - 5 Stages

- ▶ Stage 1 - Full-time regular schooling
- ▶ Stage 2 - More in-class instruction
- ▶ Stage 3 - The Next Phase
  - ▶ Late May or Early June
- ▶ Stage 4 - Where We Are Today
- ▶ Stage 5 - Remote Learning for everyone

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Ministry of  
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# The Education Plan - Returning to In-Class Instruction

## Stage 1

A return to full in-class instruction.

## Stage 2

In-class learning for all students in elementary school (K to 7) on a full-time basis. In-class learning for secondary students (grades 8 to 12) on a part-time basis. Remote and online learning continues to be available for secondary students.

## Stage 3

In-class learning for students in kindergarten to Grade 5 on a part-time basis. Access to in-class learning as needed for grades 6 to 12 on a part-time basis. Remote and online learning continues to be available for students.

## Stage 4 \*Current stage

In-class learning for children of essential service workers and vulnerable students. Remote and online learning continues for most students.

## Stage 5

Suspend all in-class instruction for all grades and students. Remote and online learning for all students.





# Planning for Saanich Schools

- ▶ Waiting for more information from the MoE, PHO and WSBC
  - ▶ Health & Safety protocols
  - ▶ Finalized K-12 in-class and remote learning expectations
  - ▶ Specific Timelines
- ▶ Stage 3
  - ▶ Anticipate beginning of June
  - ▶ K-5 part-time (≈50%)
  - ▶ Gr 6-12 part-time (≈20%)
- ▶ Engage the District OH&S Committee
- ▶ Re-engage School Operations





# ADMINISTRATIVE PROCEDURES REVIEW - AN UPDATE



# Administrative Procedures Review (April 20<sup>th</sup> - 28<sup>th</sup>)

- ▶ Reviewed approximately 230 APs with our consultants and an extensive team of administrators and other excluded staff
- ▶ The Review:
  - ▶ Take existing policies (not assigned to the Board) and APs and modernize them;
  - ▶ Align APs with ‘approved in principle’ Board Policies (i.e. language and intent);
  - ▶ Purposeful effort not to change language unless required by legislation or current practice (e.g. MoE student assessment, Directors of Instruction);
  - ▶ Approximately 21 hours of MSTeams conversation over 7 days.



REVIEW

# Administrative Procedures Review (April 20<sup>th</sup> - 28<sup>th</sup>)

## ▶ The AP Review - What We've DONE

- ▶ Take current policies / APs and updated them without changing intent;
- ▶ Provide gender neutral language;
- ▶ Assign tasks to people not buildings.  
Example:
  - ▶ “The Principal shall ...”
  - ▶ Not “The school shall ...”
- ▶ Provide current references. Examples:
  - ▶ MoE, WSBC, School Act, Family Law Act
- ▶ Remove duplication of text;
- ▶ Align APs with new Board Policies (i.e. language and intent);
- ▶ Add or change APs only where there was an obvious omission or where it is our current practice (eg. Student assessment).

## ▶ The AP Review - What We HAVEN'T DONE

- ▶ We have not changed the intent of the previous language, only moved it from policy (i.e. Board) to AP (i.e. Superintendent or delegate)
- ▶ We have not added new APs or changed language in existing APs when we've recognized a need to consult with partners

# Relevant Board Policies - Current

## ▶ Policy 1030 - Framework for Policy Development & Implementation

### ▶ Guiding Principles

#### ▶ 1. In general, policy documents will have three sections:

- a) the policy statement itself,
- b) a set of guiding principles,
- c) administrative procedures.

The policy statement and the guiding principles are formally adopted by the Board, and can be amended only through Board resolutions. The policy statement should consist of the general subject matter of the policy. Guiding principles lay out directions from the Board as to how the policy should function.

Administrative procedures developed by the administrative staff of the District describe the details as to how the policy will be implemented, utilized and monitored within the schools and the District. Administrative procedures can be modified as needed from time to time by the Executive staff of the District in consultation with the Board.



NOW

# Relevant Board Policies - Approved in Principle

## ▶ Policy 2 - Role of the Board

- ▶ 5.7 - Review Administrative Procedures which are developed or significantly amended to ensure they are in alignment with Board policy.

## ▶ Policy 6 - Policy Making and Review

- ▶ 10. The Board may request the Superintendent to change an administrative procedure to a draft Board policy.
- ▶ 11. The Superintendent must inform the Board as soon as practicable of any new administrative procedure or substantive changes to administrative procedures as an information item in a Board agenda.
- ▶ 12. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the District's website, in a timely manner, for staff and public access.

## ▶ Policy 10 - Board Delegation of Authority

- ▶ The delegation of authority to the Superintendent specifically:
  - ▶ Includes the ability to enact Administrative Procedures required to carry out this authority
- ▶ 2. The Superintendent is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal or provincial legislation.

## ▶ Policy 14 - Role of the Superintendent

- ▶ 4. Policy/Administrative Procedures
  - 4.1 Provides support to the Board regarding the planning, development, implementation and evaluation of Board Policies.
  - 4.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.
  - 4.3 Appropriately involves individuals and groups in the Administrative Procedures development process.
  - 4.4 Ensures system adherence to Policies and Administrative Procedures.

**FUTURE**

# Administrative Procedures

## Next Steps

- ▶ Provide the Board with the following:
  - ▶ Digital copies of all APs (Still finalizing - approximately 230)
  - ▶ “Disposition of Documents” document (Present → New & New → Present)
- ▶ Arrange for a time to meet with our consultant:
  - ▶ Board’s New Policy Manual (already approved in principle)
  - ▶ Overview of new APs to ensure alignment with Policies
  - ▶ Original date was May 21<sup>st</sup>
  - ▶ Suggested time needed is 1-3 hours (with additional time if needed)
- ▶ Board needs to review the documents ahead of time. Suggesting at least 2 weeks ahead of consultant meeting.
- ▶ Beyond meeting with the consultant







# Recommendations from Staff

1. That the Board hold a special meeting in May to review, with consultant Dr Leroy Sloan, the policies previously adopted in principle and the work done by staff on the administrative procedures.
2. That, at the Policy Committee meeting in June, the focus of the work by committee members and partner group representatives be the consideration of any further revisions to the policies agreed to in principle and to consider if any administrative procedures have been omitted or if any administrative procedures should be Board policies.
3. That the Board consider at its regular meeting in June any further recommendations of the Policy Committee with regard to the adoption of Board policies and the review of administrative procedures.
4. That, on an ongoing basis, partner groups be invited to review the policy and administrative procedures work that has been done to date and propose to the board any policies that may be revised, deleted or created and refer to the Superintendent any administrative procedures that may be revised, deleted or created.
5. That the work of the Policy Committee over the next year(s) be focussed on further analysis and review of Board policies, as directed by the Board.



# Superintendent's Report

Dave Eberwein, Superintendent

May 13, 2020