

Public Notice – Education-Policy Committee Online Public Meeting


A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on January 4, 2022 at 6:00 pm.**

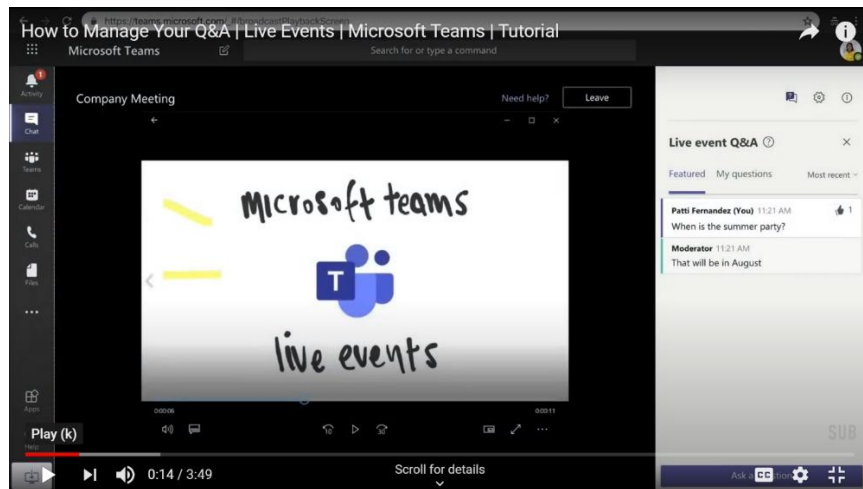
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Jan-4-2022>

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

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

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



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

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



EDUCATION-POLICY COMMITTEE

School Board Office
Via MS Teams
January 4, 2022 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew 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**
3. **COMMITTEE REPORT** of December 7, 2021 Education Standing Committee meeting (attached) **Pg. 3**
4. **BAA COURSE PROPOSALS** (attached)
 - a. Community Connections 10 – Paul Block **Pg. 6**
 - b. Community Connections 11 – Paul Block **Pg. 15**
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft Revised Operating Procedures C-411 “Band Instrument Rental” – Paul Block **Pg. 24**
6. **NEW BUSINESS** (attached)
 - a. Presentation – Pathways & Choice – Overview and Directions – Jim Lamond, District Principal **Pg. 27**
 - b. Presentation – Introduction to Climbing Academy – Wayne Kelly, District Vice-Principal **Pg. 38**
7. **FOR INFORMATION**
 - a. Research Project Approval – Robin Tosczak – “Tracking Lesson Fidelity and Time Management in Reading Recovery”. **Pg. 44**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 1, 2022



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams Live
December 7, 2021 – 6:00 p.m.**

- Present: Allison Watson, Trustee (Committee Chair)
 Bob Phillips, Trustee (Committee Member)
 Margot Swinburnson, Trustee (Standing in for Dianna Seaton)
 Wendy Hobbs, Trustee
 Christina Kempenaar, STA
 Lou Leslie, CUPE
 Sandra Arnold, SPEAC
 Georgie Walker, SPVPA
 Scott Stinson, Superintendent/CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Dave Strange, Associate Superintendent
 Paul Block, Associate Superintendent
 Sue Grundy, Manager of Executive Operations
- Regrets: Trustee Dianna Seaton
- Guests: Sandra Szalipszki, Principal – École John Stubbs School, Denise Wehner, District Principal – Curriculum Transformation, Kyle Maa, John Stubbs student
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 2. **Opening Remarks from Chair, Allison Watson**
 Trustee Watson thanked everyone for attending and moved into the agenda items.
 3. **COMMITTEE REPORT** of Nov. 2, 2021 Education Standing Committee meeting
 The committee report for the Nov. 2, 2021 Education-Standing Committee meeting was reviewed by the committee members.
 4. **BAA COURSE PROPOSALS**
 There were no BAA course proposals for this meeting.
 5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft Revised Policy and Regulations C-329 "Field Trips" – Stephanie Hedley-Smith
 Ms. Hedley-Smith requested any final input into the draft revised policy and regulations and received a few clarifying questions. She responded and the committee agreed to proceed with its

recommendation to the Board. The committee thanked Ms. Hedley-Smith for her work on the draft revised policy and regulations.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy and Regulations C-329 “Field Trips”.

- b. Draft New Policy and Regulations C-317 “Police Requests for Student Interviews” – Stephanie Hedley-Smith

Ms. Hedley-Smith requested input on the draft new policy and regulations and received a few clarifying questions. She responded and the committee agreed to proceed with its recommendation to the Board.

Recommendation:

That the Board of Education give Notice of Motion to draft new Policy and Regulations C-317 “Police Requests for Student Interviews”

- c. Draft Revised Policy C-350 “Appeals” – Scott Stinson

Mr. Stinson spoke to the proposed revisions to the policy and answered some questions.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy C-350 “Appeals”.

- d. Draft Revised Regulations D-205 “Fund-Raising” – Scott Stinson

Mr. Stinson presented information on the proposed revisions to the regulations and responded to a variety of questions around internet sources of fund-raising and how the regulations might apply. He was clear that the regulations were written from a global perspective and would address current and future iterations of on-line fund-raising tools, apps, platforms, etc.

- e. Draft New Policy and Regulations A-410 “Live Streaming Public Board and Standing Committee Meetings” – Scott Stinson

Mr. Stinson presented the draft proposed policy and regulations regarding livestreaming of public Board and Standing Committee meetings.

Recommendation:

That the Board of Education give Notice of Motion to draft new Policy and Regulations A-410 “Live Streaming Public Board and Standing Committee Meetings:

- f. D-111 Volunteers in Schools - Drivers’ Abstracts and CRC Follow-Up – Scott Stinson

Mr. Stinson presented background and rationale regarding proposed revisions to the regulations. Discussion ensued regarding the length of time criminal record checks should be in effect (i.e. one or three years) compared to the requirement for volunteer drivers to submit their driver abstracts annually to the schools.

The Administrative Regulations D-111 “Volunteers in Schools” will be amended to require a Driver’s Abstract annually from volunteers that will be using personal vehicles for the purpose of transporting students.

6. **NEW BUSINESS** (attached)

a. French Immersion Presentation – Sandra Szalipszki and Denise Wehner

Ms. Szalipszki & Wehner’s presentation on the District’s French Immersion Program was well received and generated comments and accolades for their work. The focus of the presentation was the District’s management of growth in French Immersion while we are determined to maintain the quality of language immersion at the six K-12 immersion schools.

b. Quarter 1 Strategic Plan Accountability Report – Scott Stinson

Mr. Stinson presented the Accountability report with reference to online resources such as operational plans on the District website including an assessment rubric that indicates and illustrates successes and areas for growth in relation to the district’s progress towards the goals and objectives of the Strategic Plan.

c. Royal Roads University Research Presentation – K-12 Stress Adaptation – Dr. Wendy Rowe and Dr. Jennifer Walinga

Dr. Walinga presented an overview of the research project focused on COVID-19’s impact on K-12 education with a lens to enhance the resilience of the education system, teaching and learning.

7. **FOR INFORMATION**

a. Research Project Approval – Dana Fraser – “The Relationship Between Teachers and Hope: An Integral Study of How Teachers Experience, Enact and Understand in their Teaching Contexts”

b. Research Project Approval – Dr. Tammara Soma – “Digging into the Farm to School Movement: Assessing the Environmental and Social Impacts of Connecting Learners and Growers Through Food Literacy and Sustainable Local Food Procurement Partnerships in BC”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Jan. 4, 2021



Board/Authority Authorized Course Application

School District/Independent School Authority Name: SD#62 Sooke	School District/Independent School Authority Number (): SD#62
Developed by: Patrick Gale	Date Developed: December 15, 2021
School Name: EMCS	Principal's Name: Mike Bobbitt
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Community Connections	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120.00

Board/Authority Prerequisite(s): Ideally students will have completed or be concurrently enrolled in Career Education Life

Special Training, Facilities or Equipment Required: none

Course Synopsis: The intention of this Board Approved Authority course is to support and supplement courses that bring students together through the communal experience of on and off campus learning spaces. Ideally, place-based learning explorations with the holistic integration of content and curricular competencies from several academic courses (i.e. Science; Food Studies; Sustainability; physical education, social studies, and careers).

Students are encouraged to understand and learn about ecological literacy: sustainable principles, green building features, off-grid power management, and seasonal water flows. Local and Global Food Systems are also key topics of exploration.

During a year-long course or seasonal out-trips, a cohort of students develop strong social bond with their peers, learning to feel, understand and act positively for their fellow classmates. This BAA course is focused on developing a peer to peer support and student to community.

Students are challenged to participate in inquiry to pursue their passions and furthermore to be able to articulate and facilitate place-based ecological experiences and challenges for members of the greater school community, the public and community-at-large.

Goals and Rationale:

With such an educational approach that blurs the lines between school and community learning, this course will emphasize social responsibility, ecological literacy and critical thinking. This course will tie together the unique experience of being together in a cohort program and as members of a community.

Aboriginal Worldviews and Perspectives:

Although this course is not explicitly focusing on First Nations content, it is possible that this course be delivered by a teacher in the context of aboriginal learners.

For example, in a rural community that is looking to deepen its connection with land-based practices, out trips focusing on traditional indigenous knowledge, or mentorships between elders and students. It is advisable that the First Peoples Principles of Learning be included where ever possible. Some suggestions are as follows:

The individual: every learner will have the dignity of knowing who they are, the knowledge of where they are from and the confidence to shape their future.

The community: every learner will have the opportunity to connect with community members to enhance and extend the learning beyond the classroom.

Course Name:**Grade:****BIG IDEAS**

<p>Social Emotional Learning : Being a part of a community requires self - awareness, group awareness and communication about actions</p>	<p>Demonstrating Autonomy: Learning to make good choices based on interests, available resources and place-based contexts.</p>	<p>Service learning: Interact with the community to develop relationships, work and life skills, and participate in service learning</p>	<p>Sustainable Living: Building the competencies to contribute to monitoring of the impact and stewardship of the school and near environment</p>	<p>Environmental values: Act as an ambassador, teacher and co-facilitator to promote the importance of ecological literacy in place</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>SEL: Social Emotional Learning (Belonging)</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the social environment to maintain positive and collegial relationships while on extended out trips. ● Ability to self-regulate and advocate for one’s self and ideas. ● Choose to take ownership over feelings and behaviours and demonstrates a sustained willingness to be reflective, receive criticism and modify actions appropriately. ● Awareness to empathize, advocate for and help others to feel included, understood, and/or accommodated for. ● Contribute to finding solutions to challenging situations. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● strategies for de-escalating conflicts. ● utilize peer models of feedback. ● feedback strategies: positive; to; try, rose and thorn. ● be able to pick up on physical, audible and emotional needs and boundaries.

Social Responsibility: Community connections and Service learning

- Co-operatively design projects with a focus on local connections and applications that serve an environmental focus to local and global issues.
- Ask questions about and propose strategies to address problems in the community.
- Demonstrate sustained initiative and curiosity in starting, pursuing and following through on projects at the school or on the island.
- Seek, analyze, plan, react and perform tasks that involve community service to a local community need.
- Describe specific ways to improve their interactions and the quality of the experience.

Environmental Advocacy Leadership

- Environ-mentors: Participate in facilitating challenge activities that get younger kids to enjoy being in nature, understand ecological concepts.
- Teach and Learn: Ability to communicate ecology principles to visiting groups, the public at large, while also coming across as an expert on site specific energy designs or place-based issues.
- Place-based learning: be an observer and witness to science and environmental issues as they play out in the context of the integrated learning sites.

Students are expected to know the following:

- Goal setting
 - specific measurable attainable realistic time bound.
 - Objective, key results (quantified).
- Develop a relationship of interest that involves inter-generational roles and responsibility (First Peoples Principles of Learning).
- Project management.

Students are expected to know the following:

- An understanding of alternative energy power generation including solar and current in micro hydro.
- Cardinal direction and seasonal changes.
- Metacognitive awareness of a group.
- A variety of strategies for facilitation of problem based and challenge based experiential activities.
- Presentation skills and teaching strategies.

Living Environments

- Monitor environmental footprint and impact of school and conception choices both individually and collectively.
- Connect individual, school, and community choices to environmental impacts

Students are expected to know the following:

- Creating a menu that is flexible and can be eaten outside
- awareness of packaging ecological foot print in regards to food choices: such as food miles, virtual water and recycling.
- Food wastes vs compost.
- thermodynamic and energy systems of trophic levels layering for warmth and management of wet and dry layers.

Big Ideas – Elaborations

Sample questions to support inquiry with students:

Social Emotional Learning:

What do positive and negative interactions look like?

Are my actions and decisions ethical and environmentally sound?

How am I perceived by my peers and community?

Autonomy:

How do I problem solve?

Who are stakeholders in a community?

What are the elements of communication that will help me achieve what I am interested in?

Service Learning:

What choices help me balance priorities in academic and life goals?

Sustainable Living:

How does burning wood relate to global issues of climate change?

How much carbon vs water is in a piece of wood?

What factors of my daily life impact the environment, and how can I shift towards a sustainable lifestyle for myself, my family, and my communities?

Curricular Competencies – Elaborations

Social Emotional Learning:

What learning opportunity(ies) are provided by this challenge?

How can I support my learning and the learning of others?

Social Responsibility:

How can I begin to identify challenges within my community and develop strategies to help address these issues?

How can I reflect on the successes and challenges of community projects I am involved in?

What issues can I identify at global to local scales, and how can I have a positive impact on addressing these?

Environmental Advocacy Leadership:

What knowledge and skills can I share with other/younger learners, and what are some ways I can do so?

How can I develop the skills to communicate my learning related to sustainability issues and solutions on and off campus?

What actions can I identify and sustain as I move towards leading by example? How can I magnify the positive impacts of these actions through communication and collaboration?

Content – Elaborations

Autonomy: the state of being independent

Place-based: application of concepts, ideas, through a local context.

Leadership: a practical skill encompassing the ability of an individual to "lead" or guide other individuals, groups, or teams.

Metacognitive: to be able to observe oneself in situ, to be reflective in action.

Environ-mentor: being able to transfer ecological awareness, environmental values and place-based learning to visiting groups through presentations, activities and through facilitating outdoor challenges.

Service Learning: teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Experiential Education: the learner to take initiative, make decisions and be accountable for results when carefully chosen experiences are supported by reflection, critical analysis and synthesis.

Recommended Instructional Components:

Guest lecturers

Community partnerships

Experiential activities

Nature based programs

Visiting Groups

Science and Environmental monitoring

Partnerships and consultations with local First Nations

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**[\(Classroom Assessment 2017 Update Link\)](#)**

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

Assessment for, as, and of Learning

Rubric based

Conferencing

Written reflections

Learning Resources: This will depend on the community and the context in which this course is delivered.

Additional Information:



Board/Authority Authorized Course Application

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Assessment for, as, and of Learning

Rubric based

Conferencing

Written reflections

Learning Resources: This will depend on the community and the context in which this course is delivered.

Additional Information:

NB- This course was originally developed and approved in SD#64 Gulf Islands in 2018 and has been offered as part of the Saturna Ecological Education Centre program since. Information provided here has been adapted for use in SD#62, specifically as one facet of the ECO Academy program at EMCS.



Committee Info Note
Education-Policy Committee Meeting
January 4, 2022

Agenda Item 5a: Administrative Regulations C-411 “Band Instrument Rental”

Background:

Board Operating Procedure C-411 was originally written in 1984 and revised once in 2005.

As part of this revision process, the procedure will be re-named in alignment with current language describing, policy, regulations and administrative procedures: **Administrative Regulations C-411 “Band Instrument Rental”**.

Comments: (the number at the end of each statement is in reference to the specific procedures as currently listed in the Administrative Regulations.)

- District schools that offer band programs continue to own some small and large instruments that students have access to. Many years ago, schools started buying the larger instruments because the rental costs from the music stores were too high for most families. This continues to be the case and the option to rent from a school is a viable and helpful option for families and programs **(1)**
- The majority of students (families) rent, rent to own or buy their child’s instrument from a music store. **(1)**
- Rental Payment schedule to the school district is a discretionary and flexible process. From an administrative perspective, the most efficient process is pay half a year of fees at a time. If it is better for a family’s budget, they can pay per month. **(2) & (3)**
- If a family is unable to afford to rent from a store, they contact their teacher and arrangements are made by the school to assist. **(2)**
- Historically, teachers have worked with families to determine if they need financial help to rent an instrument or attend a band trip (typically a competition). Consultation with PVP occurs as needed. Staff feel strongly that subsidies are found as needed. Funds are accessed either through Band Program fund-raising accounts or the school uses funds to offset. **(2)**
- This practice is not being followed. If the child leaves the program, they will get refunded the months that they have not used the instrument. **(4)**
- Using the February 15th date has not been a consistent practice. Staff work with families to make sure rental fees are paid or waived if a barrier. **(5)**

- Rental fees are communicated by Band teacher lead and school. The price of \$15/month was decided in consultation with the band teachers in our district. The rental fee revenue covers the costs of general maintenance, small repairs, cleaning and servicing. These fees are reviewed annually by the Board. **(6)**
- Cost of willfully damaged instruments or replacement of lost instruments is covered by the parent. Student & Parent sign a contract to acknowledge this understanding. **(7)**
- Revenue generated by rentals of school district instruments are placed in a non-public funds account at the school. **(8)**
- Please note **(9)** is new language to the regulations to ensure equity of opportunity.

Consultation with our middle and secondary school band program teacher leads and the PVP at the associated schools is the foundation of these proposed changes.

Recommendations

- Title Change: Administrative Regulations C-411 “Band Instrument Rental”
- Language changes as bolded in the draft revised Administrative Regulations C-411 “Band Instrument Rental”

Respectfully,

Paul Block
Associate Superintendent of Sooke Schools

School District #62 (Sooke)

BAND INSTRUMENT RENTAL	No.: C-411
	Effective: Feb. 2/84 Revised: July 14, 2005 Reviewed: Jan. 4/21

~~BOARD OPERATING PROCEDURES~~ ADMINISTRATIVE REGULATIONS

1. The school district will only rent the following larger or more expensive instruments: French Horn, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Trombone, Euphonium, Bassoon, Oboe, Bells, Tuba, **Flute, Clarinet and Bass Clarinet.**
2. No child should be denied the opportunity to participate in the band program because of the inability to pay the fee for the rental of a school district instrument. Therefore, the band teacher, after consultation with the Principal, has the power to reduce or eliminate the rental fee for students who are in financial need.
3. **It is recommended that** Band rental fees ~~must be~~ **are** paid for half the year's rental when the instrument is issued to a band student. **If this is not possible, school staff will work with a family on a mutually agreeable payment plan.**
4. ~~This initial rental fee will not be refundable.~~ **Rental fees will be refunded to a student if they stop participating in the program. The refund will be pro-rated to the following month. For example, if the student leaves the program on November 15, the refund will be pro-rated from December onward for repayment.**
5. **It is recommended** rental fees for the remainder of the school year must be paid before February 15. **If this is not possible, school staff will work with a family on a mutually agreeable payment plan.**
6. The rental fee for all large instruments will be determined by the Superintendent **or designate** after consultation with staff. Parents will be informed of this fee at the beginning of each school year.
7. The costs for the repair of willfully damaged instruments, or the replacement of lost instruments will be borne by the parent/guardian of the student responsible. The parent/guardian will be billed by the District.
8. Monies generated from the rental of school district instruments will be placed in a ~~trust fund~~ **non-public school-based account** to be used for the repair, **replacement** and maintenance of these instruments.
9. **Schools offering band programs need to add the following language to the annual course selection book, regarding band program/course fees: no student will be denied educational opportunities due to financial constraints.**



Committee Info Note
Education-Policy Committee Meeting
January 4, 2022
Agenda Item 6a: Pathways & Choice Overview Presentation

Background:

Effective August 1, 2021, Jim Lamond began his work as the District Principal of Pathways & Choice. This position was last filled in 2016, as the District Principal of Alternative & Adult Education. Due to re-structuring at the time, the position was discontinued. Since 2016, directions in provincial curriculum, philosophy and policy has shifted. The District has responded with commitments in our most recent Strategic Plan that further demonstrate the values of choice and safety and demonstrate the District's commitment to diversity, equity and inclusion. Many of the programs that fall under the portfolio of Pathways and Choice speak directly to these values and commitments from our new Strategic Plan and embody the pursuit of personalized educational opportunities within the public education system.

Presentation Summary:

The presentation will cover the 4 significant areas in the Pathways & Choice portfolio:

- Post-Secondary Transitions & Career Education
- Alternative Education
- Online Learning
- Continuing Education (Adult)

The presentation will provide a K-12 perspective on our programming in its current state and will discuss new programs and concepts that are emerging along with other insight and observations from Mr. Lamond that have surfaced in his work to date and as a result of the District's Program Review process currently underway.

Respectfully,

Paul Block
Associate Superintendent of Sooke Schools

Pathways & Choice

Department/Program overview

Pathways & Choice Portfolio

Alternative Education – Grades 9-12 (Approx. 200 students)

- Main campus is Westshore Colwood with a satellite classroom at Westshore Sooke
- Cohort, “Tutorial,” Friday School
- Site lead is VP John Lyall

Careers K-12 – including SIP (South Island Partnership: SDs 61,62,63,64,79), WEX, WTT, & YWT, Dual Credit programs

- Careers District team Dante DiPonio , Brian Hotovy (YWT), Kristy Caldwell
- Focus on secondary programs partnered with Camosun (SIP), the ITA, VIU (MIP) and community employers
- Offering great opportunities for middles school students and staff through Skills Canada support.

Pathways & Choice Portfolio

Continuing Ed – a vision for growth in providing adult learning options.

- Currently we host an adult program at Wilkinson Correctional Facility, as well as our District EA program

Online Education (formerly DL) – predominantly focused on grad program grades 10-12.

- Westshore Langford hosts blended at Dunsmuir
- New Blended program for grade 6-8 has been a success with daily virtual classes and F2F on Wednesdays
- Self paced Online courses supported by SD62 teachers with F2F time if necessary
- Academy students enrolled in Online via Westshore Langford
- Site lead is P Heather Lait

Alternate - a vision for
At Promise Students:

School based programs support identified students with deliberate interventions in pursuit of equity, opportunity, & engagement.

Middle Schools – Host a program to provide foundations of care, nutrition, community connections/careers, and targeted support – literacy/numeracy “recovery.” **District team support.**

Secondary Schools – Host **wrap around** program for grades 9/10 with a Coop approach providing foundations of care, nutrition, community connections/careers, and targeted support – literacy/numeracy “recovery” with grad program prep. District team support.

Alternative/Online for Secondary – Westshore “Secondary”

Grad program options – Dogwood, Evergreen, Adult Grad programs attained through Outdoor Ed (Take a Hike), School based & District Coops,

Careers

Mandated Curriculum

A comprehensive **K-12 Careers plan** with themes/focuses for Elementary, Middle, and Secondary.

A District **Trades program** in each secondary school. Student mentors (grades 10-12) from the programs act as ambassadors to K-8 to inspire & promote.

Continued growth of our **Dual Credit** programs.

With consideration of a new funding model, review how we “deliver” **CLE 10, CLC 12, & Capstone** – DL, Blended, or face to face?

Annual **Careers awareness** campaigns, skills competitions, “hands on” open houses, & Careers **Speaker Series**

Broader **promotion of WEX** credit and opportunities

Middle School Careers Focus



Skills Canada

An engaging opportunity for grade Gr 6-12
students to try a trade or compete

The South Island Partnership and Camosun will partner with schools to host the Jr. Skills Canada Regional competitions. The first round of events will take place in schools and the finalists will travel to Camosun in March for the Regional Finals competitions. Winners from these events will be able to compete in their event at the Provincials, which will be held on the Lower Mainland this spring.

Secondary school students will have the opportunity to compete in trades and other competitions to build or accomplish a task, with the gold medal recipients sponsored to move on to Provincials. For more information on events and individual competitions please visit: <http://skillscanada.bc.ca/>

Gravity Cars video

https://drive.google.com/open?id=1VvKX7qu7P5QWWMHPO_hTAfzpmSNO38e

Online Learning & Blended Options

Via Program Review, reflect/review the overall success of **JDFL**. If healthy and popular for students, sustain and grow.

If not, we should consider options in our schools such as “**blended**” courses offering flexible scheduling or “**flipped**” learning.

Can we **rethink the use** of our middle and secondary school **spaces** so they are also accessed through the evenings and on weekends in addition to community use and space lease/rental.

3 Year Plan for Pathways & Choice



Aligned with the renewal of our **Strategic Plan**, the District Pathways & Choice programs evolves through inquiry with a **3 year plan**:

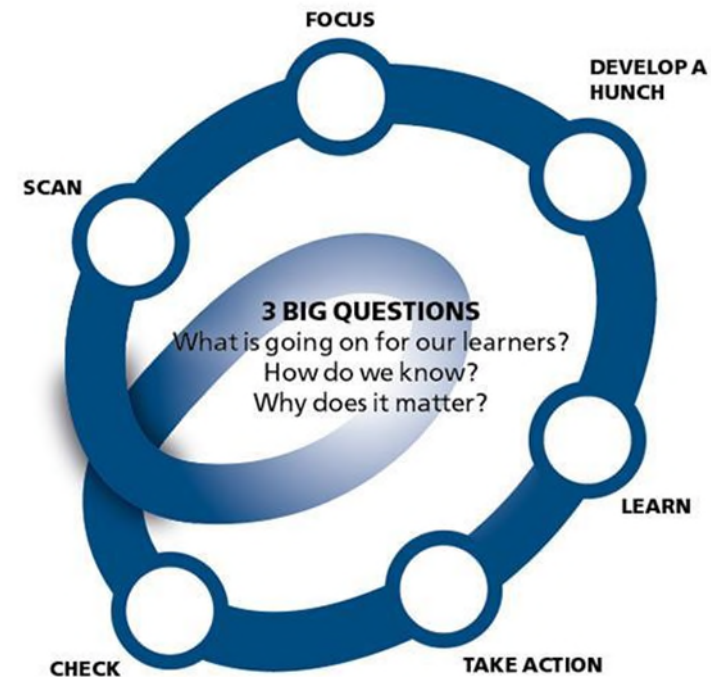
Year 1: Program Review

- Reflect on past and current initiatives/programs – data driven
- **Analyze data**, processes, and structures.
- Identify focus(s)/themes for **action/direction**.

3 Year Plan for Pathways, & Choice

Year 2 - Take Action - Implementation of recommendations and findings from year 1.

Year 3 - Scan - District wide survey on pathway & choice programs. Sustain focus or pivot.



Pathways & Choice

4 months in...

Building relationships, supporting identity, taking stock

Collaborating with Academies, Curriculum, HR, NIE, Safe & Healthy Schools...

Take a Hike Partnership

WS RCMP Canoe Project

SIP (Camosun) & MIP (VIU)

Incredible personal and organizational learning

Alternate identity

Communication & promotion



Committee Info Note
Education-Policy Committee Meeting
January 4, 2022
Agenda Item 6b: Climbing Academy Presentation

Background:

Policy & Regulations B-349 “Specialty Academies” requires specific consultation requirements. This presentation will share the process and actions taken to meet the requirements stated in the regulations.

In preparation for consideration of the Board and partner groups, the following are the requirements for a new academy program from Regulations B-349 “Specialty Academies”:

B-349 – Specialty Academies - Regulations

New Programs considered will:

1. Have a clearly articulated specialty academy rationale.

Response:

- Personalized learning is a path in education that takes into account the specific strengths, interests and needs of each student and creates a unique learning experience based on those individual traits.
- Our Academy programs provide a unique opportunity for students and parents to have a voice and choice and allows for our school district to support personalized learning opportunities.

2. Require consultation with the Parent Advisory Council (PAC) and the approval of the Board of Education.

Response:

- Belmont Principal, Laura Fulton, will be meeting with the Belmont PAC in January to discuss the new proposal for the Climbing Academy. Their feedback will arrive prior to the proposal coming to the Board.

3. Fulfill a recognized educational need separate from existing specialty academy programs and services.

Response:

- Our goal is to work with Boulder House to create a unique opportunity for students to explore their passion in the area of bouldering and climbing.

4. Be free from any political, religious or ethnic affiliation.

Response:

- Confirmed that this is the case.

5. Be consistent with Board policies, regulations and administrative procedures.

Response:

- Yes, with specific considerations to Policy B-349 “Specialty Programs”.
- Strong alignment with the new Strategic Plan specific to the values of choice and the vision of personalized learning.

6. Have a fee structure that is based on the Board charging a fee to a student enrolled in a specialty academy related to the direct costs incurred by the Board in providing the specialty academy that are in addition to the costs of providing a standard education program.

Response:

- District Cost for Membership: \$8,400 (paid by fees and extended to students in the program).
- \$300 per student for 10-month membership @ Boulder House.
- Coaching: \$8,190 total (35 weeks @ \$234 per week) 2 coaches @ \$76 per climbing day.
- Shoes: \$1,400 total for the year @ \$50 per student.
- Supplies: \$2,800 total @ \$100 per student.
- Admin Fee: \$3,220 total @ \$115 per student.

Total Costs: \$860 per student based on 28 students

7. Provide bursary opportunities for any students who require financial assistance to participate in a specialty academy.

Response:

Bursary Programs: We do have a bursary program that students and parents can access to assist with fees.

- KidSport – Local Victoria chapter provides up to \$400-\$600 per child to assist with academy fees.
- Jumpstart – Local Victoria chapter can provide up to \$300 per child to assist with academy fees
- Sport Assist – Funding available for SD 62 students up to \$1,000
- Lace’Em Up – Provides up to \$1,000 per child to assist with Academy fees.

8. Be available to all students in the Sooke School District based on space availability.

Response:

- The program would be available to all students attending Belmont regardless of ability. The option to pursue to a school change request to Belmont is available to students that live across the district.

9. Identify the potential impact on other schools in the District.

Response:

- No impact on other schools. Currently, no other similar programs in the district.
- Possibility that students may return to SD62, who are currently attending Stelly's Climbing Academy.

10. Be maintained without transportation assistance from the Board.

Response:

- The proximity of the Boulder House facility is a 5-minute walk to and from Belmont. There will be no SD62 Bus transportation services required.

11. Be subject to normal planning and staffing schedules established by the district.

Response:

- The Academy programs will be staffed as per the District Post & Fill process that follows the Collective Agreement.
- The District Principal will work directly with school-based PVP to ensure a collaborative and efficient process.

12. Be subject to program evaluation including fee structure and audit on an ongoing basis by the Board.

Response:

- This is the beginning of this process.

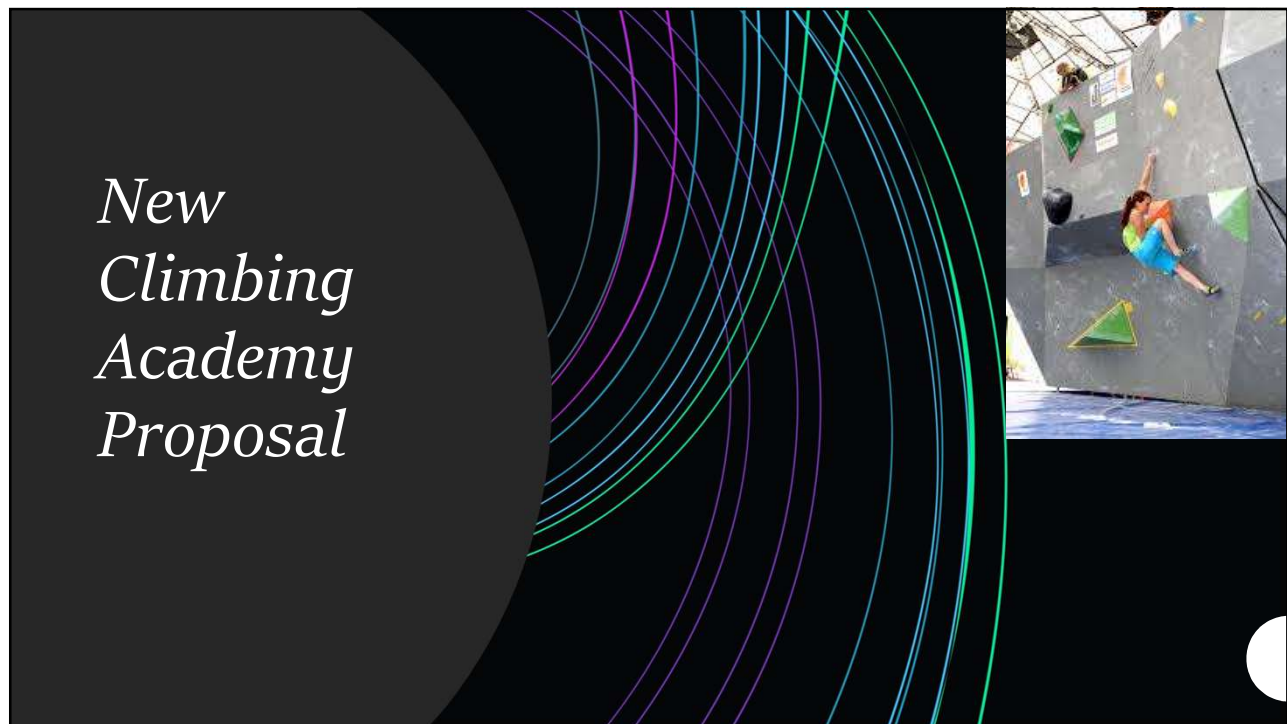
Recommendation

Recommended Motion for the proposal of the Climbing Academy


That the Board of Education give Notice of Motion for the approval of the SD62 Belmont Climbing Academy at Belmont Secondary to begin September 2022/23 School year.

Respectfully,

Paul Block
Associate Superintendent of Sooke Schools



1

 SOOKE
SCHOOLS 62
Shaping Tomorrow Today

Proposed Location : Belmont Secondary School
and Boulder House in Langford

Grades Impacted: 9-12

School Based: Replaces Students Physical Education Class

Start Date: September 2022/23 School Year

Registration: February 7th 2022

2

Fee Schedule for 1 year Climbing Academy

Costs are based on a class registration of 28 students:

1) Membership : \$8,400 (\$300 per student for 10 month membership @ Boulder House)

**Each student will have a membership they can use for the 10 months of the program

2) Coaching : \$8,190 (35 weeks @ \$234 per week)

** 2 Boulder House certified coaches will be provided each day@ \$76 per climbing day



3



Additional Costs

3) Shoes : \$1,400 for the year @ \$50 per student

Proper climbing shoes will be provided for each student in the program

4) Supplies \$2,800 @ \$100 per student

Additional equipment and supplies. Caulk and climbing kit

5) Admin Fee \$3,220 @ \$115 per student

Total Costs: \$ 860 based on 28 students

4

Bursary Programs:



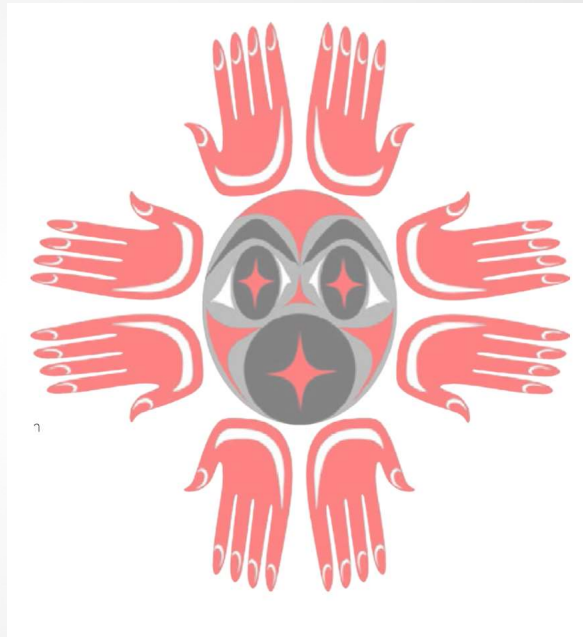
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- 3) Sport Assist - Funding available for SD 62 students up to \$1,000
- 4) Lace'Em Up - Provides up to \$1,000 per child to assist with Academy fees

5

Thank You

- Hych'ka - Coast Salish*
- Kleco Kleco - Nuu-chah-nulth*
- Marsee - Michif*



6

Date of application	December 6, 2021
Applicant's Name	Robin Tosczak
Address	
Phone Number(s)	
E-Mail Address	robin.tosczak@stumail.viu.ca
Present Position	Teacher, Greater Victoria School District; Student in Master of Education in Special Education at VIU
SD62 Employee?	no
Affiliated institution or organization	Vancouver Island University
Name of facility supervisor (if applicable)	Ana Vieira
Title of study	<i>Tracking lesson fidelity and time management in Reading Recovery lessons</i>
Type of study	Intervention
Requested date to start and anticipated end date	Recruitment January 2022, data collection February 2022; thesis completion April 2022
Type of participants (i.e. student, parent, teacher, support staff)	Teachers
Any specific cohort focus	The study participants will be RR teachers from SDs 61, 62, and 63 who have completed their training year and are currently teaching RR and participating in Continuing Contact in-service through the Tri-District Consortium. Teachers in their training year will be excluded.
Plan for recruitment to study	Recruitment of volunteer participants will be done indirectly through the RR Teacher Leaders (see attached document with recruitment script and email).
Specific location(s) of study	<ul style="list-style-type: none"> ● Pre- and Post-Intervention Questionnaires: on participant devices outside of instructional time ● Intervention: approximately 5 minutes

	<p>per day (mostly outside of instructional time - only recording lesson start and end times during lesson time)</p> <ul style="list-style-type: none">● Focus group: via Zoom, outside of instructional time
Data collection tools	Google Forms, Zoom audio and video recording
Ethics approval, date and organization	Approval December 2, 2021 by Vancouver Island Research Ethics Board