



EDUCATION-POLICY COMMITTEE
School Board Office
3143 Jacklin Road
June 2, 2020 – 7:00 p.m. via MS Teams

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuuchah-nulth. (words gifted by the three Nations SD62 works with)
2. **COMMITTEE REPORT** of May 13, 2020 Education Standing Committee meeting (attached)
3. **BAA COURSE PROPOSALS** (attached)
 - a. Golf Skills 12A
 - b. Golf Skills 12B
4. **REVIEW OF POLICIES/REGULATIONS**
 - a. Student International Travel Discussion (info note attached) – Stephanie Hedley-Smith
 - b. Communicating Student Learning – Paul Block
5. **NEW BUSINESS**
 - a. Return to Instruction (info note attached) – Scott Stinson
 - b.
6. **FOR INFORMATION**
 - a. Research Project Approval – Meaghan Storey, UVic – “Connecting with Core Competencies: Learning from BC Teachers Incorporating Social and Emotional Learning and Navigating COVID-19” – Scott Stinson
7. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**
As per Policy Work Plan (attached)
8. **ADJOURNMENT AND NEXT MEETING DATE:** tba

**Committee Report of
Education-Policy Meeting via MS Teams
May 13, 2020 – 7:00 p.m.**

Present: Bob Phillips, Trustee (Committee Chair)
Dianna Seaton, Trustee (Committee Member)
Margot Swinburnson, Trustee (Committee Member)
Ravi Parmar, Trustee
Diane Wiens, STA
Georgette Walker, SPVPA
Cendra Beaton, SPEAC
Lisa Haug, CUPE
Scott Stinson, Superintendent and CEO
Stephanie Hedley-Smith, Associate Superintendent
Paul Block, Associate Superintendent
Dave Strange, Associate Superintendent

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:00 p.m. by the Committee Chair. Bob Phillips acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The committee report for the March 3, 2020 Education-Policy Committee Meeting was reviewed by the committee members.

3. BAA COURSE PROPOSALS (attached)

a. Percussion Ensemble 11A

Paul Block informed that this course had actually been presented to the committee and was recommended to the Board for approval, which was granted by the Board of Education on October 22, 2019.

b. Percussion Ensemble 11B

Paul Block presented the proposed course to the committee for discussion. The committee engaged in discussion and directed questions to Paul Block for response. The committee was supportive of recommending approval of this course to the Board of Education.

Recommendation

That the Board of Education approve BAA Course Percussion Ensemble 11B.

4. REVIEW OF POLICIES/REGULATIONS

There were no policies/regulations for review and/or approval.

5. NEW BUSINESS

a. COVID-19 Update and District Plans – Scott Stinson

Superintendent Stinson provided an update on the work that has been done in the District as it relates to the original mandates set out by the Ministry of Education. In addition, an update was provided on next steps to be taken in accordance with new modeling and guidance from the PHO, the provincial government's BC Restart Plan, and related direction from the Ministry of Education. The district is working with its partners as it actively engages in planning to meet these directions with the goal of meeting Ministry communicated timelines.

The committee engaged in discussion and directed questions to the Chair and the Superintendent for responses. The Superintendent's PowerPoint presentation will be attached to the Board's package.

b. School Act Amendment re Child Care – Scott Stinson

Superintendent Stinson provided an update on the recent *School Act* Amendment re Child Care and spoke to considerations that the Board and District will need to address moving forward.

The committee engaged in discussion and directed questions to the Chair and the Superintendent for responses. The committee was in agreement to make the following recommendation to the Board of Education:

Recommendation

That the Board of Education direct staff to develop policy and regulations with regard to the recent amendments to the *School Act* on a Board of Education's abilities to offer childcare on School District properties.

6. FOR INFORMATION

Superintendent Stinson provided an overview of the following research proposals:

- a. Research Project – Chloe Faught, RRU – “Stronger Together: Developing an Environmental Education Provincial Specialist Association Chapter in the School Districts of the Capital Regional District”.
- b. Research Project Postponement – Zina Lee, University of the Fraser Valley – “Youth Online Study”.

7. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS

8. ADJOURNMENT AND NEXT MEETING DATE: June 2, 2020



Board/Authority Authorized Course Application

School District/Independent School Authority Name: Sooke	School District/Independent School Authority Number (e.g. SD43, Authority #432): 62
Developed by: Wayne Kelly and Randy Dunbar	Date Developed: September 2019
School Name: Westshore Centre for Learning	Principal's Name: Wayne Kelly
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Golf Skills 12A	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120 Hours

Board/Authority Prerequisite(s):

Preferred candidate will have an interest in golf and an interest in building skills and learning the rules and etiquette of a golf course.

Special Training, Facilities or Equipment Required:

No special training required.

Olympic View Golf Course and driving range, Weight room and Learning commons.

Course Synopsis:

The Golf Skills course (12A) is a personalized learning pathway and curriculum that allow for the assessment of student learning while participating in Sooke School District 62 Golf Academy.

While involved in organized, specific, community and high performance sport, and through training and competition, students will learn about key elements of the backswing (takeaway, wrist cock, and turn), key elements of the downswing (transition, impact and follow through), key elements of putting (alignment strategies, lag putting, reading break) and key elements of chipping (understanding pitching, flopping, bump and run, and playing out of the sand).

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, CPGA professional instruction, as well as direct and indirect instruction by the teacher, coaches, trainers and other athletes (peers).

Each semester, students will complete one four (4) credit course as they move through the stages of the LTAD. Students will improve and build on their training and skills from the previous semester. Students have the opportunity to earn eight (8) credits per year toward their Graduation Plan.

Goals and Rationale:

Sooke School District 62 Sports Academies endorse Long-Term Athlete Development (LTAD) for the development of all Canadian athletes. LTAD combines the best research in today's sport science with the best practices in coaching and training from around the world. LTAD is a clear path to better sport, greater health, and higher achievement. Children, youth, and adults need to do the right things at the right time to develop in their sport or activity.

LTAD describes the things athletes need to be doing at specific ages and stages. Throughout the seven stages, LTAD supports training, competition, and recovery programs based on developmental age - the physical, mental and emotional maturation of the individual - rather than chronological age. It is athlete-centered in that it is designed to serve the best interests of each athlete's long term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport.

The purpose of Golf Skills is to recognize the ongoing learning that occurs from the training and competitions these students experience per year in their chosen sport. As students move through the training stages of LTAD they will increase their skills through a wide variety of sport experiences, and relate these experiences to other aspects in their life. Overall, this course will provide an all-encompassing sport experience that will develop all the components to become a better athlete and individual.

Aboriginal Worldviews and Perspectives:

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

First People's Principles of Learning:

- Learning involves patience and time.
- Learning involves recognizing the consequences of one's actions.
- 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 opportunities 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 age and skill sets of the learner.

BIG IDEAS

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals

Trying a variety of physical activities can increase our chances of being active throughout our lives.

Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

Personal fitness can be maintained and improved through regular participation in physical activities

Understanding the factors that influence our health empowers us to take action to improve it.

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"> • Select and apply rules, routines, and safety procedures in golf. • Demonstrate positive behaviours that indicate self-respect and self-confidence while participating in golf. • Demonstrate appropriate social behaviour while working co-operatively with others. • Demonstrate proper golf etiquette and fair play. <p>Acquisition of Skills <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Learn how to flight the ball high or low. • Learn how to move the ball from left to right and right to left. • Learn the fundamentals of the bump and run, flop shot and bunker play. • Learn how to control the distance of various wedges inside 100 yards. • Learn rules for both match and medal tournament play. • Learn how to independently plan practice sessions and keep on course statistics. • Learn about personalized course management. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Various techniques of controlling trajectory, flighting the ball high or low. • Various techniques of shot shaping, moving the ball from left to right and right to left. • Advanced short game shots such as bump and run, a flop shot and bunker play. • Various techniques of distance control, such as controlling various wedges inside 100 yards. • Advanced rules for tournament play. • Practicing with purpose, planning practice sessions and keeping on-course statistics. • Various theories of course management and how to apply them to your particular skill set.

Reflection

It is expected that students will:

- Reflect on their participation in golf skills.
- Reflect on their attitude and effort during golf skills.
- Reflect on their skill development.

Curricular Competencies – Elaborations

- **Fair play:** Fair play is a complex concept that comprises and embodies a number of fundamental values that are not only integral to sport but relevant in everyday life. Fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy, are the building blocks of fair play that can be experienced and learnt both on and off the field.
- **Trajectory Control:**
- **Shot Shaping:**
- **Distance Control:**
- **Tournament Play:**
- **Course Management:**

Recommended Instructional Components:

The delivery method of this course varies from direct instruction to practice based learning.

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

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

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>Ongoing Teacher-Student Evaluations on and off the golf course:</i> The student are on the golf course 2-3 days a week with a coach and teacher. Teacher and coach provide feedback and evaluation throughout the semester. Each module throughout the course includes: <ul style="list-style-type: none"> • a reading along with instructional videos. • multiple choice quizzes related to module learning. • <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> <p>Students are provided with multiple formats of evaluation on and off the course. Students show their knowledge by evaluating their own, as well as other golfers, swings. Teacher and coach observations, peer assessment, and self-assessment are done throughout the semester.</p>
Summative Assessment	<p>Students will complete an exit survey describing their ability to succeed in future stages of the pathway.</p> <p>Students may be provided with multiple online testing formats as summative evaluation of competencies. Multiple attempts are provided for all testing formats to ensure success.</p>

Learning Resources:

- Open School BC (Moodle)
- Orientation Handbook for Distributed Learning (prepared by WestShore/Juan de Fuca for students as a pre-study resource)
- Online Basic Computer Instruction- <http://www.gcflearnfree.org/>



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Board/Authority Prerequisite(s):

Preferred candidate will have an interest in golf and an interest in building skills and learning the rules and etiquette of a golf course.

Special Training, Facilities or Equipment Required:

No special training required.

Olympic View Golf Course and driving range, Learning commons.

Course Synopsis:

The Golf Skills course (12B) is a personalized learning pathway and curriculum that allow for the assessment of student learning while participating in Sooke School District 62 Golf Academy.

While involved in organized, specific, community and high performance sport, and through training and competition, students will learn about the rules for both match and medal tournament play. Learn how to independently plan practice sessions and keep on-course statistics including keeping a handicap index on the Golf Canada website. Understand and complete Golf Canada's pre-season planning tool with regard to the mental, physical, technical and tactical aspects of golf. Learn about personalized course management, complete post-tournament reflections and connect them to future practice planning.

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, CPGA professional instruction, as well as direct and indirect instruction by the teacher, coaches, and other athletes (peers).

Each semester, students will complete one four (4) credit course as they move through the stages of the LTAD. Students will improve and build on their training and skills from the previous semester. Students have the opportunity to earn eight (8) credits per year toward their Graduation Plan.

Goals and Rationale:

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LTAD describes the things athletes need to be doing at specific ages and stages. Throughout the seven stages, LTAD supports training, competition, and recovery programs based on developmental age - the physical, mental and emotional maturation of the individual - rather than chronological age. It is athlete-centered in that it is designed to serve the best interests of each athlete's long term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport.

The purpose of Golf Skills is to recognize the ongoing learning that occurs from the training and competitions these students experience per year in their chosen sport. As students move through the training stages of LTAD they will increase their skills through a wide variety of sport experiences, and relate these experiences to other aspects in their life. Overall, this course will provide an all-encompassing sport experience that will develop all the components to become a better athlete and individual.

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

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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"> • Select and apply rules, routines, and safety procedures in golf. • Demonstrate positive behaviours that indicate self-respect and self-confidence while participating in golf. • Demonstrate appropriate social behaviour while working co-operatively with others. • Demonstrate proper golf etiquette and fair play. <p>Acquisition of Skills <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Learn rules for both match and medal tournament play. • Learn how to independently plan practice sessions and keep on-course statistics (including keeping a handicap index on the Golf Canada website). • Learn about personalized course management. • Learn how to connect post-tournament reflection with practice planning. • Understand and complete Golf Canada’s pre-season planning tool with regard to the mental, physical, technical and tactical aspects of golf. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Advanced rules for tournament play. • Practicing with purpose, planning practice sessions and keeping on-course statistics. • Keep a handicap index with Golf Canada. • Various theories of course management and how to apply them to your particular skill set. • How to connect post-tournament reflection with practice planning. • Understand and complete Golf Canada’s preseason planning tool with regard to the mental, physical, technical and tactical aspects of golf.

Reflection

It is expected that students will:

- Reflect on their participation in golf skills.
- Reflect on their attitude and effort during golf skills.
- Reflect on their skill development.

Curricular Competencies – Elaborations

- **Fair play:** Fair play is a complex concept that comprises and embodies a number of fundamental values that are not only integral to sport but relevant in everyday life. Fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy, are the building blocks of fair play that can be experienced and learnt both on and off the field.
- **Handicap index:** The handicap index is "a measurement of a player's potential ability on a course of standard playing difficulty," according to the RCGA. The golfer uses the handicap index to determine their handicap at a particular course, based on the difficulty of that course.
- **Match Play:** Match play is a scoring system for golf in which a player, or team, earns a point for each hole in which they have bested their opponents
- **Medal (stroke) Play:** Medal or stroke play, is a system for scoring in which the total number of strokes is counted over one or more rounds of 18 holes.
- **Course Management:** Learning to consistently make good decisions on the golf course related to one's own ability.

Recommended Instructional Components:

The delivery method of this course varies from direct instruction to practice based learning.

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

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

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>Ongoing Teacher-Student Evaluations on and off the golf course:</i> The students are on the golf course 2 - 3 days a week with a coach and teacher. Teacher and coach provide feedback and evaluation throughout the semester. Each module throughout the course includes: <ul style="list-style-type: none"> • a reading along with instructional videos. • multiple choice quizzes related to module learning. • <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> <p>Students are provided with multiple formats of evaluation on and off the course. Students show their knowledge by evaluating their own as well as other golfer's swings. Teacher and coach observations, peer assessment, and self-assessment are done throughout the semester.</p>
Summative Assessment	<p>Students will complete an exit survey describing their ability to succeed in future stages of the pathway.</p> <p>Students may be provided with multiple online testing formats as summative evaluation of competencies. Multiple attempts are provided for all testing formats to ensure success.</p>

Learning Resources:

- Open School BC (Moodle)
- Orientation Handbook for Distributed Learning (prepared by WestShore/Juan de Fuca for students as a pre-study resource)
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Committee Info Note
Education-Policy Committee Meeting
June 2, 2020
Agenda Item 4a: Student International Travel

Context

Secondary and Middle Schools in School District 62 have been engaging in a variety of international student travel initiatives for many years. Over time, these educational travel events have been subject to greater interest and offered on an increasingly wider scale. Student International Travel in School District 62 has mostly included privately-organized educational tours, teacher-organized educational tours and international student exchanges. As international student travel frequency has increased, so have challenges in relation to matters such as payment of fees, equity of student access, student selection process and expectations of teacher and volunteer chaperones, amongst others. At the request of the Board and various other school district staff who are implicated in the student international travel process, an overhaul of the Student International Travel Policies should be considered.

Issue

Re-examination and update of Student International Travel policies is needed given the shifting realities of international travel, state of global security, and most recently, developments in the area of global health; reviewing of the current travel policies must be done with these 21st century realities in mind. An updated Student International Travel Policy for today's context would also serve to ensure that:

1. travel continues to be safe for district students and staff.
2. clearer and more defined procedures allow staff to plan more easily and effectively for international student travel.
3. families of School District 62 students can engage with a more efficient student travel process.

Further to these realities, the following are important considerations:

- Trustee Watson and Superintendent Stinson have requested that international field trips consider equity of access for all students. This concern is not addressed in our present field trip policy.
- It has become clear that insurance is a necessity and needs to be further outlined in district Student International Travel Policy.
- School District 62 sees a variety of international trips that fall into unique categories - student exchanges, sister schools, humanitarian programs, sports trips, etc. The district's present field trip policy does not address the complexity of processes that need to be in place in order to ensure safe and successful travel in a variety of educational contexts.
- Teachers would benefit from greater clarity around the student application process for participation in travel events as to ensure that they are protected in case of unexpected events.
- Updated procedures and policies for Student International Travel should ensure that school-based administration is made aware of any international travel involving students and teachers in their schools. This awareness is to be made at the beginning of the planning process and to be reflected within an updated policy.

Actions Taken and Next Steps

Thus far, the following actions have been taken in relation to reviewing and updating Student International Travel Policy:

- 1) A new A5 committee was created consisting of five teachers from Secondary, Middle and French Immersion. The committee discussed issues and concerns relating to current field trip policy. The combined international student travel experiences of committee members made it abundantly clear that current School District 62 policy does not address the complexities of international travel with students.
- 2) The A5 committee met and reviewed a number of policies from other school districts. Some consensus was reached with regards to components of various policies that contained useful content and should be considered in the SD62 context.
- 3) Committee members felt that International travel policy should require that Principals and Associate Superintendents be first to approve trips. Committee members felt that this was important, as to avoid putting the district and its staff at risk/in a situation of liability.
- 4) The committee noted (much like Superintendent Stinson and Trustee Watson) that a new policy for Student International Travel needed to include measures that would seek to assure equity of access for students.

The following next steps should be considered as School District 62 looks to move forward with updating its Student International Travel Policy:

- 1) Consider that which has been brought forward by Senior Executive, School Board Members and the A5 International Travel committee to create new International Student Travel Policies in the following areas:
 - a. ***International Educational Trips***
This primarily includes trips organized by private providers like EF Tours, Explorica, etc.
 - b. ***International Exchanges***
This category would include student exchanges, sister school visits and humanitarian programs.
- 2) Creation of procedural documentation to accompany the “International Educational Trips” and “International Exchanges” policies.
- 3) Bring the policy and procedural documents to this committee for review.
- 4) When the policy and procedures are ready work will need to be done with middle and high school teachers and administrators to see that practices are updated.

Committee Info Note
Education-Policy Committee Meeting
June 2, 2020
Agenda Item 5a: Return to Instruction

Background:

- On May 15, the Ministry of Education announced a K-12 Education Restart Plan.
- There are five stages to the plan - as of June 1, 2020 we will be in stage 3:
 - part-time.
 - voluntary return to in-class instruction.
 - with specific density targets.
- The Ministry has required each school district in the province to create a “Return to In-Class Instruction Plan”. The plan was submitted to the Ministry of Education for approval on May 25, 2020.

Impacts:

- The School District has created a plan and shared it with all SD62 staff and families. The plan outlines the following process for returning students to school on a part-time, voluntary basis:

Level	Density	Days of In-Class Instruction
Elementary	50%	Two Days
Middle	20%	One Day
Secondary	20%	One Day (divided by blocks and split over multiple days)

- Elementary Level: The focus of in-class instruction is to replace the “at-home” learning for those students who are attending. Elementary students choosing to stay home will continue to receive at-home support on days when in-class instruction is not occurring.
- Middle/Secondary: The focus of in-class instruction will be to support the at-home learning component of a student’s program.
- The Ministry has provided approval of our plan and has affirmed that it is within the criteria established for Stage 3.
- As a result of our return there continues to be questions and newly emerging issues that the district is working with partners to address. Some of those areas include:
 - Work accommodation for health reasons.
 - Redeployment of under-utilized staff to support essential operational elements.
 - Safe Work Practices, including making any necessary adjustments to our current plan, based on new advice from the Provincial Health Officer.

Next Steps:

- Continued refinement of the plan through collaborative feedback.
- Working with the Ministry of Education and the Provincial Health Office to determine recommendations for September. We may not have any confirmed direction on September until later in the summer, once the Province has been able to determine the impact of increased social contact.

Submitted with respect,
Scott Stinson, Superintendent

Janice Foulger

From: Storey, Meaghan <mstorey@sd61.bc.ca>
Sent: Wednesday, May 6, 2020 8:03 AM
To: Scott Stinson; Janice Foulger
Subject: Request for permission - Core competencies research
Attachments: Director Superintendent Consent Form SD62.pdf

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Mr. Stinson,

I hope this email finds you well. My name is Meaghan Storey and I am a teacher in SD61 (Lansdowne) and a PhD candidate at UVic. I am seeking permission to conduct a study entitled "Connecting with core competencies: Learning from BC teachers incorporating social and emotional learning and navigating COVID-19" with teachers in School District 62 as part of the requirements of my degree. It is being supervised by Dr. Ruthanne Tobin (rtobin@uvic.ca or 250-721-7785).

My research is focused on learning from the perspectives, experiences, and feedback of teachers regarding incorporating the core competencies in their curriculum in both their usual teaching context and, now, in light of the global pandemic and distance learning. As you know, there are many ways these core competencies can be incorporated in the classroom and current research suggests that teachers would like more support in this area. Further, given the rapid evolution of distance learning and the broader social impact, it is important to understand how this unprecedented challenge impacts teachers' perspectives, experiences, and planning for core competencies. This study will add to the literature on social and emotional learning, extend existing knowledge about curriculum and instruction, and offer insight into how COVID-19 has impacted teaching in this domain.

My research methods consists of:

- 1) An anonymous **online survey** for teachers (as many as possible); and
- 2) A **case study** of 4-6 volunteer teachers including Zoom interviews, online document sharing, and a Zoom focus group.

Please find attached a consent form outlining further details of my study.

If you agree to consent to teachers and students in SD62 participating in this research project, **please sign and return** the attached form to me.

Please do not hesitate to contact me with any questions. I appreciate your time and consideration of my request.

Sincerely,

Meaghan Storey

Teacher, Advisory 43

Policy No.	Policy Name	Info	Exec Resp.	TimeLine
B-129	Safe and Healthy Schools	Title changes (Associate)- review "Reporting on school activities"	Dave	
B-132	Career Education	References Planning 10 and Grad Transition	Paul	
B-330	Learning Assessment	On current list of future agenda items	Dave	
B-345	Core French	Review--"District Wide Articulation Chart"--is this used?	Stephanie	Revised & adopted by Brd.
B-349	Specialty Academies	Just thought we would include this in case it needed some review	Dave	
C-111	International Education and Non-Resident Students	Review language and Fee payers- connects to New- ordinarily resident?	Scott	
C-200	Services to Students wih Special Needs	Review--1989?	Dave	
C-210	Placement of Students	Review - 1995-- connected to C-350 Appeals	Dave	
C-211	Challenge and Equivalency	From Nov, 2017	Paul	
C-220	Student Records	On current list of future agenda items	Scott	
C-222	Videotaping, Audiotaping & Photography----	Review-- new language or information	Stephanie	Rescinded by Brd.
C-230	Elementary-Middle-Secondary Articulation	Consistent with current practice and beliefs	S/D/P	
C-309	District and School Codes of Conduct	Review-- "cyber bullying hate messages-- schools reponsibility?	S/D/P	
C-310	Student Behaviour	Do we need this separate from code of conduct?	S/D/P	
C-311	Student Attendance	Needs clarity in Admin regs-- when is "too many" absences "too many"- discussions item?		
C-314	Alcohol and other Drugs--Possession, Exchange---	Review accuracy and actual follow through	Dave	
C-316	Breaches of Peace and Order	Is this Part 3 of VTRA?	Stephanie	
C-319	Student Suspension Process	Needs review and updating	Dave	
C-320	Supervision of Students on School Buses	Add - Code of Conduct? School Rules?--update for clarity	Tracey	Revised & adopted by Brd.
C-329	Field Trips- Curricular and Extra Curricular	Field trip ratios reviewed	Stephanie	
C-330	Student Travel	Review--what about students driving themselves? Should it be folded into the Field Trip Policy	Stephanie	
C-331	Billeting of Students	1996- review?	Scott	
C-332	Identification, Assessment & Planning-Psych Ed assessments	1991- Review	Dave	
C-350	Appeals	Review-- connected to Policy C-210	Scott	
C-410	Child Abuse	Review	Dave	

C-411	Band Instrument Rental	Review #6- Scott needs to check out the large instruments-- rescind?	Scott/Paul	
C-428	Administration of Medication	Update--1997	Dave	
C-429	Anaphylaxis	Is this the latest? Revised 2008	Dave	
C-432	Maintenance of Order	Change to Associate	Stephanie	
C-433	HIV Virus (A.I.D.S)	Review - 1987	Dave	
D-120	Communication with the Public	Title changes? Necessity? Folded into appeals and complaints policies?	Scott	Rescinded by Brd.
D-121	Animals on District Property & In Classrooms	Overall change? Scott wanted to look at it. How do we monitor dogs on grounds after school hours?	Scott	
D-200	School Community Relations	Update-- "modernized"?	Stephanie.	
D-201	Parent Advisory Councils	Remove SPC language and duties	Stephanie	Revised & adopted by Brd.
D-203	District Parent Advisory Council	SPEAC	Stephanie	
D-205	Fund Raising	Inclusion of GoFundMe or other crowdsourcing methods	Scott	
D-330	Access to Information	Take another look-- maybe Harold?	Harold	Revised & adopted by Brd.
E-110	Job Descriptions	Update Language or duties. Review for necessity	Dan	
E-123	Probationary Employees	Review second paragraph language to see if this is followed through. Necessity or is it contained in contract?	Dan	
E-140	Employee Absenteeism	There is no E-340- this Policy refers to it.	Dan	
E-152	Excluded Staff & Administrative Officers- Salaries & Benefits	Title changes (Associate)--includes Director of Instruction. Necessity?	Dan	
E-155	Sexual Harassment	Updated or referral to digital	Dan	
E-221	Evaluation of Teachers and Report writing	Needs updating	Dan	
E-222	Performance Review of Administrators	Does not match	Stephanie/Scott	
E-241	Leave of Absence- Educational Personnel	Updating?--1990	Dan	
E-311	Class 2 Licence	???- is this done--review please	Harold	
E-323	Probationary Employees	No E-122 Policy- refers to it. Is it a repeat of the same policy noted above?	Dan	
E-331.3	Access and Appeal-Excluded Staff	Gramatical error. Rescind?	Dan	
E-530	Smoking	Please review for accuracy	Dave	
F-100	Transportation	Review Walk Limits-- Plus this was a hot topic at the last Board Meeting in June	Harold/Tracey	
F-201	Energy management	Trustee request to review	Harold	
F-204	Naming of Schools	Update with Truth and Reconciliation perspective-- Aboriginal option?	Scott/Windy	

F-221	School Site Acquisition	To use or not to use an Agent--Harold is confused	Harold	
F-226	Construction of Fences on School Grounds	Does this need to be changed? Do we actually charge home owners?	Harold/Pete	
F-235	Changes to Buildings and Sites	Review--do we really follow this? Report to Board	Harold/Pete	
F-261	Mileage Cost Reimbursement	reviewed by Who? Should be Policy with HR?	Harold	
F-300	Use of School Facilities	Review-- 1982!	Pete	
F-330	Document Retention	On current list of future agenda items	Dave/Christine/ Scott	
F-331	School Based Non-Public Funds	Review for accuracy	Harold	
F-501	Emergency Preparedness	Review for updated information	Stephanie	
F-502	School Catchment Areas and Student Placement	Hot topic--let's review this Policy	All	
C-112	Ordinarily Resident	New, connects to Admin Proc. C-111	Scott	Adopted by Board
B-135	Sponsorship and Donations	Committee structure in place to gather insight prior to policy. Connected to policy B-134: Formal Business/Education Partnerships.	Scott	Adopted by Board
New	Research	Process for approving research studies in the school district and sharing via Ed-Policy.	Paul	
New	Police Contact with Students	Process for police interviewing students at school	Stephanie	
New	Exclusion Orders	Using Section 177 of School Act and our responsibilities re. follow-up and language.	Scott	
C-426	Provision of Menstrual Products	Ministerial Order change for Boards to have policy on provision of free products	Dave	Adopted by Board