



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams Live
May 4, 2021 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Bob Phillips, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Margot Swinburnson, Trustee
Christina Kempenaar, STA
Lou Leslie, CUPE
Cendra Beaton, SPEAC
Georgie Walker, SPVPA
Scott Stinson, Superintendent/CEO
Stephanie Hedley-Smith, Associate Superintendent
Dave Strange, Associate Superintendent
Paul Block, Associate Superintendent

Guests: Wayne Kelly, Vanessa White, Sue Grundy

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

2. Opening Remarks from Chair, Allison Watson

- COVID-19 Update – Scott Stinson

Scott Stinson updated the committee on the front-line worker vaccination program currently underway for district staff. He also indicated that there had been no additional school exposures over the past week.

3. COMMITTEE REPORT of April 6, 2021 Education Standing Committee meeting

The committee report for the April 6, 2021 Education-Policy Committee meeting was reviewed by the committee members.

4. BAA COURSE PROPOSALS

- a. Class Design 12 – Paul Block

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

Recommendation

That the Board of Education approve BAA course Class Design 12.

5. **REVIEW OF POLICIES/REGULATIONS**

- a. Draft Revised Regulations B-349 "Specialty Academies" – Wayne Kelly & Dave Strange
Wayne Kelly, District Vice-Principal of Academies, provided an overview of the proposed revisions to the regulations and responded to questions from the committee. As the proposed revisions are updates to the Regulations, they were brought forward for information only.

6. **NEW BUSINESS**

- a. Presentation – Mental Health Supports in the District – Vanessa White & Dave Strange
Vanessa White, District Principal - Safe and Healthy Schools, presented on the myriad of Mental Health supports available in the district and addressed questions from the committee and public.
- b. Presentation – Strategic Plan - Sue Grundy
Sue Grundy, Manager of Executive Operations, presented on the process being undertaken by SD#62 staff to develop engagement, feedback and ultimately consensus on the development of a new strategic plan.

7. **FOR INFORMATION**

- a. Research Project Approval – Moira Hood – "COVID-19 and Academic Outcomes, Coping Mechanisms, Perceptions of Social Context As Mediators" – Scott Stinson
Scott Stinson presented briefly on the nature of the research project and process.

8. **FOR FUTURE MEETINGS**

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

9. **ADJOURNMENT AND NEXT MEETING DATE:** June 1, 2021



Board/Authority Authorized Course Application

School District/Independent School Authority Name: Sooke School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD62
Developed by: John Stamhuis	Date Developed: May 2021
School Name: Westshore Centre for Learning and Training	Principal's Name: Heather Lait
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Class Design 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

The Class Design 12 course is designed to be taken in conjunction with another secondary academic course. The prerequisite for Class Design therefore, corresponds with the prerequisite for that given academic course. For online delivery, it would be recommended that students complete Online Learning Strategies as a pre-requisite.

Special Training, Facilities or Equipment Required:

For the purposes of completing Class Design 12 in a Distributed Learning (DL) format, computer access and a profile in a Learning Management System (LMS) would be recommended. However, Class Design 12 may also be offered in a traditional format and, in that case, no specific specialized equipment would be required.

Course Synopsis:

Class Design 12 provides a personalized learning pathway for students to develop their own class. It is to be provided in conjunction with an academic course. Students will be expected to collectively work in an ongoing basis with both the Class Design 12 teacher and academic course teacher

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

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

Although Class Design 12 will provide cross-curricular learning experiences in any academic course, it will provide added opportunity for students taking courses:

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

Goals and Rationale:

Teacher's interactions with students in the Class Design 12 will be more personalized and less didactic. Students will need to be actively involved in knowledge acquisition and construction as they participate in and evaluate their own learning. It is recommended that teachers use one-on-one interactions whether face-to-face or via a telecommunication application to provide the unique support required for this learning process.

In-class lessons accompanying the Class Design 12 course may include activity learning or more traditional homework problems, among other practices, to engage students in the content. Class activities vary but may include: using emerging technologies, in-depth laboratory experiments, original document analysis, debate or speech presentation, current event discussions, peer reviewing, project-based learning, and skill development or concept practice. Because these types of active learning allow for highly differentiated instruction, more time can be spent in class on higher-order thinking skills such as collaboration, design and problem solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teacher and peers. Students of the Class Design 12 course will spend less time completing teacher-prepared assignments and assessments as it is expected that students create their own meaningful learning opportunities. The framework provides an elevated opportunity for collaboration between educator and learner.

Overall, Class Design 12 will infuse student voice and choice in a setting that might not typically provide such choice as the learner is at the centre of the delivery model. BC’s Ministry of Education has determined that, “to prepare students for the future, the curriculum must be student-centred and flexible, and maintain a focus on literacy and numeracy, while supporting deeper learning.” The Class Design 12 model provides a framework in this regard. It also supports the ministry’s current initiative to enhance computational-thinking and coding within the curriculum.

Organizational Structure:

Organizational structure will vary from student to student based on their individualized design concept. The Class Design 12 teacher will be required to provide sufficient resources and course templates to provide students with a structure that coincides with the student’s given design concept. Collaboration between the Class Design 12 teacher and the Academic teacher will be key to the success of structuring this learning process.

Students will be provided with the flexibility to focus on the competencies from both the Class Design 12 course and corresponding academic course that fit with their individualized design concept.

Aboriginal Worldviews and Perspectives:

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

First’s People’s Principles of Learning:

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

Worldviews and Perspectives:

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

BIG IDEAS

User needs and interests drive the design process.

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

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

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

Multi-stage design projects benefit from collaborative work environments.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Personal and Social Responsibility <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Demonstrate positive behaviours that indicate self-respect and self-confidence for development purposes • Demonstrate appropriate social behaviour while working co-operatively and collaboratively with others. <p>Interact <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Apply a mentor’s guidance in relation to the collaborative process • Work with subject matter experts to identify target audience’s needs • Develop the concept of ‘team’ through teamwork and other team-building methods • Communicate with the intent to highlight personal strengths, talents, and abilities <p>Ideating <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Generate ideas and add to others’ ideas to create possibilities, and prioritize them for prototyping • Critically analyze how competing social, ethical, and community factors may impact design 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • principles in relation to computer applications • principles in relation to graphic design • principles in relation to project documentation • limitations of chosen materials • intellectual property use and its ethical, moral, and legal considerations, including cultural appropriation • ethical sourcing of materials and implications and outcomes of their use • work flow management through production processes • self-assessment and reflection strategies • inclusive practices, including taking different worldviews and diverse perspectives into consideration • ways to contribute to community and society that take cultural influences into consideration • appropriate use of technology, including digital citizenship, etiquette, and literacy • ways in which content and form influence and are influenced by historical, social, and cultural contexts • use of form, content, and visual and sound effects to achieve a specific emotional response in a target audience

Acquisition of Skills

It is expected that students will:

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

Reflection

It is expected that students will:

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

Curricular Competencies – Elaborations

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

Content – Elaborations

- **Computer Applications:** Computing software designer to carry out a specific task other than one relating to the operation of the computer itself.

Content – Elaborations

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

Recommended Instructional Components:

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

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

Recommended Assessment Components:

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

<p>Formative Assessment</p>	<p><u>Assignments</u></p> <p>There will be several types of activities and assignments included in the course, such as:</p> <ul style="list-style-type: none"> - <i>Online Teacher-Student Interactions:</i> The student will be given opportunities to reflect on their learning by writings/communications in response to prompts throughout the course. - <i>Reflective writing.</i> Students will write short-form statements to show how they have exceeded assignment instructions and/or how they could improve. <p><u>Evaluations</u></p> <ul style="list-style-type: none"> - Students are provided with multiple assessment formats as additional evaluation of competencies. Should students require paper-based versions/substitutions of assessment material, such requests shall be granted. The course format allows for opportunity to use classroom assessment to maximize student learning.
<p>Summative Assessment</p>	<p>Students will complete an exit survey describing their ability to succeed based on the competencies of both this course and the corresponding academic course.</p> <p>A summative interview with both the corresponding academic course teacher and the Class Design 12 teacher is recommended for final summative evaluation.</p>

Learning Resources:

- Western Canadian Learning Network
- LMS Databases (Moodle/Google Classroom/Blackboard/D2L/ etc.)
- eLearning Roadtrip – Ellen Wagner
- The Gamification of Learning and Instruction – Karl Kapp
- Interactive Open Educational Resources (<https://facdev.e-education.psu.edu/plan/resources>)
- User Experience (UX) Design (<https://www.springboard.com/resources/learning-paths/user-experience-design/>)
- Orientation Handbook for Distributed Learning (prepared by WestShore/Juan de Fuca for students as a pre-study resource)
- Online Basic Computer Instruction- <http://www.gcflernfree.org/>

School District #62 (Sooke)

Specialty Academies	No.: B-349
	Effective: Mar. 25/14 Revised: Jan. 26/16; May 4/21 Reviewed: Jan. 26/16; May 4/21;

ADMINISTRATIVE REGULATIONS

New Programs considered will:

1. Have a clearly articulated specialty academy rationale.
2. Require consultation with the Parent Advisory Council (PAC) and the approval of the Board of Education.
3. Fulfill a recognized educational need separate from existing specialty academy programs and services.
4. Be free from any political, religious or ethnic affiliation.
5. Be consistent with Board policies, regulations and administrative procedures.
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.
7. Provide a ~~fee waiver~~ and bursary opportunity for students.
8. Be available to all students in the Sooke School District based on space availability.
9. Identify the potential impact on other schools in the District.
10. Be maintained without transportation assistance from the Board.
11. Be subject to normal planning and staffing schedules established by the district.
12. Be subject to program evaluation including fee structure and audit on an ongoing basis by the Board.

Process for Submitting Proposals

- A. Prior to submission of a proposal to the Board, consultation with the Superintendent or designate and the **District Principal of Academies** ~~Specialty Academy Committee~~ must occur.
- B. A written proposal, including clear rationale for the Program, will be submitted to the School Board. The proposal will contain:
1. An overview of the Program accompanied by the goals and objectives and implementation timeline for the program.
 2. A statement which outlines the educational value of the program for the district; including how the proposal is distinct from existing educational programs or fills a particular educational need not currently offered in the District.
 3. A clear indication of the intended school population to be served including age, grade levels, learner characteristics, and the number of students to be served.
 4. A clear description of the qualifications and nature of teaching support staff required to offer the Program.
 5. A clear description of the facilities required to offer the Program both in the immediate and long-term.
 6. An analysis of the possible impact on other schools in the District.
 7. Community support for the Program which demonstrates parents have an understanding of the proposal and have or will have children who will enroll in the Program.
 8. Student registration guidelines, including how students will be selected.
 9. Evidence of such similar programs' success where operating in other school districts.
 10. Sources and sustainability of additional funds (where necessary).
 11. A sample of the Program registration and promotion form (or flyer).
- C. Upon receipt of a proposal, the Board may direct the Superintendent or designate and/or **District Principal of Academies** ~~academy committee~~ to conduct a feasibility study, which will set out costs and other issues that may include:
1. Staffing/human resource requirements.
 2. Facilities, both interim and long-term requirements.
 3. Program development and implementation.
 4. Administrative requirements.
 5. Sources of funding
 6. A proposed implementation timeline.
 7. Effects on other schools.

D. Where a program is approved, the implementation will be the responsibility of the **District Principal of Academies School Board** and the school hosting the Program.

Changes to Academy Programs: Modification, Cancellation, Pause or Delay

Prior to any changes in established academy programs, consultation with the Superintendent or designate and the District Principal of Academies must occur.

A. Modification:

- 1. Have a clearly articulated rationale for modifying the existing Academy Program.**
- 2. Consultation with school-based administration.**
- 3. Consultation with the Parent Advisory Council (PAC).**
- 4. Consultation with current families enrolled.**
- 5. Notification sent to the Board of Education.**

B. Cancellation of an Academy Program (program will no longer be offered):

- 1. Have a clearly articulated rationale for cancelling the existing Academy Program.**
- 2. Consultation with school-based administration.**
- 3. Consultation with the Parent Advisory Council (PAC).**
- 4. Consultation with current families enrolled.**
- 5. Notification sent to the Board of Education.**

C. Pausing or delaying a current Academy Program (due to enrolment, facility type issues):

- 1. Have a clearly articulated rationale for pausing the existing Academy Program.**
- 2. Consultation with school-based administration.**
- 3. Consultation with the Parent Advisory Council (PAC).**
- 4. Consultation with current families enrolled.**
- 5. Notification sent to the Board of Education.**