

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 June 1, 2021 at 6:00 pm.**

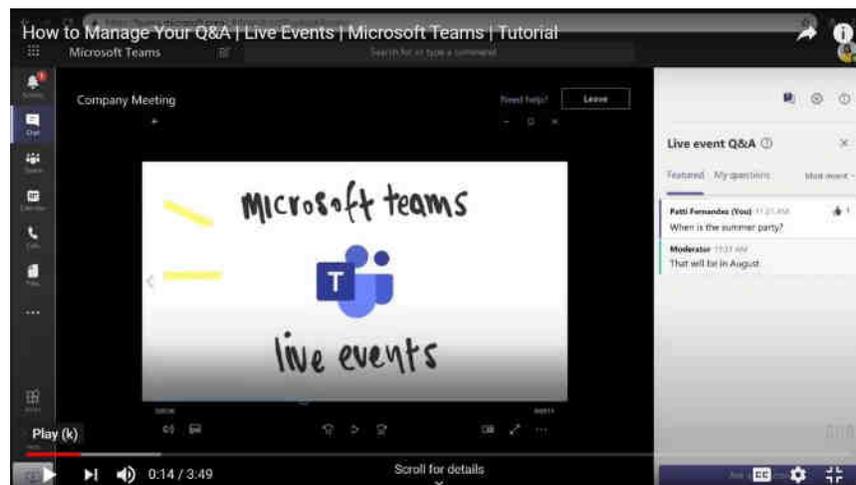
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Jun-1-2021>

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
June 1, 2021 – 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 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
3. **COMMITTEE REPORT** of May 4, 2021 Education Standing Committee meeting (attached)
4. **BAA COURSE PROPOSALS** (attached)
 - a. Class Design 10 – Paul Block
 - b. Class Design 11 – Paul Block
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft Revised Policy and Regulations E-221 “Evaluation of Teachers and Report Writing” – Dan Haley, Nora Reid
 - b. Draft Revised Policy and Regulations C-200 “Services to Students With Disabilities or Diverse Abilities” – Dave Strange, Janine Brooks, Linda Lamers
 - c. Draft New Policy F-302 “Use of School Facilities for Child Care Programs” – Scott Stinson
6. **NEW BUSINESS**
 - a. Presentation – Competency Based IEPs – Janine Brooks, Linda Lamers, Dave Strange (20 min.)
 - b. Presentation – Curriculum “Celebration” (attachment) – Denise Wehner, Shelby Pollitt, Lisa Marshall, Alexis Mckean, Cheryl Ring, Stephanie Cave (30 min.)
 - c. Presentation – “Octamesters” in Secondary Schools – Paul Block (15 min.)
7. **FOR INFORMATION**
 - a.
8. **FOR FUTURE MEETINGS**
 - a. Review of Policies/Regulations - as per Policy Work Plan
9. **ADJOURNMENT AND NEXT MEETING DATE:** Sept. 7, 2021



**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**

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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 1, 2021
School Name: Westshore Centre for Learning and Training	Principal's Name: Heather Lait
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Class Design 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

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

Special Training, Facilities or Equipment Required:

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

Course Synopsis:

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

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

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

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

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

Goals and Rationale:

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

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

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

Organizational Structure:

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

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

Aboriginal Worldviews and Perspectives:

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

First's People's Principles of Learning:

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

Worldviews and Perspectives:

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

BIG IDEAS

User needs and interests drive the design process.

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

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

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

Multi-stage design projects benefit from collaborative work environments.

Learning Standards

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

Acquisition of Skills

It is expected that students will:

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

Reflection

It is expected that students will:

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

Curricular Competencies – Elaborations

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

Content – Elaborations

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

Content – Elaborations

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

Recommended Instructional Components:

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

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

Recommended Assessment Components:

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

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

Learning Resources:

- Western Canadian Learning Network
- LMS Databases (Moodle/Google Classroom/Blackboard/D2L/ etc.)
- eLearning Roadtrip – Ellen Wagner
- The Gamification of Learning and Instruction – Karl Kapp
- 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)
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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 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

The Class Design 11 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 11 in a Distributed Learning (DL) format, computer access and a profile in a Learning Management System (LMS) would be recommended. However, Class Design 11 may also be offered in a traditional format and, in that case, no specific specialized equipment would be required.

Course Synopsis:

Class Design 11 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 11 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 11 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 11 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 11 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 11 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 11 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 11 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 11 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 11 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 11 course and corresponding academic course that fit with their individualized design concept.

Aboriginal Worldviews and Perspectives:

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

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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 reflection 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 analyze target audience’s needs • Develop the concept of ‘team’ through teamwork and other team-building methods • Become familiar with personal strengths, talents, and abilities <p>Ideating <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Add to others’ ideas to create possibilities, and prioritize them for prototyping • Critically analyze how competing social, ethical, and community factors may impact design • Critically analyze and apply mediums for specific project delivery 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • principles in relation to computer applications • principles in relation to graphic design • principles in relation to project documentation • limitations of chosen materials • intellectual property use and its ethical, moral, and legal considerations, including cultural appropriation • ethical sourcing of materials and implications and outcomes of their use • workflow management through production processes • self-assessment and reflection strategies • inclusive practices, including taking different worldviews and diverse perspectives 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

Acquisition of Skills

It is expected that students will:

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

Reflection

It is expected that students will:

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

Curricular Competencies – Elaborations

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Content – Elaborations

- **Computer Applications:** Computing software designer to carry out a specific task other than one relating to the operation of the computer itself.
- **Graphic Design:** The craft of creating visual content to communicate specific messages/curriculum.

Content – Elaborations

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

Recommended Instructional Components:

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

- Direct instruction
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- Collaborative instruction
- Modelling
- Group/Team work
- Videos
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School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

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

DRAFT

EVALUATION OF TEACHERS AND REPORT WRITING	No.: E-221
	Effective: Oct. 10/89 Revised: Jun. 26/90; Jun. 23/92; Mar. 22/94; Reviewed: June 1/21

ADMINISTRATIVE REGULATIONS

I PREFACE

The preparation of teacher reports requires that a thorough process of observation and evaluation **feedback** be accomplished by Principals and Vice Principals.

~~Ideally,~~ The summative **evaluation** report on a teacher comes at the end of an evaluation process which has, as its goal, the assurance that the teacher performs ~~his or her~~ **their** duties in an effective and professional manner. The process of reporting on the work of a teacher ~~may~~ **also** provides an opportunity for **feedback for the purposes of** professional development **and recognition** of that teacher.

To be fair and consistent, a summative **evaluation** report must be based upon **the** accepted criteria **outlined in section IV** that are standard throughout the district. The purpose of these regulations is to indicate the procedures, ~~and criteria to be used when Sooke district teachers are evaluated and to specify the format, and criteria of the finished report to be used when teachers are evaluated.~~ Teachers **Administrative Officers** should be aware that even the most specifically written criteria may be open to interpretation and, therefore, teachers **Administrative Officers**, prior to the commencement of the evaluation process, should discuss these criteria with the evaluator teacher.

II THE EVALUATION PROCEDURES

In School District No. 62 (Sooke), reports on teachers written by those Administrative Officers authorized to write them can be of two types:

1. ~~4.1 Full~~ **Teacher summative evaluation** ~~formal~~ reports **must follow the procedures outlined in Article E.14 of the STA/SD62 Collective Agreement and** written using the headings and the ~~guidelines~~ **criteria** provided in the **Section III using the** form entitled "**Teacher Summative Evaluation Report on the Work of Teachers.**" Such reports must be used in the following circumstances:
 - a) for teachers in their first year of teaching in the district
 - b) for teachers whose competency is in question
 - c) for teachers who request a full report

In the case of Specialist teaching positions, ~~such as teacher librarians, counsellors or learning assistance teachers, where no pre-formatted report form exists,~~ **the following summative evaluation** reports shall be **used** anecdotal in format and follow the headings and guidelines **criteria also found in Section III** provided in the District Policy Manual's Evaluation Guidelines for that position:

- **Teacher-Librarian Summative Evaluation Report**
- **Teacher-Learning Assistance (Elementary) Summative Evaluation Report**
- **Teacher-Learning Assistance (Secondary) Summative Evaluation Report**
- **Teacher-Counsellor (Elementary) Summative Evaluation Report**
- **Teacher-Counsellor (Secondary) Summative Evaluation Report**

Performance Ratings in **the teacher summative** evaluation reports on the work of teachers shall include only the following categories:

- Satisfactory - Meets standards
- Unsatisfactory - Fails to meet standards

2. 4.2 Confirmatory reports **must follow the procedures outlined in Letter of Understanding #1 of the STA/SD62 Collective Agreement and that follow written using the format of the District form entitled "Confirmatory Report on the Work of Teachers." A confirmatory report** may be used when the evaluator and teacher agree to use the form and when a full **summative evaluation** report has previously been written on the work of the teacher by an school district evaluator **Administrative Officer authorized to write them and the teacher's ongoing competent service is well known.**

Both the teacher summative evaluation reports and the teacher confirmatory reports are submitted as follows:

- Original copy to the Superintendent of Schools **Human Resources for personnel file**
- One copy to the teacher
- ~~One copy to the evaluator~~ **Administrative Officer**
- ~~One copy to the College of Teachers on request~~

Article 34 of the S.T.A./School District contract states the following:

Preamble

~~The purpose of the evaluation program is to promote the development and maintenance of excellence in the quality of instruction.~~

- ~~(a) All formal reports on the work of a teacher shall be in writing and no informal reports shall be placed on a teacher's district personnel file.~~
- ~~(b) A teacher evaluation report may be prepared on a teacher's general performance in the school and the learning situation in the teacher's class at any time, provided there is a reasonable interval between assessment reports.~~
- ~~(c) Prior to commencing observations, the evaluator shall give reasonable notice and meet with the teacher to discuss and explain the district evaluation criteria, process and schedule.~~
- ~~(d) Reports shall be based primarily on the teacher's assignment in his/her area of prime expertise and shall differentiate between the teacher's assignment and his/her professional training and experience.~~
- ~~(e) Each written report shall be based on at least three comprehensive classroom visits which reflect the teacher's assignment. The classroom visits for the purpose of preparing the teacher evaluation report~~

can occur at any time during the school year, recognizing that visits in September and June should occur only in limited situations. A first less than satisfactory report will not be filed after May 31 of a school year.

- (f) ~~The formal evaluation report shall be prepared only by evaluators authorized under the School Act and Regulations and shall be prepared and written based on independently collected data.~~
- (g) ~~The evaluation process shall include:~~
 - ~~i) A series of formal observations each followed by an observation conference.~~
 - ~~ii) A post evaluation conference for discussion and review of the draft report.~~
 - ~~iii) The right of the teacher to submit to the evaluator a written commentary on the final report which shall be filed with all copies of the report.~~
 - ~~iv) The final report shall be filed in the teacher's personnel file at the school district office. No other copies of the report shall be filed except as provided in the *School Act* and Regulations.~~
- (h) ~~Where appropriate and in the case of a less than satisfactory report, a plan for improving instruction shall be developed with the teacher. Such a plan shall be made available to the teacher. The implementation of such a plan shall be the joint responsibility of the teacher and the Board. A reasonable period of time shall elapse before a subsequent evaluation is initiated.~~
- (i) ~~The content of a less than satisfactory report is subject to the grievance procedure.~~

III CRITERIA FOR TEACHER SUMMATIVE EVALUATION

A. Teacher Summative Evaluation Report

1. INSTRUCTION

1.1 Planning and Preparation

The Instructional program **practice shows evidence of** reflects the teacher's knowledge **and understanding** of the **overall program of** ideas, skills, and concepts to be **developed** taught. Long- and short-term planning **reflects a focus on the learner** are inherent in the program and the preparation of learning activities acknowledges the needs of all students. Activities are designed to meet the long-range goals and the specific objectives of the instructional program and of the school.

Suggested Indicators:

- 1.1.1 A record of planning and preparation, in a format appropriate to the instructional setting, exists and is available upon request for discussion with and input from the teacher.
- 1.1.2 A logical, sequential development of lessons is evident.
- 1.1.3 Plans reflect the sequence and continuity of the curriculum.
- 1.1.4 Planning and preparation takes into account the differing instructional needs of individuals and of groups. Activities are designed for individuals, small groups, or the whole class, as appropriate.
- 1.1.5 Plans indicate which equipment, materials and supplies are to be used in the lesson.

1.2 Standards and Expectations

The teacher establishes and communicates clear and consistent expectations **regarding** for student **achievement, work habits** regarding standards of work and behaviour.

Suggested Indicators:

- 1.2.1 Appropriate standards of achievement are stressed.
- 1.2.2 The teacher assists students in achieving these standards by applying instructional strategies which will allow for differences in ability to meet the expectations.
- 1.2.3 The teacher encourages students to be attentive to the task at hand.
- 1.2.4 Where appropriate, teacher expectations regarding standards of work are included in course outlines available to students and/or parents.
- 1.2.5 The teacher uses positive reinforcement to encourage students.

~~a. Student Work Habits~~

~~The teacher establishes and communicates reasonable standards of work and insists that students make every effort to achieve these standards.~~

~~Suggested Indicators:~~

- 1.2.6 Students are encouraged to make effective use of their time.
- 1.2.7 Students are encouraged to take pride in their accomplishments.
- 1.2.8 Students are encouraged to have an organized approach to study habits and to written work.
- 1.2.9 Students are encouraged to work independently and cooperatively.
- 1.2.10 Students are encouraged to be responsible.
- 1.2.11 The teacher has an organized system of checking assignments.

~~b. Student Behaviour~~

~~The teacher establishes and communicates reasonable standards of behaviour and actively promotes good student behaviour.~~

~~Suggested Indicators~~

- 1.2.12 The teacher has established and adheres to expectations of student behaviour.
- 1.2.13 The teacher's disciplinary procedures are fair and consistent.
- 1.2.14 The teacher uses a variety of techniques to control the behaviour of students.
- 1.2.15 The teacher promotes a high standard of socially acceptable behaviour both in and out of the classroom.

1.3 Instructional Methods, Learning Approaches, and Techniques and Materials

The teacher **demonstrates an understanding of the** various principles and styles of learning and **incorporates this into** demonstrates flexibility in the **methods that are used** application of instructional methods, approaches and teaching techniques in the classroom **learning environment. The focus in classroom activity is clearly on the learner and the techniques used to** Teaching objectives, content and instructional methods are modified as necessary in response **respond whenever possible** to the **individual** needs of the students.

Suggested Indicators:

- 1.3.1 Objectives are at an appropriate level of difficulty and reflect the needs of the students.
- 1.3.2 Instructional methods are appropriate to the needs of the students and to the knowledge and skills to be mastered.
- 1.3.3 The teacher uses a variety of approaches and techniques including lecturing, questioning, group discussions, peer tutoring.
- 1.3.4 The teacher is skilled in the use of instructional techniques e.g., giving directions, transmitting information, questioning, responding to students, managing learning activities.
- 1.3.5 Lessons and transitions from one activity to another flow smoothly reflecting the fact that instruction is suited to the needs of students.

1.4 Instructional Materials

The teacher uses a variety of appropriate instructional materials to ensure effective learning.

Suggested Indicators:

~~1.4.1~~**1.3.6** The teacher utilizes appropriate materials to enhance lesson presentations, discussions and classroom displays.

~~1.4.2~~**1.3.7** The teacher uses community resources, where appropriate, to enhance the learning situation.

1.54 Evaluation and Reporting

The teacher **employs** ~~is responsible for developing~~ a regular and consistent program of formative and summative evaluation **and communication with parents that** which is consistent with school, district and ministerial **Ministry of Education** guidelines.

Suggested Indicators:

~~1.5.1~~ **1.4.1** The teacher clearly defines evaluation criteria for students and for parents when appropriate.

~~1.5.2~~ **1.4.2** The teacher is aware of and uses a variety of evaluation techniques.

~~1.5.3~~ **1.4.3** Teacher prepared instruments of evaluation are efficient and informative and are compatible with the content of instruction.

~~1.5.4~~ **1.4.4** The teacher is aware of the appropriate uses of standardized norm-referenced tests.

~~1.5.5~~ **1.4.5** The teacher adheres to grading practices which are consistent with school, district and ministry guidelines.

~~1.5.6~~ **1.4.6** The record-keeping system provides useful information about individual and group performance and can be readily compiled for reporting to parents through conferences and written reports.

~~1.5~~ Reporting to Parents

~~The teacher effectively communicates with parents. Reporting is handled in a competent manner as required and as needed.~~

~~*Suggested Indicators:*~~

~~1.6.1~~ **1.4.7** The teacher reports factual, well-documented information about the student's progress.

~~1.6.2~~ **1.4.8** Conferences and written contacts reflect a positive concern for the individual's welfare and a constructive approach to solving identified problems.

~~1.6.3~~ **1.4.9** Teacher/parent(s) conferences show evidence of thorough preparation and a desire to work with the parent.

~~1.6.4~~ **1.4.10** The teacher respects the confidential nature of the parent-teacher communications.

~~1.6.5~~ **1.4.11** The teacher facilitates effective and regular communication between parents and the school.

2. TEACHER-STUDENT RELATIONS

2.1 Relationships with Students **Teacher-Student Relations**

~~The teacher develops and maintains~~ **The teacher develops and maintains** ~~In accepting responsibility for the students in his/her care, the teacher encourages and promotes a climate of mutual understanding and respect~~ **in relationships with and among student under their care.**

~~*Suggested Indicators:*~~

~~2.1.1~~ Teacher-student interaction demonstrates a recognition of the worth of the student.

~~2.1.2~~ The teacher encourages student behaviour which is consistent with standards developed in the school and in the classroom.

~~2.1.3~~ The teacher attempts to be aware of and to understand the factors influencing student behaviour and to plan accordingly.

~~2.1.4~~ Discussions regarding students reflect the teacher's positive concern for their best interests.

- 2.1.5 The teacher acknowledges pupil-initiated interactions such as questions, comments or other contributions.
- 2.1.6 The teacher encourages mutual respect and rapport among students.
- 2.1.7 The teacher displays evidence of "caring" for, "accepting" and "valuing" of students.
- 2.1.8 The teacher is available outside scheduled classes to provide extra assistance to students.

3. THE CLASSROOM **LEARNING ENVIRONMENT**

3.1.2 ~~Classroom Organization~~ **The Physical Environment**

The teacher ensures that the physical environment of the classroom **learning area** is well organized and enhances the instructional program **learning process**.

Suggested Indicators:

- 3.1.1 The teacher organizes and utilizes classroom space effectively.
- 3.1.2 Available storage, equipment and display areas are well organized and functional.
- 3.1.3 The teacher encourages students to respect school property, personal property and the property of others.
- 3.1.4 Where applicable, students' coats, boots, lunches, equipment, etc. are stored neatly and conveniently.
- 3.1.5 The teacher uses appropriate displays, including student work, to enhance the educational environment of the classroom.

3.2.1 ~~Operational Routines and Procedures~~

The teacher establishes **and maintains** effective and efficient classroom routines and procedures **for student activity that will facilitate the learning of all students in their care**.

Suggested Indicators:

- 3.2.1 Appropriate guidelines have been developed, communicated to students, and adhered to. These guidelines may concern:
 - arrival and dismissal, changing rooms, submission of assignments, use of time upon completion of assigned work, collection and distribution of supplies and materials, care of facilities, safety procedures.

4. PROFESSIONAL DEVELOPMENT

4.1 ~~Teacher Professional Development~~

The teacher demonstrates an awareness of current thought and developments in specific areas of expertise and in the general field of education.

Suggested Indicators:

- 4.1.1 The teacher carries out a personal, professional development program.
- 4.1.2 The teacher participates in staff development programs which relate to school priorities.
- 4.1.3 The teacher participates in district, ministry and school programs which relate to curricular issues.

5. PROFESSIONAL CONDUCT

5.1 ~~Teachers Professional Responsibilities~~ **Professional Conduct**

The teacher demonstrates professional behaviour by developing sound ~~interpersonal~~ **working** relationships with staff, students and parents; by carrying out responsibilities requiring group co-operation; by contributing to a positive atmosphere in the school and by

carrying out ~~classroom administrative and student supervision responsibilities~~ **duties and responsibilities as required by the school or district.**

Suggested Indicators:

- 5.1.1 The teacher displays a considerate attitude towards colleagues.
- 5.1.2 The teacher participates in group planning and decision making.
- 5.1.3 The teacher displays an interest in the operation and development of the school as a whole.
- 5.1.4 The teacher shares professional expertise with colleagues.
- 5.1.5 Administrative tasks necessary to meet classroom and school requirements are handled efficiently.
- 5.1.6 The teacher carries out supervision duties effectively.
- 5.1.7 The teacher adheres to the professional code of ethics.

B. Teacher-Librarian Summative Evaluation Report

1. ADMINISTRATION

1.1 Management of the Resource Centre

The teacher-librarian demonstrates the ability to manage the resource centre programs.

Suggested Indicators:

- 1.1.1 Establishes rapport with staff, students and community.
- 1.1.2 Effectively utilizes library personnel.
- 1.1.3 Invites suggestions from teaching staff about the services the program provides.
- 1.1.4 Develops effective use of resource centre facilities.
- 1.1.5 Administers resource centre budget.
- 1.1.6 Establishes policies and procedures.
- 1.1.7 Implements regular inventory of materials and equipment.
- 1.1.8 Evaluates the current resource centre program in terms of district guidelines and school objectives to establish short- and long-range goals.
- 1.1.9 Applies technological advances to the resource centre.

1.2 Selection of Learning Materials

The teacher-librarian selects resources which support the school's instructional programs.

Suggested Indicators:

- 1.2.1 Follows the district policy No. B-115 which governs evaluation and selection of materials which meet curricular, informational, and recreational needs.
- 1.2.2 Uses selection aids and reviews in professional literature in the selection of materials.

1.3 Acquisition, Organization and Circulation of Learning Materials

The teacher-librarian facilitates the efficient acquisition, organization, and circulation of learning materials. Most of these activities will be delegated to support personnel under the supervision of the teacher-librarian, where circumstances allow.

Suggested Indicators:

- 1.3.1 Prepares purchase orders.
- 1.3.2 Processes receipt of materials.
- 1.3.3 Classifies, catalogues and processes (stamp, accession, pocket, card, label, jacket) learning materials where necessary.
- 1.3.4 Prepares a record of all book and non-book holdings in shelf order.
- 1.3.5 Files author, title, subject and other added-entry cards according to established rules.
- 1.3.6 Develops and manages an efficient system for lending, renewing, reserving, and recalling needed learning materials and equipment.
- 1.3.7 Maintains accurate records.

- 1.3.8 Establishes a control system for overdue materials.
- 1.3.9 Routes curriculum support and professional materials on request.

2. PROGRAM PLANNING AND CO-OPERATIVE TEACHING

2.1 Program Planning and Co-operative Teaching

The teacher-librarian participates with the classroom teacher, utilizing his or her special knowledge, to accomplish learning objectives.

Suggested Indicators:

- 2.1.1 Plans and develops units of work with teachers from the setting of objectives to evaluation.
- 2.1.2 Develops co-operatively a sequential list of media, research, and study skills for cross-grade and cross-subject implementation.
- 2.1.3 Integrates media, research and study skills for independent and continued learning.
- 2.1.4 Integrates the planned use of learning resources with the educational program.
- 2.1.5 Pre-plans with teachers, and teach integrated skills to large and small groups and individuals.
- 2.1.6 Promotes reading throughout the curriculum.

3. READING, LISTENING, VIEWING AND GUIDANCE

3.1 Reading, Listening, Viewing and Guidance

The teacher-librarian is able to identify students' needs and interests and to provide the "right material for the right person at the right time". This guidance helps students develop attitudes, appreciations and skills that motivate and stimulate improved selection of appropriate materials.

Suggested Indicators:

- 3.1.1 Works with individuals and groups of students to provide direction, improve selection and develop critical thinking.
- 3.1.2 Provides informal guidance to users during the school day.
- 3.1.3 Introduces students to literature through book-talks and story reading.
- 3.1.4 Assists students and teachers with the effective use of media.
- 3.1.5 Recommends to teachers, media in various formats which may assist in the accomplishment of specific learning objectives.
- 3.1.6 Advises teachers of medium appropriateness for particular instructional purposes.

4. INFORMATION SERVICES

4.1 Information Services

The teacher-librarian provides reference services to students and staff.

Suggested Indicators:

- 4.1.1 Answers information questions from teachers and students.
- 4.1.2 Makes bibliographic searches for support materials.
- 4.1.3 Acts as a liaison between the school resource centre, the district resource centre and outside agencies information services and resources.

C. Teacher-Learning Assistance (Elementary) Summative Evaluation Report

1. PLANNING AND ORGANIZATION

Long range, short range and daily activities show planning. Purposes and objectives reflect Ministry, district and school-based goals.

- 1.1 Students are assessed using appropriate evaluation tools and processes.
- 1.2 Individual student objectives are identified and formulated. Individual Educational Programs (IEPs) are incorporated where necessary.
- 1.3 Specific skills necessary to achieve learning outcomes are identified.
- 1.4 Appropriate procedures, scheduling and resources are used to achieve the specific objectives.
- 1.5 Planning may be correlated with or complimentary to classroom instruction.
- 1.6 Appropriate records are maintained.

2. LEARNING ENVIRONMENT

Depends on space and facilities available, the Learning Assistance Teacher ensures that the learning environment enhances the instructional programs and provides for flexible grouping.

3. STUDENT SERVICES

- 3.1 Individual needs are addressed within the context of the lesson.
- 3.2 Individualized instruction and/or groupings are employed for maximum learning.
- 3.3 Evaluation techniques are related to the individual and to the individual's needs.

4. LIAISON

It is the responsibility of the Learning Assistance Teacher to act as a liaison with those professionals involved in the delivery of special services. Consultation takes place with appropriate school personnel or through the School-Based Team.

5. DELIVERY OF SERVICES

- 5.1 Recommendations for prioritizing referrals and for Learning Assistance intervention are made.
- 5.2 Programs and recommendations for modification where appropriate are planned co-operatively.
- 5.3 Relevant data is compiled and interpreted.
- 5.4 Additional assessment is recommended when necessary.
- 5.5 Recommendations regarding appropriate placement options for student are made.

6. COMMUNICATION WITH THE HOME

The Learning Assistance Teacher communicates and consults with the parent/guardian by providing information and support.

- 6.1 Relevant data is interpreted.
- 6.2 Program options are discussed.
- 6.3 Ways in which the home can support the child's education are suggested.

7. OTHER PROFESSIONAL RESPONSIBILITIES

- 7.1 The Learning Assistance Teacher participates as a member of the School-Based Team.
- 7.2 The Learning Assistance Teacher uses the portion of the school budget allocated to learning assistance to acquire the materials necessary to carry out the learning assistance program.

D. Teacher-Learning Assistance (Secondary) Summative Evaluation Report

1. ASSESSMENT

- 1.1 Interprets psychoeducational data and prescribes programs.
- 1.2 Assists in the identification of and makes recommendations for students who may require special placement, services, and/or programs (e.g. speech therapy, district testing).
- 1.3 Assesses for specific academic strengths and weaknesses.
- 1.4 Observes student behaviours to determine if further referral recommendations are required.

2. PREPARATION AND IMPLEMENTATION OF INSTRUCTIONAL PROGRAMS

- 2.1 Provides appropriate direct or indirect instruction to students with the Learning Assistance target population.
- 2.2 Plans and instructs, on a co-operative basis, with classroom teachers.
- 2.3 Assists teachers and/or district personnel in developing Individual Education Plans.
- 2.4 Selects, adapts and uses appropriate instructional materials.

3. CONSULTATION

- 3.1 Functions as a member of the School-Based Team.
- 3.2 Participates in program planning and placement of individual students.
- 3.3 Consults with school personnel, other professionals and parents regarding students' programs and progress.

4. RECORD KEEPING AND REPORTING

- 4.1 Monitors student progress and modifies programs as required.
- 4.2 Maintains appropriate student records.
- 4.3 Reports to teachers, administrators, district personnel, parents and others, as required.

5. TEACHER RESOURCE AND SUPPORT

- 5.1 Assists students in understanding and implementing study skills, test preparation and other learning strategies.
- 5.2 Recommends teaching techniques to accommodate the needs of individual students.

E. Teacher-Counsellor (Elementary) Summative Evaluation Report

1. SCHOLASTIC/EDUCATION COUNSELLING

- 1.1 The counsellor provides activities which help students become more aware of their own interests, abilities, values and goals.
- 1.2 The counsellor, in collaboration with other staff, helps students develop effective study habits and work skills.
Suggested Indicators:
 - 1.2.1 communicates to individual student's methods of good homework management.
 - 1.2.2 helps students develop co-operative relationships with teachers.
 - 1.2.3 consults with parents on matters of home study.
 - 1.2.4 assists students to examine educational goals and revise them as necessary.
- 1.3 The counsellor helps individuals and groups of new students adjust to the new school setting.
Suggested Indicators:
 - 1.3.1 provides orientation for incoming students.
 - 1.3.2 disseminates information about items such as school functions, activities and expectations.
 - 1.3.3 provides for "buddy" students to help orient new students.

2. PERSONAL/SOCIAL COUNSELLING

- 2.1 The counsellor provides a trusting, understanding environment where students can discuss personal issues.
Suggested Indicators:
 - 2.1.1 provides regular orientation to counselling services.
 - 2.1.2 helps students understand the limitations of the counselling prog.
 - 2.1.3 makes students aware of limits of confidentiality.
 - 2.1.4 meets and assists students in a calm and confiding manner.
 - 2.1.5 utilizes active listening skills.
 - 2.1.6 helps students with planning, programs and decision-making.
 - 2.1.7 represents the interests of students by voicing their needs to administration, teachers and parents.
- 2.2 Helps students explore their own feelings, beliefs and values and the concomitant effects upon their decisions, behaviour and relationships.
Suggested Indicators:
 - 2.2.1 helps students understand how their behaviour causes others to behave in particular ways.
 - 2.2.2 helps students understand how their behaviour is related to their own beliefs and values.
 - 2.2.3 attempts to help students understand that others may have different value systems.
- 2.3 The counsellor helps students understand, appreciate and practice effective communication skills.
Suggested Indicators:
 - 2.3.1 models effective communication behaviour.
 - 2.3.2 helps students effectively deal with conflict between themselves and their peers, teachers and parents.
 - 2.3.3 conducts group counselling sessions in specific interpersonal skills such as assertiveness training, social skills and active listening.
- 2.4 The counsellor recognizes the characteristics of students at risk or in crisis and offers preventive and intervention services.

3. GUIDANCE COUNSELLING

- 3.1 The counsellor provides resources to parents and training to staff members who will teach components of programs that address current issues of importance to students (substance abuse, child abuse, loss, loneliness, self-esteem and other components of the "Learning for Living" program).

Suggested Indicators:

- 3.1.1 provides in service activities for teachers.
 - 3.1.2 provides necessary materials for teachers.
 - 3.1.3 arranges for guest speakers.
 - 3.1.4 acts as the co-ordinator for the guidance program.
 - 3.1.5 acts as the co-ordinator for the peer-counselling program.
- 3.2 The counsellor helps students to develop competencies in interpersonal relationships.

Suggested Indicators:

- 3.2.1 helps students develop healthy attitudes towards the ways people relate to each other.
- 3.2.2 promotes effective communication between students, their parents and their teachers which lead to positive attitudes of trust and responsibility.

4. CONSULTATION

- 4.1 The counsellor consults with the administration regarding appropriate educational and social programs to meet student needs.

Suggested Indicators:

- 4.1.1 accumulates data through assessments and contact with students, teachers and parents.
 - 4.1.2 helps to develop programs to meet student needs (e.g. social skills program) in consultation with school, district and community resource personnel.
 - 4.1.3 functions as an active member of the "School-Based Team".
- 4.2 The counsellor consults with teachers and parents of students requiring special services such as L.A., E.S.L., S.L.D., I.E.P. or severe behaviour classes.

Suggested Indicators:

- 4.2.1 suggests to teacher's value of referring students for help.
 - 4.2.2 supports referrals through contact with parents.
- 4.3 The counsellor consults with district and community resource personnel and makes referrals as appropriate.

Suggested Indicators:

- 4.3.1 suggests to teacher's value of referring students for help.
 - 4.3.2 supports referrals through contact with parents.
 - 4.3.3 monitors progress of student over time.
 - 4.3.4 helps students and their parents access community resources.
- 4.4 The counsellor facilitates collaboration among schools and community agencies.

Suggested Indicators:

- 4.4.1 contacts other schools to acquire information on specific students where applicable.
 - 4.4.2 provides input to schools as to appropriateness of student placements and/or services.
 - 4.4.3 facilitates inter-agency contacts.
- 4.5 The counsellor consults with parents, teachers and administrators in order to clarify student needs.

Suggested Indicators:

- 4.5.1 helps parents establish realistic expectations of their children.
- 4.5.2 shares appropriate information with administrators and teachers regarding specific students while respecting the need for confidentiality.
- 4.5.3 arranges meetings with appropriate people to discuss matters concerning specific students.
- 4.5.4 assists teachers with classroom management and alternative strategies for students with behaviour problems.
- 4.6 The counsellor refers to outside agencies when beyond the scope of the school counselling program.
Suggested Indicators:
 - 4.6.1 abuse cases are referred to Social Services following appropriate procedures. Counsellor is aware of the district's policy regarding such referrals.
 - 4.6.2 makes recommendations to parents for outside counselling.
 - 4.6.3 refers to district assessment team.

F. Teacher-Counsellor (Secondary) Summative Evaluation Report

1. SCHOLASTIC/EDUCATION COUNSELLING

- 1.1 The counsellor helps students choose appropriate programs and courses.
Suggested Indicators:
 - 1.1.1 provides students with information regarding procedures to follow and services available to help them select programs and courses.
 - 1.1.2 clarifies course descriptions for students and explains programs offered.
 - 1.1.3 relates course and program offerings to student abilities and interests.
 - 1.1.4 provides activities which help students become more aware of their own interests, abilities, values and goals.
- 1.2 The counsellor helps students develop effective study habits and work skills.
Suggested Indicators:
 - 1.2.1 communicates to individual students methods of good homework management.
 - 1.2.2 provides group counselling to discuss study problems.
 - 1.2.3 helps students develop co-operative relationships with teachers.
 - 1.2.4 consults with parents on matters of home study.
 - 1.2.5 assists students to examine educational goals and revise them as necessary.
- 1.3 The counsellor identifies students in need of help.
Suggested Indicators:
 - 1.3.1 peruses report cards to identify students in need.
 - 1.3.2 collates information gathered from teachers and parents.
 - 1.3.3 makes referrals where necessary to Learning Assistance program.
 - 1.3.4 counsels students to avail themselves of Learning Assistance.
- 1.4 The counsellor helps individuals and groups of new students adjust to the new school setting.
Suggested Indicators:
 - 1.4.1 provides orientation for incoming students.
 - 1.4.2 disseminates information about items such as school functions, activities and expectations.
 - 1.4.3 provides for "buddy" students to help orient new students.

2. PERSONAL/SOCIAL COUNSELLING

2.1 The counsellor provides a trusting, understanding environment where students can discuss personal issues.

Suggested Indicators:

2.1.1 provides regular orientation to counselling services.

2.1.2 helps students understand the limitations of the counselling programs.

2.1.3 makes students aware of limits of confidentiality.

2.1.4 meets and assists students in a calm and confiding manner.

2.1.5 utilizes active listening skills.

2.1.6 helps students with planning, programs and decision-making.

2.1.7 represents the interests of students by voicing their needs to administration, teachers and parents.

2.2 Helps students explore their own feelings, beliefs and values and the concomitant effects upon their decisions, behaviour and relationships.

Suggested Indicators:

2.2.1 helps students understand how their behaviour causes others to behave in particular ways.

2.2.2 helps students understand how their behaviour is related to their own beliefs and values.

2.2.3 attempts to help students understand that others may have different value systems.

2.3 The counsellor helps students understand, appreciate and practice effective communication skills.

Suggested Indicators:

2.3.1 models effective communication behaviour.

2.3.2 helps students effectively deal with conflict between themselves and their peers, teachers and parents.

2.3.3 conducts group counselling sessions in specific interpersonal skills such as assertiveness training, social skills and active listening.

3. CAREER COUNSELLING

3.1 The counsellor helps students to explore the relationships among personal goals, aptitudes, interests, achievement and career plans.

Suggested Indicators:

3.1.1 administers the "Choices" program.

3.1.2 maintains career information library of current information on aspects of career education.

3.1.3 organizes tours to appropriate post-secondary training institutions and/or arranges for guest speakers.

3.1.4 liaises with post-secondary institutions such as universities and colleges.

3.2 The counsellor refers students to sources of information and testing regarding specific careers.

Suggested Indicators:

3.2.1 maintains a directory of outside resources.

3.3 The counsellor helps students to realize the importance of appropriate course selection in preparation for particular careers.

Suggested Indicators:

3.3.1 relates to students the educational requirements of specific careers.

3.3.2 helps students determine which institutions offer needed programs.

4. GUIDANCE COUNSELLING

- 4.1 The counsellor provides resources and training to staff members who will teach components of programs that address current issues of importance to students (substance abuse, child abuse, loss, loneliness, self-esteem and other components of the "Learning for Living" program).

Suggested Indicators:

- 4.1.1 provides in service activities for teachers.
 - 4.1.2 provides necessary materials for teachers.
 - 4.1.3 arranges for guest speakers.
 - 4.1.4 acts as the co-ordinator for the guidance program.
- 4.2 The counsellor organizes and maintains a self-help information resource centre.
- 4.3 The counsellor helps students to develop competencies in interpersonal relationships.

Suggested Indicators:

- 4.3.1 helps students develop healthy attitudes towards the ways people relate to each other.
- 4.3.2 promotes effective communication between students, their parents and their teachers which lead to positive attitudes of trust and responsibility.

5. CONSULTATION

- 5.1 The counsellor consults with the administration regarding appropriate educational and social programs to meet student needs.

Suggested Indicators:

- 5.1.1 accumulates appropriate statistics through needs assessments and contact with students, teachers and parents.
- 5.1.2 helps to develop programs to meet student needs (e.g. social skills program) in consultation with school, district and community resource personnel.
- 5.1.3 functions as an active member of the "School-Based Team".

- 5.2 The counsellor consults with teachers and parents of students requiring special services such as learning assistance, E.S.L. or behaviour classes.

Suggested Indicators:

- 5.2.1 suggests to teachers value of referring students for help.
 - 5.2.2 supports referrals through contact with parents.
- 5.3 The counsellor consults with district and community resource personnel and makes referrals as appropriate.

Suggested Indicators:

- 5.3.1 is aware of district and community resources available to students and their families.
- 5.3.2 makes appropriate following established procedures.
- 5.3.3 monitors progress of student over time.
- 5.3.4 helps students and their parents access community resources.

- 5.4 The counsellor facilitates collaboration among schools and community agencies.

Suggested Indicators:

- 5.4.1 contacts "feeder" schools to acquire information on specific students.
- 5.4.2 provides feedback to "feeder" schools as to appropriateness of their recommendations.
- 5.4.3 facilitates inter-agency contacts.

- 5.5 The counsellor consults with parents, teachers and administrators in order to clarify student needs.

Suggested Indicators:

- 5.5.1 helps parents establish realistic expectations of their children.

- 5.5.2 shares appropriate information with administrators and teachers regarding specific students while respecting the need for confidentiality.
- 5.5.3 arranges meetings with appropriate people to discuss matters concerning specific students.
- 5.6 The counsellor refers to outside agencies when beyond the scope of the school counselling program.
 - Suggested Indicators:*
 - 5.6.1 refers abuse cases to Ministry of Social Services following appropriate procedures. Counsellor is aware of the district's policy regarding such referrals.
 - 5.6.2 makes recommendations to parents for outside counselling.
 - 5.6.3 refers to district assessment team.

IV THE FORMAT OF THE REPORT

~~In School District No. 62 (Sooke), reports on teachers written by those Administrative Officers authorized to write them can be of two types:~~

- ~~4.1 Full formal reports written using the headings and the guidelines provided in the form entitled "Evaluation Report on the Work of Teachers." Such reports must be used in the following circumstances:

 - a) for teachers in their first year of teaching in the district
 - b) for teachers whose competency is in question
 - c) for teachers who request a full report~~

~~In the case of Specialist teaching positions, such as teacher librarians, counsellors or learning assistance teachers, where no pre-formatted report form exists, reports shall be anecdotal in format and follow the headings and guidelines provided in the District Policy Manual's Evaluation Guidelines for that position:~~

- ~~4.2 Confirmatory Reports that follow the format of the District form entitled "Confirmatory Report on the Work of Teachers" may be used when the evaluator and teacher agree to use the form and when a full report has previously been written on the work of the teacher by a school-district evaluator.~~

~~Reports are submitted as follows:~~

- ~~- Original copy to the Superintendent of Schools~~
- ~~- One copy to the teacher~~
- ~~- One copy to the evaluator~~
- ~~- One copy to the College of Teachers on request~~

~~Performance Ratings in evaluation reports on the work of teachers shall include only the following categories:~~

- ~~• Satisfactory — Meets standards~~
- ~~• Unsatisfactory — Fails to meet standards~~

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

SCHOOL BOARD POLICY

Belief Statements

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

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

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

Inclusive and responsive education systems recognize the value of diversity and provide equity of access, opportunity and achievement for each learner.

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

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

ADMINISTRATIVE REGULATIONS

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

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

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

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

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

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

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

C. ~~_____~~ School-Based Team

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

• **Extended Assessment**

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

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

The district ensures that:

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

D. ~~_____~~ Referral Process for Identifying Special Needs Children

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

C. **Student Support**

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

D. Parent/Guardian Engagement

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

E. Assessment of Special Needs Children

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

F. Reporting to Parents/Guardians

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

G. Parental Conference

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

Services to Students With Special Needs

H. Placement of Special Needs Children

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

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

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

I. Appeal Process — C-350 is a separate policy addressing appeals

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

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

— By the full Board of School Trustees.

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

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

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

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

References:

Board Policy:

Policy F-222 – Management of School District Property

F-300 – Use of School Facilities

School Act:

Section 85.1 - Policies respecting child care programs

Section 85.2 - Boards may provide child care programs

Section 85.3 - Child care programs provided by others

Section 85.4 – Use of Board property for child care programs

1. Definitions:

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

2. Procedures:

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

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

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

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

DRAFT



SD62 Transitioning to Competency Based Inclusive Education Plans



Janine Brooks and Linda Lamers

June 1, 2021

Why CBIEPs? Why now?

The Journey to Competency Based IEPs – Collaboration,
Training and Resources

Aligning with the new school curriculum



In the fall of 2016, the Ministry of Education mandated a new concept-based competency-driven curriculum for grades K-9. A new secondary curriculum followed.

While classroom teachers began to work with the curriculum, a group of Inclusion Support Teachers from several districts began to look at the IEP. They recognized this was an opportunity to align IEPs with the new framework in a meaningful way. This initiative was supported by the Ministry of Education.



This new curriculum framework offers many features

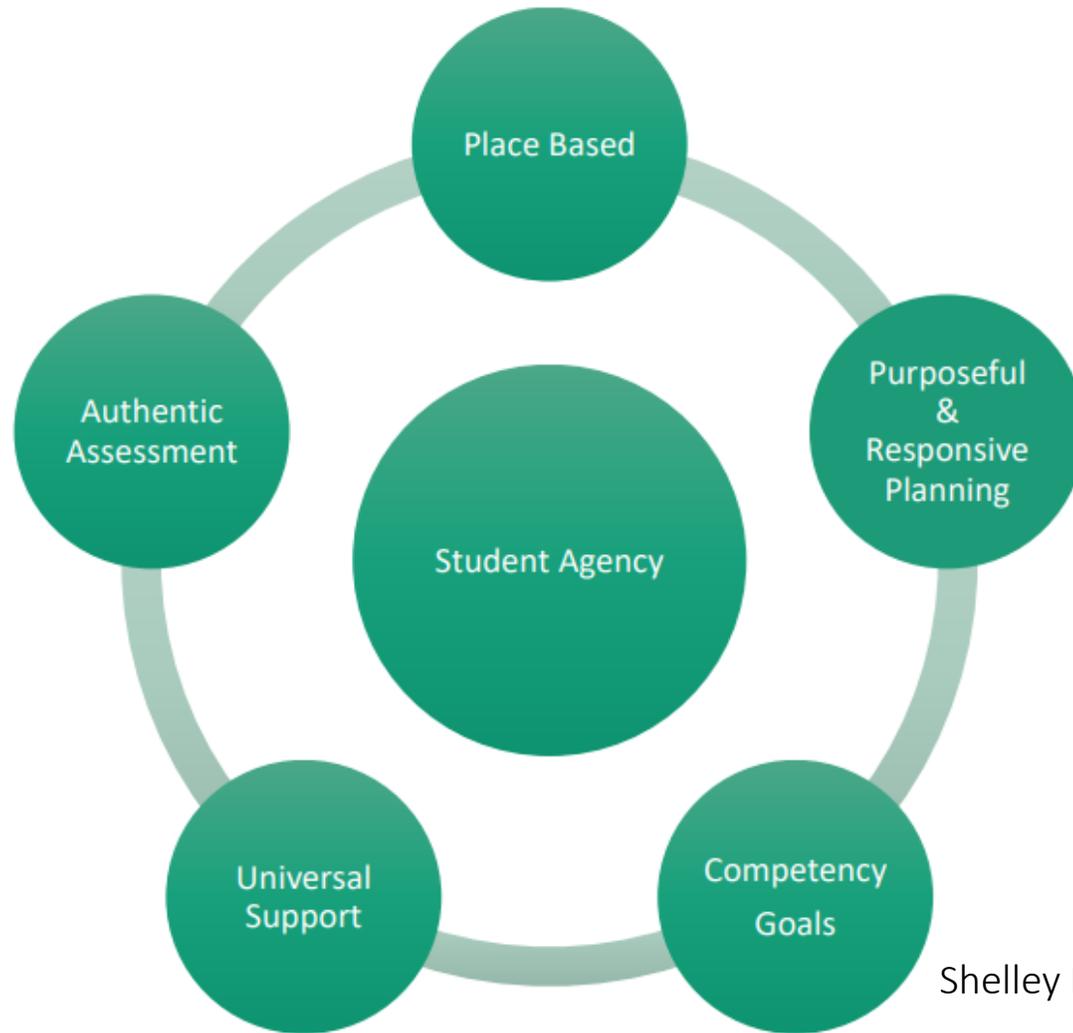
- It focuses on the student demonstrating their mastery of skills, knowledge and abilities in different areas.
- It starts with the goals in mind rather than the activity.
- It enables students to demonstrate learning in different ways and
- It supports communication among students, teachers and parents.



What do we wish IEPs could do?

- Centres the voice of the students, families & caregivers
- Aligns goals to a common curriculum, working alongside peers
- Shifts to focus goals from should to could
- Includes curricular & learning goals – not just behavioural or functional
- Designs accommodations that can connect to everyone in the community (Universal Design for Learning)
- Is a planning document that could be a blueprint for an entire classroom community
- Focuses on more current & evolving “life skills”
- Highlights student and classroom centered evidence and assessment
- Aligns IEPs to a common evaluation process and schedule

Guiding Principles of a Renewed and Inclusive Curriculum AND of a Renewed and Inclusive IEP



Shelley Moore 2020





The Joint Education Change Committee (JECC) – Article F.1

- Consisted of 5 STA and 5 Board Representatives
- Met for 10 hours over 5 meeting times as well as co-chair follow up and collaboration
- Established a transition timeline with training and resources that will be available

Transition Timeline to CBIEPs

2020-2021

Surveyed ISTs

Consulted with Marvella Preston-Bain from Ministry of Education, neighbouring districts and STA

Inquiry at Elementary, Middle and Secondary

(10 schools, 16+ Inclusion Support Teachers alongside Inclusion Coaches)

Early Access to CBIEP on MyEd

2021-2022

Newly designated students supported through new template

Elementary: Prioritize a grade

Middle: Prioritize grade 6

Secondary: Prioritize grade 9

Soft Launch - Every case manager expected to create a CBIEP

Assess progress in preparation for next year

2022-2023 and 2023-2024

Ongoing support and mentorship

Assess progress in preparation for next year

Training and Supports

Initial:

CBIEP folder established on Teams with user-friendly files and videos that allow ISTs flexible access to multiple resources including a Getting Started tip sheet, how tos and examples

Work alongside Curriculum to share ideas and learning opportunities so ISTs and Classroom Teachers are learning together (i.e. ISTs and Inclusion Coaches attending sessions on competency-based learning with classroom teachers)

IES Department continues to support schools in messaging with families regarding the CBIEP plan

Opportunity to walk through recorded CBIEP topics so they can be viewed again and again

Access to CBIEPs in MyEdBC with current IEP template still accessible (hybrid model)



Ongoing:

Direct support from Inclusion Coaches

Direct support from Mentors

Dedicated time during monthly IST Network Meetings for collaboration and drafting IEPs

Release time for learning up to 2 days

Help with logistics in MyEdBC

Direct support through Teams video chat that could include recurring weekly Teams support sessions

A 'champion' (go-to person) within each family of schools and ultimately at every school site

Side-by-side support (i.e. Inclusion Coach, Mentor, school champion or fellow IST)

Supporting reference material (i.e. learning videos and templates) in central location

CBIEP support-specific email address

Acknowledgments

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Suzanne Czernick and Kathy Qumsieh

Inclusion Coaches - Sharon Schwartz, David Gage, Jen Poole, Kristin Wiens

Inquiry group ISTs and their school teams and all ISTs and classroom teachers as they continue on their competency based learning journey

JECC members – Benula Bunjun, Rita Zeni, Emily Melville, Charlotte Friend, Darrell Doerksen, Ruth McDonald, Donna Sagodi, Vanessa White, Dave Strange, Janine Brooks, Linda Lamers

Questions?

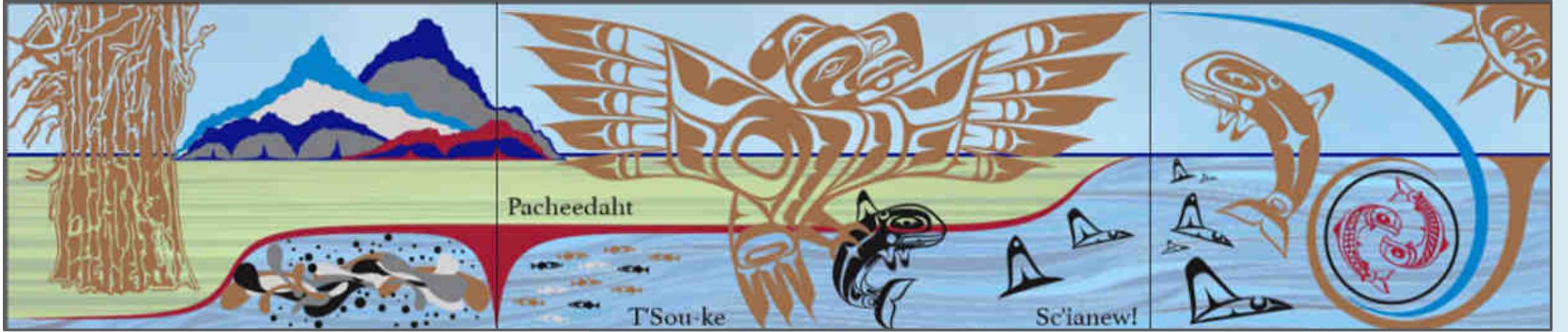




*Curriculum
Transformation
Initiatives*

2020 - 2021

EDUCATIONAL
POLICY BOARD
MEETING
JUNE 1, 2021



'Harmonious' Territory Acknowledgement by Artist Connie Watts

Curriculum Transformation Team



Denise Wehner
District Principal



Lisa Marshall
Coordinator



Kara McPherson
Coordinator



Cheryl Ring
Coordinator



Bree Seal
DRC Clerk



Alexis McKean
Coordinator



Stephanie Cave
Coordinator



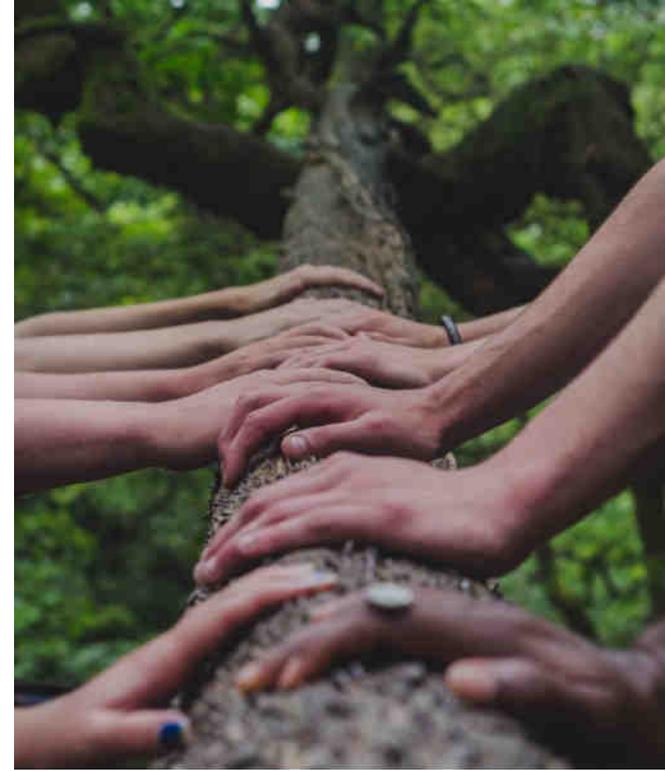
Shelby Pollitt
Coordinator



Kristy Caldwell
Curriculum Secretary

Forging New Paths

Our team has gathered, woven connections and grown through an unprecedented year, and we are delighted to highlight our accomplishments.



Professional Learning Inquiry Grants

How do we plan, teach and assess in meaningful ways that promote growth for all learners?

~Growing Together~



British Columbia
Early Learning Framework

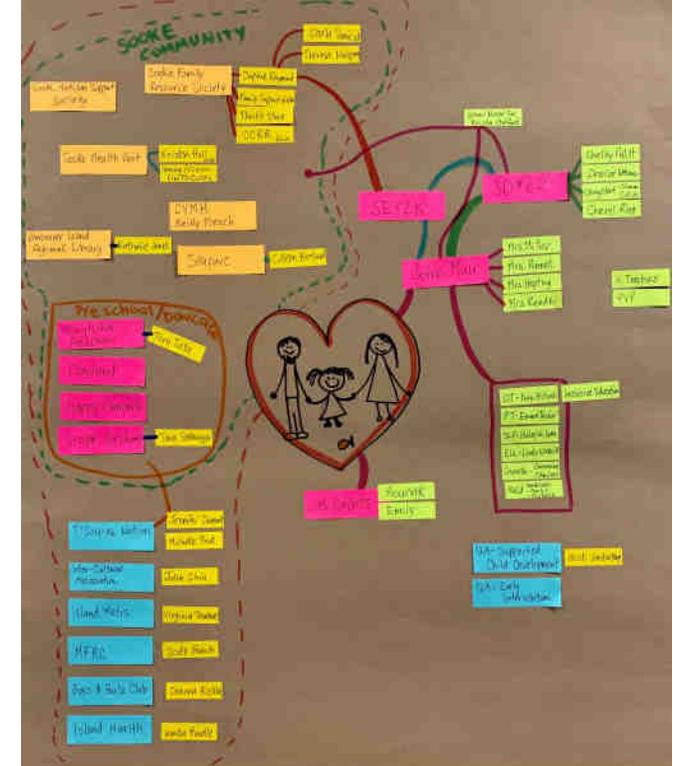


Early Learning Framework

"keeping the dynamics of visions, values and practice in continual motion" (Pelo and Carter, 2018)

Strengthening Early Years Transition to Kindergarten

THROUGH A LENS OF
COMPASSIONATE
SYSTEMS LEADERSHIP



Kindergarten & Early Childhood Educator Partnerships

Relationships

Partnership

- Early learning co-researchers in the classroom
- Connection and collaboration deepen over time (history & familiarity)
- Ongoing, meaningful and collaborative professional learning

Classroom

- Students benefit from having two safe, consistent, responsive educators with unique expertise & backgrounds in the classroom
- Small group activities for special helper & peers
- When an educator is away, the classroom maintains a familiar face and sense of consistency

Family/School/Community

- More consistent classroom extensions are possible → outside or in other learning environments (i.e. community)

Communication

Partnership

- Open dialogue with informal check-ins throughout the day
- Discussions about philosophies and reflections on practice
- Could use communication book → documentation of daily notes

Classroom

- Team bookends → both greet in the morning and say goodbye at the end of the day
- Pedagogy of Listening → opportunity to attend to what children bring that may never have been heard before

Family/School/Community

- Class newsletter or online portfolio applications
- Pedagogical Narration → meaningful observations and insight on student learning
- Presented as a team on all school & parent correspondence

Planning

- Purposeful → considering role for both educators throughout daily activities, incorporating their respective qualifications, pedagogical passions, and experience
- More intentional in our pedagogical choices and reflective of Indigenous perspectives, knowledge, and understandings → co-educators with the land
 - Additional opportunities to supplement the focus or extend the learning within a theme (i.e. sensory bins, loose parts play)
 - Rich collection of early learning resources and ideas can be shared within the community of practice and with other educators at the school
 - Shared planning time during prep

Program Delivery

- Co-leading → both educators support student learning in all areas
- Further emphasis on supporting social & emotional well-being throughout the day
- Opportunity to respond to student needs as they arise
- Added flexibility for changes to routine or day plan
 - Engaging and developmentally appropriate activities can be provided during wait times and/or transition times
 - Increased opportunities for off-campus activities



SOOKE
SCHOOLS 62
Shaping Tomorrow Today

We gratefully acknowledge the contributions from our Early Learning colleagues at the University of Victoria and Camosun College

Welcome To Kindergarten



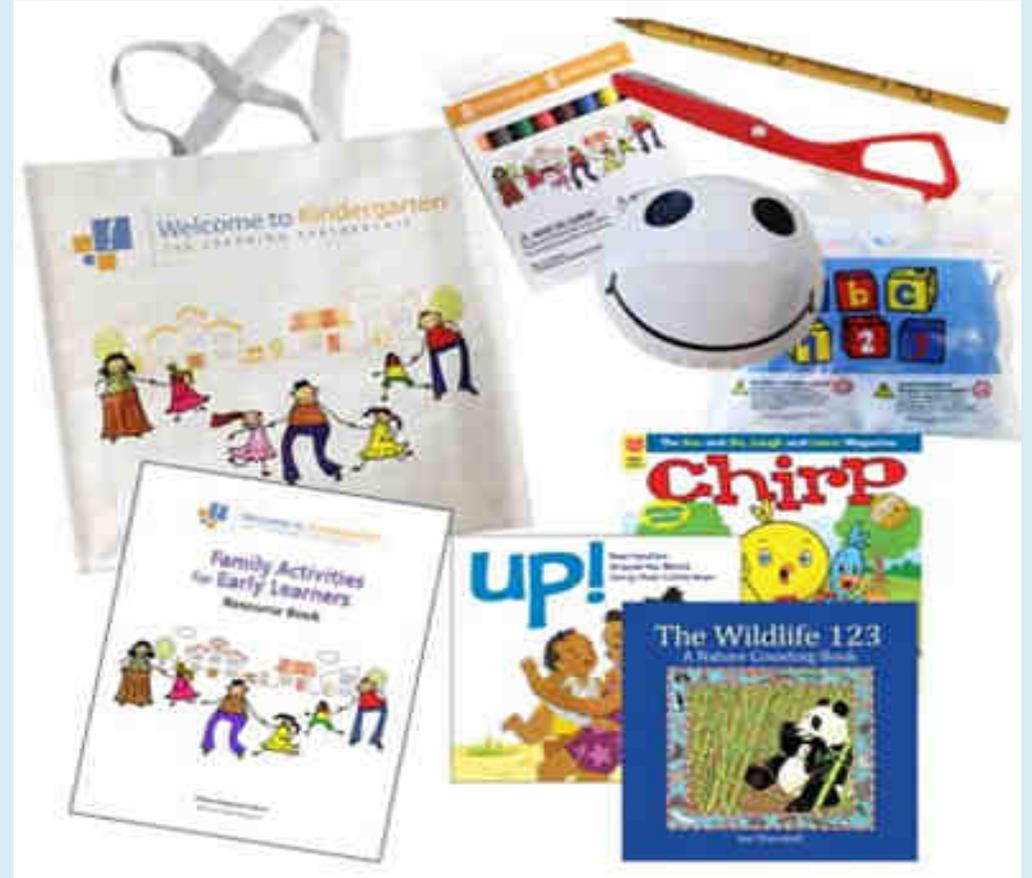
Key Messages

Families are their child's first and best teacher

Family engagement

Celebrate your child's learning

Follow your child's lead as you play and discover together



Ready, **S**et, **L**earn



Welcome to Kindergarten

THE EARLY YEARS LEARNING CENTER

- Consistency and equity- all schools and students have equal access
- Upholds values and beliefs in SD#62 Strategic Plan
- Supports teacher wellness



A Time of Transitions... CSL K - 12

Moving From Letter Grades/Scales

B C_x A

Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
-----------------------------	---------------------------------------	--------------------------	----------------------

Proficiency Scale Descriptors

Proficiency Scale	→			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Moving From Status Quo



Implementation of Reporting Pilot Guidelines



Moving From Content-Focused

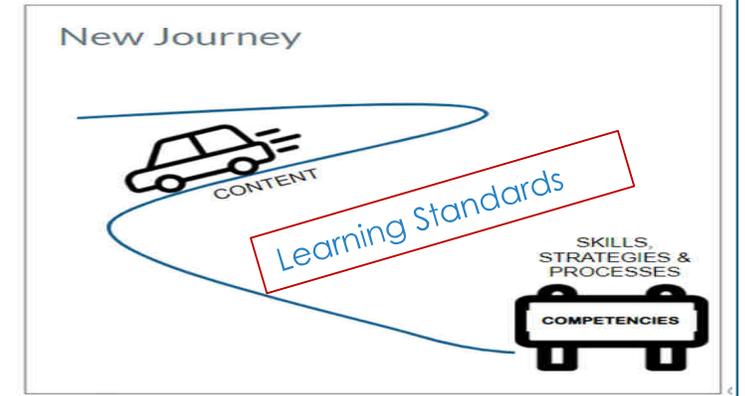
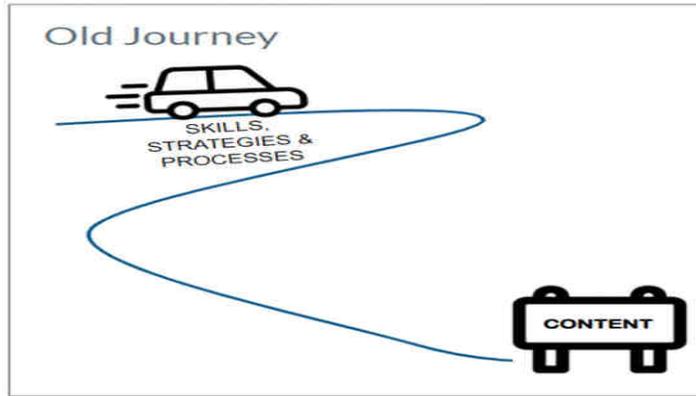


Curricular Competency-Based Assessment and Reporting



Facilitating Instructional Change Through Curricular Competencies - Secondary/Middle

Teaching



Assessing



- How do we instruct and formatively assess with a curricular competency focus?
- How do we align assessments purposefully and authentically with student tasks?

Reporting

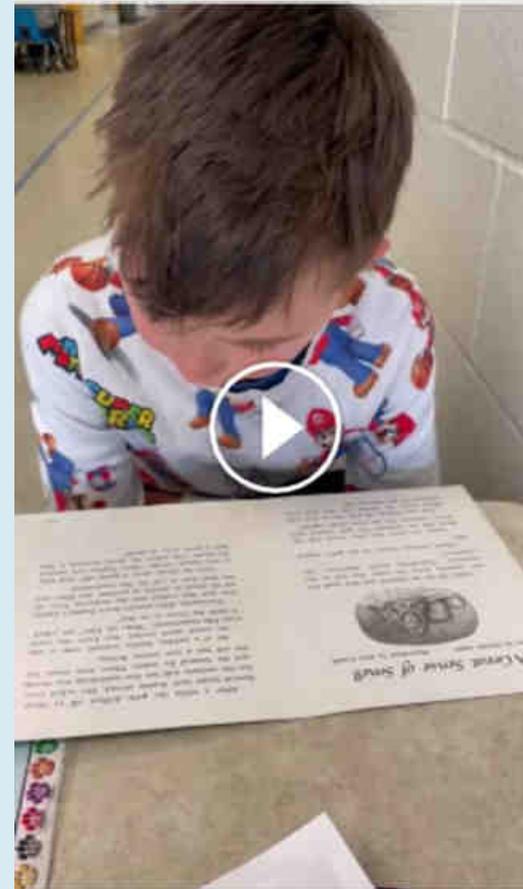


- Assessing performance tasks and other authentic assessment methods
- Tracking and reporting



FreshGrade

A digital portfolio tool that makes learning visible for teachers, students, and parents.



Term 2 Reading [Less](#)

ACTIVITY

English Language Arts

C1 | Comprehend and connect (reading, listening, viewing) | Read fluently at grade level

DOCUMENTATION

Proficient

DOCUMENTATION

Proficient

Logan demonstrates a proficient level in reading for this time of the year in grade three.

When asked about comprehension strategies, Logan said he, "looks at the words one more time," and that he likes "visualizing because I can make pictures in my mind and then I can understand the story better."

I asked Logan if he liked reading and he replied, "Yes! I really do because it's so relaxing." He said he likes to read the Guinness Book of World Records and Mr. Wolf's Class. In class, Logan has also been reading books such as the I Survived...series, Hardy Boys, Amulet, The Witches, Who Would Win, and Choose your own Ending.

A goal for Logan in term 3 is to continue to apply comprehension strategies to make meaning of text, as well as explore new genres of text (ex: biography, fantasy, poetry, etc.) he may not have read before.



MyEducationBC

MyEdBC K-5

Student Summary of Progress

Establish the use of a standard reporting tool for student summative reports for grades K – 5.

Video Tutorial



This tutorial demonstrates how to create a Summary of Progress report in MyEdBC for K-5 and Middle School.

- [Print Instructions for Teachers](#)
- [Summary of Progress Work Flow Timeline for Teachers - June 2021](#)
- [Frequently Asked Questions](#)

Additional Documents for Schools

- [Parent Portal Handbook](#)

Summary of Progress 2021 Memos

- [Summary of Progress K-5](#)
- [Summary of Progress Middle School](#)

I Am Peace BY PETER H. REYNOLDS

"When we learn to be in the here and now, we understand ourselves better, we see beauty, and we act with kindness, compassion, and empathy." - Author's Note

Guided Story: Teachers use the series of story markers to create a story path on the school grounds. Students move along the path, engaging in discussions and activities as the story progresses. Teachers have the option of sharing illustrative each section of text, and adapting/supplementing activities depending on environmental factors and student grade level.

Curricular Connections:



✓ Students engage in conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives



✓ Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning



✓ Students take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions
 ✓ Students recognize the factors that affect their holistic wellness and take increasing responsibility for caring for themselves. They keep themselves healthy and stay active, manage stress, and express a sense of personal well-being
 ✓ Students recognize their personal responsibility for their happiness and have strategies that help them find peace in challenging situations

Pre-reading • Discuss: What is peace? What does peace feel like? Sound like? Look like? Why is peace important?



Pages 1 - 5

"There are times when..."

• Discuss: Sometimes we feel worried about what might happen, and these feelings are normal. What does it feel like in our bodies when we are worried?
 Transition: **Students get "carried away", floating or soaring' story marker. (Or, for intermediate students, "How can you float or soar as lightly as possible to the next story marker?")**

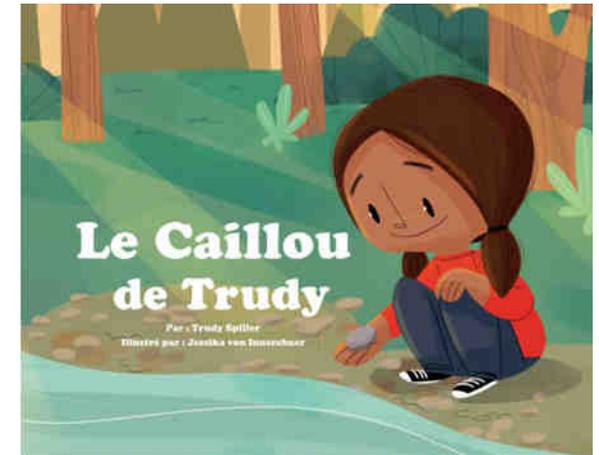
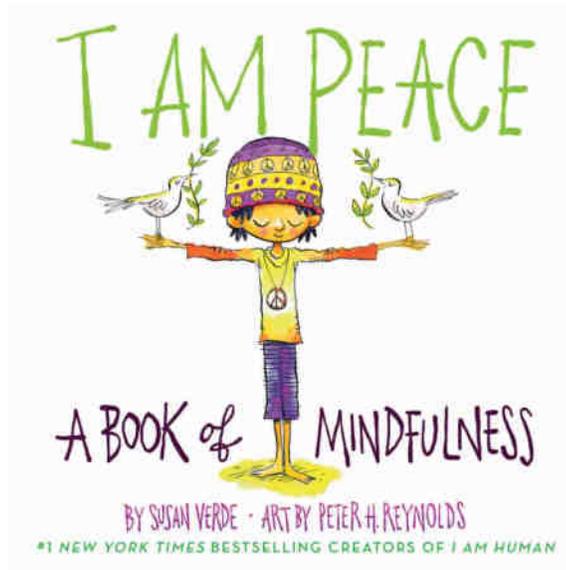


Pages 6 - 8

"I give myself a moment..."

• Discuss: What are some other things we can tell ourselves when we are feeling worried or "carried away" in our minds?
 • Purposeful breathing - in through their noses and out through their mouths.

Transition: **Students balance (like a tightrope walker on a curb, etc.) as they move along the path.**

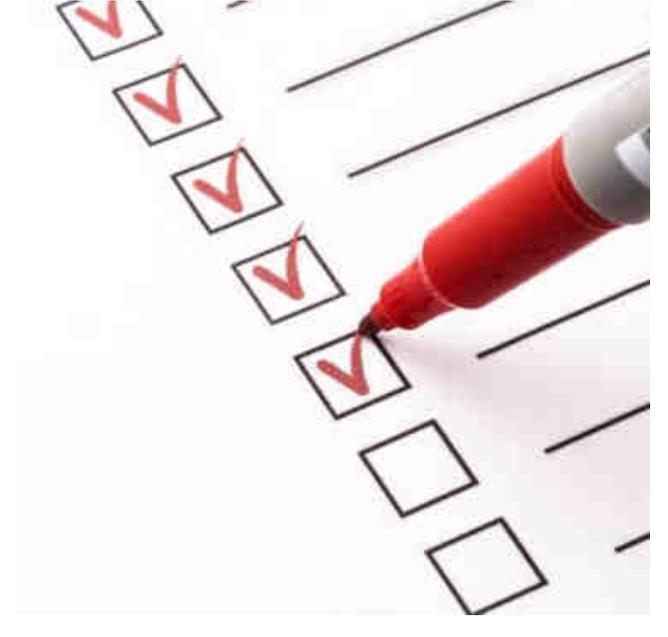
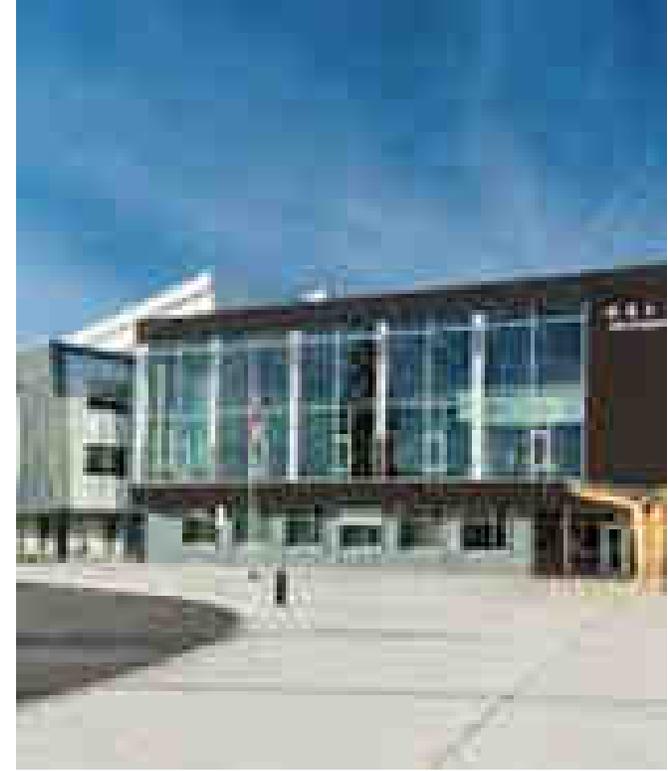


Rotary Club Guided Stories

EXTENDING EQUITABLE AND INCLUSIVE LITERACY LEARNING TO OUR NATURAL ENVIRONMENT

French Immersion

- Royal Bay/Belmont transition
- District wide needs assessment & inventory



DRC Resource Enhancement

Fiction book packs

Nonfiction book packs

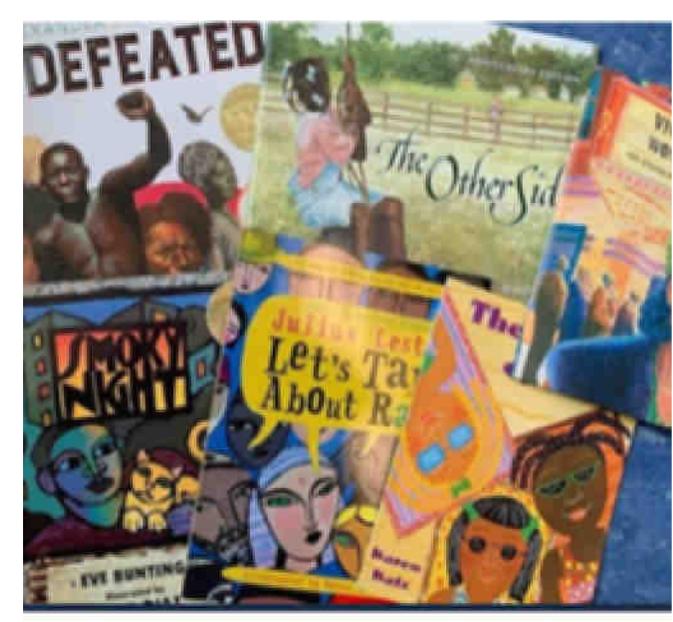
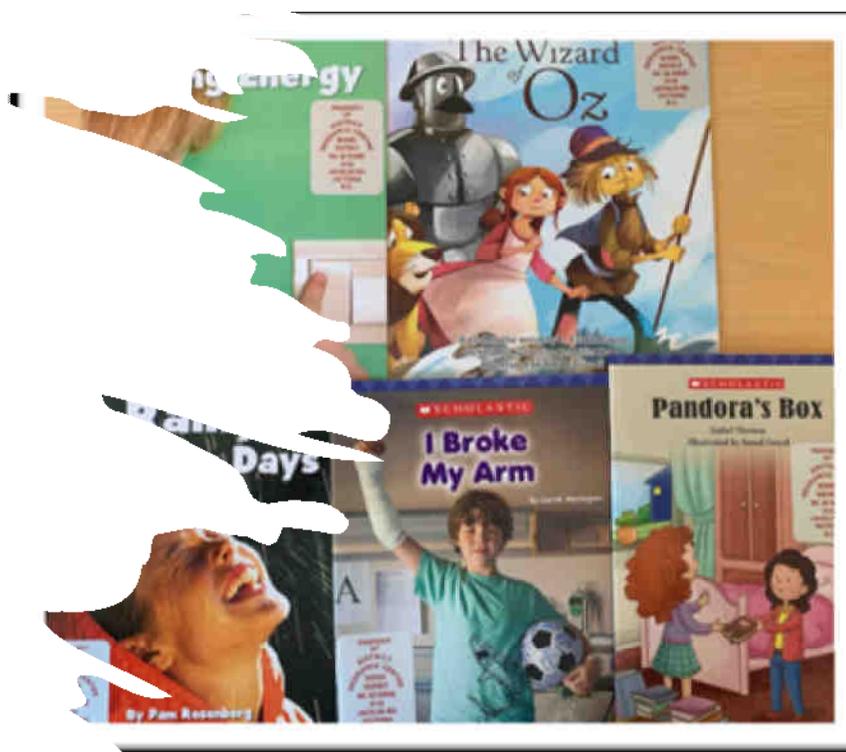
Classroom leveled book sets

Story workshop bins

Wordless picture books

Anti racism books

Developmentally responsive spelling program



IT Mentors

Role:

Support teachers at all levels with the meaningful integration of technology into teaching and learning.

Goal:

Provide teaching staff with the tools, knowledge, and support to develop their own digital literacy competencies in using technology as a tool to support pedagogy and assessment.

Process:

Provide multiple opportunities for teachers to engage in professional learning through a variety of means.

The graphic features three cartoon characters representing the mentors: Joanne Dubé (Elementary), Rob McAllister (Middle), and Nadya Schewczyk (Secondary). They are positioned above a blue banner that reads "IT TEACHER Mentors". To the left of the banner are icons for a gear, a checklist, and a document. To the right is a tablet icon. Below the banner, a calendar icon shows "TUES DAY". Four yellow circles list services: "Training and support in educational technology", "Support in task design to SUPERCHARGE your every day teaching!", "In class support/ modeling/ co-teaching", and "Multimedia learning resources". A blue circle with a Twitter icon and the handle "@SD62Tech2Learn" is next to the text "Connect with us!". At the bottom, a blue bar contains email addresses: "jdube@sd62.bc.ca | rmcallister@sd62.bc.ca | nschewczyk@sd62.bc.ca". The logo for "SOOKE SCHOOLS 62" is in the top left corner.

SOOKE SCHOOLS 62
Shaping Tomorrow Today

JOANNE DUBÉ
[Elementary]

ROB MCALLISTER
[Middle]
@robnmcallister

NADYA SCHEWCZYK
[Secondary]
@ArtNadya

IT TEACHER
Mentors

Every **TUES DAY** we are here for you providing:

- Training and support in educational technology
- Support in task design to **SUPERCHARGE** your every day teaching!
- In class support/ modeling/ co-teaching
- Multimedia learning resources

& more!

Connect with us! @SD62Tech2Learn

jdube@sd62.bc.ca | rmcallister@sd62.bc.ca | nschewczyk@sd62.bc.ca

Layout Design nschewczyk ©2021

Exploring Digital Numeracy

Comprehensive review of 10+ online mathematics supplemental learning platforms

Alignment to District pedagogical, philosophical and conceptual approach

Promoting gradual shift of materials and platforms towards conceptual alignment



Summary



Thank you

Curriculum
Transformation
Team

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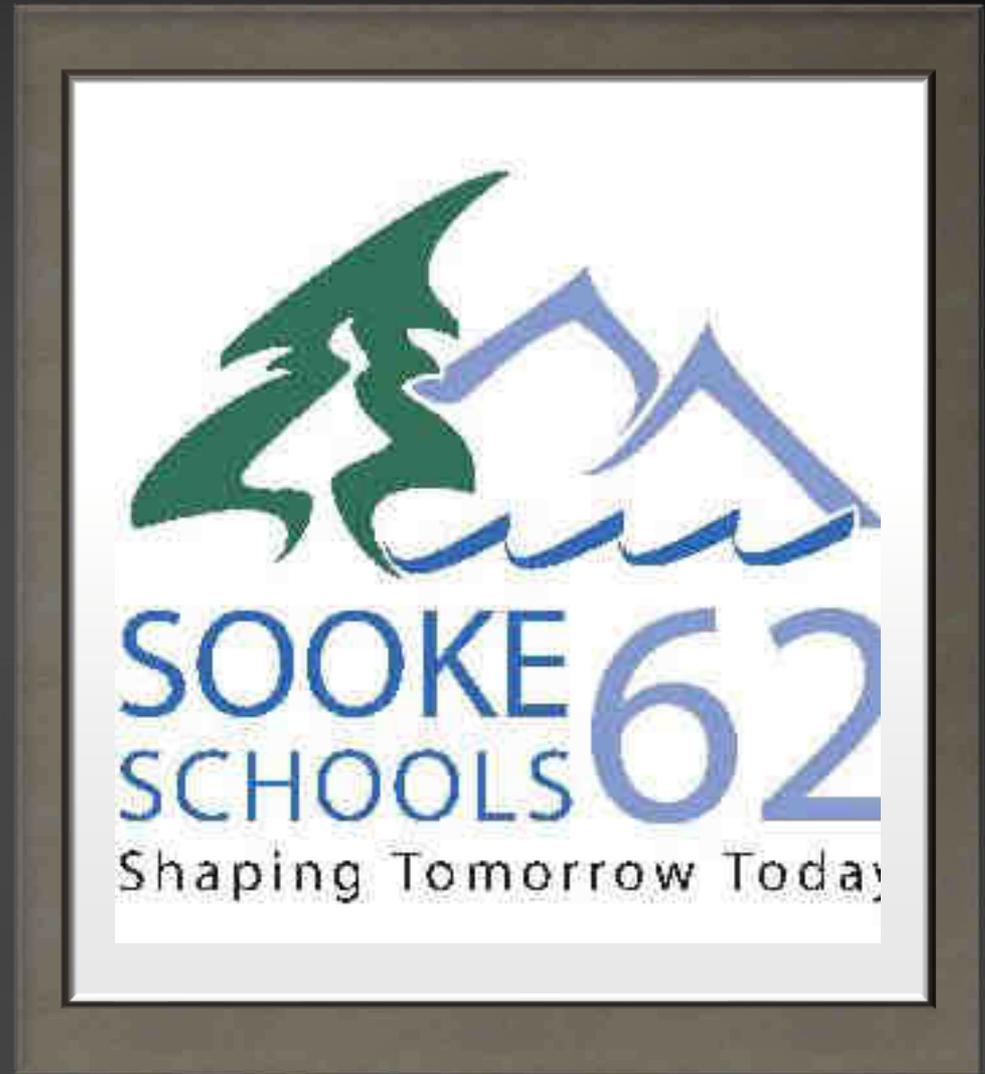


“Octamesters” in Secondary Schools



1 WHERE WE ARE TODAY

- **Octa-mester system was implemented in September 2020**
- **SD#62's response to COVID-19 for Secondary schools: to keep students and staff as safe as possible (reduce contacts)**
- **1 course for 5 weeks (20-22 days) – 8 rotations for the year**
- **Students attend ½ day – either in the AM or PM**
- **The option for students to remain at school full day is available to access additional or necessary supports**





As a learning model, the 1/8th course delivery is a solid response to an emergency situation.

It has some clear advantages:

- 1. High success rate**
- 2. Students experience less stress/anxiety managing a smaller course load, transitions**
- 3. Higher levels of engagement**
- 4. Students can focus on one class at a time- manage time more effectively**
- 5. Lessons can be more in-depth and have more time to explore and complete learning objectives**
- 6. Classroom management improved in Octa model – fewer behavioral disruptions**



As a learning model, the 1/8th course delivery is a solid response to an emergency situation.

The 1/8th model also has some clear disadvantages:

- 1. Compressed timeframe for course completion**
- 2. Compressed timeframe to deliver course content**
- 3. Compressed timeframe can lead to being overwhelmed or apathetic**
- 4. Time between correlating classes. I.e. Math 9 in Octa 1 and Math 10 in Octa 8 the following year**



As a learning model, the 1/8th course delivery is a solid response to an emergency situation.

The Ministry of Education approached the District in February 2021:

- Raised a concern that our Secondary students were not receiving as much face-to-face instructional time as others across the province.
- Asked us to consider moving to a model mid-year that increased the amount of face-to-face instructional time
- The Board considered the request and consulted with Sooke staff and made a decision to maintain the Octa-mester system as it was working and meeting the needs of our students and families during COVID-19
- Ministry made it clear that once we return to “regular” times and in the case of September 2021 with a planned return to Stage 1 – the Octamester as it is currently implemented (1/2 the face-to-face instructional time as per normal) is no longer an option.



Academic Results and Attendance

Attendance at Royal Bay:

Octa 1	91.88%
Octa 2	93.46%
Octa 3	95.07%
Octa 4	92.95%
Octa 5	92.8%
Octa 6	94.9%
Octa 7	96.46%





Academic Results and Attendance

Attendance at EMCS

Octa / % Attendance

1	90%
2	90%
3	91%
4	91%
5	90%
6	87%*
7	89%





Academic Results and Attendance

Attendance at Belmont

Octa / % Attendance

1	90%
2	90%
3	91%
4	91%
5	90%
6	87%*
7	89%

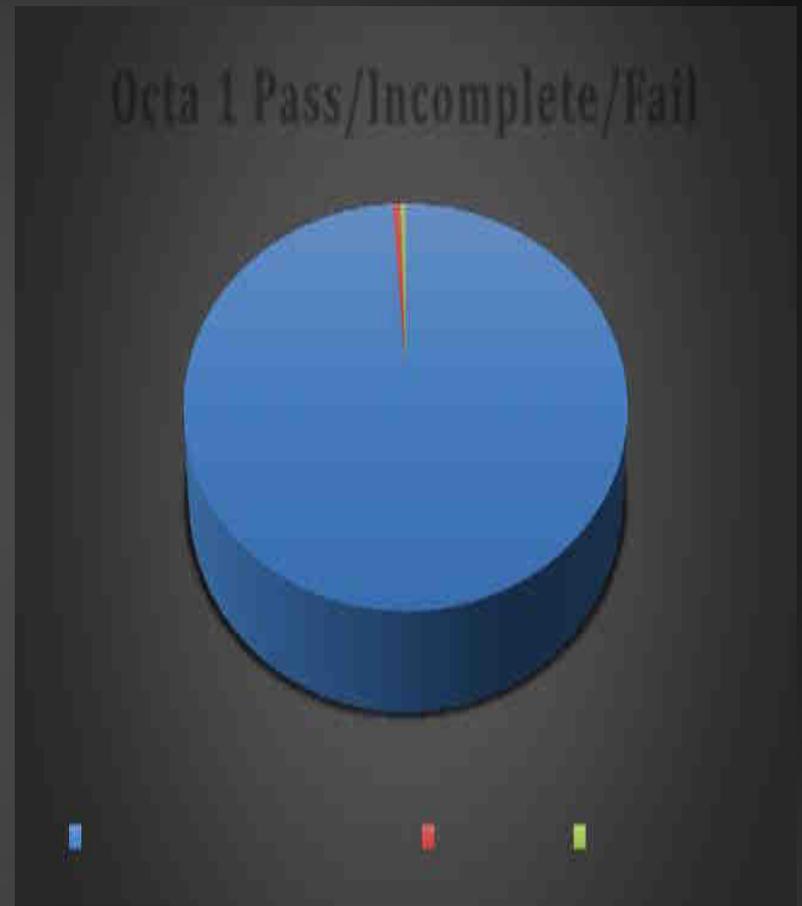




Academic Results and Attendance

Academics at Royal Bay

Total Students	1182
Completed 98.9%	1169
Failures .7%	8
Incompletes .4%	5

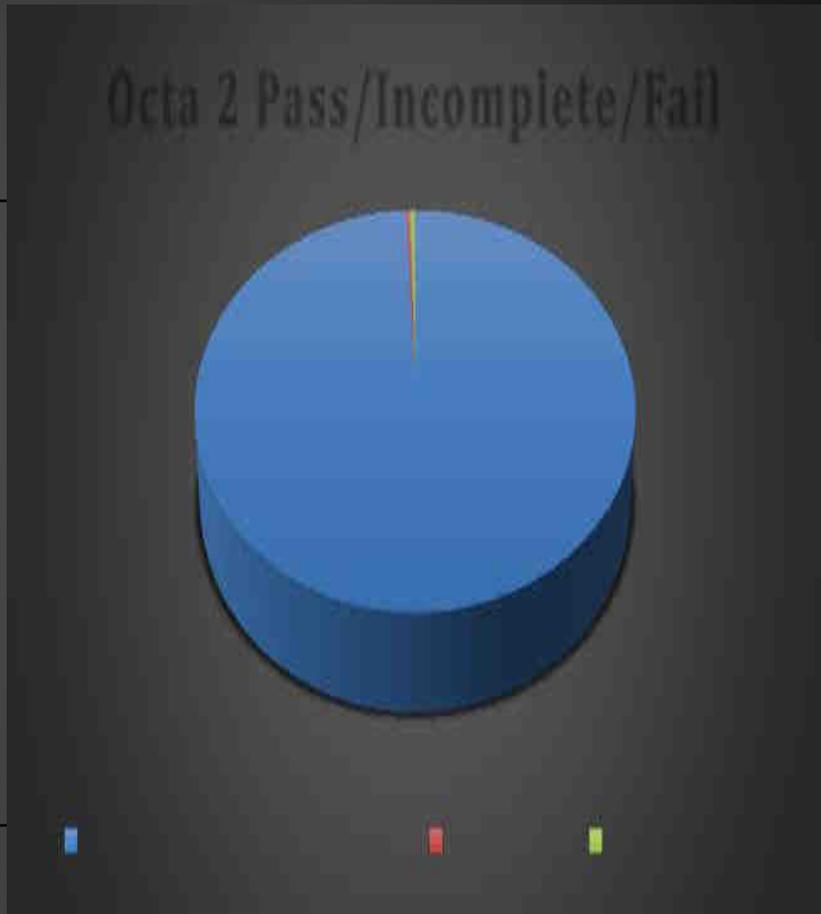




Academic Results and Attendance

Academics at Royal Bay

Total Students	1182
Completed 99.4%	1175
Failures .4%	5
Incompletes .2%	2

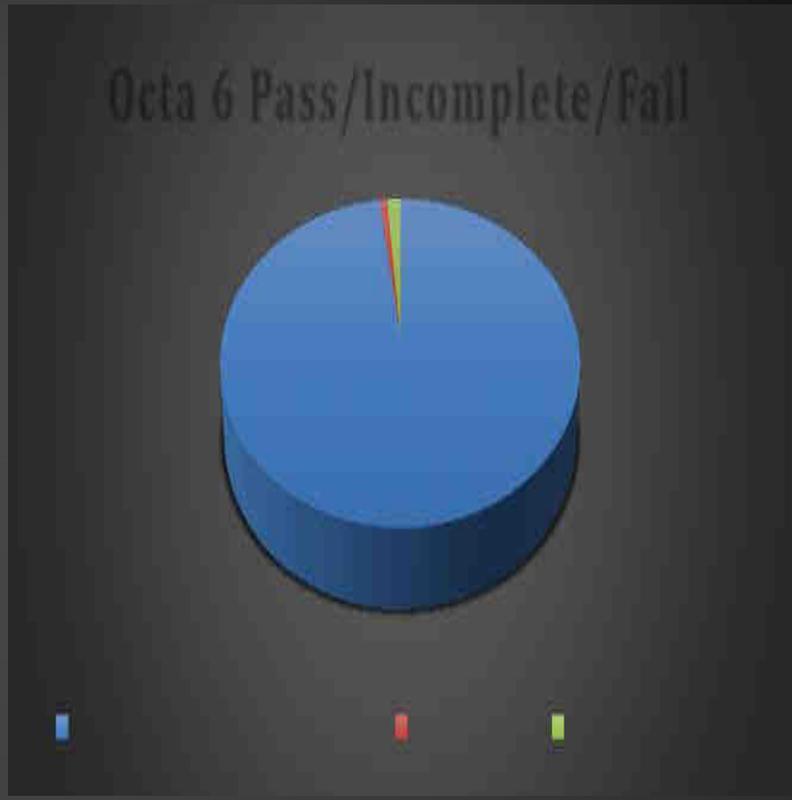




Academic Results and Attendance

Academics at Royal Bay

Total Students	1182
Completed 97.7%	1155
Failures .85%	10
Incompletes 1.45%	17





Academic Results and Attendance

Academics at Royal Bay

Historical Pass/Fail Data 2015-2021

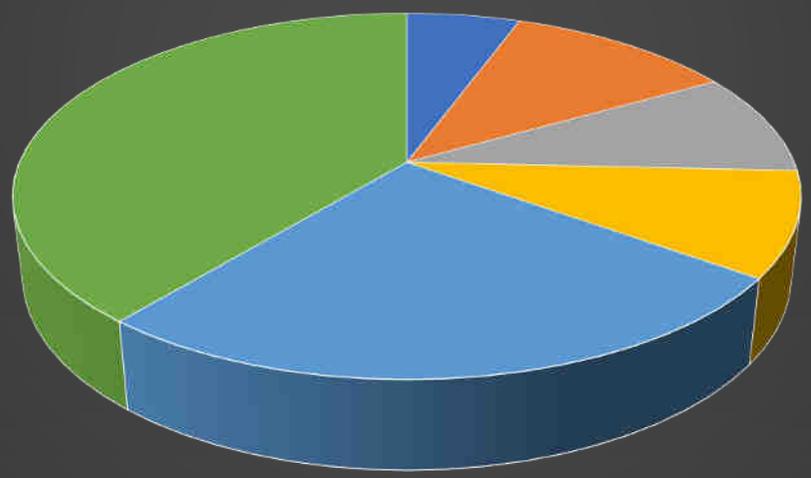
Year	Pass	Fail
2015-2016	97%	3%
2016-2017	97.7%	2.3%
2017-2018	97%	3%
2018-2019	94.7%	5.3%
2019-2020	97.5%	2.5%



Academic Results – Belmont

FINAL MARKS COMPARISON
SEPT 2019 – JAN 2020 SEMESTER ONE vs.
SEPT 2020 – JAN 2021 QUARTER 1 - 4

Final Marks - Sept 2019 -Jan 2020 SEM 1



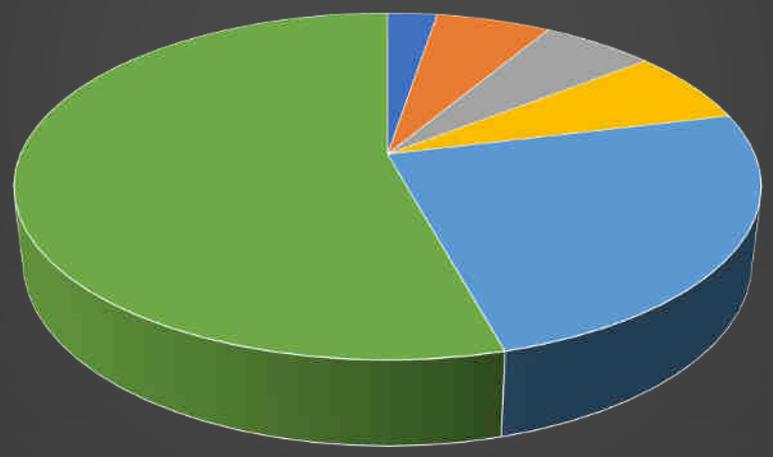
- F
- C-
- C
- C+
- B
- A



Academic Results – Belmont

FINAL MARKS COMPARISON
SEPT 2019 – JAN 2020 SEMESTER ONE vs.
SEPT 2020 – JAN 2021 QUARTER 1 - 4

Final Marks - Sept 2020-Jan 2021 Q1 - Q4



- F
- C-
- C
- C+
- B
- A



Academic Results – EMCS

Edward Milne’s Course Completion Rates 2020-21

Octa 1 - 98-99%
Octa 2 – 98.9-99%
Octa 3 – 96-98%
Octa 4 – 97-98%
Octa 5 – 98-99%
Ocat 6 – 95-99%

Average: 98%

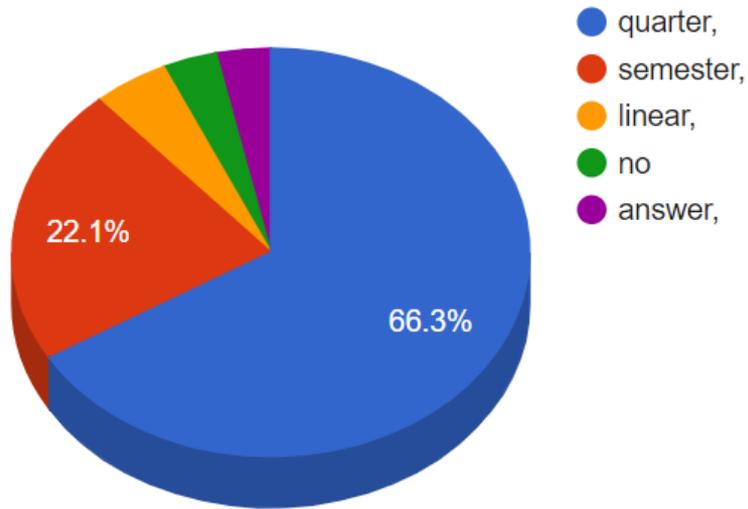
Historic Pass/Fail %

2011 – 87%/13%
2012 – 88%/12%
2013 – 92% / 8%
2014 – 93% / 7%
2015 – 92% / 8%
2016 – 93% / 7%
2017 – 92% / 8%
2018 – 92% / 8%
2019 – 92% / 8%
2020 – 93% / 7%

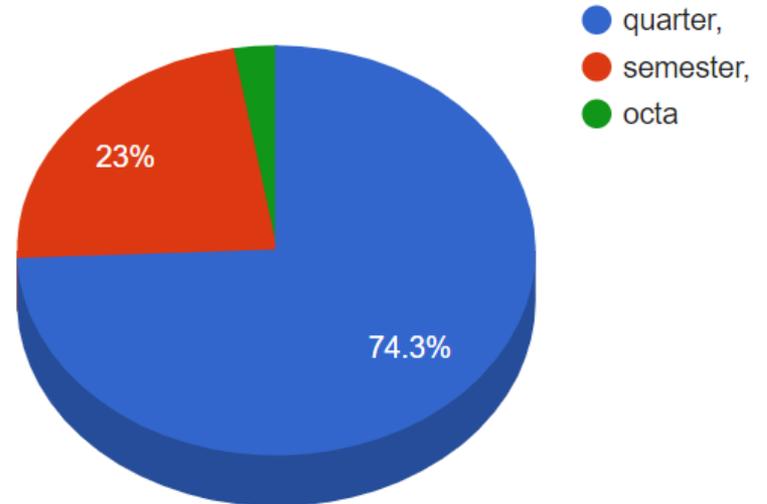
Average: 91.4%

PVP Surveys of Staff

District Model Preference

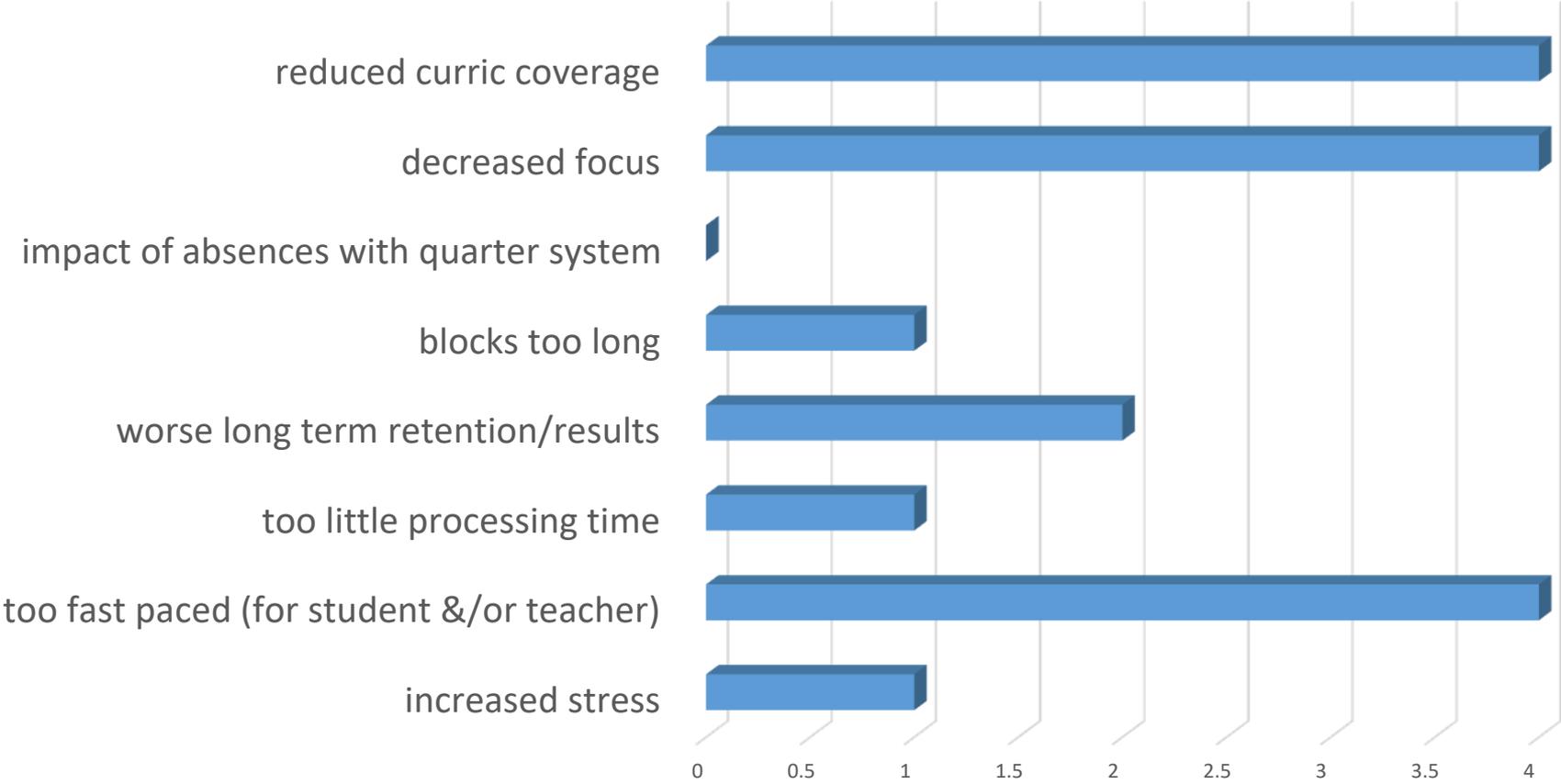


EMCS Model Preference



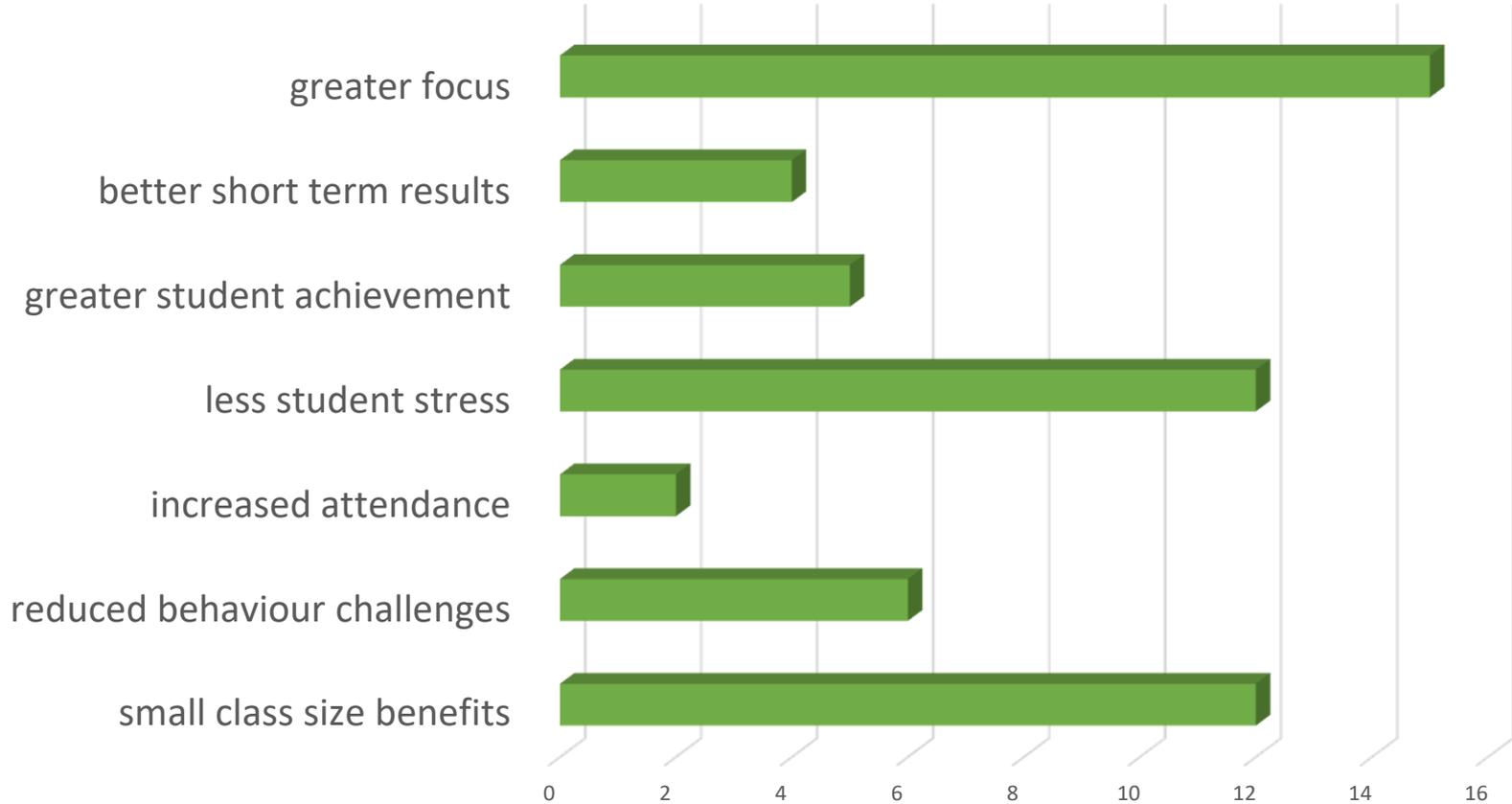
PVP Surveys of Staff – Challenges with Quarter System

Frequently Expressed of 73 total comments (EMCS)



PVP Surveys of Staff – Strengths of the Quarter System

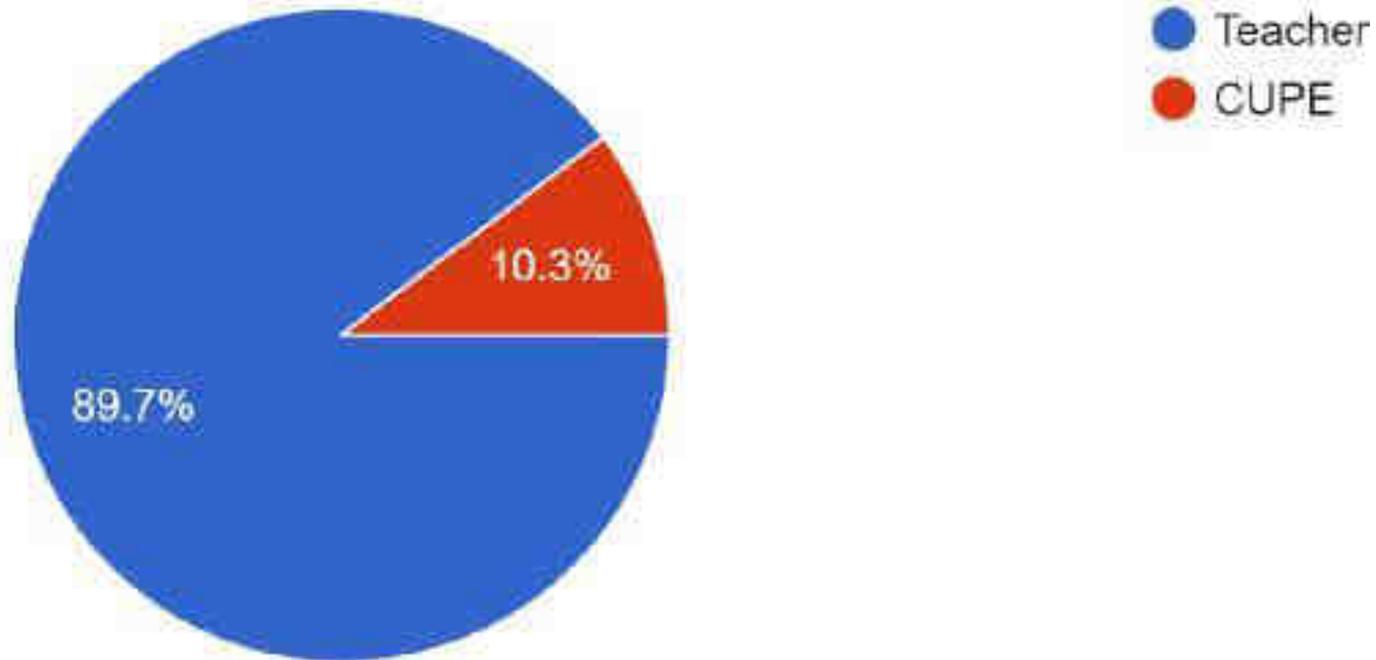
Frequently Expressed of 73 total comments (EMCS)



Belmont Post COVID Staff Survey Results – March 2021

Are you a Teacher or a CUPE employee?

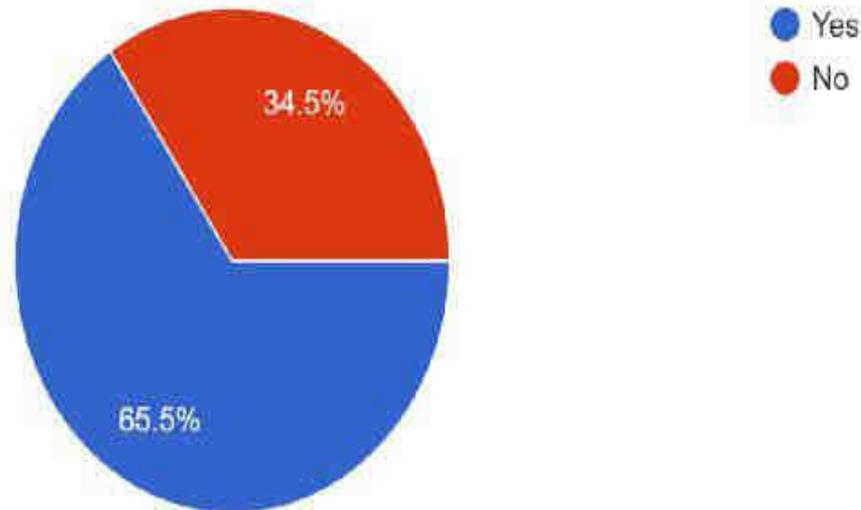
58 responses



Belmont Post COVID Staff Survey Results – March 2021

Do you believe we should consider another model of scheduling/timetabling students post COVID instead of a return to semesters?

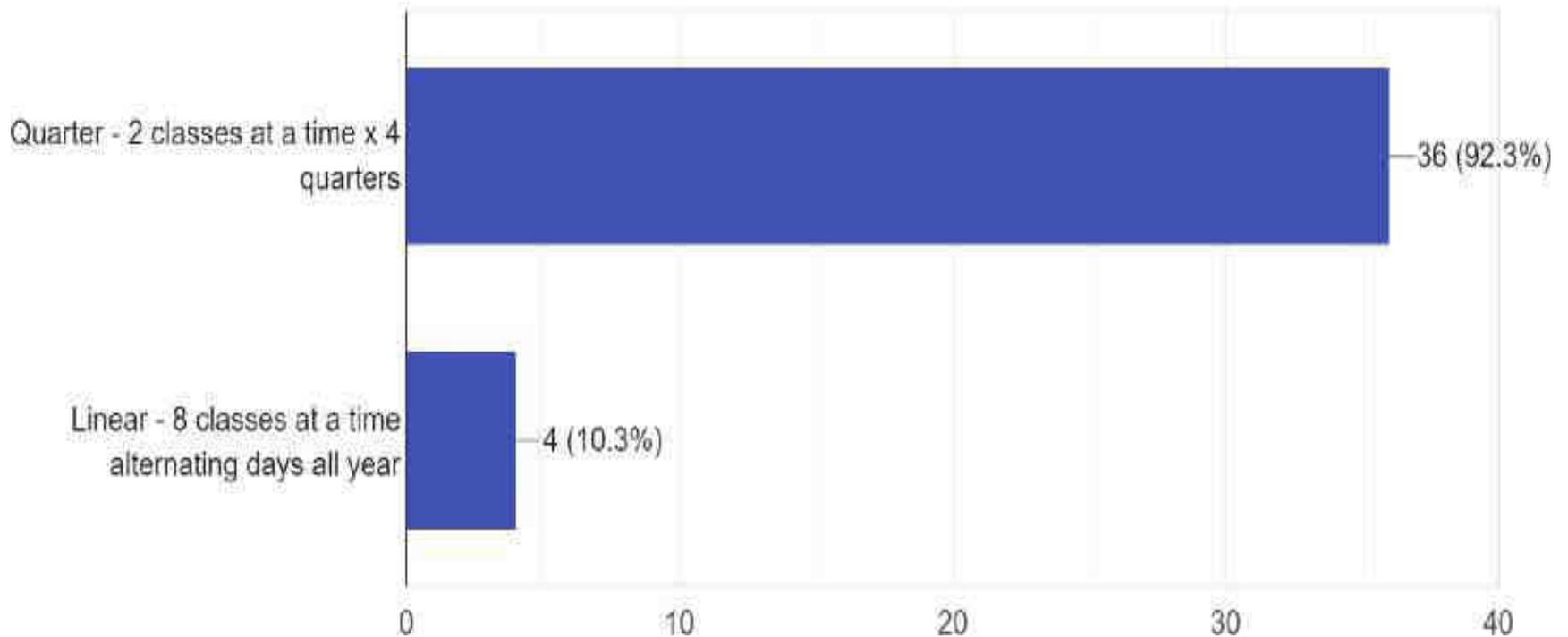
58 responses



Belmont Post COVID Staff Survey Results – March 2021

If you answered yes, please choose from the options below.

39 responses





Royal Bay Post COVID Staff Survey Results

January 2021

Staff Survey re: Timetable Model

January, 2021

Royal Bay

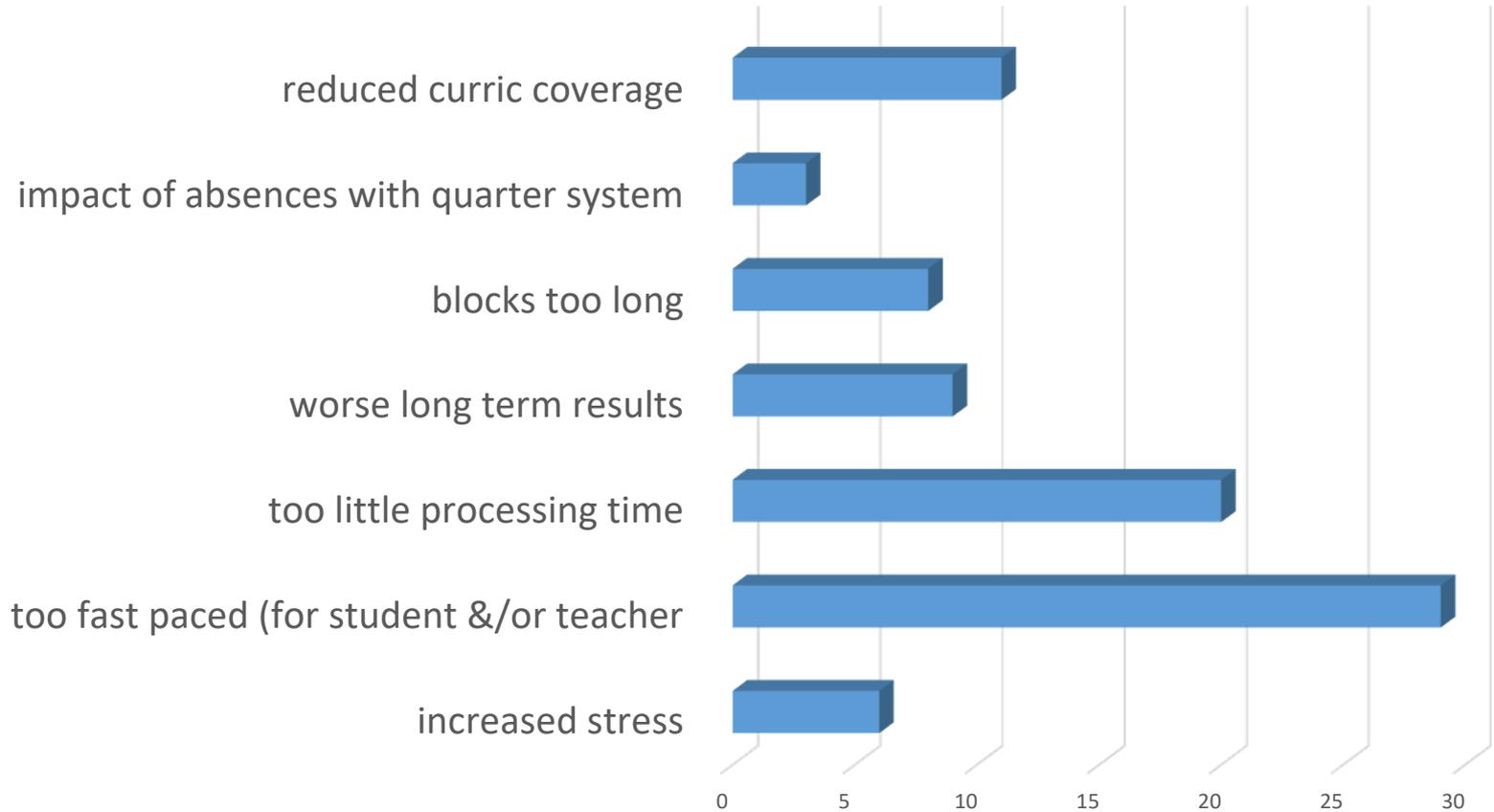
		Quarter	Semester	Linear	Other	No Answer
Teacher		38				
	Enrolling	33	16	9	3	3
	Non-Enrolling	5	4	1	0	0
CUPE		11	8	2	0	1
	TOTAL	49	28	12	3	4



District Results of Survey (EMCS/RBSS/BSS combined)

PVP Surveys of Staff – Challenges with Quarter System

Frequently Expressed Comments of 259 total comments (District)

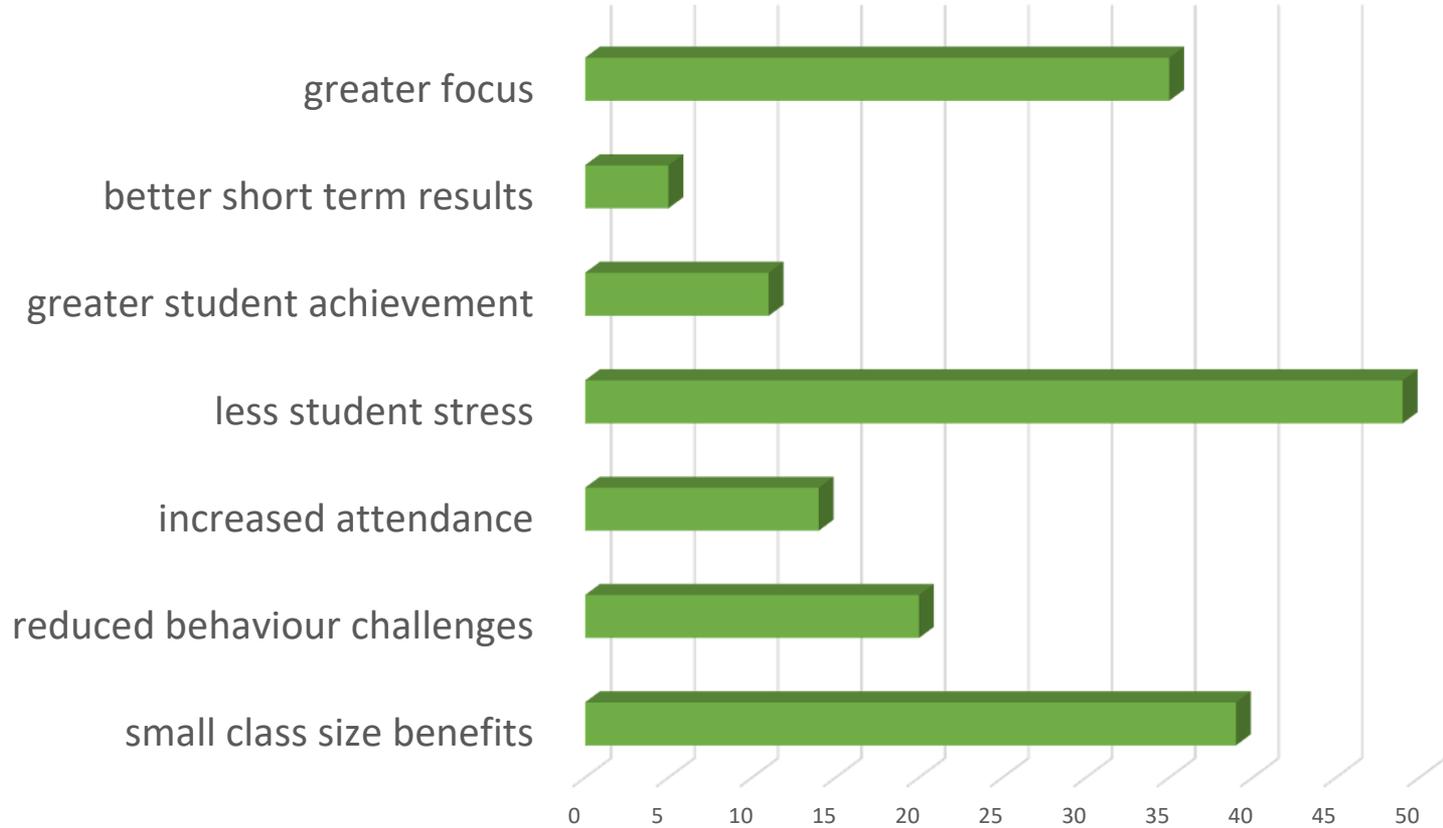




District Results of Survey (EMCS/RBSS/BSS combined)

PVP Surveys of Staff – Strengths of the Quarter System

Frequently Expressed Comments of 259 total comments
(District)





Thought Exchange Feedback from the Community

The question that was posed:

What are your thoughts and feedback (positive and negative) from your experience of the 'one course per semester' model (also known as 'one-eighth instructional model' or 'Octa-semester')?



PARTICIPATION

Breakdown of Participation



157

Participants



217

Thoughts



2,469

Ratings



PARTICIPATION

Breakdown of Participation

Please select your role in Sooke School District (SD62)



%		Answer
54%	(82)	 Student
25%	(37)	 Teacher
5%	(7)	 Administrator
9%	(13)	 Support Staff
7%	(11)	 Other



PARTICIPATION

Breakdown of Participation

Overall, how was your experience of the 'one course per semester' model?



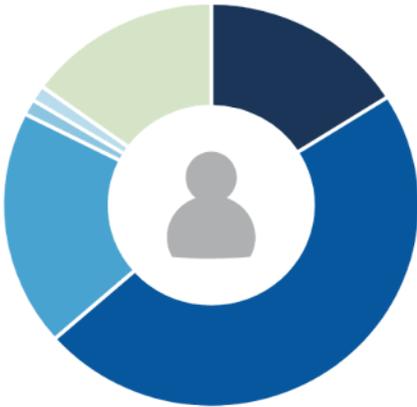
%		Answer
47%	(67)	■ Great
6%	(8)	■ Terrible
43%	(62)	■ Both good and bad
3%	(4)	■ Made no difference to me
1%	(2)	■ Don't know



PARTICIPATION

Breakdown of Participation

What would be the ideal number of courses per semester?



%		Answer
16%	(22)	■ One (1)
48%	(68)	■ Two (2)
19%	(26)	■ Four (4)
1%	(2)	■ Six (6)
1%	(2)	■ Eight (8)
15%	(21)	■ Don't Know



THOUGHTS

Focus One Subject

It made it easier to achieve better grades because you only have to focus on one subject at a time.

4.1  (13 )

The feedback I have received from students is that they really enjoy only having to focus on one subject at a time. It is important to listen to the student's opinions, which are often under represented.

4.1  (13 )

Learning with the Octa-semester was easier as all of your energy was focussed on one subject

4.0  (16 )



THOUGHTS

Time Less Stress

More focused less students in class more time with teacher

4.2 ★★★★★ (13 👤)

Less Stress I think it is better because instead of a single student taking on 5 subjects a day it is instead only 1. The schedule also allows more free time.

4.1 ★★★★★ (10 👤)

It's nice to just focus on one class at a time, but I felt like we missed out on some material due to the condensing of courses. Overall there was less stress, which is good for learning, but with less time to complete a course it felt rushed, which is not great for learning.

3.9 ★★★★★ (17 👤)



Next Steps... the District is considering 2 options for 21/22

OPTION #1: Quarter system (2 courses at once over a 10- week period)

or

OPTION #2: return to the semester system (4 courses at once over the period of 20 weeks)

We would appreciate hearing from our partners at Committee table!

What are your thoughts?