

### 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 February 2, 2021 at 6:00 pm.**

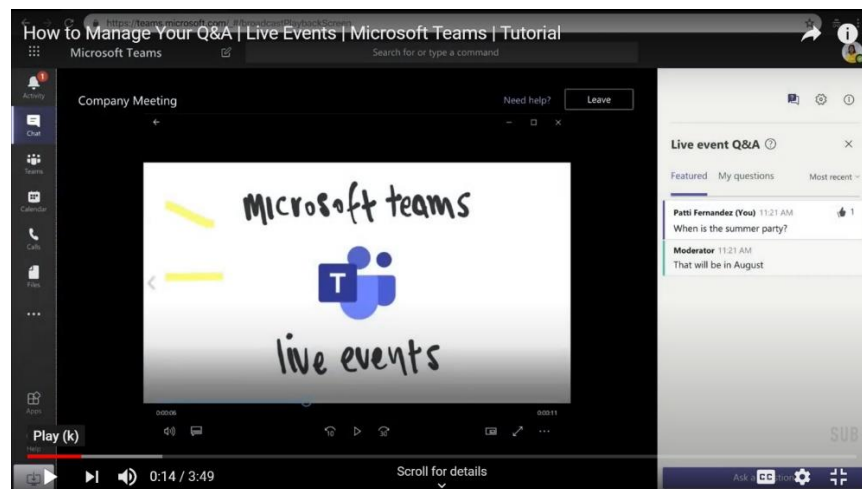
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Feb-2-2021>

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](mailto: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](mailto:info@sd62.bc.ca).



## EDUCATION-POLICY COMMITTEE

School Board Office  
Via MS Teams  
Feb. 2, 2021 – 6:00 p.m.

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### 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
3. **COMMITTEE REPORT** of Jan. 5, 2021 Education Standing Committee meeting (attached)
4. **BAA COURSE PROPOSALS**  
No submissions for this meeting
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
  - a. Draft Revised Regulations C-210 "Placement of Students" – Stephanie Hedley-Smith
6. **NEW BUSINESS**
  - a. Presentation – Brian Hotovy – Youth Work in Trades – Student Opportunities and Community Engagement
  - b. Outdoor Learning Discussion – Kerry Arnot, Frances Krusekopf, Jennifer Nixon, Stephanie Hedley-Smith (30 min.)
7. **FOR INFORMATION**
  - a.
8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**  
As per Policy Work Plan
9. **ADJOURNMENT AND NEXT MEETING DATE:** Mar. 2, 2021

**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams  
Jan. 5, 2021 – 6:00 p.m.**

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

**Guests:** Dante Di Ponio, Careers Co-ordinator; Sue Grundy, Mgr. of Exec. Operations

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, Bob Phillips**

Trustee Phillips advised that Trustee Allison Watson will be the new Chair of the Education-Policy Committee, effective February 2021. He noted that Committee Chairs are appointed by the Chair of the Board of Education.

3. **Review of Committee Policy and Format and Function of the Education Policy Committee**

Superintendent Scott Stinson provided an overview of the guiding policy, format and function of the committee for the benefit of returning and new committee members.

4. **COMMITTEE REPORT** of Dec. 1, 2020 Education-Policy Standing Committee meeting

The committee report for the Dec. 1, 2020 Education-Policy Committee meeting was reviewed by the committee members.

5. **BAA COURSE PROPOSALS**

a. Professional Cook 11A

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

**Recommendation**

That the Board of Education approve BAA course Professional Cook 11A.

b. Professional Cook 11B

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

**Recommendation**

That the Board of Education approve BAA course Professional Cook 11B.

c. Professional Cook 12A

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

**Recommendation**

That the Board of Education approve BAA course Professional Cook 12A.

d. Professional Cook 12B

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

**Recommendation**

That the Board of Education approve BAA course Professional Cook 12B.

6. **REVIEW OF POLICIES/REGULATIONS**

No policies/regulations submitted for this meeting.

7. **NEW BUSINESS**

a. COVID-19 Update – Scott Stinson

The Superintendent gave a brief update to the committee. Members of the committee discussed the information presented and engaged in a Q and A. The committee chair recognized the tremendous work of the entire SD62 staff to deliver safe service to students and families in the context of the global pandemic.

b. Presentation – Dante Di Ponio – Career Education in SD62 – Transitions to Post-Secondary Training

Dante Di Ponio gave a comprehensive overview of the district's opportunities and programs as related to Career Education. The overview included a highlighting of programs and opportunities at each of our high schools and middle schools, district and school-based staff, and district and post-secondary partnerships. Members of the committee discussed the information presented and engaged in a Q and A.

c. Strategic Plan Update – Sue Grundy

Sue Grundy gave a comprehensive update on the upcoming strategic planning process. The overview included a highlighting of the proposed process and timelines. Members of the committee discussed the information presented and engaged in a Q and A. The committee provided extensive feedback to inform updates to the proposed strategic plan process. This will be brought by Sue to the executive and an update will be provided to the committee and the Board in the near future.

8. **FOR INFORMATION**

- a. Research Project Approval – Alaina Chun, BC Children’s Hospital/UBC – “Child and Youth Mental Health During a Pandemic: MyHEARTSMAP COVID-19 Study” – Scott Stinson

7. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**

As per Policy Work Plan

8. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 2, 2021, 6 p.m.

DRAFT

<b>PLACEMENT OF STUDENTS</b>	No.: C-210
	Effective: June 27/95 Revised: Reviewed: Feb. 2/21

## ADMINISTRATIVE REGULATIONS

### I DEFINITIONS

#### (a) Controlled Studies

Systematic research studies conducted where variables (i.e., IQ, achievement test scores, gender, economic factors) in the study are controlled to avoid bias.

#### (a) Developmental Process **Continuous Process**

The developmental process is not linear, sequential nor universal. Each individual develops and learns at different rates and in different ways. Within each age level there is a diverse range of learners and a wide range of growth. Guidelines describing the developmental process of students are found in the Supporting Learning Document (Ministry of Education, 1992).

**“Personalized learning acknowledges that not all students learn successfully at the same rate, in the same learning environment, and in the same ways. It involves the provision of high-quality and engaging learning opportunities that meet the diverse needs of all students. Schools may provide flexible timing and pacing through a range of learning environments, with learning supports and services tailored to meet student needs.”**

**Ministry of Education, (<https://curriculum.gov.bc.ca/curriculum/overview>) 2020.**

#### (b) Age Level Peers

Age level peers refers to the age grouping of students with whom an individual child entered school. This typically relates to birth year/chronological age.

### II RESEARCH ON RETENTION

The documentation of negative effects of retention on student achievement does not support the practice of retaining students. Meta-analyses and research summaries that integrate the findings of multiple, controlled studies reveal the following:

(a) ~~Contrary to popular beliefs, controlled studies of retention show that student achievement is less in years following retention.~~

(b) ~~The threat of failing a grade does not motivate students. Further, high anxiety can produce avoidance behaviour and fear of failure that can block learning.~~

(c) ~~Retaining students for a year or more in elementary school increases the likelihood of school drop-out.~~

(d) ~~Findings repeatedly show a negative impact on social and emotional development.~~

## II RESPONSIBILITIES

### (a) District Staff

To support the implementation of the policy on student placement, District staff will:

1. ~~communicate the policy within the district.~~ **ensure a committee is in place consisting of the District Principals of Transformative Education and Inclusive Education a school psychologist and others as appropriate.**
2. ~~provide research information for each school.~~ **follow a process and make a decision that considers the unique circumstances and chronological age of the student.**
3. ~~Meet with school staff and parents to facilitate the implementation process~~ **take into consideration the requests and input of the student, the parent/ guardian, the teacher and the school-based administrator(s).**
4. **communicate the decision in writing to the school principal and Associate Superintendent in a timely manner.**

### (b) ~~Administrative Officers~~ **Principals and Vice-Principals will:**

1. **be familiar with district policy;**
2. **communicate best practice to staff and parent / guardian requesting change in grade placement;**
3. **Request that the parent / guardian submit a written request specifying the rationale for the change;**
4. **gather information via School Based Team if appropriate, including work samples, assessment information and relevant history.**
5. **forward the request and information to the Grade Placement Committee;**
6. **share the decision with parent/guardian and ensure a record is in the student file.**

~~To implement the policy on student placement, the administrative officers will:~~

1. ~~be familiar with the retention research.~~
2. ~~ensure that the retention research is available for teachers and parents.~~
3. ~~ensure that appropriate educational programs are available to support students in their placement with age-level peers (refer to attached guidelines)~~

### (c) Teachers **School-based staff will:**

1. ~~be familiar with the recent retention~~ **be familiar with district grade placement policy.**
2. ~~design educational programs that meet the needs of individual students in their classrooms using universal design for learning~~ **refer requests by parents/guardians to school-based principals.**
3. ~~assist in the development and implementation of specific learning plans in partnership with parents, principal and vice principal, support staff, students and school-based~~

~~teams to support student learning~~ **provide observations and documentation as relevant to School-Based Team.**

### III APPEAL PROCESS

By Board policy **and by-law** and under the terms of the *School Act*, where a decision of an employee of the Board significantly affects the education, health or safety of a student, the parent/guardian of the student may appeal that decision. Board Policy C-350 **and By-law 1-08 Parent/Student Appeals** guide this process.



## IV **RESEARCH ON RETENTION (Appendix - Facts on Grade Retention)**

### **The Facts on Education Should Students Be Allowed to Fail Grades?**

**Grade retention, also called “failing”, means that a student is required to repeat the same grade due to lack of achievement.**

**Research over the past 100 years has shown that grade retention does not benefit students having academic or social adjustment difficulties compared to similar students who are not held back to repeat a grade. In fact, grade retention has consistently been associated with negative outcomes:**

- **Students who are required to repeat a grade are more likely to drop out of high school and less likely to attend post-secondary education. Grade retention is one of the most powerful predictors of dropping out of high school, regardless of when retention occurs.**
- **Grade retention is associated with increased behavioural problems.**
- **Grade retention can have a negative impact on achievement and social and emotional adjustment.**
- **Retained students are more likely to have lower educational and employment outcomes during late adolescence and early adulthood.**
- **Retained student experience lower self-esteem and lower rates of school attendance.**

**Some parents and teachers believe that grade retention may be a good practice in certain circumstances, e.g. if instruction has been inconsistent due to family relocation, or if a student had serious illnesses or emotional trauma. However, no studies have been able to predict accurately which students will benefit from being retained, and the overall evidence is strongly against retention.**

**Researchers advocate alternatives to grade retention, such as early intervention when students experience difficulties; reading programs, summer school, and tutoring while working closely with parents. Grade retention is not a remedy for poor academic performance; specific remedial strategies are needed to support the individual student.**

**For online resources on grade retention as well as the research references that inform this issue, please visit: [Should Students Be Allowed to Fail Grades? | EdCan Network](#)**

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The Facts on Education, (January, 2011). “Should Students Be Allowed to Fail Grades?” Produced by OISE ([www.oise.utoronto.ca](http://www.oise.utoronto.ca)) and CEA ([www.cea-ace.ca](http://www.cea-ace.ca))

**Committee Info Note**  
**Education-Policy Committee Meeting**  
**February 2, 2021**  
**Agenda Item 6b: - Outdoor Learning Spaces Video**

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**Background:**

At its meeting held on September 22, 2020, the Board of Education passed the following motion:

*That the Board of Education of School District No. 62 (Sooke) direct staff to explore the expansion of outdoor learning/education for all SD62 students with the intent to understand the resources required to support, develop and implement increased outdoor learning opportunities. The exploration of these opportunities would include researching outdoor learning/education in other jurisdictions, conducting consultations/surveys with stakeholder groups including our First Nations partners, and student engagement at all grade levels. Furthermore, staff will provide their findings for discussion at future Education and Policy Committee meetings.*

District staff and staff were tasked to explore the expansion to outdoor education with the intent to understand the resources required to support, develop and implement increased outdoor learning opportunities. It was requested that Outdoor learning spaces be presented to the Board with a video (pictures).

**Context:**

Outdoor education lends itself to the endeavour of developing student's adaptive expertise. Place-based learning invites students to authentically apply knowledge and skills to real world challenges or problems in flexible and creative ways. This type of learning is transformative, and a foundational principle of learning. In response to the motion Principals were asked to send a picture of a learning space at their site. All school Principals responded to the request to send a photo to illustrate the extensive use of the outdoors. Schools found that due to COVID-19 many teachers enthusiastically embraced teaching out-of-doors and the pictures and children's voices illustrate the opportunities as requested in the motion. The attached spreadsheet illustrates how the location of most of our schools provides easy access to natural learning spaces as well as easy access to other natural spaces. Schools have created learning spaces within the boundaries of their school in order to encourage outdoor learning. These appear in the video.

What are the barriers to expand outdoor learning? The District's field trip policy states that all field trips must have 1/16 teacher-to-student ratio if a class leaves the school grounds. Classes work hard to share ECE's and EA's in order to meet this requirement. The capital costs for outdoor learning spaces, safety concerns and equipment costs are also barriers.

The exploration as outlined in the Board's motion would include research of outdoor learning in other jurisdictions and conducting consultations/surveys with stakeholder groups including our First Nations partners.

### **Examples of work being done:**

- 1) The Transformative Education team has provided support and resources for teachers in order to encourage outdoor learning. This includes actively participating in the Networks of Inquiry and Indigenous Education, Principles of Learning program (which continues to spread to other schools), Strengthening Early Years 2 Kindergarten, Nature Kindergarten and the ECE program. Educators in primary have been provided *The Play Today Handbook* and *BC Early Learning Framework* which provide ideas and research regarding outdoor learning opportunities. Classes with ECEs have added the flexibility and at times share across classes to maximize safe outdoor learning opportunities.
- 2) Prior to COVID-19, many schools were committed to having at least one outdoor adventure per school level. Schools participated in Camp Thunderbird, Camp Bernard or a class camping trip at one of our local sites. Secondary schools have supported an outdoor education class or a science class that was focused on outdoor learning.
- 3) The Equity Scan will be used as a process to ensure that our First Nations partners are being consulted. This assists District teams and school teams in order to ensure that all stakeholder groups are being included in outdoor learning programs.
- 4) Many schools continue to work with our Facilities Department and PAC's in order to ensure that outdoor learning spaces are accessible to all students, including those in wheelchairs.

### **Next Steps:**

Following these investigations, it became apparent that Sooke is actually a leading district in terms of outdoor learning. We have the advantage of having schools that are located close to natural resources such as lakes, oceans and large forests. Schools, educators, PACs and Facilities have worked hard to incorporate natural playground areas to encourage creative play and thinking.

Respectfully,

Stephanie Hedley-Smith  
Associate Superintendent

Outdoor Learnings Spaces								
School	Forest	Specific Outdoor Area	Garden	Off-Site Walk	Other	Outdoor	Firepit	Covered
Colwood	Yes	Royal Roads University	Yes	Royal Roads Uni.		Old	No	No
Crystal View	Yes	Picnic Tables - Mill Hill Park	Starting	Mill Hill Park		Yes	No	Yes
David Cameron	Yes	Yes	No	Galloping Goose	Nature Playground	Yes	No	No
Hans Helgesen	Yes	Yes	Yes	Taylor Beach/Devonian Park		Yes	No	No
Happy Valley	No	Yes, picnic tables	Yes	Galloping Goose		Yes	No	No
John Muir	No	Two forest areas adjacent to school	Yes	Yes	Ella Forest and Beach	Yes	No	No
John Stubbs	Yes	Royal Roads University	Yes	Yes	Royal Roads Uni./Lagoon	Yes	Yes	No
Lakewood	Yes	Ida Anne & Florence Lake	No	Yes	Nature Playground	Yes	No	No
Millstream	Yes	Millstream Creek Trail	Yes	Yes	Thetis Lake for older students	Yes	No	No
Poirier	Yes	Backyard Creek	No	Yes	Pond/Forest	Yes, many		No
Port Renfrew	No	Forest adjacent to school	No	Yes	Ocean	Yes	No	No
Ruth King	No	Yes playground & field	Yes	Not close enough	No	No	No	Caged area
Sangster	Yes	Royal Roads University	Yes	Yes	Royal Roads Uni./Lagoon	No	No	No
Saseenos	Yes	Beach and forest behind school	No	Yes	Beach access	Yes	No	No
Savory	Yes	Nature Playground	Yes	Yes	Mill Hill Park & Mill Creek	Yes added	No	Yes
Sooke	No	Outdoor rock learning circle	Yes	Yes	Cains Park, Poirier-Journey pond, boardwalk	Yes	No	No
Willway	Yes	Goldstream Park	Yes	Yes	Goldstream Park/Langford Lake	Yes	No	No
Wishart	Yes	Forest, Picnic tables	No	Yes	Royal Roads Uni./Colwood Park	Yes	No	No
School	Forest	Specific Outdoor Area	Garden	Off-Site Walk	Other	Outdoor	Firepit	Covered
Dunsmuir	Yes	Outdoor classroom w benches	No	Yes	Royal Roads University/Lagoon	Yes	No, but future propane version	No
JohnStubbs Middle	Yes	Royal Roads University	Yes	Yes	Royal Roads University/Lagoon	Yes	Yes	No
Journey	Yes	Rock circle, forest	Yes	Yes	DeMamiel Creek	Yes	Yes	No, working on it
Spencer	No	Half completed rock/log spiral; picnic tables	No	Yes	Carlow Park	Yes	No	No
School	Forest	Specific Outdoor Area	Garden	Off-Site Walk	Other	Outdoor	Firepit	Covered
Belmont	No	Benches, picnic table	Yes	Yes	Glen, Langford Lake, Westhills trails	Yes	Yes	No
Edward Milne	No	Outdoor classroom, patio, concrete areas	Yes	Yes	Fred Milne Park, Billings Spit, Galloping Goose, adjacent forest	Yes	Yes	Yes
Royal Bay	No	Benches, picnic tables	Yes (2)	Yes	Esquimalt Lagoon, Latoria Park, Anne's Pond	Yes	Yes	No
School	Forest	Specific Outdoor Area	Garden	Off-Site Walk	Other	Outdoor	Firepit	Covered
Westshore (Colwood)	Yes	Yes	Yes	Yes	Royal Roads University	Yes	No	No, looking into this