

SCHOOL DISTRICT 63 (SAANICH)
EDUCATION DIRECTIONS COMMITTEE
Report to the Board of February 15, 2023

Committee Members: Trustee Silzer, Chair
Trustee Vandall
Trustee VanWell

Staff Support: Carly Hunter, Director of Instruction, Learning & Innovation
Paul McKenzie, Assistant Superintendent

Partner Representatives: Leila Sinclair-Wise, SAA – Elementary
Sean Hayes, SAA - regrets
Don Peterson, STA
Nola Welsh, CUPE
COPACS – regrets

Other Attendees: Chair Dunford, Trustee Elder, Cindy Lister, Melanie Paas, Peter Westhaver & Raquel Pacheco McKinnon

**Tuesday, February 7, 2023
3:00 pm**

A. PRESENTATIONS AND QUESTIONS

1. French Immersion Review Report – Carly Hunter and Cindy Lister
Staff provided a presentation on the French Immersion programme.
2. Student Voice: Global Citizenship feedback for Sharing – Paul McKenzie, Peter Westhaver & Carly Hunter
Staff provided feedback on the Student Voice program.

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

1. Board Authority/Authorised Courses – Melanie Paas, Raquel Pacheco McKinnon & Paul McKenzie

The Committee and I, Trustee Silzer move that,
That the Board approve the following Board Authority/Authorised courses:

- Learning Strategies - grade 10 - Claremont, Parkland, Stelly's Secondary, ILC and SIDES
- Learning Strategies - grade 12 - Claremont, Parkland, Stelly's Secondary, ILC and SIDES

D. ITEMS FOR INFORMATION

No Items.

E. FUTURE AGENDA ITEMS

1. Teacher/Librarians – Spring 2023
2. School Plans – Spring 2023

Territorial Acknowledgement

We acknowledge and thank the WSÁNEĆ people on whose traditional territory we live, learn, and teach. The WSÁNEĆ people have lived and worked on this land since time immemorial.

French Immersion Review

- Nov 2021-Jan 2023
- Terms of Reference
- Connection to Saanich Strategic Plan

Story of Review



The Team

- Sylvia Russell
- Representation from every school
- Parents
- Student voice and unexpected gifts

Process

- Meetings
- Research
- Reflection

Consultation-Students,
Families, Staff
Survey findings



The Document



Saanich Schools
French Immersion
Program Plan

Le plan du programme
d'immersion française
des écoles de Saanich



School District 63
(Saanich)

Ongoing Planning Documents

Relevance: [link](#)

Oral Language: [link](#)

Belonging: [link](#)

The Path Forward

- To create sub committees for each goal
- To share findings with Saanich Communities
- To create a structure to monitor progress moving forward



Global Citizenship Student Voice Feedback

Intention: Gather feedback from a diverse group of student leaders throughout the district to gain a deeper understanding of their needs and perspectives on each strategic goal



Global Citizenship Process

- Trustees and senior staff meet with groups of 6-10 students in every middle and secondary school in the district
- Meetings with Indigenous leadership students in each secondary school (except SIDES)
- Conversations are student led and fluid
- Begin with a short summary of the goal and then an opportunity to give written and oral feedback
- Themes established and shared

Observations

- Students were not clear of the meaning of Global Citizenship and its meaning to them personally
- They were very interested in the concepts of power distribution and equity
- They cautioned us about a colonial approach to this goal



Themes

Student Leadership:

- Student led initiatives more prominent
- Give students more choice and flexibility in their learning environment
- Help students make community connections

Staff Professional Learning:

- Anti-Racism Education
- SOGI Education and Language Use
- Student focused education

Themes

Global Learning

- Community outreach focus
- Connection with Indigenous communities and elders
- Practical skill focus
- Regular exposure to global cultures
- Courses like global perspectives and Global Solutions at all schools

Addressing Racism:

- Indigenous focused classes
- Racism needs to be directly addressed
- Anti-racism plan needs to be created, and shared widely

To: Education Directions Committee

Prepared By: Paul McKenzie

Subject: Board / Authority Authorized Courses

Date: February 3, 2023

Context

Board/Authority Authorized (BAA) Courses are locally relevant programs which meet the needs and interests of students. Board/Authority Authorized (BAA) Courses must be approved by the Board, through the Education Directions Committee, to ensure that high quality local course offerings are made available to students.

Process

Saanich School District Administrative Procedure 219 *Board/Authority Authorized Courses* outlines the process through the Procedures:

1. Board/Authority Authorized courses:

- 1.1 Are intended to provide students with specific information that reflects local community interests or needs;
- 1.2 Are offered in Grades 10-12 to supplement the provincially authorized courses available to students;
- 1.3 Will be considered for adoption by the Board based on the detailed program plan or course overview developed using the guidelines in the Ministry document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*;
- 1.4 The impact of the course on existing courses, on the school's operating, learning resources and equipment budgets, and on the school's facilities; and
- 1.5 Can be used by students to fulfill any or all of the 28 elective credits needed to complete the 80-credit graduation program.

Summary

Each year, through Education Directions Committee, proposed Board / Authority Authorized Courses are submitted for consideration and approval. Subject to Board approval, the course(s) would be available for students in the upcoming academic school year.

Submitted for your consideration are two courses: Learning Strategies 10 and Learning Strategies 12. These courses were developed by a team of educators listed in the course templates, and will be presented to the Education Directions Committee by Raquel Pacheco McKinnon, teacher at Stelly's, and Melanie Paas, Principal at Stelly's.

Respectfully submitted,



Paul McKenzie
Assistant Superintendent

PM/skd



Learning Strategies 10 Board/Authority Authorized Course

School District/Independent School Authority Name: Saanich School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD63
Developed by: Aimee Bancroft, Shannon Moore, Judi Carroll, Raquel Pacheco McKinnon, Julie Ross, Melanie Paas	Date Developed: January 2023
School Name: Parkland, Stelly's, Claremont Secondary, ILC and SIDES	Principal's Name: Melanie Paas
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Learning Strategies	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100 hours

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Learning Assistance qualifications, access to technology

Course Synopsis:

This course has been developed to provide an opportunity for students to:

- Be exposed to the different learning strategies to assist in remediating academic skills, and identify their own learning style and unique individual needs;

- Learn how to self-advocate with the knowledge and understanding of their learning needs and ability to access adaptations in order to become successful and independent learners;
- Access, participate in, and apply a variety of strategies to assist in learning across the curriculum;
- Develop skills in organization/time management (executive function skills) and self-advocacy;
- Increase communication skills with teacher support;
- Develop skills around social-emotional wellness;
- Explore types of learning adaptations available (the physical space as well as instruction); and
- Work independently and cooperatively with EAs, staff and peers.

Goals and Rationale:

This course was developed to expose students to learning strategies that will help them to succeed in the classroom and increase their self-advocacy skills. It is designed to provide students with an opportunity to achieve their learning potential. Students will be introduced to effective communication skills and strategies for students to apply with their case managers, classroom teachers, and other adults in the community. This course will enhance students' ability to reflect on feedback regarding their school performance, and will help them to learn about the important relationship between social emotional health and academic learning.

Aboriginal Worldviews and Perspectives:

This course recognizes and incorporates the First Peoples Principles of Learning, namely:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BIG IDEAS

Social-Emotional Wellness is foundational for learning.

Skills in executive function and organization are developing in adolescents.

Being able to work collaboratively with a variety of peers and adults is beneficial to learning.

Students should understand themselves as a learner to advocate for their learning needs.

Learning strategies are applicable across other learning contexts.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following</i></p> <ul style="list-style-type: none"> • Identify their social-emotional wellness and ways to maintain their positive mental health • Be able to identify and practice self-regulation skills • Learn about the brain-body connection and how that applies to their learning • Be aware of executive functioning skills (ie. organizational) • Be aware of their unique learning profile (may include IEP goals) and begin to advocate for themselves with classroom teachers and student support team. • Experiment with a variety of learning strategies and reflect on how they meet the needs of their learning profile (“stretches”) in the classroom. • Develop social skills and self-awareness to be able to work with a variety of partners, in groups, and with adults in the building (EAs, teachers, counselors, etc). • Try out a variety of assistive technology 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Their unique learning profile and relevant adaptations • A variety of learning strategies • Fixed vs growth mindset using metacognition, self-talk and perspectives on learning • The brain-body responses to stress and management techniques. • Goal setting, reflection and adjustment on those goals • Use of organizational/planning tool(s) will improve executive functioning. • There are a variety of assistive technology and tools which allow each student to achieve to their learning potential • How to demonstrate the ability to self-regulate emotions, appropriately use technology, and engage with general classroom routines. • How to problem solve and seek help from the adults in their support network. • Learning is holistic, reflexive, reflective, experiential, and relational (focus on connectedness, on reciprocal relationships, and a sense of place).

Big Ideas – Elaborations

Social Emotional wellness is foundational for learning: It is an important prerequisite to learning. Students are able to recognize stress levels and explore a variety of methods to lower/manage stress to maintain optimal brain function for learning. Understanding how the brain learns, the function of stress, and ways to manage stress are important when trying to change behaviours and maximize learning.

Executive function and organization: Planning and organizational tools increase success in school. Some examples include but are not limited to: emerging technology, agenda-use, google classroom, google calendar, google read and write, graphic organizers, flow charts, timelines, google excel spreadsheets for homework, strategies to improve memory, Cornell notes, use of highlighters, dividers, sticky notes, tabs, flashcards, and mnemonic strategies.

Being able to work collaboratively with a variety of peers and adults: Working with a variety of adults and peers is important to achieving success. Students should feel comfortable with a number of different teaching and learning styles and be flexible in their ability to perform in different environments.

Learning profile, self-advocacy and independence: Students explore their strengths and their stretches. Most students in Learning Strategies have encountered challenges with academic success. Recognizing their own learning profile and stretches can help target skill acquisition and ultimately lead to greater success both inside and outside the classroom.

Learning strategies are applicable across other learning contexts: Students will experiment with a number of academic and study skill strategies that are relevant to all their courses.

Curricular Competencies – Elaborations

1. Identify their social-emotional wellness and ways to maintain positive mental health.
 - a. define social emotional wellness
 - b. learn about stress levels and how they can be managed
 - c. try out tools to maintain positive mental health (journals, apps, supports such as counselling/mindfulness-based stress reduction strategies like breathing, meditation, mindfulness practice, visualization, social thinking scripts, exercise, sleep hygiene)
2. Be able to identify and practice self-regulation skills.
 - a. practice appropriate use of cell phones and technology
 - b. begin to recognize levels of energy/stimulation and be able to use techniques (sensory stimulus) to stay within the optimal learning zone.
3. Develop an understanding of the brain-body connection and how that applies to their learning.
 - a. Learn about physiological reactions can be both helpful and hurtful to the learning process.
4. Be aware of executive functioning skills.
 - a. Acknowledge and adhere to due dates for tests and assignments
 - b. Keep track of paper and electronic resources
 - c. Have binders and supplies ready, organized and available.

5. Be aware of their unique learning profile (may include IEP goals) and begin to advocate for themselves with classroom teachers and student support team.
 - a. Advocate for resources - sensory tools, assistive technology, support staff
 - b. Use a variety of tools for advocacy including modelling, co-constructing written communication, role-playing, etc
6. Experiment with a variety of learning strategies and reflect on how they meet the needs of their learning profile (“stretches”) in the classroom.
 - a. identify learning strategies available
 - b. explore and reflect upon how this meets their learning needs
7. Develop social skills and self-awareness to be able to work with a variety of partners, in groups, and with adults in the building (EAs, teachers, counselors, etc).
 - a. Use a variety of strategies to include social skills and awareness such as guided practice, structured and supported peer interactions, active listening, written communication etiquette, etc.
8. Try out a variety of assistive technology:
 - a. Google Read and Write
 - b. Voice-to-text
 - c. Calendar (electronic or paper)
 - d. Helpful apps (ie Speechify, Grammarly)
 - e. Apps for self regulation or mindfulness

Recommended Instructional Components:

Direct Instruction (group and 1:1) of subject specific work

Modelling of learning strategies

Daily learning strategy instruction

Peer-peer mentorship and instruction

Reflective writing

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

Self-assessment of progress over time

Growth toward self-identified goals

Application of strategies across multiple contexts

Daily participation in learning strategies

Successful completion of timetabled courses (academics and electives) by using adaptations

Learning Resources:

Examples include but are not limited to:

Teacher Resources	Student Resources
• Brain Rules John Medina	• Learning Strategies for Students (from Parkland)
• Ignite Judy Willis	
• Calm, Alert, and Learning Stewart Shanker	
• Shelley Moore https://blogsomemoore.com/	
• How Does Your Engine Run? (Self Regulation) Mary Sue Williams and Sherry Shellenberger	
• Study Smarter, Not Harder by Kevin Harder	
• Growth Mindset by Carol Dweck https://mindsetonline.com/	
• A Mind of Numbers Barbara Oakley	
• District Literacy Resources - Graphic Organizers	

Additional Information:

None



Learning Strategies 12 Board/Authority Authorized Course

School District/Independent School Authority Name: Saanich School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD63
Developed by: Aimee Bancroft, Shannon Moore, Judi Carroll, Raquel Pacheco McKinnon, Julie Ross, Melanie Paas	Date Developed: January 2023
School Name: Parkland, Stelly's, Claremont Secondary, ILC and SIDES	Principal's Name: Melanie Paas
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Learning Strategies	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100 hours

Board/Authority Prerequisite(s):

Learning Strategies 10

Special Training, Facilities or Equipment Required:

Learning Assistance qualifications, access to technology

Course Synopsis:

This course has been developed to provide an opportunity for students to:

- Self-select appropriate learning strategies that assist in remediating academic skills and align with their own learning style and unique individual needs;

- Demonstrate self-advocacy with the knowledge and understanding of their learning needs and ability to access adaptations in order to become successful and independent learners;
- Access, participate in, and apply strategies a variety of strategies to assist in learning across the curriculum;
- Demonstrate organization/ time management (executive function skills) and self-advocacy;
- Use learned communication skills, with teacher support, to access to case manager, classroom teacher, counsellor and support staff for support;
- Demonstrate social-emotional wellness;
- Implement and advocate for learning adaptations that meet their learning needs; and
- Work independently and cooperatively with EAs, staff, and peers.

Goals and Rationale:

This course was developed so students could select and apply individualized learning strategies that help them to succeed in the classroom and demonstrate clear self-advocacy skills. It is designed to allow students to achieve their learning potential. Students will utilize effective communication skills and strategies with their case managers, classroom teachers, and other adults in the community. The course will allow the opportunity for students to reflect thoughtfully on feedback regarding their school performance, and to demonstrate a strong understanding of the important relationship between their own social-emotional health and academic success.

Aboriginal Worldviews and Perspectives:

This course recognizes and incorporates the First Peoples Principles of Learning, namely:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
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Skills in executive function and organization are developing in adolescents.

Being able to work collaboratively with a variety of peers and adults is beneficial to learning.

Students should understand themselves as a learner to advocate for their learning needs.

Learning strategies are applicable across other learning contexts.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following</i></p> <ul style="list-style-type: none"> • Identify their social-emotional wellness and ways to maintain their mental health • Be able to apply tools for self regulation • Demonstrate an understanding of how the brain works and apply that understanding to personal learning • Be aware of due dates for tests and assignments, keep track of paper and electronic resources, have binders and supplies ready and available. • Be aware of their unique learning profile (may include IEP goals) and demonstrate self-advocacy for themselves with classroom teachers and student support team. • Utilize learning strategies that meet the needs of their learning profile (“stretches”) in the classroom. • Extend social skills and self-awareness to be able to identify potential partners in the community for on-going support • Use assistive technology • Understand and articulate adaptations that will support learning at post-secondary or in the workplace • Understand individual strengths and stretches and how those may translate into employment • Evaluate and explain strategies for promoting a home-work-school balance • Utilize strategies for managing physical, emotional, and social changes 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Their unique learning profile and relevant adaptations • The application of a variety of learning strategies • Fixed vs growth mindset using metacognition, self-talk and perspectives on learning • The brain-body responses to stress and management techniques. • Goal setting, reflections and adjustment on those goals if needed • Use of organizational/planning tool(s) will improve executive functions/functioning. • There are a variety of assistive technology and tools which allow each student to achieve to their learning potential • Demonstrate the ability to self-regulate emotions, appropriately use technology, and engage with general classroom routines. • Problem solve and seek help from the adults in their support network. • Learning is holistic, reflexive, reflective, experiential, and relational (focus on connectedness, on reciprocal relationships, and a sense of place).

Big Ideas – Elaborations

Social Emotional wellness is foundational for learning: It is an important prerequisite to learning. Students are able apply methods to recognized stress levels and apply those skills to lower/manage stress to maintain optimal brain function for learning. Understanding how the brain learns, the function of stress, and ways to manage stress are important when trying to change behaviours and maximize learning.

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Being able to work collaboratively with a variety of peers and adults: Working with a variety of adults and peers is important to achieving success. Students should feel comfortable with a number of different teaching and learning styles and be flexible in their ability to perform in different environments.

Learning profile, self-advocacy and independence: Students are aware of their strengths and their stretches. Most students in Learning Strategies have encountered challenges with academic success. Recognizing their own learning profile and stretches can help target skill acquisition and ultimately lead to greater success both inside and outside the classroom.

Learning strategies are applicable across other learning contexts: Students will apply a variety of academic and study skill strategies to their other courses.

Curricular Competencies – Elaborations

1. Identify their social emotional wellness and ways to maintain positive mental health:
 - a. define social emotional wellness
 - b. identify stress levels and how they can be managed
 - c. select tools to maintain positive mental health (journals, apps, supports such as counselling/mindfulness-based stress reduction strategies like breathing, meditation, mindfulness practice, visualization, social thinking scripts, exercise, sleep hygiene)
2. Be able to self-regulate:
 - a. demonstrate appropriate use of cell phones and technology
 - b. demonstrate an ability to recognize levels of energy/stimulation and be able to use techniques (sensory stimulus) to stay within the optimal learning zone.
3. Demonstrate an understanding of the brain-body connection and how that applies to their learning
 - a. Respond to physiological reactions that are helpful or hurtful to the learning process.
4. Apply executive functioning skills:
 - a. Acknowledge and adhere to due dates for tests and assignments
 - b. Keep track of paper and electronic resources
 - c. Have binders and supplies ready, organized and available.

5. Recognize their unique learning profile (may include IEP goals) and advocate for themselves with classroom teachers and student support team.
 - a. Advocate for resources - sensory tools, assistive technology, support staff
6. Recognize and utilize strategies that meet the needs of their learning profile (“stretches”) in the classroom for academic skill acquisition and study skills.
 - a. identify learning strategies that work best for their individual learning needs
 - b. adjust strategies as necessary
7. Demonstrate social skills and self-awareness with partners, in groups, and with adults in the building (EAs, Teachers, Counselors, etc).
8. Utilize assistive technology:
 - a. Google Read and Write
 - b. Voice-to-text
 - c. Calendar (electronic or paper)
 - d. Helpful apps (ie Speechify, Grammarly,)
 - e. Apps for self regulation or mindfulness
9. Understand and articulate adaptations that will support learning at post-secondary or in the workplace
 - a. Research post-secondary institutions and accommodations provided
10. Understand individual strengths and stretches and how those may translate into employment
 - a. Complete skills inventory to match with prospective forms of employment
11. Evaluate and explain strategies for promoting a home-work-school balance
 - a. Demonstrate competency with organizational calendars (electronic or paper format)
 - b. Use of stress management or mindfulness tools

Recommended Instructional Components:

Direct Instruction (group and 1:1) of subject specific work

Modelling of learning strategies

Daily learning strategy instruction

Peer-peer mentorship and instruction

Reflective writing

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

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• Study Smarter, Not Harder by Kevin Harder	
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• A Mind of Numbers Barbara Oakley	
• District Literacy Resources - Graphic Organizers	

Additional Information:

None