

SCHOOL DISTRICT NO. 63 (SAANICH)

EDUCATION DIRECTIONS COMMITTEE AGENDA

Agenda

Committee Members: Board of Education:
Trustee Sheila Stelck, Chairperson
Trustee Alicia Holman
Trustee Teri VanWell

Joan O'Leary (SAA) – elementary
Wendy Walker (SAA) – secondary
Ashley Sonosky (COPACS)
Don Peterson (STA)

Carly Hunter, Director of Instruction
Paul McKenzie, Assistant Superintendent

Tuesday, February 5, 2019

3:00 pm. to 5:00 pm. – Board Room, School Board Office

Other Attendees: Chris McDonald – Teacher Stelly's Secondary School
Darcy Mcnee – Teacher NSMS
Jennifer Alberring, Teacher Sidney Elementary School
Kyle Goy, Teacher ROMS

1. PRESENTATIONS AND QUESTIONS

1. Stelly's Global Perspectives - Chris MacDonald
2. Joint Implementation Curriculum Committee, update – Darcy Mcnee, Jennifer Alberring,
Kyle Goy

2. ITEMS FOR DISCUSSION
(None)

3. ITEMS FOR RECOMMENDATION

1. Three Year Local Calendars – Paul McKenzie

Staff Recommendation:

That the Board of Education approve the local calendars for 2019/20, 2020/21, and 2021/22 as presented by the Assistant Superintendent.

2. Board Authority/Authorized Courses – Paul McKenzie

Staff Recommendation:

That the Board approve the following Board Authority/Authorized courses:

- Desktop Publishing – grade 11 – Stelly's Secondary and Parkland Secondary
- Desktop Publishing – grade 12 – Stelly's Secondary and Parkland Secondary

4. ITEMS FOR INFORMATION

1. The following research projects have been approved:
 - “Teacher leadership and the new curriculum” submitted by Kisten Sinats, Teacher SD63
 - “Risk Assessment in Applications for Outdoor Adventure Education” submitted by Michael Collins, Teacher SD63

5. FUTURE AGENDA ITEMS

(None)

PROPOSED SD63 SCHOOL CALENDAR

2019/2020 CALENDAR

JULY						
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SEPTEMBER						
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 Instructional
 Non-Instructional

 Vacation Period
 Closure Week

 Statutory Holiday

DRAFT School Calendar 2019-20

September 3, 2019	Schools Open
September 23, 2019	Non-instructional day
October 14, 2019	Thanksgiving Day
October 25, 2019	Non-instructional day
November 11, 2019	Remembrance Day
November 22, 2019	Non-instructional day
December 23, 2019 - January 3, 2020	Winter break
January 6, 2020	Schools reopen after winter break
February 14, 2020	Non-instructional day
February 17, 2020	Family Day
March 16 - March 20, 2020	Spring break
March 23 - March 27, 2020	School closure days
April 10, 2020	Good Friday
April 13, 2020	Easter Monday
April 27, 2020	Non-instructional day
May 15, 2020	Non-instructional day
May 18, 2020	Victoria Day
June 26, 2020	Administrative Day
June 26, 2020	Schools close

Semester dates and Provincial Exams

September 3, 2019 – January 24, 2020	Semester One
January 27, 2020 – June 26, 2020	Semester Two

Days in Session (including Sept. 3, NIDs & exam days, excluding June 26):

S1 = 92; S2 = 95 **Total 187**

Days of Instruction (including Sept. 3; excluding NIDs & June 26)

S1 = 89; S2 = 92 **Total 181**

PROPOSED SD63 SCHOOL CALENDAR

2020/2021 CALENDAR

JULY						
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DECEMBER						
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FEBRUARY						
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 Instructional
 Non-Instructional

 Vacation Period
 Closure Week

 Statutory Holiday

DRAFT School Calendar 2020-21

September 8, 2020	Schools Open
September 28, 2020	Non-instructional day
October 12, 2020	Thanksgiving Day
October 23, 2020	Non-instructional day
November 11, 2020	Remembrance Day
November 20, 2020	Non-instructional day
December 21, 2020 - January 1, 2021	Winter break
January 4, 2021	Schools reopen after winter break
February 12, 2021	Non-instructional day
February 15, 2021	Family Day
March 15 - March 19, 2021	Spring break
March 22 - March 26, 2021	School closure days
April 2, 2021	Good Friday
April 5, 2021	Easter Monday
April 23, 2021	Non-instructional day
May 21, 2021	Non-instructional day
May 24, 2021	Victoria Day
June 30, 2021	Administrative Day
June 30, 2021	Schools close

Semester dates and Provincial Exams

September 8, 2020 – January 29, 2021	Semester One
February 1, 2021 – June 30, 2021	Semester Two

Days in Session (including Sept. 8, NIDs & exam days, excluding June 30):

S1 = 92; S2 = 93 **Total 185**

Days of Instruction (including Sept. 8; excluding NIDs & June 30)

S1 = 89; S2 = 90 **Total 179**

PROPOSED SD63 SCHOOL CALENDAR

2021/22 CALENDAR

JULY						
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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JANUARY						
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FEBRUARY						
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MARCH						
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APRIL						
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MAY						
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JUNE						
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 Instructional
 Non-Instructional

 Vacation Period
 Closure Week

 Statutory Holiday

DRAFT School Calendar 2021-22

September 7, 2021	Schools Open
September 27, 2021	Non-instructional day
October 11, 2021	Thanksgiving Day
October 22, 2021	Non-instructional day
November 11, 2021	Remembrance Day
November 12, 2021	Non-instructional day
December 20, 2021 – December 31, 2021	Winter break
January 4, 2022	Schools reopen after winter break
February 18, 2022	Non-instructional day
February 21, 2022	Family Day
March 21 - March 25, 2022	Spring break
March 28 – April 1, 2022	School closure days
April 15, 2022	Good Friday
April 18, 2022	Easter Monday
April 25, 2022	Non-instructional day
May 20, 2022	Non-instructional day
May 23, 2022	Victoria Day
June 30, 2022	Administrative Day
June 30, 2022	Schools close

Semester dates and Provincial Exams

September 7, 2019 – January 28, 2022	Semester One
January 31, 2022 – June 30, 2022	Semester Two

Days in Session (including Sept. 7, NIDs & exam days, excluding June 30):

S1 = 91; S2 = 95 **Total 186**

Days of Instruction (including Sept. 8; excluding NIDs & June 30)

S1 = 88; S2 = 91 **Total 179**



Desktop Publishing 11 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: Brad Hart and Davina Antonik	Date Developed: December 2018
School Name: Stelly's Secondary and Parkland Secondary	Principal's Name: Sally Hansen and Lizanne Chicanot
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Desktop Publishing	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

Equipment:

- Computer Lab
- Cameras

Materials:

- Guidebooks, manuals and student packages available at nominal charge from publisher of yearbook (FutureBook)

Instructor Training:

- Extensive knowledge with layout design software, photo editing software, and vector image creation software
- Extensive knowledge of principles of photography, and photo editing
- Background in English/Journalism
- Knowledge of the business aspects of producing a published document

Course Synopsis:

Students will learn the technical skills required to take a concept through to production. The course begins in the ideating phase. Students then move to a prototyping phase. After designs are solidified, students will move to the steps of making and testing. Finally once publishing happens the students will share out the yearbook. The process will be learned through a variety of market research, study of past works, and an exploration of the future of digital document design. Aside from the learning industry standard publishing, photo editing, and vector graphic creation software, students will learn the principles of fair and equitable reporting, copyright, and privacy law. Beyond the production of the yearbook, students in this course will have the desktop publishing skills to aide the overall school community with any required print documents (musical program, grad ceremony booklet, etc.). Beyond the technical aspects of this course, students will learn journalistic skills such as interviewing and copy writing. The team aspect of a large publishing project is important. Students will learn the valuable skills of working with students across grades and with varying backgrounds.

Goals and Rationale:

Creating a large professional quality print document is a large undertaking. The yearbook at many schools has been created by a club outside of class time, to varying degrees of success. By having Desktop Publishing as a four credit course students will learn the important technical skills required to create a large print document. There is a steep learning curve when first accessing the software required for production. By dedicating class time students will be able to meet all the curricular competencies. In addition, students will receive credit for the significant amount of work that is required to create a document such as a yearbook. Within the 120 hours of instructional time, the teacher has the option to teach concepts such as copyright law, layout terminology, and industry standards. While learning the technical piece, students can explore the richness and diversity of their school culture, while bringing their own sensitivity to the product.

Aboriginal Worldviews and Perspectives:

- Exploration and celebration of personal and cultural identity
- Integration of knowledge, content, and ways of being
- Exploration of relationship between ideas
- Consideration of connection to the natural world and others
- Engagement in outdoor education where possible
- Exploration and collaboration with community, organizations, and individuals when able
- Recording history through storytelling and illustrations
- Learn about others and new perspectives while reflecting on their own school culture.

BIG IDEAS

Learning to collaborate on a large project is a valuable skill

Personal design interests require the evaluation and refinement of design skills

Tools and technologies can be adapted for specific purposes.

Purposeful design choices impact the depth and impact of a message.

Learning Standards

Curricular Competencies

Students are expected to do the following:

Ideating:

- Take creative risks to identify gaps to explore as design space
- Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities
- **Critically analyze** how competing social, ethical, and sustainability considerations impact designed solutions to meet global needs for preferred futures
- Prioritize ideas for prototyping and designing with others

Prototyping:

- Identify and use a variety of sources of inspiration and information
- Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas
- Analyze the design for life cycle
- Construct prototypes, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

Content

Students are expected to know the following:

- principles of design
- **industry standard technologies**
- design strategies
- **image manipulation**
- **vector graphic creation**
- common vocabulary in print production
- personal responsibility in creating print media
- specific features and purposes of media artworks, from the present and past, to explore viewpoints, including those of First Peoples
- elements of writing style
- understand concept of journalistic integrity
- **operation of cameras**

Testing:

- Identify feedback most needed and possible sources of that feedback
- Develop an appropriate test of the prototype
- Gather feedback from users over time to critically evaluate their design and make changes to product design or processes
- Iterate the prototype or abandon the design idea

Making:

- Identify appropriate tools, technologies, materials, processes, and **time needed for production**
- Use project management processes when working **collaboratively to coordinate production**

Sharing:

- Share progress while making to increase feedback, and collaboration
- Critically evaluate their design thinking and processes, and their ability to work effectively both as individuals and **collaboratively** in a group, including the **ability to implement project management processes**
- Identify new design issues, including how they or others might build on their concept

Applied Technologies:

- Explore existing, new, and emerging **tools, technologies, and systems** and evaluate their suitability for design intents
- Analyze the role and impact of technologies in societal change, and the personal, social, and environmental impacts, including unintended negative consequences, of their choices of technology use
- Analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies

Big Ideas – Elaborations

Personal design interests require the evaluation and refinement of skills - A design style can be built over time and created to fit the desired environment. Competence with software will allow students greater design freedom to create the desired look.

Tools and technologies can be adapted for specific purposes - It is essential for students to be able to use the correct tool for the job. Knowing which piece of software to use is of utmost importance when looking to create print media.

Purposeful design choices impact the depth and impact of a message - When creating a large print students need to be aware of the message they are conveying. When choosing design elements, thoughtful choices need to be made.

Curricular Competencies – Elaborations

- **Ideating** - forming an idea to be used for a specific purpose
- **Prototyping** - taking inspiration from the ideating phase to move towards a discernible product
- **Time needed for production** - learning to work within varying deadlines for varying projects
- **Collaborating to coordinate production** - In order to successfully complete large projects with a team, it is imperative for students to work collaboratively to undertake a large document. This could include but is not limited to:
 - Sharing differences in stylistic choices
 - maximizing workflow between classmates
 - assigning work to the appropriate piece of software
- **Ability to implement project management processes** - Students should become aware of all aspects of the project to look for ways to streamline the process and to look for efficiencies.
- **Applied Technologies** - finding the correct tool for the task is important.

Content – Elaborations

- **Industry standard technologies** - keeping up with current industry standards to allow students the greatest possible opportunity beyond high school. This could include software such as: Adobe InDesign, Adobe Photoshop, Adobe Illustrator, or other pieces of software
- **Image manipulation** - in an ever changing world students need to understand the power of image manipulation software (such as Adobe Photoshop)
- **vector graphic creation** - tied to Applied Technologies, using the correct tool for the task is important. When creating quality designs it is important to know when to use pixel based software versus vector based software
- **operation of cameras** - students should be knowledgeable of how to use a variety of cameras. Including varying smartphones, DSLR, mirrorless cameras, film, or other formats.

Recommended Instructional Components:

- Group work
- Direct Instruction
- Indirect Instruction
- Individual work
- Previous work examples
- Guest speakers
- Modelling
- Guided Discovery

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Self-reflection
- Peer reflection
- Meeting deadlines
- Publishing the Yearbook

Learning Resources:

See Special Training, Facilities or Equipment Required above



Desktop Publishing 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: Brad Hart and Davina Antonik	Date Developed: December 2018
School Name: Stely's Secondary and Parkland Secondary	Principal's Name: Sally Hansen and Lizanne Chicanot
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Desktop Publishing	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

Equipment:

- Computer Lab
- Cameras

Materials:

- Guidebooks, manuals and student packages available at nominal charge from publisher of yearbook (FutureBook)

Instructor Training:

- Extensive knowledge with layout design software, photo editing software, and vector image creation software
- Extensive knowledge of principles of photography, and photo editing
- Background in English/Journalism
- Knowledge of the business aspects of producing a published document

Course Synopsis:

Students will learn the technical skills required to take a concept through to production. The course begins in the ideating phase. Students then move to a prototyping phase. After designs are solidified, students will move to the steps of making and testing. Finally once publishing happens the students will share out the yearbook. The process will be learned through a variety of market research, study of past works, and an exploration of the future of digital document design. Aside from the learning industry standard publishing, photo editing, and vector graphic creation software, students will learn the principles of fair and equitable reporting, copyright, and privacy law. Beyond the production of the yearbook, students in this course will have the desktop publishing skills to aide the overall school community with any required print documents (musical program, grad ceremony booklet, etc.). Beyond the technical aspects of this course, students will learn journalistic skills such as interviewing and copy writing. The team aspect of a large publishing project is important. Students will learn the valuable skills of working with students across grades and with varying backgrounds.

Goals and Rationale:

Creating a large professional quality print document is a large undertaking. The yearbook at many schools has been created by a club outside of class time, to varying degrees of success. By having Desktop Publishing as a four credit course students will learn the important technical skills required to create a large print document. There is a steep learning curve when first accessing the software required for production. By dedicating class time students will be able to meet all the curricular competencies. In addition, students will receive credit for the significant amount of work that is required to create a document such as a yearbook. Within the 120 hours of instructional time, the teacher has the option to teach concepts such as copyright law, layout terminology, and industry standards. While learning the technical piece, students can explore the richness and diversity of their school culture, while bringing their own sensitivity to the product.

Aboriginal Worldviews and Perspectives:

- Exploration and celebration of personal and cultural identity
- Integration of knowledge, content, and ways of being
- Exploration of relationship between ideas
- Consideration of connection to the natural world and others
- Engagement in outdoor education where possible
- Exploration and collaboration with community, organizations, and individuals when able
- Recording history through storytelling and illustrations
- Learn about others and new perspectives while reflecting on their own school culture.

BIG IDEAS

Learning to collaborate on a large project is a valuable skill

Personal design interests require the evaluation and refinement of design skills

Tools and technologies can be adapted for specific purposes.

Purposeful design choices impact the depth and impact of a message.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Ideating:</p> <ul style="list-style-type: none"> • Take creative risks to identify gaps to explore as design space • Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities • Critically analyze how competing social, ethical, and sustainability considerations impact designed solutions to meet global needs for preferred futures • Prioritize ideas for prototyping and designing with others <p>Prototyping:</p> <ul style="list-style-type: none"> • Identify and use a variety of sources of inspiration and information • Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas • Analyze the design for life cycle • Construct prototypes, making changes to tools, materials, and procedures as needed • Record iterations of prototyping 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • principles of design • industry standard technologies • design strategies • image manipulation • vector graphic creation • common vocabulary in print production • personal responsibility in creating print media • specific features and purposes of media artworks, from the present and past, to explore viewpoints, including those of First Peoples • elements of writing style • understand concept of journalistic integrity • operation of cameras • basic elements and processes of marketing

Testing:

- Identify feedback most needed and possible sources of that feedback
- Develop an appropriate test of the prototype
- Gather feedback from users over time to critically evaluate their design and make changes to product design or processes
- Iterate the prototype or abandon the design idea

Making:

- Identify appropriate tools, technologies, materials, processes, and **time needed for production**
- Use project management processes when working **collaboratively to coordinate production**

Sharing:

- Share progress while making to increase feedback, and collaboration
- Critically evaluate their design thinking and processes, and their ability to work effectively both as individuals and **collaboratively** in a group, including the **ability to implement project management processes**
- Identify new design issues, including how they or others might build on their concept

Applied Technologies:

- Explore existing, new, and emerging **tools, technologies, and systems** and evaluate their suitability for design intents
- Analyze the role and impact of technologies in societal change, and the personal, social, and environmental impacts, including unintended negative consequences, of their choices of technology use
- Analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies

Big Ideas – Elaborations

Personal design interests require the evaluation and refinement of skills - A design style can be built over time and created to fit the desired environment. Competence with software will allow students greater design freedom to create the desired look.

Tools and technologies can be adapted for specific purposes - It is essential for students to be able to use the correct tool for the job. Knowing which piece of software to use is of utmost importance when looking to create print media.

Purposeful design choices impact the depth and impact of a message - When creating a large print students need to be aware of the message they are conveying. When choosing design elements, thoughtful choices need to be made.

Curricular Competencies – Elaborations

- **Ideating** - forming an idea to be used for a specific purpose
- **Prototyping** - taking inspiration from the ideating phase to move towards a discernible product
- **Time needed for production** - learning to work within varying deadlines for varying projects is an important skill
- **Collaborating to coordinate production** - In order to successfully complete large projects with a team, it is imperative for students to work collaboratively to undertake a large document. This could include but is not limited to:
 - Sharing differences in stylistic choices
 - maximizing workflow between classmates
 - assigning work to the appropriate piece of software
- **Ability to implement project management processes** - Students should become aware of all aspects of the project to look for ways to streamline the process and to look for efficiencies.
- **Applied Technologies** - finding the correct tool for the task is important.
- **Mentorship** – Students will work with others to pass along learnings from Desktop Publishing.

Content – Elaborations

- **Industry standard technologies** - keeping up with current industry standards to allow students the greatest possible opportunity beyond high school. This could include software such as: Adobe InDesign, Adobe Photoshop, Adobe Illustrator, or other pieces of software
- **Image manipulation** - in an ever changing world students need to understand the power of image manipulation software (such as Adobe Photoshop)
- **vector graphic creation** - tied to Applied Technologies, using the correct tool for the task is important. When creating quality designs it is important to know when to use pixel based software versus vector based software
- **operation of cameras** - students should be knowledgeable of how to use a variety of cameras. Including varying smartphones, DSLR, mirrorless cameras, film, or other formats.

Recommended Instructional Components:

- Group work
- Direct Instruction
- Indirect Instruction
- Individual work
- Previous work examples
- Guest speakers
- Modelling
- Guided Discovery

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Self-reflection
- Peer reflection
- Meeting deadlines
- Publishing the Yearbook

Learning Resources:

See Special Training, Facilities or Equipment Required above