



## EDUCATION-POLICY COMMITTEE

School Board Office  
Via MS Teams  
October 5, 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 Sc'ianew 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**
  - a. Return to School – Scott Stinson
3. **COMMITTEE REPORT** of Sept. 7, 2021 Education Standing Committee meeting (attached)
4. **BAA COURSE PROPOSALS**
5. **REVIEW OF POLICIES/REGULATIONS**
6. **NEW BUSINESS** (attached)
  - a. Academies Update – Wayne Kelly, District Principal of Academies & Dave Strange, Assoc. Super. (15 – 20 min.)
  - b. District Program Review – Paul Block, Assoc. Super. (15 – 20 min.)
  - c. Presentation – Mental Wellness Plan Overview – Vanessa White & Dave Strange (15 min.)
7. **FOR INFORMATION** (attached)
  - a. Updated Policy Work Plan
  - b. Research Project Approval – Juliane Bell/Dr. Sharon Pelech – “Agents in the Field: Exploring the Educational Value of Place Conscious Pedagogy” – Scott Stinson
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Nov. 2, 2021



**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams Live  
September 7, 2021 – 6:00 p.m.**

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Present: Allison Watson, Trustee (Committee Chair)  
Bob Phillips, Trustee (Committee Member)  
Dianna Seaton, Trustee (Committee Member)  
Ravi Parmar (Board Chair)  
Christina Kempenaar, STA  
Betty-Lou Leslie, CUPE  
Sandra Arnold, SPEAC  
Georgette Walker, SPVPA  
Scott Stinson, Superintendent/CEO  
Stephanie Hedley-Smith, Associate Superintendent  
Paul Block, Associate Superintendent  
David Strange, Associate Superintendent

Guests: Vanessa White, Amanda Culver, Missy Haynes, Denise Wehner

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**

a. Return to School – Scott Stinson

Superintendent Stinson provided a summary of the K-12 CDC Return to School Communicable Disease Plan and its implementation in the District. A parent version of the handbook is available on the District web page. A staff version of the handbook is available on Engage (staff intranet). The Superintendent focused his report on highlighting the differences and similarities to the previous year's COVID-19 Return to School plan providing rationale for the direction of the plan this year.

3. **COMMITTEE REPORT** of June 1, 2021 Education Standing Committee meeting (attached)

The committee report for the June 1, 2021 Education-Policy Committee meeting was reviewed by the committee members

A question came up regarding the revision and approval of the Class Design 10 - 12 BAA courses. It was clarified that consultation took place on the courses with the author (teacher) and the courses were adopted by the Board at the May and June Board meetings.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

- a. Draft Revised Regulations C-329 “Field Trips” – Stephanie Hedley-Smith  
Associate Superintendent Stephanie Hedley-Smith framed the work completed to date including recent revisions. She sought feedback on the current proposed Regulations in order to finalize the draft prior to asking the Board to consider a Notice of Motion.

6. **NEW BUSINESS**

- a. Presentation – SOGI Update – Vanessa White, Amanda Culver, Missy Haynes  
The team provided a summary of the District team’s actions from last school year and shared their experiences from an annual summit attended by this group of educators. The team presented a vision for the coming year and presented calls to action surrounding SOGI issues in our district.
- b. Seamless Day Pilot Project – Stephanie Hedley-Smith, Denise Wehner  
Denise Wehner, District Principal – Curriculum Transformation, provided a summary of the purpose, critical elements and positive benefits of the Seamless Day Project and how they align with the District’s core values, mission and vision for student and child development. Questions and discussion ensued from committee members to better understand the tenets of the program.

**Recommendation:**

That the committee forward the following motion to the next Board meeting for consideration:

“That the Board of Education endorse the district’s participation in the Ministry of Education Seamless Day child care pilot at a SD62 Elementary School.”

7. **FOR INFORMATION** (attached)

- a. Research Project Approval – Nikki Lineham/Dr. Jennifer Thom – “Spatial Reasoning and Projective Geometry in the Primary Years and Investigating Deaf and Hard of Hearing Students in Mathematics in Mainstream Classrooms” – Scott Stinson
- b. Research Project Approval – Shelby Pollitt – “Advancing Learner-Informed Practices in Early Reading: A Collaborative Response to Intervention (RTI) Partnership” – Scott Stinson

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Oct. 5, 2021

**Committee Info Note**  
**Education-Policy Committee Meeting**  
**October 5, 2021**  
**Agenda Item 6a: Academies Update**

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**Background:**

The district vision is to honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community. In alignment with this vision the district has developed over time one of the largest and most comprehensive academy programs in the province of British Columbia. Each academy has been developed in response to student voice, a desire to provide student choice, and the need to create opportunities for students to pursue their passions.

As the slate of academy programs continues to grow, it is felt that semi-regular updates to the committee and the board would be an effective means to keep the board and our educational partners informed. This is the first update of the year for 2021-22.

**Analysis:**

The pandemic has had an impact on our academy programs and has required, at times, creative approaches by staff to continue to offer these valuable opportunities to our students. This was particularly true in the 2020-21 school year. This current school year we have returned to a more regular operating approach. For the benefit of the committee and the board we offer the following information:

**2021-22 Year in Review**

This past school year required some creative approaches to offering our academies. At the middle school most academies ran comparable to previous years with the exception of required health and safety protocols.

Every year our Dance and PACE Academies host performances that are well attended by families, students and staff. This past year with the safety protocols in place we were able to do this virtually and still have the students perform. In addition, these performances were recorded and copies made available to each student.

At the secondary level, several academies had to have adjustments in their schedule. (Wayne, a sentence of two explaining the secondary academy model in the octamester system) In a regular semester student would attend academy blocks all year. Last year we used the Octa system where students have one course for 5 weeks. Academy student had 2 sessions of 5 weeks in their academy block.

**Academy enrolment :                    2020/21 enrolment – 770    2021-22 enrolment -- 1217**

Last year we were able to have cost saving in many of the secondary academies. Once expenses were completed in June any remaining funds were refunded back to parents

**2021-22 Current School Year**

This current school year we see a return to more regular structures and schedules in our academy programs. The following information provides a detailed picture of our current academy offerings and their enrollment demographics.

Academies High School	Numbers	Gender	Indigenous	International
Belmont Baseball	32	32M	7	2
Belmont Softball	25	25F		
Belmont Hockey	39	38M/1F	2	2
EMCS Eco	31	11M/20F	4	1
EMCS Hockey	34	26M/8F	3	
EMCS Soccer	40	25M/15F	3	1
RBSS Dance	84	84 F	8	3
RBSS Golf	15	12M/3F	1	1
RBSS Lacrosse Boys	90	90M	6	
RBSS Lacrosse Girls	44	44F	3	1
RBSS Soccer	108	75M/33F	3	19
Academies Middle School				
DMS – Soccer	47	29M/10F	3	
DMS – Dance	100	100F	6	
SMS – Hockey	46	43M/3F	5	
JMS – Hockey	49	39M/10F	7	
District Academies				
Golf	49	38M/11F	1	
Equestrian	35	35F	1	6
PACE	389	94M/295F	6	
		(2020)		
Totals	1217	535M (44%) 682F (56%)		

**Academy Spotlight: ECO Academy at Edward Milne Community School**

See attached brochure

**STARTING FALL 2020!**



# ECO ACADEMY

Grade 9 and 10  
registration  
opens Feb. 3rd  
2020

**EMCS  
SOOKE  
SD#62**

# EMCS ECO ACADEMY

**GR. 9/10 CREDITS:  
SCIENCES  
SOCIAL STUDIES  
FOODS STX  
BUSINESS  
SUSTAINABILITY  
CAREERS**

- Gr. 9/10 Cohort-based academy
- explores scientific and social issues through ecology, entrepreneurship, community service, and experiential place-based learning.
- full day interdisciplinary program
- Learning rooted in curricular outcomes, with high standards for extending inquiry, collaboration, and self direction.
- Learning programs aligned with the seasons and local Indigenous 13 Moons calendar.



# Sooke School District Academy Programs 2021/22



1

## Current Status for 2021/22

- 1217 Student Currently Enrolled
- 18 Academy Programs
- 5 Partnership Programs

2

# Middle School Academy Programs 2021/22

## Dunsmuir Middle School

Dance 6,7,8 100 (90) \$ 975  
 Soccer 7,8 47 (40) \$ 905

## Journey Middle School

Hockey 6,7,8 49 (46) \$755

## Spencer Middle School

Hockey 6,7,8 46 (35) \$1300

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# Secondary Academy Programs

## Royal Bay

Soccer 9,10,11,12 108 (60) \$1280

Dance 9,10,11,12 84 (85) \$ 1280

Lacrosse-Boys 9,10,11,12 90 (90)

\$1375 and \$1075

Lacrosse-Girls 9,10,11,12 44 (30)

\$890

Golf 9-12 18 \$1450

## Edward Milne

Soccer 9,10,11,12 40 (45) \$630

Hockey 9,10,11,12 34 (38) \$755

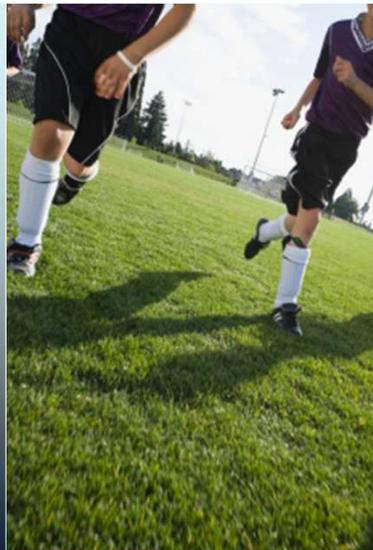
Eco 31 \$300

## Belmont

Hockey 9,10,11,12 39 (32)

\$1615

Baseball Softball 57 (65) \$680



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**District Academy Programs:**

Golf Academy – 49 (22) \$1450

All Sooke Student -Grades 6-12

Equestrian Academy -- 35 (15) \$ 1250

All Sooke Students -Grades 6-12

PACE – Musical Performance Academy – 389 (350) \$50

All Sooke Students K-12

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**Demographic Breakdown**

Academies High School	Numbers	Gender	Ind	International
Belmont Baseball	32	32M	7	2
Belmont Softball	25	25F		
Belmont Hockey	39	38M 1F	2	2
EMCS Eco	31	11M 20F	4	1
EMCS Hockey	34	26M 8F	3	
EMCS Soccer	40	25M 15F	3	1
RBSS Dance	84	84 F	8	3
RBSS Golf	15	12M 3F	1	1
RBSS Lacrosse Boys	90	90M	6	
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Demographic Breakdown			
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District Academies			
Golf	49	38M11F	1
Equestrian	35	35F	1 6
PACE (2020)	389	94M295F	6
Totals	1217 (1043)	535M (44%)	682F (56%)

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**Bursary Programs:**

We do have a bursary program that students and parents can access to assist with fees due to their financial situation

- 1) KidSport – Local Victoria chapter provides up to \$400-\$600 per child to assist with academy fees.
- 2) Jumpstart – Local Victoria chapter can provide up to \$300 per child to assist with academy fees
- 3) Sport Assist - Funding may be used for Westshore Residents only for recreation in Langford.
- 4) Lace'Em Up – Provides up to \$1,000 per child to assist with Academy fees

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**School District #62 (Sooke)**

<b>Specialty Academies</b>	No.: B-349
	Effective: Mar. 25/14 Revised:

**SCHOOL BOARD POLICY**

The Sooke School District recognizes its obligation, consistent with the *School Act* and relevant provincial legislation, to provide an educational program for all students of school age resident in the School District. It is the goal of the Board to offer programs promoting excellence in instruction and optimal achievement for all students.

The Board may support school, District or community initiated educational programs, including specialty academies, that bring a particular educational emphasis to student talents or to particular student needs, within the parameters of provincially prescribed and/or Board authorized curriculum.

**School District #62 (Sooke)**

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

**ADMINISTRATIVE REGULATIONS**

**New Programs considered will:**

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

Process for Submitting Proposals

- A. Prior to submission of a proposal to the Board, consultation with the Superintendent or designate and the District Principal of Academies must occur.
- B. A written proposal, including clear rationale for the Program, will be submitted to the School Board. The proposal will contain:

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

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

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

### A. Modification:

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

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

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

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

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

**Committee Info Note**  
**Education-Policy Committee Meeting**  
**October 5, 2021**  
**Agenda Item 6b: Program Review**

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Background:

**Alignment across the Executive Team on initiatives:**

- Legislative/Ministerial Direction
- Strategic Plan/Mandate Letters/Executive Sponsorship
- Departmental Operational Plans
- Policies/admin regulations/procedures
- Collective agreements
- Normal course of business/new Ideas
- Budget process

**Coherence**

- Strategic co-ordination is not ad hoc mutual adjustment. It is coherence imposed on a system by policy and design...specifically, how actions and resources will be combined.
- Focusing Direction, Cultivating Collaborative Cultures, Deepening Learning, Securing Accountability.
- Identification of interdependencies

**Efficacy (Efficiency & Effectiveness)**

- Results - strategic, educational, business, financial, operational or social benefits are being delivered.
- Overall workload and do-ability given resources, time and financial constraints.

**Performance Budgeting**

- District is facing financial pressure and we need to align our resources with results.
- Reviews will feed multi-year (3 year) budget priorities.
- Shift in focus from last year's spend to next year's goals.

**Risk Management**

- Programs and Initiatives are functioning within the Reputational and Operational risk tolerance of the Board.

## The Concerns (Need)

- A process that will take our organization through research, reflection, suggestion, consensus, and revision in support of organizational excellence. The outcome will be resourcing with intention to meet the goals, objectives and strategies as outlined in our Strategic Plan.

## Context

- We are about to engage in this process. This presentation is an introduction to the process. We will be coming back to the committee to share results surrounding process and results.

## Recommendations

- To seek feedback from our district partners on the process and to provide further guidance to our Executive team on ideas and suggestions from across the district.
- To inform and respond to questions and build further understanding that supports alignment, coherence and efficacy.

Respectfully,

Paul Block, Associate Superintendent  
Farzaan Nusserwanji, Executive Director, IT & CIO

# Program Review: Alignment, Coherence & Efficacy

## The Pursuit of Organizational Excellence



# Why are we doing reviews?



- **Alignment across the Executive Team on initiatives:**

- Legislative/ Ministerial Directions
- Strategic Plan /Operational Plans
- Other agreements, directions and innovation ideas

- **Coherence**

- *Strategic coordination is not ad hoc mutual adjustment. It is coherence imposed on a system by policy and design...specifically how actions and resources will be combined\**
- *Focusing Direction, Cultivating Collaborative Cultures, Deepening Learning, Securing Accountability\*\**
- Identification of interdependencies

- **Efficacy (Efficiency & Effectiveness)**

- Results - strategic, educational, business, financial, operational or social benefits are being delivered
- Overall workload and do-ability given resource, time and financial constraints

- **Performance Budgeting**

- District is facing financial pressure and we need to align our resources with results
- Reviews will feed multi-year (3 year) budget priorities
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- **Risk Management**

- Programs and Initiatives are functioning within the Reputational and Operational risk tolerance of the board





# What will the result look like ?



- **Recommendations from each Working Group:**

- Format of the review will result in an analysis with recommendations
- General Findings and Recommendations on the areas being reviewed
- Roadmap of initiatives planned to deliver on closing the gaps between current and target state
- Efficiency & Effectiveness – Areas of cost savings or increased efficiency opportunities

- The recommendations will be presented to the Executive Review Panel where they will be assessed for submission to the budget review process

# Thank You

*Hych'ka* - Coast Salish

*Kleco Kleco* - Nuuchahnulth

*Marsee* - Michif





**Committee Info Note**  
**Education-Policy Committee Meeting**  
**October 5, 2021**  
**Agenda Item 6c: Supporting Mental Wellbeing**

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Background

In keeping with our recent work and the goals and objectives of the new Strategic Plan, the district has been working hard to develop a more comprehensive approach to supporting staff and student wellness, in particular as it relates to mental wellbeing. This coming school year we will be continuing with many of the existing approaches while layering in several new initiatives made possible by additional funding from the Ministry.

The Concerns

Concern for the wellbeing of everyone in our system has been increasing the last few years and has certainly come to the fore during the current global pandemic. The district recognizes the negative impacts of recent events as well as the challenges that our work provides in the everyday of supporting staff and student learning and wellbeing. The situation currently requires the development of new and robust approaches to supporting wellbeing and we have developed a plan for this current school year that builds on our previous work.

Context

The Ministry has provided additional funds targeted to supporting staff and student mental wellbeing. The attached infographic outlines the approach for the 2021-22 school year. The plan includes a mix of capacity and skill development, direct instruction and plans to support our partners in their own learning aimed at helping individuals themselves as well as their ability to support others.

# Mental Health Plan

Mental Health Mini Grants; Release Time for EASE; Wellness Wednesdays; Wellness Champs

## COVID IMPACT GRANT

Release time for MHL, SEL coaching, MHFA for CUPE, Wellbeing Cttee, Workshops on Grief, Sleep, Play, Social Thinking

## EARLY ACTION INITIATIVE GRANT

SBSW; MH Clinician; Safe Schools Coordinator; Garden Education; Lunch program, After School at RK; SOGI support; Vulnerable School \$; Comm School Coordinators

## COMM LINK

Ready Step Roll, Farm to School, KidSport, Active School Travel, PISE, Youth In Action, Boys and Girls Club; HSHP Table; Suicide Prevention Table; etc.

## External Grants & Partners



# BUDGET

## Operating CSH

DP, Healthy Schools Coordinator; Specialized training (VTRA, CIRT, Trauma); Release Time (Sex Ed/Substance Use) Supplies for grant programs; Roots of Empathy; Counselling Supplies

## Operating SAFE SCHOOLS & CARE

Wraparound Coordinator & Personal Safety Training for Grade 1 and 4 Teachers

## District Department Collaboration

IES; Curriculum; HR Wellness/EAP; Indigenous Ed; International; Facilities

## Operating – Specialized Staffing

Counsellors, SEL Coaches SEF's

# Education Policy Committee Information Note October 5 Agenda Item 7a: Policy Review Overview

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## PURPOSE

- To overview the policies coming forward to Education-Policy Committee over the coming year.

## BACKGROUND

- Under the *BC School Act (S85(2)(a))*, Boards of Education may “determine local policy for the effective and efficient operation of schools in the school district.”
- There are currently 214 policies or regulations and 4 by-laws listed on the SD62 website under the following headings:
  - FOUNDATIONS AND GOVERNANCE (22 policies/regulations)
  - EDUCATIONAL PROGRAMS (25 policies/regulations)
  - STUDENTS (66 policies/regulations)
  - COMMUNITY COMMUNICATIONS (19 policies/regulations)
  - HUMAN RESOURCES (35 policies/regulations)
  - BUSINESS OPERATIONS, FACILITIES, RESOURCES AND TRANSPORTATION (47 policies/regulations)
  - PROCEDURAL BY-LAWS (4 by-laws)
- Given the number of existing policies and regulations and the emergence of new policies, it is an ongoing process to keep our policies and regulations updated and current.
- To enable ongoing updates to continue in a timely manner, the Executive have proposed a series of revisions mapped out over the coming school year to align with monthly Education-Policy Committee meetings (Appendix 1).
- Some items may be brought to Education-Policy Committee for discussion prior to the work undertaken to finalize them for committee approval.
- The timings proposed for policies/regulations to be on the agenda for Education-Policy Committee 2021-22 are as follows:

<b>Policy</b>	<b>Date</b>
Social Media	October 2021
International Field Trips	October or November 2021
Appeals	November 2021
Fund Raising	November 2021
Breaches of Peace and Order	November or December 2021
Police Contact with Students	November or December 2021
Career Education	December 2021
Band Instrument Rental	December 2021
Maintenance of Order	December 2021
HIV Virus (A.I.D.S)	December 2021
Energy management	December 2021
Student Travel	January 2022
Volunteers in Schools	January 2022
Job Descriptions	January 2022
Animals on District Property & In Classrooms	February 2022
Leave of Absence- Educational Personnel	February 2022
Naming of Schools	February 2022
Student Suspension Process	March 2022
Changes to Buildings and Sites	March 2022
Learning Assessment	April 2022
Challenge and Equivalency	April 2022
Sexual Harassment and E-154 Personal Harassment	May 2022
School Catchment Areas and Student Placement	May 2022
Access to Information	June 2022
School Site Acquisition	June 2022
Construction of Fences on School Grounds	June 2022
Use of School Facilities	June 2022
School Based Non-Public Funds	June 2022
Emergency Preparedness	June 2022

- These are proposed timelines that may need to be adjusted based on other operational issues in the district.

# Appendix 1: **POLICY REVIEW WORK**



<b>Exec Resp.</b>	<b>Policy No.</b>	<b>Policy Name</b>	<b>Last Revision</b>	<b>Month Proposed for Education Policy Committee</b>
Dave	B-129	Safe and Healthy Schools	Reviewed: May 11/15	October 2022
Paul	B-132	Career Education	Reviewed: May 11/15	December 2021
Scott	B-330	Learning Assessment	Reviewed: Oct. 20/15	April 2022
Associates	B-360	School Fees, Supplies and Deposits	Revised: Sept. 23/08	TBD
Paul	C-211	Challenge and Equivalency	Revised: Mar. 14/11	April 2022
Farzaan	C-220	Student Records	July 5/05	Sept 2022
Associates	C-230	Elementary-Middle-Secondary Articulation	Revised: Jan. 24/89	TBD
Paul	C-309	District and School Codes of Conduct	Reviewed: Sept. 22/15	TBD
Associates	C-310	Student Behaviour	Apr. 12/94	TBD
Associates	C-311	Student Attendance	Revised: Apr. 10/90	TBD
Dave	C-314	Alcohol and other Drugs-Possession, Exchange	Feb. 26/91	November 2022
Stephanie	C-316	Breaches of Peace and Order	Revised: Dec. 14/99	November or December 2021
Dave	C-319	Student Suspension Process	June 27/17	March 2022
Stephanie	C-330	Student Travel	Oct. 25/05	January 2022
Dave	C-332	Identification, Assessment & Planning-Psych Ed assessments	Effective: Dec. 10/91	December 2022
Scott	C-350	Appeals	Effective: May 27/08	November 2021
Dave	C-410	Child Abuse	Jan. 25/11	September 2022
Scott/Paul	C-411	Band Instrument Rental	Revised: July 14, 2005	December 2021
Dave	C-428	Administration of Medication	Revised: May 13/97	October 2022
Dave	C-429	Anaphylaxis	Revised: Sept. 23/08	November 2022
Scott	C-432	Maintenance of Order	Dec. 15/20	December 2021
Dave	C-433	HIV Virus (A.I.D.S)	Effective: Jan. 13/87	December 2021
Scott	D-111	Volunteers in Schools	Revised: Jan. 24/12	January 2022
Scott	D-121	Animals on District Property & In Classrooms	Revised: Feb. 23/10	February 2022
Scott	D-205	Fund Raising	Effective: June 27/06	November 2021
Harold/Farzaan	D-330	Access to Information	Revised: Jan. 28, 2020	June 2022
Dan	E-110	Job Descriptions	Revised: Oct. 25/05	Jan 2022
Dan	E-155	Sexual Harassment and E-154 Personal Harassment	Revised: Mar. 28/06	May 2022

Stephanie/Scott	E-222	Performance Review of Administrators	Effective: June 28/05	TBD
Dan	E-241	Leave of Absence- Educational Personnel	Revised: Dec. 11/90	Feb 2022
Dave	E-530	Smoking	Apr. 22/97	December 2022
Harold	F-201	Energy management	Revised: June 23/09	Dec 2021
Scott/Windy	F-204	Naming of Schools	Effective: Oct. 24/00	February 2022
Harold	F-221	School Site Acquisition	Effective: Mar. 27/01	June 2022
Harold/Pete	F-226	Construction of Fences on School Grounds	Revised: Nov. 22/83	June 2022
Harold/Pete	F-235	Changes to Buildings and Sites	Effective: Mar. 27/84	March 2022
Harold/Glen	F-300	Use of School Facilities	Effective: Mar. 9/82	June 2022
Farzaan	F-330	Document Retention	July 5/05	October 2022
Harold	F-331	School Based Non-Public Funds	Apr. 22/97	June 2022
Stephanie	F-501	Emergency Preparedness	Revised: Mar. 26/13	June 2022- working with SPEAC
Scott/Windy	F-502	School Catchment Areas and Student Placement	Feb. 28/06	May 2022
Farzaan	New	Social Media	New	Oct 2021
Farzaan	New	Technology Governance and IT Security Policies	New	Jan 2021
Stephanie	New	Police Contact with Students	New	Nov. 2021 or Dec. 2021 (Links to C316)
Stephanie	New	International Field Trips	New	Oct or Nov 2021

**Permission to Conduct Non-Board-Initiated Research**

Date of application	August 27 <sup>th</sup> 2021
Applicant's Name	Juliane Bell on behalf of Dr. Sharon Pelech
Address	4401 University Dr W, Lethbridge, AB T1K 6T5 Office TH264
Phone Number(s)	Telephone: (403) 329-2446 (Sharon) Cellular: (306) 250-9070 (Juliane)
E-Mail Address	<a href="mailto:juliane.bell@uleth.ca">juliane.bell@uleth.ca</a> <a href="mailto:sharon.pelech@uleth.ca">sharon.pelech@uleth.ca</a>
Present Position	Sharon Pelech: Interim Assistant Dean- Field Experiences Juliane Bell: Graduate Assistant
SD62 Employee?	N/A
Affiliated institution or organization	University of Lethbridge
Name of facility supervisor (if applicable)	N/A
Title of study	Agents in the Field: Exploring the Educational Value of Place Conscious Pedagogy
Type of study	Qualitative
Requested date to start and anticipated end date	January 1 <sup>st</sup> 2022 (or sooner, as appropriate)- May 2022
Type of participants (i.e. student, parent, teacher, support staff)	Teachers
Any specific cohort focus	Teachers practicing place conscious pedagogy
Plan for recruitment to study	Email recruitment script to participating schools
Specific location(s) of study	Any school that has teachers practicing place conscious pedagogy
Data collection tools	Qualitative interview
Ethics approval, date and organization	May 2021-May 2022 (Renewal date)

Hello,

I am writing on behalf of Dr. Sharon Pelech (University of Lethbridge) regarding an application to conduct research within Sooke School district.

The purpose of this research is to explore and document the ways in which teachers in Alberta, British Columbia and Newfoundland and Labrador engage in place conscious pedagogy, and to examine the value of place conscious pedagogy for teacher practitioners and their students. Place conscious pedagogy uses the local community and environment as a focal point for teaching and learning. It takes a cross-curricular approach to teaching and strives to diminish the boundaries that exist between schools and their social and environmental settings. Place based learning is embedded in the updated British Columbia curriculum. Your district's participation in this research will help fill a gap in our knowledge of current place-based education practices and the meaning of such practices for teachers in the province.

Best regards,

Juliane Bell

Graduate Assistant



Office of Research Ethics  
4401 University Drive  
Lethbridge, Alberta, Canada  
T1K 3M4  
Phone: (403) 329-2747  
Email: research.services@uleth.ca  
FWA 00018802 IORG 0006429

Monday, 10 May 2021

PI: Dr. Sharon Pelech, Faculty of Education

Co-PI: Dr. Darron Kelly, Faculty of Education, Memorial University of Newfoundland

Study Title: Agents in the Field: Exploring the Educational Value of Place-Conscious Pedagogy

Action: Approved  
HPRC Protocol Number: 2018-043

Approval Date: May 10, 2021

Annual Renewal Report Due: On or before May 14, 2022

Dear Sharon,

Thank you for submitting the amendment for your human research protocol titled "Agents in the Field: Exploring the Educational Value of Place-Conscious Pedagogy". It has been reviewed and approved on behalf of the University of Lethbridge Human Participant Research Committee (HPRC) for the approval period **May 10, 2021 to May 14, 2022**. The HPRC conducts its reviews in accord with University policy and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2018).

Please be advised that any changes to the protocol or the informed consent must be submitted for review and approval by the HPRC before they are implemented. An annual renewal report for continuing ethics certification will be required and is due to the Office of Research Ethics on or before **May 14, 2022**.

We wish you and your collaborator the best with your continuing research.

Sincerely,

A handwritten signature in black ink, appearing to read 'Susan Entz'.

Susan Entz, M.Sc., Ethics Officer  
Office of Research Ethics  
University of Lethbridge  
4401 University Drive  
Lethbridge, Alberta, Canada  
T1K 3M4



Social Sciences and Humanities  
Research Council of Canada

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Canada



University of  
Lethbridge



**Agents in the Field: Exploring the Educational Value of Place-Conscious Pedagogy**  
**LRSD Research Project Informed Consent Form**

**Researchers:** Dr. Sharon Pelech, Faculty of Education at University of Lethbridge,  
403-329-2446, Sharon.pelech@uleth.ca  
Dr. Darron Kelly, Faculty of Education at Memorial University,  
709-864-8624, p45dik@mun.ca

You are invited to take part in a research project entitled “Agents in the Field: Exploring the Educational Value of Place-Conscious Pedagogy.”

This form is part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. It also describes your right to withdraw from the study. In order to decide whether you wish to participate in this research study, you should understand enough about its risks and benefits to be able to make an informed decision. This is the informed consent process. Take time to read this carefully and to understand the information given to you. Please contact the researcher, Dr. Sharon Pelech (U of Lethbridge) or Dr. Darron Kelly (Memorial U), if you have any questions about the study or would like more information before you consent.

It is entirely up to you to decide whether to take part in this research. If you choose not to take part in this research or if you decide to withdraw from the research once it has started, there will be no negative consequences for you, now or in the future.

**Introduction:**

Please take a moment to read the following information to decide if you would like to participate in this research. This research is conducted by Dr. Sharon Pelech, an Associate Professor at the University of Lethbridge and Dr. Darron Kelly, an Assistant Professor at Memorial University’s Faculty of Education.

**Purpose of Study:**

The purpose of this research is to explore and document the ways in which teachers in Alberta, British Columbia and Newfoundland and Labrador engage in place-conscious pedagogy, and to examine the value of place-conscious pedagogy for teacher practitioners, their students and the community. Place-conscious pedagogy uses the local community and environment as a focal point for teaching and learning. It takes a cross-curricular approach to teaching and strives to diminish the boundaries that exist between schools and their social and environmental settings. Your participation in this research will help fill a gap in our knowledge of current place-based education practices and the meaning of such practices for teachers in the province. As part of the Crowsnest Pass working cohort, an opportunity to research the process teachers go through in developing place-conscious pedagogy will be the key focus of this study.

### **What You Will Do in this Study:**

Your participation will involve:

- Giving 3 conversational interviews (beginning, middle and end of the one year project) that will be audio recorded and transcribed for analysis. The interview should take about one hour and may be conducted at a secure location at your school, on Zoom or at another location you deem acceptable. If Zoom is used, a password protected room with waiting room features will be used. During the interview you will be asked general questions about your conceptions of place-conscious pedagogy, how you became aware of this practice, and how you incorporate this practice into your teaching. You will be invited to share the process in developing your project, both the successes and any difficulties or barriers you faced. You will also be asked your opinion of the impact of place-conscious pedagogy on the lives and learning of your students, and your identity as an educator.
- Allowing digital photographs to be taken of your place-conscious pedagogy project. The photographs will be taken at or around the same time and should require about one-half hour. To better explain and document your practices for publication, digital photographs of your place-based education project will also be taken.
- You will be invited to keep a professional journal that would record your thoughts, feelings and processes that you experience while being in the working group.

### **Length of Time:**

The total time commitment required to participate is approximately one hour for each interview, as well as the time to maintain the journal, if you choose.

### **Compensation**

If you choose to participate, you will receive a \$20 gift card as partial compensation for your valuable time.

### **Withdrawal from the Study:**

Your participation *must be* voluntary. Being part of the working group does not any way require you to also be part of the research – they are completely separate. You need not answer any question during the interview or allow any photograph to be taken that makes you uncomfortable. You have the right to withdraw from this research at any time during the data collection (interview and photography) or until April 30, 2022. You can withdraw by sending a simple request to withdraw by email to either researchers (Dr. Darron Kelly or Dr. Sharon Pelech). If you so choose, all information you have provided will be immediately deleted. If your request to withdraw occurs after the information has been used in journals, conferences or other published documents, the data will not be able to be removed.

### **Possible Benefits:**

Exploring and documenting the process in which place conscious pedagogy is developed, and the outcomes from your project will provide other teachers and administrators with ideas for improved and innovative practice. Very little research has been done to document the stages in developing projects, so your participation will provide important insights for other teachers. This may also benefit students across the province by providing more meaningful engagement with the curriculum and their communities. This research may also benefit the academic community, faculties of education, and teacher education programs by providing insight into meaningful and innovative pedagogy for teaching and learning.

### **Possible Risks:**

While the risk associated with your participation is very low, you should be aware that teaching is a very public occupation and it is likely that an association may be made in your community between you and your place-conscious pedagogy project. While there is no reason to believe this association will be

negative, there is always a chance that any form of innovative practice in teaching may draw criticism from members of the school community. Should you experience any negative feedback for your participation, please, feel free to contact your local teacher association such as the Newfoundland and Labrador Teachers' Association (NLTA), the Alberta Teachers' Association (ATA) or the BC Teachers' Federation (BCTF).

**Confidentiality:**

The ethical duty of confidentiality includes safeguarding participants' identities, personal information, and data from unauthorized access, use, or disclosure. We are sincerely committed to your privacy and will take every precaution to ensure the information you provide is kept confidential. Due to the nature of this study – its focus on specific teaching practices and the relatively small number of participants who are known to practice place-conscious pedagogy – there is a possible risk that your participation may become known to the school community and general public. As a result, a pseudonym can be used at your request on the consent form below.

**Anonymity:**

Anonymity refers to protecting participants' identifying characteristics, such as name or description of physical appearance. Every reasonable effort will be made to ensure your anonymity. You will not be personally identified in publications, reports, presentations, or other media without your explicit permission. If you prefer to maintain anonymity an opportunity to use a pseudonym and removal of any possible personal information from the data collected will be offered. Other members of the working group will not know who is part of the research unless you choose to disclose this information yourself.

**Recording of Data:**

Your participation will involve a digitally recorded interview about your place-based education project and digital photographs of your place-based education project. This material may be used to create journal articles, textbooks, course content, webpage content, reports, presentations, and workshops.

**Use, Access, Ownership, and Storage of Data:**

All interviews, transcripts, correspondence, and images generated for this research will be kept on a password-protected computer hard drive. Data will be kept for a minimum of five years, as required by the University of Lethbridge and Memorial University's policy on Integrity in Scholarly Research. The signed and dated consent form will be kept in a locked filing cabinet in the principal investigator's office at either University of Lethbridge or Memorial University. A research assistant, transcriber and the principal investigators will be the only people who have access to your interview, transcript, and unpublished images.

**Reporting of Results:**

The information and images you provide in the context of this study may be published or displayed in a number of venues including journal articles, conference presentations, workshops, course material, a course textbook, academic webpages, and in a report for specific school divisions, Memorial University's Faculty of Education and the University of Lethbridge's Faculty of Education. You are also welcome to receive a copy of the report when it is ready for release. Your information and images will be reported without specific identifying information unless you give permission for this information to be associated with the reporting of your place-based education project and results of the study.

**Questions:**

You are welcome to ask questions before, during, or after your participation in this research. If you would like more information about this study, please contact: Dr. Darron Kelly, Faculty of Education at Memorial University, 709-864-8624, [p45dik@mun.ca](mailto:p45dik@mun.ca) or Dr. Sharon Pelech, Faculty of Education at University of Lethbridge, 403-329-2446, [Sharon.pelech@uleth.ca](mailto:Sharon.pelech@uleth.ca)

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy and the University of Lethbridge. Questions regarding your rights as a participant in this research may be addressed to the Office of Research Ethics, University of Lethbridge (Phone: 403-329-2747 or Email: [research.services@uleth.ca](mailto:research.services@uleth.ca)). If you have ethical concerns about the research, such as the way you have been treated or your rights as a participant, you may contact the Chairperson of the ICEHR at [icehr@mun.ca](mailto:icehr@mun.ca) or by telephone at 709-864-2861 (for Memorial University).

Please complete the consent form on the next page: