



EDUCATION AND STUDENT SERVICES COMMITTEE PUBLIC MEETING AGENDA

The Central Okanagan Board of Education acknowledges that this meeting is being held on the Traditional Territory of the Okanagan People.

DATE: Wednesday, May 1, 2019
TIME: 6:00 pm
LOCATION: School Board Office, Board Room
1040 Hollywood Road S.
Kelowna, B.C.

1. AGENDA

Additions/Amendments/Deletions

2. REPORTS/MATTERS ARISING

2.1 Public Education and Student Services Committee Report – April 3, 2019
(Attachment)

3. RECOGNITION/PRESENTATIONS/DELEGATIONS

4. PUBLIC QUESTION/COMMENT PERIOD

5. COMMITTEE MEMBERS QUERIES/COMMENTS

6. DISCUSSION/ACTION ITEMS

6.1 Approval of New Board/Authority Authorized (BAA) Course Proposal – Aquatic Studies-Pre-Lifeguarding 12
(Attachment)

Presenter: Hugh Alexander, Principal – Rutland Senior Secondary School
Allen McNabb, Teacher – Rutland Senior Secondary School

STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Aquatic Studies-Pre-Lifeguarding 12 (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the May 1, 2019 Education and Student Services Committee Meeting.

6.2 Proposal for Substantive Change – Lifeguard Academy (Rutland Senior Secondary School)
(Attachment)

Presenter: Hugh Alexander, Principal – Rutland Senior Secondary School
Allen McNabb, Teacher – Rutland Senior Secondary School

STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the Proposal for Substantive Change - Lifeguard Academy (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the May 1, 2019 Education and Student Services Committee Meeting.

- 6.3 Proposal for External Partnership with UBC – Okanagan School of Education for Dual Credit Course - EDUC 104 Introduction to Academic Pedagogy: An Aboriginal Perspective** *(The goal of this program is to offer a dual credit opportunity in the UBC-Okanagan School of Education for grade 12 students interested in enrolling in a preparatory post-secondary transition course.)*
(Attachment)

Presenters: Vianne Kintzinger, Assistant Superintendent
 Dr. Karen Ragoonaden, UBC – Okanagan School of Education
 Adrienne Vedan, Manager, Aboriginal Programs, UBC – Okanagan

STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the Proposal for External Partnership with UBC – Okanagan School of Education for Dual Credit Course – EDUC 104, as attached to the Agenda and presented at the May 1, 2019 Education and Student Services Committee Meeting.

7. DISCUSSION/INFORMATION ITEMS

- 7.1 Draft Program Review Cycle and Meeting Schedule 2019/2020**
(Attachment)

Presenter: Terry-Lee Beaudry, Deputy Superintendent

8. COMMITTEE CORRESPONDENCE

9. ITEMS REQUIRING SPECIAL MENTION

10. RECOMMENDATIONS/REFERRALS TO THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES

11. ITEMS FOR FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

- *District's third Enhancement Agreement – deferred to a later date*
- *Career Life Programs and Dual Credit Programs Review Update – deferred to fall 2019*
- *Proposal for Substantive Change – Academy of Engineering (Kelowna Secondary School)*

June 5, 2019	REVIEW LEGEND
Nutrition Programs in Central Okanagan Public Schools. <i>(Assistant Superintendent V. Kintzinger)</i>	<u>LEVEL ONE REVIEW</u> • District-wide surveys involving all stakeholders • Focus Groups • Interviews with key staff and clients
Report on the Supports for Children in Care.	<u>LEVEL TWO REVIEW</u> • Surveys to a representative sample group of stakeholders • Optional Focus Groups and personnel interviews as appropriate
	<u>LEVEL THREE REVIEW</u> • Limited or no surveying and/or interviews to gather informal feedback

12. FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

- June 5, 2019.

13. MEDIA QUESTIONS

14. ADJOURNMENT

CENTRAL OKANAGAN PUBLIC SCHOOLS – BOARD COMMITTEE REPORT

COMMITTEE: Education and Student Services DATE: April 3, 2019

CHAIRPERSON: Trustee Norah Bowman STAFF CONTACT: Terry-Lee Beaudry, Deputy Superintendent

*The Committee Chairperson acknowledged that the meeting was being held on the
Traditional Territory of the Okanagan People.*

Board Attendees:

Trustee N. Bowman - Chairperson
Trustee C. Desrosiers – Committee Member
Trustee A. Geistlinger – Committee Member
Trustee M. Baxter
Trustee R. Cacchioni

Staff:

K. Kaardal, Superintendent of Schools/CEO (*absent*)
T. Beaudry, Deputy Superintendent of Schools
Y. Hildebrandt, Executive Assistant (Recorder)

Partner Group Representation:

COPAC	No Representative
COPVPA	Brady Ibbetson, Member-at-Large
COTA	Lori Dawson Bedard, First Vice-President
CUPE	David Tether, President
CUPE	Margaret Varga, Vice-President
District Student Council	Matthew Richardson, Grade 12, Kelowna Secondary School

Agenda – Additions/Amendments/Deletions

The Committee agreed to amend the agenda order and move Public Question/Comment Period after Presentation Item 3.1 (Student's Adjusted School Schedule Plan (SASSP) and Data Collection) and prior to Presentation Item 3.2 (Overview of Board/Authority Authorized (BAA) Course Requirements).

Public Education and Student Services Committee Agenda – April 3, 2019 – approved as amended.

Reports/Matters Arising

Public Education and Student Services Committee Report – March 6, 2019 – received as presented.

Presentation

1. Student's Adjusted School Schedule Plan (SASSP) and Data Collection

Dr. Peter Molloy, Director of Instruction – Student Support Services, shared the Guiding Principles of the Student's Adjusted School Schedule Plan (SASSP) Administrative Procedure, and outlined the considerations and procedures taken before altering a student's school schedule and developing an Adjusted School Schedule Plan. Statistics of students on altered schedules in the District were outlined. The Education and Student Services Committee discussed the different scenarios and rationale that require a student to have an Individual Education Plan developed. All Adjusted School Schedule Plans are considered temporary with the goal to progress the student to full days as soon as possible.

7:30 pm: Meeting recessed

7:37 pm: Meeting reconvened

2. Overview of Board/Authority Authorized (BAA) Course Requirements

Vianne Kintzinger, Assistant Superintendent, provided a hand-out sheet to the committee members and explained the types of credits secondary students can earn towards a BC Dogwood Graduation Diploma. Credits can be earned from Ministry of Education Courses, Independent Study Courses, Board/Authority Authorized (BAA) courses, Equivalency, Course Challenges, External Credits and Post-Secondary Dual Credit courses. An overview of the process to develop a BAA course was shared.

Discussion/Action Items

1. Board/Authority Authorized (BAA) Course Proposal – Music in Cultural Studies 11

Bruce McKay, Principal – Okanagan Mission Secondary School, and Ed Schnellert, Teacher – Okanagan Mission Secondary School, presented a Board/Authority Authorized (BAA) course proposal for Music in Cultural Studies 11. This experiential course connects learning and performing music with collaborative cultural studies to create community-building opportunities across diverse cultures. Presentations of learning will focus on creating and sharing understandings through music and storytelling, and may include connecting with people of cross-cultural perspectives to create and present multi-cultural musical presentations. Music in Cultural Studies 11 is open to individual, small or large ensembles with any instruments. All students can choose their own cultural/musical projects.

Outcome:

The Committee recommended that the Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Music in Cultural Studies 11 (Okanagan Mission Secondary School), as attached to the Agenda, and as presented at the April 3, 2019 Education and Student Services Committee Meeting.

2. Board/Authority Authorized (BAA) Course Proposal – Cybersecurity 12

Jon Rever, Assistant Superintendent, Hugh Alexander, Principal – Rutland Senior Secondary School, and Rafie Relova, Teacher – Rutland Senior Secondary School, presented a Board/Authority Authorized (BAA) course proposal for Cybersecurity 12. This course is designed for students who have an interest in pursuing employment or further study in the cybersecurity field. Upon successful completion of the course, students have the opportunity to take a certification exam to receive entry level Cybersecurity Essentials Certification.

Outcome:

The Committee recommended that the Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Cybersecurity 12 (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the April 3, 2019 Education and Student Services Committee Meeting.

3. Board/Authority Authorized (BAA) Course Proposal – Aquatic Studies- Pre-Lifeguarding 11

Hugh Alexander, Principal – Rutland Senior Secondary School, and Allen McNabb, Teacher – Rutland Senior Secondary School, presented a Board/Authority Authorized (BAA) course proposal for Aquatic Studies – Pre-Lifeguarding 11. This course allows students to follow a passion and gain skills to pursue a community-service career while developing a healthy lifestyle.

Outcome:

The Committee recommended that the Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Aquatic Studies-Pre-Lifeguarding 11 (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the April 3, 2019 Education and Student Services Committee Meeting.

8:40 pm: Brady Ibbetson left the meeting

8:45 pm: Meeting recessed

8:49 pm: Meeting reconvened

3. Funding Review Panel Recommendations – Discussion

The Education and Student Services Committee reviewed six recommendations from the *Report of the Funding Model Review Panel 2018*. Questions, considerations and concerns raised regarding the recommendations were documented and will come forward to the Board of Education for review. The report will then be submitted to the Ministry of Education.

Discussion/Information Items

1. Career Life Programs and Dual Credit Programs Review - Update

The Deputy Superintendent recommended the Level 3 Career Life Programs and Dual Credit Programs review be deferred to an Education and Student Services Committee Meeting in early fall.

Recommendations/Referrals to the Board/Coordinating Committee/Other Committees

Public Board Meeting Action Items

- Board/Authority Authorized (BAA) Course Proposal – Music in Cultural Studies 11
- Board/Authority Authorized (BAA) Course Proposal – Cybersecurity 12
- Board/Authority Authorized (BAA) Course Proposal – Aquatic Studies- Pre-Lifeguarding 11

Items for Future Education and Student Services Committee Meetings

- *District's third Enhancement Agreement – deferred to a later date*
- *Career Life Programs and Dual Credit Programs Review Update – deferred to fall 2019*
- *Proposal for Substantive Change – Academy of Engineering (Kelowna Secondary School)*

May 1, 2019	June 5, 2019
Draft Program Review Cycle and Meeting Schedule 2019/2020 <i>Deputy Superintendent (T. Beaudry)</i>	Nutrition Programs in Central Okanagan Public Schools. <i>(Assistant Superintendent V. Kintzinger)</i>
Enhancing Student Learning Framework <i>Superintendent/CEO (K. Kaardal)</i>	Report on the Supports for Children in Care.
REVIEW LEGEND	
<u>LEVEL ONE REVIEW</u> • District-wide surveys involving all stakeholders • Focus Groups • Interviews with key staff and clients	
<u>LEVEL TWO REVIEW</u> • Surveys to a representative sample group of stakeholders • Optional Focus Groups and personnel interviews as appropriate	
<u>LEVEL THREE REVIEW</u> • Limited or no surveying and/or interviews to gather informal feedback	

Future Education and Student Services Committee Meetings

- May 1, 2019, and June 5, 2019.

Questions – Please Contact:

Trustee Norah Bowman, Chairperson

Terry-Lee Beaudry, Deputy Superintendent of Schools

E-mail: Norah.Bowman@sd23.bc.ca

Phone: 250.470.3225 e-mail: Terry.Beaudry@sd23.bc.ca

Norah Bowman, Chairperson



Memorandum

Date: April 26, 2019
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Prepared by: Vianne Kintzinger, Assistant Superintendent
Action: Approval of New Board/Authority Authorized (BAA) Course Proposal – Aquatic Studies-Pre-Lifeguarding 12

1.0 RELEVANT BOARD MOTION/DIRECTION

New Board Authority Authorized Course: Aquatic Studies-Pre-Lifeguarding 12 has been developed and awaiting approval by the Board of Education.

2.0 BACKGROUND

The Ministry of Education's updated Board/Authority Authorized (BAA) course policy and procedures came into effect July 1, 2018. The new BAA requirements reflect the new graduation program.

3.0 INFORMATION STATEMENT

As a follow from Aquatic Studies-Pre-Lifeguarding 11, Aquatic Studies-Pre-Lifeguarding 12 provides students with the opportunity to seek fully-certified lifeguarding employment upon completion of this course and success in the final sector approved, Lifeguard Examination. This valuable certification makes students immediately employable in the field, thus enabling students the opportunity to seek a career in aquatics or support themselves financially as they transition into post-secondary education. Enrolling in Aquatic Studies-Pre-Lifeguarding 12 allows students to follow a passion and pursue a community-service career while developing healthy lifestyle habits for life.

4.0 ADDITIONAL INFORMATION

This new opportunity was presented at the Rutland Senior Secondary Parent Advisory Council Meeting held on February 19th, 2019. The parents present at this meeting strongly endorsed the offering of this course at Rutland Senior Secondary School.

5.0 OPTIONS FOR ACTION

- a) Approve the new Board Authority Courses as presented.
- b) Amend the proposed Aquatic Studies-Pre-Lifeguarding 12 course.
- c) Request additional information on the proposed Aquatic Studies-Pre-Lifeguarding 12 course.

6.0 NEXT STEPS

If the Board of Education approves the proposed BAA Aquatic Studies-Pre-Lifeguarding 12 course, schools wishing to offer the BAA Aquatic Studies-Pre-Lifeguarding 12 course in the 2019/2020 school year must follow the 2018 Graduation Program Board/Authority Authorized Courses: Requirements and Procedures.

7.0 STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – BAA Aquatic Studies-Pre-Lifeguarding 12 course (Rutland Senior Secondary) as attached to the Agenda, and as presented at the May 1st, 2019 Education and Student Services Committee Meeting.

8.0 APPENDIX

A. Board/Authority Authorized Course Aquatic Studies-Pre-Lifeguarding 12



Board/Authority Authorized Course Aquatic Studies-Pre-Lifeguarding 12

School District/Independent School Authority Name: Central Okanagan Public Schools	School District/Independent School Authority Number: SD No. 23
Developed by: Allen McNabb	Date Developed: Feb 2019
School Name: Rutland Senior Secondary	Principal's Name: Hugh Alexander
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Aquatic Studies-Pre-Lifeguarding 12	Grade Level of Course: 12
Number of Course Credits: 4 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): The student must have a desire to promote safety in, on, and around aquatic environments and help others in their community who are in need. They must be at least 16 years old at the beginning of the course and have a base level of swimming ability that allows them to complete a 400m swim in 10 minutes or less. Further, students must have successfully completed Aquatic Studies-Pre-Lifeguarding 11.

Special Training, Facilities or Equipment Required:

The supervising teacher should be a Lifeguarding Specialist. A background in aquatic facility management is an asset. The educator may choose to use the assistance of external trainers as part of the program delivery. The number of instructors will be determined by the size of the class. The program will take place in both indoor and outdoor facilities. Essential equipment includes: a comprehensive First Aid kit and Flotation devices, spinal board, (provided by the facility) and lifeguard equipment.

Course Synopsis:

Aquatic Studies-Pre-Lifeguarding 12 is designed to develop and extend the lifeguarding skills and knowledge from an intermediate level (developed in the Aquatic Studies-Pre-Lifeguarding 11 course) to an advanced pool deck-ready level. Upon successful completion of this course, students will be prepared to pursue lifeguard certification.

The program will build on students' physical skills and overall knowledge of the risks and dangers in aquatic environments. Aquatic Studies-Pre-Lifeguarding 12 challenges students to increase their knowledge of site-specific procedures in a pool and waterpark environment. Students will develop public relations skills, learn about pool operations procedures and protocols, and acquire the legal liability information that is crucial in supervising public facilities. Additionally, students will develop lifeguarding techniques including scanning, roving, and on deck communication. Participants will practice facility-specific rescues until they are comfortable with the responsibility of supervising and managing a waterpark environment. Self-evaluations and continuous feedback will provide students with the information needed to reflect and improve as they work their way toward their lifeguarding goals. The instructor will additionally use midterm and end-of-term assessments to assist students in goal setting and skill development, as well as assess overall student progress.

Goals and Rationale:

The Aquatic Studies-Pre-Lifeguarding 12 provides students with the opportunity to seek fully-certified lifeguarding employment upon completion of this course and success in both the industry standard practical and written lifeguarding examinations. This valuable certification makes students immediately employable in the field, thus enabling the students the opportunity to seek a career in aquatics or support themselves financially as they transition into post-secondary education. Enrolling in Aquatic Studies-Pre-Lifeguarding 12 allows students to follow a passion and pursue a community-service career while developing healthy lifestyle habits for life.

Students in the Aquatic Studies-Pre-Lifeguarding 12 course have numerous, ongoing opportunities to develop and embody the British Columbia Core Competencies. Students will engage in critical and creative thinking as they make decisions and respond in real-time to simulated aquatic emergencies. Communication is an essential skill, as lifeguards need to be clear, direct, and decisive in emergency situations. Students will also acquire and have opportunities to practice the specific communication skills best suited for aquatic facility management. Students will also develop a strong sense of self-identity and their place within the community, thereby demonstrating their competence in the personal/social domain.

Aboriginal Worldviews and Perspectives:

Throughout the school year, there will be acknowledgement that the training is taking part on the Traditional, unceded territory of the Okanagan people. The program supports and develops the students as individuals and as Lifeguards, providing them with a variety of opportunities to connect to their community in a mentorship and service role. The class will spend time training in outdoor aquatic environments for engagement with land and nature. The class will offer flexible groupings, enabling each student to feel part of something “greater” through a learner-centered approach that is experiential at its core. The role of the teacher is one of support, and of learning alongside the students, inspiring them toward a passion for lifelong improvement and learning in the service of Lifeguarding and community responsibility.

In addition, the class will be following the First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students take on the role of caretaker and ensure the safety of those around them.
- Learning is holistic, reflexive, reflective, experiential, and relational. Students will participate in real-life scenarios and simulations throughout the course. This learning is ongoing and builds upon students' previous experiences. Students will have the opportunity to reflect on their learning at multiple points throughout this course.
- Learning involves recognizing the consequences of one's action. Students will identify safety risks in aquatic environments and engage in facility injury analysis and statistics.
- Learning is embedded in memory, history, and story. Students will learn from aquatic incidents and tragedies, including LSS (Life Saving Society) drowning reports in local area.
- Learning involves patience and time. Students will repeat skills and drills over time to build proficiency. Students will understand that developing aquatic fitness and building aquatic safety skills is an ongoing process.
- Learning requires exploration of one's identity. Students will have the opportunity to push themselves to their physical limits and push themselves out of their comfort zone.

BIG IDEAS

Understanding the factors that influence public safety in aquatic environments empowers us to take action to prevent accidents and save lives.	Maintenance of personal fitness and the pursuit of continuous learning in constantly changing environments are major contributors to a lifelong healthy lifestyle.	Identifying our individual strengths and weaknesses and understanding how they fit into a collaborative team environment helps us plan and achieve our goals.
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> <u>Skill Development</u> • Demonstrate appropriate movement and positioning of lifeguarding fundamentals • Develop and demonstrate the basic lifeguarding skills needed to supervise and manage a variety of aquatic environments • Apply training techniques to enable lifeguards to achieve their individual goals in the aquatic industry • Apply training techniques to achieve goals within the aquatic industry • Understand and implement personal coaching and training philosophies <u>Mental Preparation</u> • Plan ways to overcome potential barriers for personal development and team operations	<i>Students are expected to know the following:</i> • Proper individual and team movement patterns associated with the fundamental skills of lifeguarding • The basic Lifeguarding systems & positions needed for various aquatic environments and facilities • Rules and guidelines for patron safety in, on and around unique aquatic amenities such as waterslides, whirlpools, standing waves, spas, hot tubs, saunas, and steam rooms • Physical and mental benefits of keeping themselves in rescue-ready status, including not only swimming but also weight training and nutrition • Injury prevention and management.

Curricular Competencies	Content
• Investigate techniques for managing mental challenges related to the legal responsibility of supervising lives in an aquatic environment • Develop and demonstrate appropriate strategies used to manage cognitive stress in life-threatening situations <u>Healthy Lifestyle</u> • Recognize and regulate appropriate reactions when experiencing constructive feedback and direct instruction from a trainer • Create and implement a training plan that improves and / or maintains a personal level of fitness for the active role of a lifeguard, and be able to respond to emergencies quickly and effectively • Analyze and explain the effects that training, fitness, and nutrition, have on body systems before, during, and after vigorous rescues • Explore and describe the important relationship between regular physical activity, mental well-being, and overall health <u>Social and Cultural Connections</u> • Develop skills for maintaining healthy relationships and responding to interpersonal conflict. • Demonstrate safety, problem solving, and role modelling in a community leadership position. • Explain how developing competencies in Lifeguarding can increase confidence and foster lifelong participation in sport and community service.	• Proper facility analysis and rotation techniques to respond to changing aquatic environments • Fundamental progressions for teaching developing swimmer skills leading to full swimming stroke corrections • Taking a leadership role during emergency situations and the ability to step back and support the lifeguard team when needed • Goal setting strategies for improving both personal skill levels and those of fellow lifeguards

Big Ideas – Elaborations

Technical Skills: Scanning, rotations, facility analysis, and distressed swimmer knowledge; The 10-30 rule for aquatic zone supervision, elevated versus roving lifeguard positions

Training Philosophies: Learning the F.I.T.T. Principle (Frequency, Intensity, Time and Type) to achieve personal goals; Developing and applying objectives that one might pursue and approach to achieve team goals

Lifeguarding skills: Lifesaving Society Canada lifeguarding and supervision standards

Healthy lifestyle: Living a life with a balance of proper nutrition, sleep, exercise and hydration to keep mental concentration levels and physical response skills as sharp as possible

Personal Growth: Strategies for individual and team leadership, effective communication and the building of a positive community atmosphere

Curricular Competencies – Elaborations

Training techniques: Interval based training, repetitions, sprints, pyramids, straight sets and specific strength training

Potential barriers: physical abilities, equipment, time needed to acquire results, season of play

Mental challenges: motivation, overcoming critical incident stress, teamwork, character development, leadership, accountability

Training Plan: Specific to each lifeguard, utilizing various exercises including, but not limited to: eggbeater, agility, balance, proper lifting techniques, effective warm ups, dynamic vs static stretching, and understanding the relation between stress and performance

Content – Elaborations

Fundamental Skills: underwater searches, spine board procedures, unconscious patient techniques, on deck positioning, rescue ladder performance, rescue tube competence

Content – Elaborations

Site specific training: movements, drills and tactics related directly to differing aquatic facility accessories such as: wave machines, waterslides, leisure and main pools, etc.

Lifesaving Techniques: elevated and roving guard positions, rotations, and bather loads

Goal setting techniques: S.M.A.R.T.(specific, measureable, action oriented, realistic & relevant, time-based)

Fundamental Progressions: Specific to each lifeguard, utilizing various exercises including, but not limited to: eggbeater, agility, balance, proper lifting techniques, effective warm ups, dynamic vs static stretching, and understanding the relation between stress and performance

Video analysis: individual movement and team systems, in and out of the water

Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Modelling
- Simulations
- Peer teaching
- Public teaching
- Video analysis
- Experiential learning

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

- Journal entries
- Monthly self-assessment using Lifeguarding Rubric
- Peer performance assessment
- Lifeguarding class interim reflections and goal setting

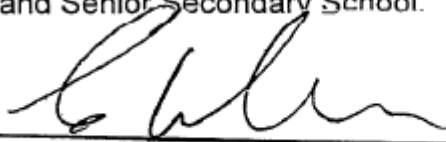
Learning Resources:

- www.lifesaving.bc.ca (BC Lifesaving Society)
- www.redcross.ca (Canadian Red Cross)
- Alert manual
- Lifesaving Instructor manual
- SFA booklet
- YMCA book

Additional Information:

There is a \$375 student fee associated with this course and a \$325 student fee associated with the Aquatic Studies-Pre-Lifeguarding 11 course which is the pre-requisite course to Aquatic Studies-Pre-Lifeguarding 12.

- This proposed Board/Authority Authorized Aquatic Studies – Pre-Lifeguarding 12 course was presented at the Rutland Senior Secondary Parent Advisory Council Meeting held on February 19th, 2019. The parents present at this meeting endorsed the offering of this course at Rutland Senior Secondary School.



Parent Advisory Council Signature

Fee Structure: (approximate)

Expenditures for Aquatic Studies-Pre-Lifeguarding 12:

Lifesaving Society Alert Textbook and candidate fees	\$2500
National Lifeguard Waterpark candidate fees	\$1500
Lifesaving Society Instructor packages	\$1500
YMCA Aquafit instructor manual and candidate fees	<u>\$2000</u>
Total Expenditures	\$7,500

Revenue

20 students at <u>\$375 per participant</u>	Total Revenue	\$7,500
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- **Financial Hardship:** Within School District Policy 425R – Student Fees, the Board of Education has indicated “that a student will not be excluded from any educational program due to financial hardship”.



Memorandum

Date: April 26, 2019
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Action Item: Proposal for Substantive Change – Lifeguard Academy (Rutland Senior Secondary School)

1.0 ISSUE STATEMENT

A substantive change proposal for a Lifeguard Academy at Rutland Senior Secondary School has been developed for approval by the Board of Education.

2.0 BACKGROUND

The 2004 Graduation Program Order authorizes Boards of Education to offer locally relevant courses to meet the needs of schools and their communities, while providing choice and flexibility for students.

3.0 POINTS FOR CONSIDERATION

If the Board of Education approves the substantive change proposal, registration will open for students to enroll for the 2019-2020 school year.

4.0 OPTIONS FOR ACTION

- a) Approve the Proposal for Substantive Change – Lifeguard Academy (Rutland Senior Secondary School).
- b) Amend the Proposal for Substantive Change – Lifeguard Academy (Rutland Senior Secondary School).
- c) Request additional information on the Proposal for Substantive Change – Lifeguard Academy (Rutland Senior Secondary School).

5.0 DEPUTY SUPERINTENDENT'S COMMENTS

The proposal being presented to the Education and Student Services Committee is in compliance with the guidelines provided by the Ministry of Education as well as the criteria set out in Board Policy 540 Proposals for Substantive Change (Distinct Schools, Unique Programs and Specialty Academies).

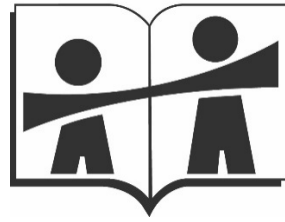
6.0 STAFF RECOMMENDATION

THAT: The Education and Student Services Committee recommends to the Board of Education:

THAT: The Board of Education approve the Proposal for Substantive Change – Lifeguard Academy (Rutland Senior Secondary School), as attached to the Agenda and presented at the May 1, 2019 Education and Student Services Committee Meeting.

7.0 APPENDIX

- A. Proposal for Substantive Change – Lifeguard Academy (Rutland Senior Secondary School)



**Central Okanagan
Public Schools**

Together We Learn

PROPOSAL FOR SUBSTANTIVE CHANGE

April 3rd, 2019

**Rutland Senior Secondary School
Lifeguard Academy**

Rutland Senior Secondary



Voodoos

Rutland Senior School Planning Council

Chris Taylor – PAC President

Chuck Cullen – PAC member

Angie Schumacher – member

Allen McNabb - Teacher

Hugh Alexander – Principal

APPENDIX A

VISION:

Students will develop a passion for lifeguarding and giving back to the community by increasing their knowledge and skills in first aid and lifesaving through the Lifeguard Academy. Participants in the program will be expected to develop their lifeguarding skills both inside and outside of school time, be positive representatives of Rutland Senior Secondary School, Central Okanagan Public Schools, and themselves. Students in the Academy will be encouraged to work/volunteer at local facilities, be involved in the organization of swim lessons in their community, and assist younger or less experienced lifeguards.

COURSES OFFERED IN ACADEMY

These courses will be added to the Academy upon receiving Board Authority Authorization.

Aquatic Studies-Pre-Lifeguarding 11 and Aquatic Studies-Pre-Lifeguarding 12

Aquatic Studies-Pre-Lifeguarding 11 is designed to develop lifesaving fitness, knowledge, and judgement in a variety of aquatic settings. The program will begin by developing physical skills and overall knowledge of the risks and dangers in aquatic environments. The drills and simulations taught will allow the candidates to gain experience analyzing aquatic emergency care and underwater search patterns, as well as responding to lifesaving emergencies and organizing untrained bystanders to assist in life-threatening events.

This is a four credit course offered semester one.

Aquatic Studies-Pre-Lifeguarding 12 is designed to develop and extend the lifeguarding skills and knowledge from an intermediate level (developed in the Aquatic Studies-Pre-Lifeguarding 11 program) to an advanced pool deck-ready level. Upon successful completion of this course, students will have a comprehensive knowledge of aquatic studies and survival training and be ready to pursue lifeguard certification.

This is a four credit course offered in semester two.

RATIONALE:

At Rutland Senior, we endeavor to provide an opportunity for students to participate in a lifelong skill-set that encourages active living while serving others. By offering a Lifeguard Academy at Rutland Senior Secondary School, students in the Central Okanagan Public Schools will learn valuable life skills and employment skills. These students can use these skills to gain employment in the field of lifeguarding and develop a career in this service field and/or students can use these skills while they are studying and pursuing further post-secondary opportunities. Typically the professional certifications needed to work as a lifeguard in Canada cost in excess of \$2500. The RSS Lifeguard Academy allows students to attain those same certifications for \$700 per student.

SUMMARY

The following document outlines our proposal for a substantive change with the addition of a Lifeguard Academy at Rutland Senior Secondary School. This program is intended to provide students with an opportunity to experience an introduction to lifesaving principles, skills that are valuable in any aquatic setting, and to further enhance their knowledge by performing specific aquatic facility rescues. When students are able to pursue their personal interests, it can provide:

- improved self-confidence
- higher academic achievement
- improved leadership skills
- increased connection to the school
- a sense of responsibility to the community

APPENDIX A

The addition of a Lifeguard Academy will provide our students with:

- a valuable set of life skills
- an opportunity to develop their skills (as lifeguards, swim coaches, swimming instructors, entrepreneurs and contract instructors, aquatic facility architects/designers, consultants and volunteers)
- an understanding of the value in public service
- an opportunity to lessen the stress of financial barriers associated with real life transitions from high school to post-secondary education

The addition of the Lifeguard Academy will benefit our students by providing more choice to participate in a physically active lifestyle. It will also benefit the community by: prompting more students to access pool facilities, encouraging students to volunteer at aquatic events in our water oriented community and afford students the skill to gain employment in the business of "parks and recreation."

OPERATIONS

Students will enroll in the Lifeguard Academy Program as two elective courses. A minimum of 20 students will be required to offer the program with one block of teaching time being allocated per semester. To ensure a high quality program, a qualified Advanced Aquatics teacher and an additional qualified lifeguarding professional will provide instruction for the program. Participants in the Lifeguard Academy will receive instruction and train both on and off campus with instruction provided during the school day. Students will enroll in the Lifeguard Academy as they would for a regular elective class. Rutland Senior Secondary is able to accommodate the Lifeguard Academy within the existing facility and require no upgrades for implementation.

Instruction for the Lifeguard Academy will be provided in an experience, analyze, and apply format. As students will have varied skill levels, the instruction will be modified by the teaching professionals to meet the students' existing abilities. Throughout the courses, students will learn the analysis, prevention, and response skills required to lifeguard in a variety of aquatic environments.

All non-school district personnel involved in this program would be required to obtain a criminal record check.

EXPECTATIONS

The following benefits are expected as a result of implementing the Lifeguarding Academy:

1. improved school climate as a result of meeting the needs of individual learners
2. improved attendance as a result of enhancing connections between students and their school
3. increased number of students involved in 'active living' through healthy choices
4. increased level of community involvement as volunteers, instructors, and role models
5. increased parent involvement and parent satisfaction with the variety of courses offered

IMPACT ANALYSIS

All students enrolling in the Lifeguard Academy will be attending Rutland Senior Secondary School during the 2019/2020 school year. The program will be open to any student in grades 10 through 12. A minimum of 20 participants will be required per section.

APPENDIX A

FINANCIAL IMPLICATIONS (approximate)

Expenditures

Lifesaving Society Bronze Medallion & Cross textbook	\$2000
Lifesaving Society Alert Textbook and candidate fees	\$2500
National Lifeguard Waterpark candidate fees	\$1500
Lifesaving Society Instructor packages	\$1500
Red Cross Standard First Aid manual and candidate fees	\$900
YMCA Instructor manual and candidate fees	\$1600
YMCA Aquafit instructor manual and candidate fees	\$2000
Lifeguard Kit – Pocket mask, gloves, whistle, fanny pack	<u>\$2000</u>
Total Expenditures	\$14,000

Revenue

20 students at <u>\$700 per academy participant</u>	Total Revenue	\$14,000
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The Lifeguard Academy is an equity-based program and will provide access to students who cannot meet the costs of the program. Families will be made aware of the District's Policy and Procedure 'Regulation - 425R Student Fees Regulations Section 8 - Financial Hardship' at parent information meetings and in the Rutland Senior Secondary School Course Selection Handbook. We are aware that any increase in fee structure will need to be approved by the Board of Education.

CONSULTATION/PROMOTION

Rutland Senior Secondary School has put considerable time and effort towards consultation with teacher Allen McNabb from Rutland Senior, Randall Wright of the Okanagan YMCA, Torrie Zimmerman of the Okanagan YMCA, The Kelowna Family YMCA, H2O Adventure and Fitness Centre, L.I.T. Aquatics, and the BC Lifesaving Society in an effort to provide a unique program geared towards students who want to be introduced to or pursue their passion in the career of lifeguarding.

The Lifeguard Academy proposal was discussed at the February 19, 2019 Rutland Senior Secondary Parent Advisory Council meeting. The Parent Advisory Council support the Lifeguard Academy and also support the Academy beginning in September of 2019 at Rutland Senior Secondary School, pending Board of Education approval. The Lifeguard Academy will be promoted through parent information evenings, and the Course Selection Handbook, once approved by the Board of Education. Information will also be included on the school's website and in the school newsletter.

EVALUATION

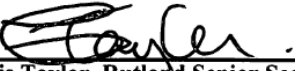
The success and continuation of the program will be reviewed annually based on the following:

- feedback from staff, participants, parents and community
- enrollment within in the Academy
- the impact of cost / expenses for the program
- the number of students who pursue volunteering, work, and participation in Lifeguarding as a result of their experience in the program

APPENDIX A

CONSULTATION

The Lifeguard Academy was discussed at the February 19, 2019, Rutland Secondary School Parent Advisory Council meeting. Approval from the PAC was received at that meeting.



Chris Taylor, Rutland Senior Secondary, Parent Advisory Council



Memorandum

Date: April 26, 2019
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Action Item: Proposal for External Partnership with UBC – Okanagan School of Education for Dual Credit Course – EDUC 104 Introduction to Academic Pedagogy: An Aboriginal Perspective

1.0 ISSUE STATEMENT

A Proposal for External Partnership with UBC – Okanagan School of Education for Dual Credit Course – EDUC 104 has been developed for approval by the Board of Education.

2.0 BACKGROUND

The 2004 Graduation Program Order authorizes Boards of Education to offer locally relevant courses to meet the needs of schools and their communities, while providing choice and flexibility for students.

3.0 POINTS FOR CONSIDERATION

If the Board of Education approves the proposal, registration will open for students to enroll for the 2019-2020 school year.

4.0 OPTIONS FOR ACTION

- a) Approve the Proposal for External Partnership with UBC – Okanagan School of Education for Dual Credit Course – EDUC 104.
- b) Amend the Proposal for External Partnership with UBC – Okanagan School of Education for Dual Credit Course – EDUC 104.
- c) Request additional information on the Proposal for External Partnership with UBC – Okanagan School of Education for Dual Credit Course – EDUC 104.

5.0 DEPUTY SUPERINTENDENT'S COMMENTS

The proposal being presented to the Education and Student Services Committee is in compliance with the guidelines provided by the Ministry of Education as well as the criteria set out in Board Policy 540 Proposals for Substantive Change (Distinct Schools, Unique Programs and Specialty Academies).

6.0 STAFF RECOMMENDATION

THAT: The Education and Student Services Committee recommends to the Board of Education:

THAT: The Board of Education approve the Proposal for External Partnership with UBC – Okanagan School of Education for Dual Credit Course – EDUC 104, as attached to the Agenda and presented at the May 1, 2019 Education and Student Services Committee Meeting.

7.0 APPENDIX

A. University of British Columbia - Okanagan School of Education (Proposal for Educational Program With External Partnership)

Central Okanagan Public Schools
and the
University of British Columbia –
Okanagan School of Education

PROPOSAL FOR EDUCATIONAL PROGRAM
WITH EXTERNAL PARTNERSHIP

EDUC 104 Introduction to Academic Pedagogy: An Aboriginal Perspective



**Central Okanagan
Public Schools**
Together We Learn



APPENDIX A

VISION

Through a partnership with the UBC – Okanagan School of Education, the students of the Central Okanagan Public Schools will have access to a dual credit post-secondary course. This course is designed to support a positive transition into post-secondary through an Indigenous lens. The students will develop skills that will enable them to transition into many Faculties at (UBC-O) or pursue further post-secondary credentialing at other post-secondary institutions.

GOAL

The goal of this program is to offer a dual credit opportunity in the UBC – Okanagan School of Education for grade 12 students interested in enrolling in a preparatory post-secondary transition course.

RATIONALE

Many students within Central Okanagan Public Schools are motivated to enter into a post-secondary however, they lack the necessary understandings or skills to enter and/or be successful in a post-secondary transition. Within the current suite of dual credit programs, we have very few courses that will enable students to pursue their interest and/or passion to enter post-secondary prior to completing their graduation years. By offering this learning to students, Central Okanagan Public Schools will be affording students an opportunity to explore their interest to attend post-secondary prior to graduation while learning more about educational pathways to post-secondary programs.

SUMMARY

Similar to the 2004 Gradation Program (Career Life Programs), the new Career Programs in the 2018 BC Graduation Diploma focuses on Career and Post-secondary transitions. By continuing to develop and expand post-secondary partnerships and expanding our Dual Credit opportunities, Central Okanagan Public Schools will strengthen the post-secondary transition success for our students.

Career Education in the 2018 BC Graduation Diploma focuses on helping students discover the bridge between classroom learning and post-graduation life including post-secondary exploration. The program is intended to make a student's learning meaningful and relevant to post-secondary opportunities.

EDUC 104 Introduction to Academic Pedagogy: An Aboriginal Perspective

This developmental course, based on the Aboriginal Wheel of Learning, provides an opportunity for undergraduate students to learn essential skills needed for academic success. It is designed to investigate key aspects of knowledge building and effective critical strategies related to academic pedagogy. The topics covered are communication skills, study techniques, time management/planning, critical thinking, diversity issues, community and campus resources, library skills, multimedia resources and student responsibilities. Through praxis oriented instructional methods, students will investigate foundational skills relating to educational goals, strengths, and areas for development. In order to diminish stress and anxiety levels, common in first year post-secondary experiences, the course will also address social and emotional well-being by introducing sustainable informal and formal mindful practices. Due to the interactive nature of this course, a variety of instructional strategies will be used, including but not limited to: lecture, group discussion, group activities, multimedia resources, guest speakers and exploration activities.

Course Objectives:

1. Introductory knowledge of essential learning and study skills related to academic pedagogy by identifying and assessing academic, personal, and career goals
2. Investigate student skills in self-management necessary for successful educational outcomes by examining students' current expectations, motivation, and strengths

APPENDIX A

Proposal for Educational Program with External Partnership - UBC – Okanagan School of Education

3. Provide students with an opportunity to investigate the university experience by becoming familiar with campus resources and support services
4. Recognize and employ library skills and access campus multi-media resources
5. Describe and discuss different procedures for planning, monitoring, and managing time
6. Reflect critically on effective listening, study, test taking, and communication skills
7. Reflect critical thinking and academic honesty
8. Explore the cultural conceptions of learning and teaching
9. Engage in diversity and social justice issues
10. Write an academic paper based on a critical review of recognized/published documentation
11. Examine strategies relating to healthy living and constructing healthy positive relationships
12. Develop guidelines for creating a systematic personal and academic plan that contributes to all aspects of well-being
13. Explore Mindfulness strategies to reduce stress and anxiety in educational contexts

Using an Aboriginal Approach to the cycle of learning, this developmental course provides an opportunity for first year students to learn essential skills needed for academic success.

OPERATIONS

A UBC-Okanagan School of Education Instructor will be required to teach, evaluate and report on the educational learning outcomes of the aforementioned content.

The UBC-Okanagan School of Education will be responsible for the continued professional development of their instructor in this content area.

EXPECTATIONS

Students are expected to attend all classes (2 per week for 13 weeks from 4:30 pm to 6:00 pm). This course is offered in both the Winter and Spring semesters. Students will participate in all lessons offered in this course at the UBC-Okanagan School of Education. Students are also expected to conduct themselves in a manner that positively represents themselves, the course, and the School District. Effective communication, punctuality, preparation, and participation is mandatory for students participating in this program.

Students will be expected to organize their transportation to and from the university.

IMPACT ANALYSIS

The strongest and the most positive impact of this course will be found within the individual students' post-secondary transition rates and success. This course will enable students who are interested in entering into post-secondary an opportunity to develop knowledge and skills, and credits in post-secondary course work. Ultimately, students will have the chance to become more engaged in relevant learning, resulting in a more positive and enhanced educational experience.

As we explore the opportunities afforded in the redesigned curriculum, it is even more apparent that post-secondary and industry partners need to provide timely pro-active, real life learning for students.

The anticipated number of students enrolled in this course will vary from year to year (based on the overall student interest). It is our hope that the potential to improve learning by acquiring the knowledge and skills through a Indigenous lens, prior to enrolling as a full-time student after graduation will ensure that each of our students will benefit from this opportunity to garner new learning and experiences in order to realize that post-secondary is within their grasp and they have the skills and supports to transition from secondary to post-secondary successfully.

APPENDIX A

Proposal for Educational Program with External Partnership - UBC – Okanagan School of Education

FINANCIAL IMPLICATIONS

Student registration and supplies are covered by core funding.

Ancillary costs including:

Student Union Fees are the responsibility of the student. (Student fees may be covered by targeted funds to support Grade 12 Indigenous students enrolled in Central Okanagan Public Schools.)

CONSULTATION/PROMOTION

Initial consultation began with a dialogue between the School of Education, the District Aboriginal Education Department and the District Career Programs team, on the need to support our Indigenous students in their transitions to enter many post-secondary faculties. Subsequently, there were several meetings between Central Okanagan Public Schools and the UBC-Okanagan School of Education to offer the currently proposed learning opportunity.

If the proposal is approved by the Board of Education, the Memorandum of Understanding (MOU) will be developed after which the following consultation process will take place:

- The opportunity with the School of Education will be promoted as a possible course at each of the secondary schools within Central Okanagan Public Schools.
- Sessions with secondary counsellors and Aboriginal Advocates will be available to assist in identifying potential students who may be interested in this type of program.
- Parent/student meetings will be held to ensure parents are aware of the expectations associated with 'out of timetable' enrolment in this course. Parental consent must be garnered for students to enroll in EDUC 104 at the UBC-O Campus.

EVALUATION

The UBC-Okanagan School of Education will provide regular updates to the assigned Assistant Superintendent and District Principal of Aboriginal Education, and report to the Board of Education as requested. Metrics such as enrolment, course completion and achievement, post-secondary transition, and student and parent satisfaction will be collected, and used to measure success of this dual credit program and external partnership agreement.



Memorandum

Date: April 26, 2019
To: Education and Student Services Committee
From: Terry Beaudry, Deputy Superintendent

Information: Proposed Evaluation Cycle for 2011/2012 to 2019/2020

Please find attached the Draft Evaluation Cycle for 2011/2012 to 2019/2020. Listed below are the Program Reviews, Support Structures and Initiatives scheduled for 2019/2020, and the recommended presentation months.

2019/2020 Schedule	Level of Review
Student Readiness	Report (Fall)
Career Life Programs and Dual Credit Programs	Level 3 (November)
Aboriginal Education New "Equity in Action" Agreement 2020-2025	New EAA 2020-2025 (November)
Board/Authority Authorized Courses (BAA)	Proposals (November/April)
Enhancing Student Learning Framework	Report (Annual)
Proposals for Substantive Change	Proposals (February)

The Education and Student Services Committee Draft Meeting Schedule for 2018/2019 is as follows:

Meeting Date	Current Agenda Item(s)	Scheduled Program/Initiative/Support Structure
October 2, 2019		
November 6, 2019	Board Authority/Authorized Courses	- Aboriginal Education New "Equity in Action" Agreement 2020-2025 - Career Life Programs and Dual Credit Programs Review – Level 3
January 8, 2020 (<i>tbd</i>)		
February 5, 2020 (<i>tbd</i>)	Proposals for Substantive Change	
April 1, 2020 (<i>tbd</i>)	Board Authority/Authorized Courses	
May 6, 2020 (<i>tbd</i>)	- Draft Program Review Cycle 2020/2021 - Draft Meeting Schedule 2020/2021	
June 3, 2020 (<i>tbd</i>)		Enhancing Student Learning Framework

Central Okanagan Public Schools - Program Review Cycle - DRAFT

EDUCATION PROGRAMS	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Aboriginal Education Program Report (T. Beaudry) <i>Annual</i>	✓	✓	✓ (Report)	✓ (Report)	✓ (Report)	✓ (Report)	✓ (Report)	(Report)	
Aboriginal Education Program Review (T. Beaudry) <i>1 year prior to the expiry of the Enhancement Agreement</i>							Deferred to 2018/2019	(Level 1) – Equity Scan	
Board/Authority Authorized Courses (BAA) <i>Annual</i>	✓ (Proposals)	✓ (Proposals)	✓ (Proposals)	✓ (Proposals)	✓ (Proposals)	✓ (Proposals)	(Proposals)	(Proposals)	(Proposals)
Career Life Programs and Dual Credit Programs (V. Kintzinger) <i>3 to 5 year cycle</i>		✓ (Level 2)				Deferred to 2018/2019 (Level 1)	Deferred to 2018/2019 (Level 1)	Deferred to 2019/2020 (Level 3)	(Level 3)
Sexual Health Education Program (Formerly known as Family Life) (V. Kintzinger) <i>3 to 5 year cycle</i>		✓ (Report)					(Level 2)		
French Immersion (FI) (R. Ovelson) <i>By Board Directive</i>				✓ FI Middle School Programming	✓ FI Middle School Programming	✓ FI Task Force for FI Programming			
SUPPORT STRUCTURES AND SERVICES	11/12	12/13	13/14	14/15	15/16	16/17	17/18		
Facility Plan Review <i>By Board Directive</i>		✓ (Level 1)							(Level 2)
Transportation Review <i>By Board Directive</i>									(Level 2)
Grade Configuration <i>By Board Directive</i>		✓ (Level 1)							
International Education (R. Oliver) <i>Annual financial report - Review by Board Directive</i>	✓ (Report)	✓ (Report)	✓ (Financial Report)	✓ (Financial Report)	✓ (Financial Report)	✓ (Financial Report)	Level 1 (Financial Report)	(Financial Report)	(Financial Report)
K to 12 Assessment (T. Beaudry) <i>3 to 5 year cycle</i>			✓ (Level 2)	✓ (Level 2)				Deferred to 2019/2020 (Revised Plan)	K-12 Evidence of Learning
Student Support Services including Central School Programs/Alternate Education (P. Molloy) <i>By Board Directive</i>		✓ (Level 2)	✓ (Level 1)						
*Instructional Leadership Team (R. Ovelson) Collaborative Learning Services (R. Ovelson) Social Emotional Learning (V. Kintzinger) <i>By Board Directive</i>			✓ *(Level 1)			*June 2017 (Level 1)			
INITIATIVES	11/12	12/13	13/14	14/15	15/16	16/17	17/18		
Aboriginal Education New "Equity in Action Agreement" 2020-2025 (T. Beaudry) <i>5 year cycle</i>		✓ (Level 1)						New Draft EA 2020-2025	New EAA 2020-2025
Enhancing Student Learning Framework (K. Kaardal) <i>Annual</i>	✓ (Report)	✓ (Report)	✓ (Report)	✓ (Report)		June 2017 (Report)			(Report)
Early Learning Initiatives - Report (R. Ovelson) <i>By Board Directive</i>		✓ (Report)				(Report)	✓ (Report)	(Report)	(Report)
Health Promoting Schools (V. Kintzinger) <i>By Board Directive</i>			✓ (Level 2)		✓ (Report)	(Report)	(Report)	(Report)	(Report)
Student Readiness (V. Kintzinger) <i>3 to 5 year cycle</i>		✓ (Report)		✓ (Report)					(Report)

EVALUATION CYCLE
FOR EDUCATION
PROGRAMS, SUPPORT
STRUCTURES/SERVICES,
AND INITIATIVES

REVIEW LEGEND
Level 1 Review
- District-wide surveys. - Involving all stakeholders. - Focus Groups. - Interviews with key staff and clients.
Level 2 Review
- Surveys to a representative sample group of stakeholders. - Optional Focus Groups and personnel interviews as appropriate.
Level 3 Review
Limited or no surveying and/or interviews to gather informal feedback.

✓ Completed
★ To be completed
TBD To be Determined