

# EDUCATION COMMITTEE AGENDA

**April 12, 2023 – 4:00 p.m.**

## **WELCOME AND ACKNOWLEDGEMENT**

***This meeting is being held on the traditional and unceded territory of the Secwépemc People.***

1. March 8, 2023, Committee Report
2. School Plans – Nesika and Forest Grove
3. Catchment / Bussing
4. Recruitment
5. GROW
6. BAA - Equine Studies 10
7. Future Meeting Dates:

MEETING	DATE	TIME	LOCATION
Education Committee	May 10, 2023	4:00 p.m.	Board Office
Education Committee	June 14, 2023	4:00 p.m.	Board Office

**“Learning, Growing, and Belonging Together”**

# Education Committee Meeting Report



**March 8, 2023 (4:00 p.m. – 4:54 p.m.)**

**Trustees in Attendance:** Anne Kohut, (Chaired Mtg.) Mary Forbes, Linda Martens.

**TEAMS:** Ciel Patenaude, Mike Franklin.

**Absent:**

**Staff:** Deputy Superintendent Lenardon, Director of Instructions Sean Cameron, Executive Assistant Jodi Symmes.

Agenda Item	Notes	Action
Acknowledgment of Traditional Territory		
1. February 14, 2023, Committee Report	The committee reviewed the report and recommended no changes.	None.
2. Careers	District Principal, David Corbett, gave a presentation about Careers department events this spring. <ul style="list-style-type: none"><li>- Tradesperson Day – an estimated 60 students attended a hands-on day of trades exposure activities at TRU on March 7, 2023. Students engage with trades people, including many former SD27 Career Ed program students. There is tremendous community support for this event.</li><li>- RCMP Academy – March 11-15, 2023, this year 18 cadets from PSO and WL will attend the academy during Spring break.</li></ul> The very popular, Heavy Metal Rocks occurs in May.	None. Information only.

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**TO:** Education Committee

**FROM:** Chris van der Mark/ Patrick McCarron

**DATE:** April 12, 2023

**RE:** Bussing and Catchments

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### **BACKGROUND:**

It has been some time since catchment information has been updated in SD 27. The combination of historic school closures and shifting demographics are also not reflected in historic catchment models.

COVID and other workforce issues have magnified some concerns with regards to our transportation service delivery. Consequently, transportation has been working through technological solutions to better understand the issue. They have begun with the South End (100 Mile and Area).

*See attachments.*

### **DISCUSSION:**

The first course of action has been gathering up to date and accurate information on ridership.

- Where do students live?
- What school is their catchment?
- What school do they attend?

We have some immediate factors that are impacting service delivery.

#### 1. School of Choice Students

We appearing to be bussing more than 130 elementary students whose parents have chose to send them to a school other than their local school. This is more than 20% of the students being transported to places other than their catchment school.

All letters for School of Choice approval include, ***“Please be advised that parents/guardians will assume responsibility for transportation and any additional costs incurred by the School of Choice registration.”***

We also have families who are unhappy with the bus route (time) and crowding, despite not actually being entitled to the regular bus service through their school of choice request. Ironically, it has been our willingness to try to make it work that creates the poor outcome.

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2. Bus routes being determined by other factors

- a. School bell schedule
- b. Driver schedule

Transportation is going to continue examining the implications of the additional transportation of students. Letters are going to out of catchment riders that this service may not be continuing in the future.

It is possible, if solutions of bus runs include elimination of school of choice riders, this service could end in September or, at best, be grandfathered out.

**RECCOMENDATION:**

None. Information only. Will be updated in May.

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**RECCOMENDATION:**

None. Information only. Will be updated in May.

~~ Data gathering, and analysis is continuing. Preliminary results have so far discovered informal and formal arrangements.

## Part 1

Name	Utilization % (not Incl. Portables)	Utilization % (Incl. Portables)
<b>100 Mile Elementary</b>	<b>80.82%</b>	<b>67.05%</b>
<b>Forest grove</b>	<b>61.43%</b>	<b>61.43%</b>
<b>Horse Lake</b>	<b>69.63%</b>	<b>69.63%</b>
<b>Lac La Hache</b>	<b>25.22%</b>	<b>25.22%</b>
<b>Mile 108</b>	<b>61.25%</b>	<b>61.25%</b>
<b>Peter Skene Ogden</b>	<b>92.50%</b>	<b>79.29%</b>

## Part 2

Route Overlap - (Elementary/High school mixed)	16 routes
HL AM Overlap = Routes 39, 40, 49, 54, 55	
HL PM Overlap = Routes 39 part 2, 40, 48, 49, 53, 54, 55 part 1*2	
FG AM Overlap = Routes 41, 47, 52	
FG PM Overlap = Routes 39 part 1, 41, 47, 52	
Mile 108 AM = Routes 57, 51, 53	
Mile 108 PM = Routes 57, 51, 50, 55	
<b>School of Choice Students Registered for busing (elementary)</b>	<b>15 routes</b>
<b>Number of SOC/Courtesy bus riders</b>	<b>134 Elem</b>

**TO: Education Committee**

**FROM: Chris van der Mark**

**DATE: April 12, 2023**

**RE: Recruitment**

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### **BACKGROUND:**

SD 27 continues to work hard to address some of the workforce issues that exist not only across our region, but also across the province. Shortages create additional pressures across our schools. Leaves are more challenging to grant or fill. If we have failure to fill, non-enrolling staff (LST, counselling, library), admin or district staff may be re-assigned to cover. This can be tiring and certainly frustrating.

The Ministry has recently partnered with 5 northern/central districts most impacted by staff shortages (we are not in that cohort). We hope to learn from this work.

### **DISCUSSION:**

We continue to work at strategies to increase recruitment and retention. Certainly, the recruitment incentives may be helpful (\$\$, housing), but without question, some of our best success has come from the learning opportunities. New candidates are interested in being part of the learning as they start their career. That's a recruitment piece. Existing staff are also engaged in the learning. That's a retention piece.

We are able to see some of this through the engagement in the learning pieces (professional development/in-service) as well as the increasing participation in the leadership series and associated team building across the District.

Recruitment has also increasingly become a team effort. Recruitment involves teachers, PVP, HR and Sr Admin. We need to continue developing the culture and understanding of the "team".

COVID-19 will have also further complicated the challenges in our sector and in society.

We have worked hard to elevate the status of SD27 as a leading district with a culture of learning and collaboration with professionals. We still have work to do.

The CCTA has done some work to survey their members around satisfaction and is going to share this early survey results as part of this conversation.

*See CCTA presentation.*

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**RECOMENDATION:**

None. Information only.



**TO: Education Committee**

**FROM: Chris van der Mark**

**DATE: April 12, 2023**

**RE: GROW**

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**BACKGROUND:**

SD27 has run its Distance Learning offerings (k-12) through GROW, located on North 2<sup>nd</sup> Ave. in Williams Lake. Over the past couple of years, the Ministry of Education has been moving to a larger regional “hub” model of providers.

**DISCUSSION:**

SD27 will be no longer offering localized DL for grades 8-12. Students may still pursue DL courses and their school will connect them with the appropriate “hub” provider. If we think of DL as “anywhere, any time,” there is no reason for the 8-12 opportunities to be locally provided. Moreover, the rate of completion/success does not indicate any increased benefit of local context.

The K-7 offering is more unique, and due to the age of students and location of families, may require a local context/contact point. However, we are not currently set up to allow for easy access.

Many (more than half) of our k-7 families do not live in or near the WL area. Additionally, ideally, an elementary DL option would be connected with an elementary school with space to allow access to other features (gymnasium). Our current location is closest to a growing elementary school with limited access to a gym.

Further, given the considerable geography of the District, we need to consider a physical location that is more accessible for all families.

The current distribution of families in GROW is:

South End (Central): 38  
North End: 22  
Rural (West): 4

We are currently exploring potential with regards to more central elementary schools that also have space to add GROW as a small DL component. Lac La Hache Elementary

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seems to fit that description so far. We are continuing to work through the logistics, including discussions with admin and GROW PAC.

**RECOMENDATION:**

None. Information only.



Board of Education of  
***School District No. 27 (Cariboo-Chilcotin)***  
**Board/Authority Authorized Course Framework**

<b>School District/Independent School Authority Name:</b> Cariboo-Chilcotin	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD27
<b>Developed by:</b> Jerome Beauchamp, Bonnie Sauder, Terra Hatch	<b>Date Developed:</b> December 14, 2022
<b>School Name:</b> Anahim Lake Elementary/Jr. Secondary	<b>Principal's Name:</b> Bonnie Sauder
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Equine Studies 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100

**Board/Authority Prerequisite(s):**

None

**Special Training, Facilities or Equipment Required:**

None

**Course Synopsis:**

This course is designed to introduce students with little or no riding experience to the world of horses. Students will develop a general knowledge of horses, use terminology related to horses, and demonstrate correct safety procedures related to the riding and care of horses. The practical knowledge and skills developed in this course will improve their experience with horses and will improve the health and welfare of the horses in their care. The skills developed in this course will be a foundation for lifelong learning as

students continue to pursue their interest and love of horses. Students do not need to own or have access to a horse to participate and be successful in this course.

**Goals:**

This course will enable students to understand important concepts about the health and welfare of horses and animals in general. Students will develop skills and understanding in the Equestrian field with an emphasis on horse health and care, communication, riding skills, safety when working with animals and career connections.

**Rationale:**

Students will develop a sense of responsibility, ownership, and confidence in their ability to care for a horse and will develop a life-long love for horses and animals in general. The concepts and skills learned in the course will help build more caring individuals who can time manage, care for others, and demonstrate strength and learning in the Core Competencies of Social Responsibility, Personal and Social Awareness, and Communication.

**Aboriginal Worldviews and Perspectives:**

Several central themes raised in Aboriginal Worldviews and Perspectives in the Classroom are at the forefront of Equine Studies 10.

1. Strength-based, learner centered practice: teacher as facilitator; setting the bar high focusing on what students can do; promotion of self-regulation and student initiative; use of self-assessment and reflective learning (p.48)
2. Through observation and participation in online activities, students may develop a greater sense of self, as the student reflects on their own strengths and identity as a learner (p.9)
3. Experiential learning affords the student an opportunity to learn about and experience the role of a rider as an observer (peers, teachers, role models through readings, etc.) and to learn skills needed to lead within the school and/or community (p.36)
4. Provides opportunity to learn about and embrace the local community's Aboriginal history and culture, connecting students to the local Indigenous community connected to the field (p.34). Students will interview an Aboriginal horse owner in the area and/or make connections through an alternative assignment. In the Horse breed and colours unit, students report on at least ten different breeds of horses, tracing the origin of at least five breeds that have an Aboriginal connection.
5. Provides an opportunity for "real world" applications of concepts such as collaboration, facilitation, guidance, and teaching and to connect with the local indigenous community members connected to the field (p.36)
6. Connected and relationship (p.16) are key aspects central to student success in Equine Studies.

## BIG IDEAS

1	2	3	4
Career opportunities and paths are broadened through <b>responsibility, effective communication, and collaboration.</b>	Having a positive connection to and respect for animals, the outdoors, and environment leads to a <b>healthy and balanced life</b>	<b>Mindfulness</b> creates patience, flexibility, and self-awareness	Learning how to learn online prepares us to be <b>lifelong learners</b> who can <b>adapt</b> to changing situations and career opportunities

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• follow directions and ask <b>clarifying questions</b></li> <li>• <b>self-assess and reflect</b> on their learning and connect their learning to potential <b>career opportunities</b></li> <li>• model <b>adaptability and flexibility</b> skills</li> <li>• recognize the need for deadlines and communicate effectively with teachers regarding progress</li> <li>• <b>design assignment layouts</b> in collaboration with the teacher</li> <li>• connect with the equine industry to develop styles and techniques for future involvement in the equine industry</li> </ul>	<p><b>Core content</b> units of course:</p> <p><i>Students are expected to know the following:</i></p> <ol style="list-style-type: none"> <li>I. Horse Safety</li> <li>II. Horse History</li> <li>III. Horse Breeds and colors</li> <li>IV. Equine Anatomy</li> <li>V. Equine Gaits</li> <li>VI. Equine Diseases and Health Issues</li> <li>VII. Equine Nutrition</li> <li>VIII. Equine Terminology</li> <li>IX. Participation</li> </ol> <p><i>Additionally, student learning will include the Core Competencies of B.C.'s New Curriculum:</i></p>

- |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>i. <b>Communication-</b> students will learn effective communication skills including effective questioning and effective interpersonal and intrapersonal skills</li><li>ii. <b>Leadership-</b> students will learn about various learning and leadership styles</li><li>iii. <b>Organization-</b> students will learn organization strategies and techniques for working with horses that can translate into real life and the workplace</li><li>iv. <b>Social Responsibility-</b> students will learn how social responsibility plays a role in problem solving and decision making when it comes to horses and animals in general.</li></ul> |
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## Big Ideas – Elaborations

### Effective Communication:

- Demonstrate an ability to communicate in various settings
- Use a variety of means to communicate so that there is a common understanding and
- Able to communicate clearly, positively, and in a meaningful way which helps with the training of, relationship building, and other inherent risks associated with interacting with horses and other large animals
- Use a variety of mediums to demonstrate learning

### Collaboration:

- Demonstrate teamwork with others, horse owners, and with horses to produce, create something, and work towards reaching a common goal

### Healthy and balanced life:

- Understand that interacting with horses is physical in nature leading to an increased level of fitness and to a positive outlook which helps decrease stress

### Responsibility:

- Demonstrate the ability to take care of a horse, which translates into taking care of animals, other people, and things in life in general

### Mindfulness:

- Display how interacting with horses requires calmly acknowledging one's feelings, thoughts, and bodily sensations and how understanding this is key to building the trust and relationship with horses required to effectively train and work with them

### Lifelong learners:

- Ability to learn in the online and self-directed format that exists in this course requires continuous development and reflection

### Adapt:

- Establish and modify various strategies to find out what works best is required when working with horses requires

## Curricular Competencies – Elaborations

### Clarifying Questions:

- Ask questions to seek a clearer understanding when they are not sure of something- this may be in relation to how to complete an assignment, how to work directly with a horse, or how to understand and apply content in the course

### Self-assess and reflect:

- Look closely at, think about, provide evidence of, evaluate, and critique one's progress throughout the course

### Career Opportunities:

- Explore career connections and paths in the equestrian field and explore how skills learned in the course translate to employability skills

### Adaptability and flexibility:

- Respond to changing circumstances such as being prepared for different types of weather and in the online world, adjusting to different ways of providing information when they run into potential technology glitches

### Design assignment layouts:

- Through choice and collaboration with the teacher, plan out the way assignments will be arranged and presented (eg. Video; PowerPoint etc.).

## Content – Elaborations

### Core Units (Theory):

#### *Horse Safety: How a Horse thinks. (Predator vs Prey)*

- Examine and discuss elements of communication between horses and between humans and horses
- Differentiate between unwelcome behaviours and their causes
- Identify common behaviours of horses and the methods available to prevent and/or manage these problems
- Doing things safely around horses transfers to doing things safely in other areas in life/ quietness and skills of observation



## Content – Elaborations

### ***Horse Breeds and colors:***

- Explain the fundamentals of genetics and how they apply to the expression of genetic disorders and determining coat colour
- Investigate and discuss the development of breeds

### ***Equine Anatomy:***

- Identify the important anatomical structures and their functions in the horse
- Learn terminology and concepts that will assist in discussing injuries and disease, should they occur, with a veterinarian

### ***Equine Gaits:***

- Horse movements occur naturally in the wild. How does a rider duplicate these gaits on command?

### ***Equine Nutrition:***

- Identify and describe important anatomical structures and basic functions of the gastrointestinal tract as well as how it functions to meet the nutritional needs of the horse
- Identify the special needs of different classes of horses such as performance horses, broodmares, and foals
- Know the characteristics of typical horse feeds as well as function of major components of the equine diet
- Understand theory as it relates to the feeding of horses, including the functions and required levels of the various nutrients in the diet
- Identify the function of the major components of the equine diet and the role of forage, concentrates and supplements in the feeding of horses for good health

### ***Participation:***

- There is a participation aspect to the course - either a rider evaluation (signed by their coach) or if they are a non-rider - an evaluation of a show or clinic in their area.
- Student provides evidence that they participated with horses and care of the animal.
- Evidence of daily or weekly chores and duties.
- Responsibilities, self-reflections on: connections developed, participation, built trust, safety within each daily or weekly experience.

## **Content – Elaborations**

### ***Communication***

- Importance of confidentiality and privacy
- Strategies for clear communication (verbal and non-verbal)
- How communication skills are developed
- How to model cooperation and respect
- Effective questioning skills
- Effective interpersonal and intrapersonal skills

### ***Leadership***

- Effective strategies for working with groups and individuals
- Various learning styles
- Importance of initiative through anticipating and planning for action
- Leadership styles

### ***Organization***

- Strategies and techniques for an organized workplace
- Effective record keeping
- Appropriate actions and initiatives to manage time

### ***Social Responsibility***

- Problem solving strategies
- Decision making strategies
- Time management strategies
- Inclusive practices

### **Recommended Instructional Components:**

Will include but not be limited to:

- Storytelling – review the stories of horse enthusiasts and why they are passionate about horses; create own story
- Practical on-site riding lessons by a certified instructor

- Logging riding time and observations of various options in the horse world (i.e., Mid-course Reflection)
- Writing of quizzes/tests
- Segmentation of information (broken into parts and synthesized, i.e., text)
- Technology (visual and/or structured presentation medium; PowerPoint presentation; forum posts; soundbites)
- Modeling problem-solving steps
- Presenting cues to prompt strategies use
- Supplementing teacher instruction (e.g., individual support and tutoring)
- Small interactive groups

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

**Formative assessments** may include:

- Ongoing self-assessment for and as learning
- Descriptive feedback from the teacher for learning
- Setting goals for learning (what are you learning, how is it going, where to next? Loop)
- Tasks related to learning as checks for understanding (knowing, understanding)

**Summative Assessments** may include:

- Application of skills in authentic settings and with authentic tasks (understanding, applying, demonstrating)
- Formal presentations of learning that could include oral, written, visual, and/or technology-based representation of learning
- Various assignments, quizzes, and tests
- Tasks related to learning as checks for understanding (knowing, understanding)
- Application of skills in authentic settings and with authentic tasks (doing, understanding, knowing)

**Learning Resources:**

Magazines: Western Horseman, Horse Care, Horse Journal

Websites: Western Canada Veterinary College, Horse Council of BC

Equine Canada Learn to Ride Program

Canadian Pony Club Riding Levels Program