

EDUCATION COMMITTEE OF THE WHOLE
AGENDA

BOARD OF EDUCATION

School District No. 8 (Kootenay Lake), Board Office
570 Johnstone Road, Nelson, B.C.

February 12, 2019

2:30 P.M. - 4:00 P.M.

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF ABORIGINAL TERRITORY

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District #8.

3. INSERTIONS/DELETIONS TO PROPOSED AGENDA

4. ADOPTION OF AGENDA

Proposed Resolution:

The Education Committee of the Whole Agenda for the February 12, 2019 meeting, BE ADOPTED, as circulated.

5. RECEIVING PRESENTATIONS/DELEGATIONS

A. Camp Canada

6. OPPORTUNITY FOR COMMENTS BY THE PUBLIC

7. CORRESPONDENCE

Nil

8. ADOPTION OF MINUTES (p.3)

App A

Proposed Resolution:

The Education Committee of the Whole Minutes from the January 8, 2019 meeting, BE ADOPTED.

9. OLD BUSINESS

A. Action

Nil

B. Information/Discussion

- a) Student Success Policy App B

Proposed Resolution

The Student Success Policy be forwarded to the Board of Education for discussion and recommendation to the Policy & Governance Committee of the Whole.

- b) Graduation Program Policy and Implementation Guide App C
c) Parent Guide to the Graduation Program App D

10. NEW BUSINESS

A. Action

Nil

B. Information/Discussion

- a) Student Symposium reflection and debrief
b) BAA Courses and Process
c) Celebration of Learning Stories of Academic Success, Creativity, Imagination, Citizenship, Resiliency

11. QUESTION PERIOD

An opportunity to ask for clarification.

12. MEETING SCHEDULE AND REMINDERS

The next Education Committee of the Whole Meeting is scheduled for April 9, 2019 at the Nelson Board Office.

13. ADJOURNMENT

Policy for Student Success

Educated citizens who thrive in a rapidly changing world

British Columbia has a great education system, and we have the opportunity to make it even better. We have a renewed and clear mandate: to enable every learner to maximize their potential, which fuels our passion and vision that B.C. has educated citizens who thrive in a rapidly changing world.

Guided by evidence-driven and innovative practices, advancements in technology, evolutions within the labour market – both locally and globally – B.C. is dedicated to maintaining its position as a global leader in education by pioneering systemic changes that prepare students for an exciting new world. This preparation is critical to building a strong, sustainable, and prosperous economy for all British Columbians.

Education furthers government's objectives

The Ministry of Education is guided by the provincial government's core mandate, to make life more affordable, deliver the services people count on, and to build a strong, sustainable, innovative economy that works for everyone. In addition, the education system operates within a fiscal framework that ensures consistency and fairness across the province, while enabling local flexibility for school districts.

British Columbia schools must do everything possible to prepare all students for their future. While B.C. student success has been good, it is inconsistent. Significant differences in student outcomes exist among Indigenous and vulnerable learners, and other significant differences exist between schools across the province. To address these gaps we will be guided by the international evidence on best practice and adopt an approach of continuous improvement and capacity building with educational leaders.

This policy aims to align our education system's vision, our legislated mandate, and the work of all boards of education and independent school authorities to further student success.

Our Mandate – the Educated Citizen

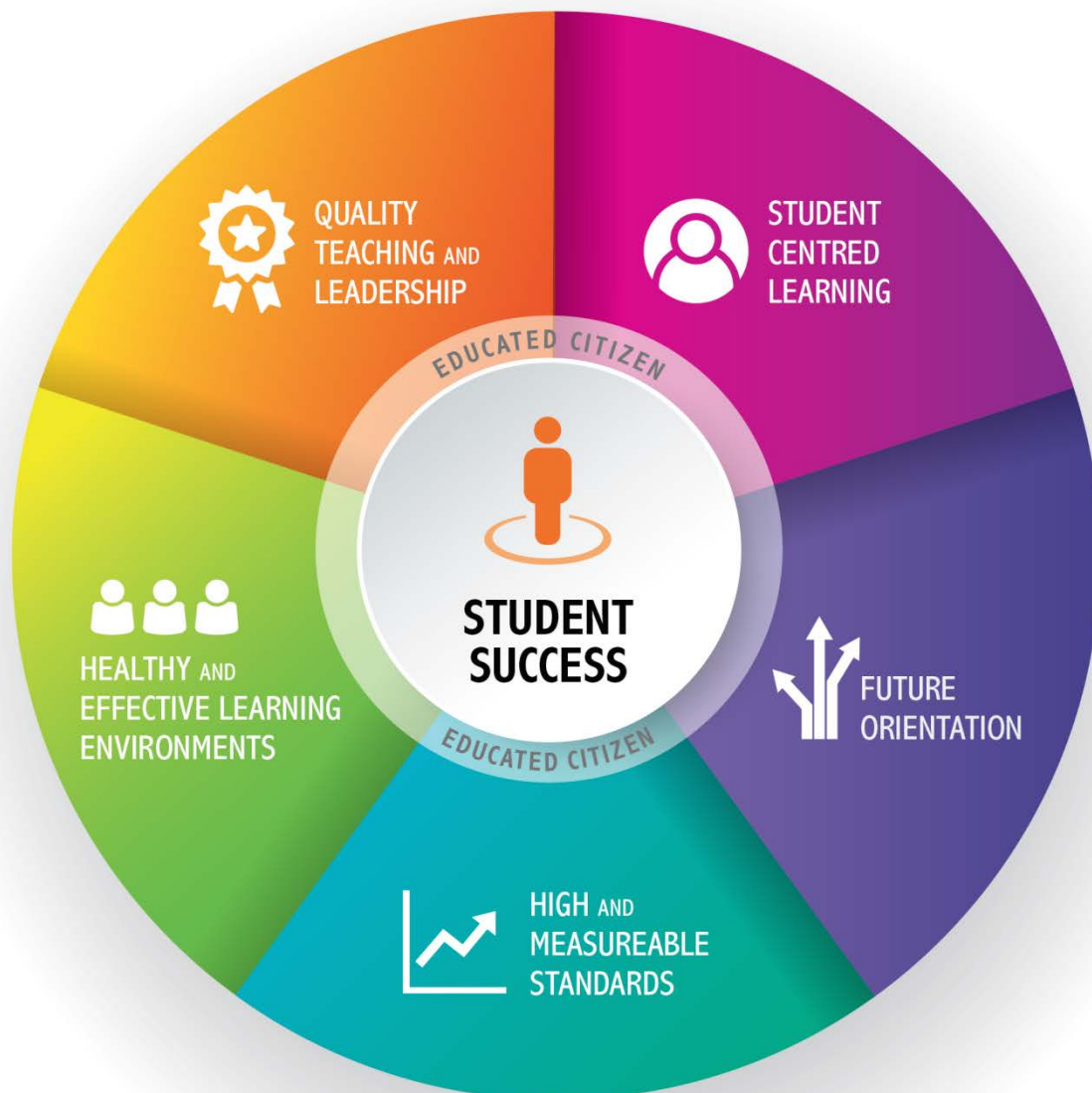
As specified in the Statement of Education Policy Order, the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

To achieve this purpose, we have a collective mandate to develop the “educated citizen”, which is defined as having:

- *Intellectual Development* – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.
- *Human and Social Development* – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.
- *Career Development* – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

British Columbia's Policy for Student Success

Focus all talents, efforts, and resources on improving student success. Our success will not just be measured by the amount of investment, legislative changes, the number of programs, or the amount of new construction, but rather on how well all students are succeeding in life, regardless of their background or where they live in B.C. – this is our foundation for a prosperous, shared, and sustainable economy. This commitment depends on using evidence to make decisions, having the courage to adjust and improve programs and policies that are not optimal for students, enabling equity of access to quality education for every student, aligning investments that clearly demonstrate better outcomes, and leading through innovative approaches.



Continuous improvement on student success will be guided by the following principles:

- 1. Quality teaching and leadership** – Great teachers and educational leaders have always been the key to student success. The critically important role of teachers in a student’s life will be constantly evolving to adapt to the rapidly changing context in children’s lives. Teachers will act as guides and coaches for learning for all students, including those with diverse learning needs. School leaders and teachers will focus on practices proven to achieve results, including experiential learning and technology in their classrooms, personal learning opportunities for every student, robust assessments, and time allocated for collaboration with other educators and professional development.
- 2. Student-centred learning** – Students benefit from more flexibility and choice of how, when, and where their learning takes place. This requires maintaining provincial-level consistency in policy design and funding allocation, while enabling the most flexibility as possible to organize and deliver programs within schools. This will become increasingly important as B.C. takes a more inclusive approach to education, ensuring all students – regardless of ability or background – benefit from a learning environment tailored to maximize their potential. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning.
- 3. Future orientation** – Because the pace of social, economic, and environmental change is increasing, there is a greater need to enable all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment. Our education system will enhance our efforts to prepare all students for lifelong learning, encourage the use of technology, and be prepared for graduation with practical expectations informed by employers and post-secondary institutions.
- 4. High and measurable standards** – Having a modern and well-developed curriculum that reflects our values and expectations for skills, knowledge, and competencies will be effective for students only if it is complemented by rigorous and consistent learning standards and province-wide assessments. Evidence and international best practice conclude that using information on learning outcomes, especially feedback to learners from assessments, is critical to student success. British Columbia will endeavour to maintain our already high standards on learning outcomes, with a focus on literacy and numeracy, which evidence indicates offers all learners, regardless of background, the best opportunity to succeed in life and contribute to prosperous economy.
- 5. Healthy and effective learning environments** – We will foster inclusive learning environments where all students feel that they are safe and belong – physically and emotionally –and where all students are inspired to explore their personal strengths and interests. To offer healthy learning environments where students, families, and educators can focus on supporting students achieve their learning outcomes, we will continue to enhance the construction of modern learning environments, enable flexible and virtual learning delivery, and enhance our efforts on physical literacy and best practices on nutrition.

B.C. Graduation Program Policy Guide

Grades 10 to 12

Effective July 2019



BRITISH
COLUMBIA

Ministry of
Education

December 2018

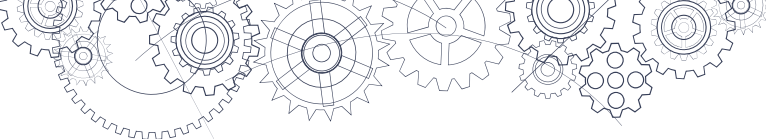
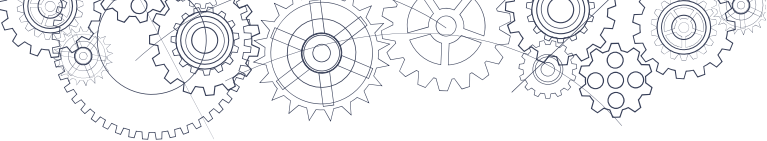


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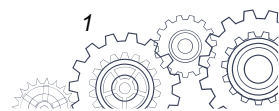
INTRODUCTION

The B.C. Graduation Program Policy Guide

This guide focuses on the curriculum and assessment requirements in Grades 10, 11 and 12 and the related policies for the B.C. Graduation Program. The guide provides a common understanding among educators, students, parents, post-secondary institutions, business, and government of the policies of the B.C. Graduation Program.

The B.C. Graduation Program sets the requirements to exit the K-12 education system and ensures that students are graduating from secondary school as educated citizens, with the knowledge, competencies, and skills they will need to transition successfully into higher education, training, or the workforce.

A complete summary of all policies within this guide is included in Appendix 5: Graduation Program Policies and Associated Ministerial Orders.



Policy for Student Success

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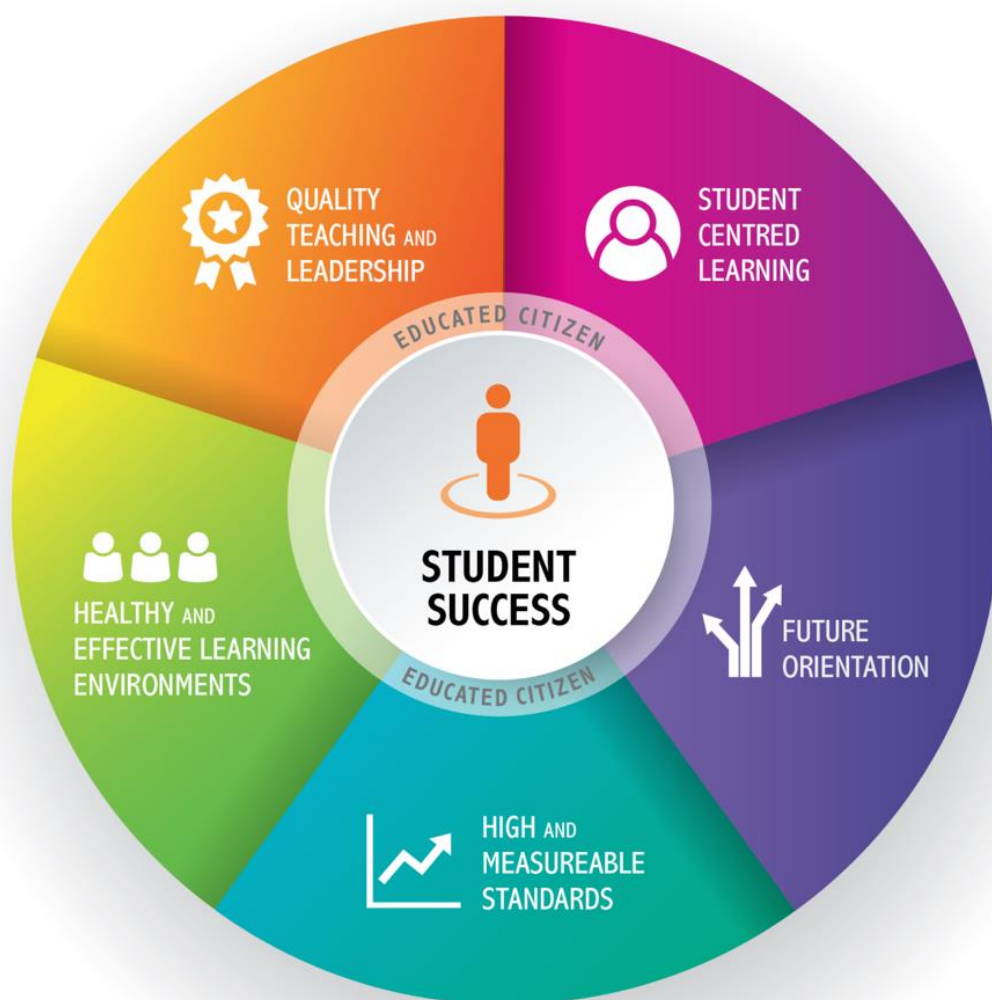
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PROVINCIAL CURRICULUM

The provincial curriculum is set by the B.C. Ministry of Education and defines what students are expected to learn at each grade level and in every subject area.

Boards of education and independent school authorities may develop additional individual courses to be offered within their own schools using the [Board/Authority Authorized Courses Policy](#) (BAA).

Embedded within B.C.'s curriculum are the following benefits for students:

- ➔ More courses and more **choice** for students to explore their passions and focus on their interests.
- ➔ Opportunities to learn about **Indigenous knowledges and perspectives**.
- ➔ Increased opportunities for **hands-on and experiential learning**.
- ➔ Opportunities to **develop the core competencies** needed for life-long learning.
- ➔ Opportunities to develop into an “**educated citizen**.”

The process of researching, reviewing, piloting, and updating the curriculum is ongoing and iterative, and is a key element of continuous improvement in the education system.

The educated citizen

The “educated citizen” is one of the foundational pieces for curriculum. First articulated in the Statement of Education Policy Order (Mandate for the School System) in the 1980s, it continues to have meaning today and was reaffirmed in a series of roundtable discussions held with education partners throughout the province in 2011.

An educated citizen is:

- Thoughtful, able to learn and to think critically, and can communicate information from a broad knowledge base.
- Creative, flexible, self-motivated, and has a positive self-image.
- Capable of making independent decisions.
- Skilled and can contribute to society generally, including the world of work.
- Productive, gains satisfaction through achievement, and strives for physical well-being.
- Co-operative, principled, and respectful of others regardless of differences.
- Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Indigenous Knowledges and Perspectives

Greater emphasis on Indigenous ways of knowing reflect the [First Peoples Principles of Learning](#) in the curriculum. These learning principles, which are reflected in curriculum, will:

- Support students in re-examining Canada's history with a view to better understanding First Peoples' role and place in its evolution.
- Help young people challenge stereotypical portrayals of First Peoples.
- Contribute to reconciliation by helping students gain an understanding of the contributions of First Peoples to Canadian society.

B.C.'s Curriculum Structure

[B.C.'s curriculum](#) has been designed with the same common components for each area of learning and grade level. These include a) Core Competencies, b) Big Ideas and c) Learning Standards.

A. Core Competencies

Core Competencies are foundational to the curriculum structure and underpin all areas of learning. They are directly related to the educated citizen and, as such, are what we value for all students in the system. There are three categories of Core Competencies.

1. **Communication** – the abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them.
2. **Thinking** (Critical and Creative) – the abilities that students use to generate new ideas and concepts and to examine their own thinking and that of others.
3. **Personal and Social** (Cultural Identity, Personal Awareness and Social Responsibility) – the awareness and understanding that students have about the facets that contribute to a healthy sense of oneself; facets include maintaining physical and mental health, self-regulating complex emotions, managing relationships, caring for our planet, and considering the connections between self, others, and the world.

B. Big Ideas

Big Ideas consist of generalizations, principles, and the key concepts important within an area of learning. Big Ideas represent what students will **understand** at the completion of their grade in each area of learning. These concepts extend beyond a single grade and help build a broad base for a student's future understanding.

C. Learning Standards:

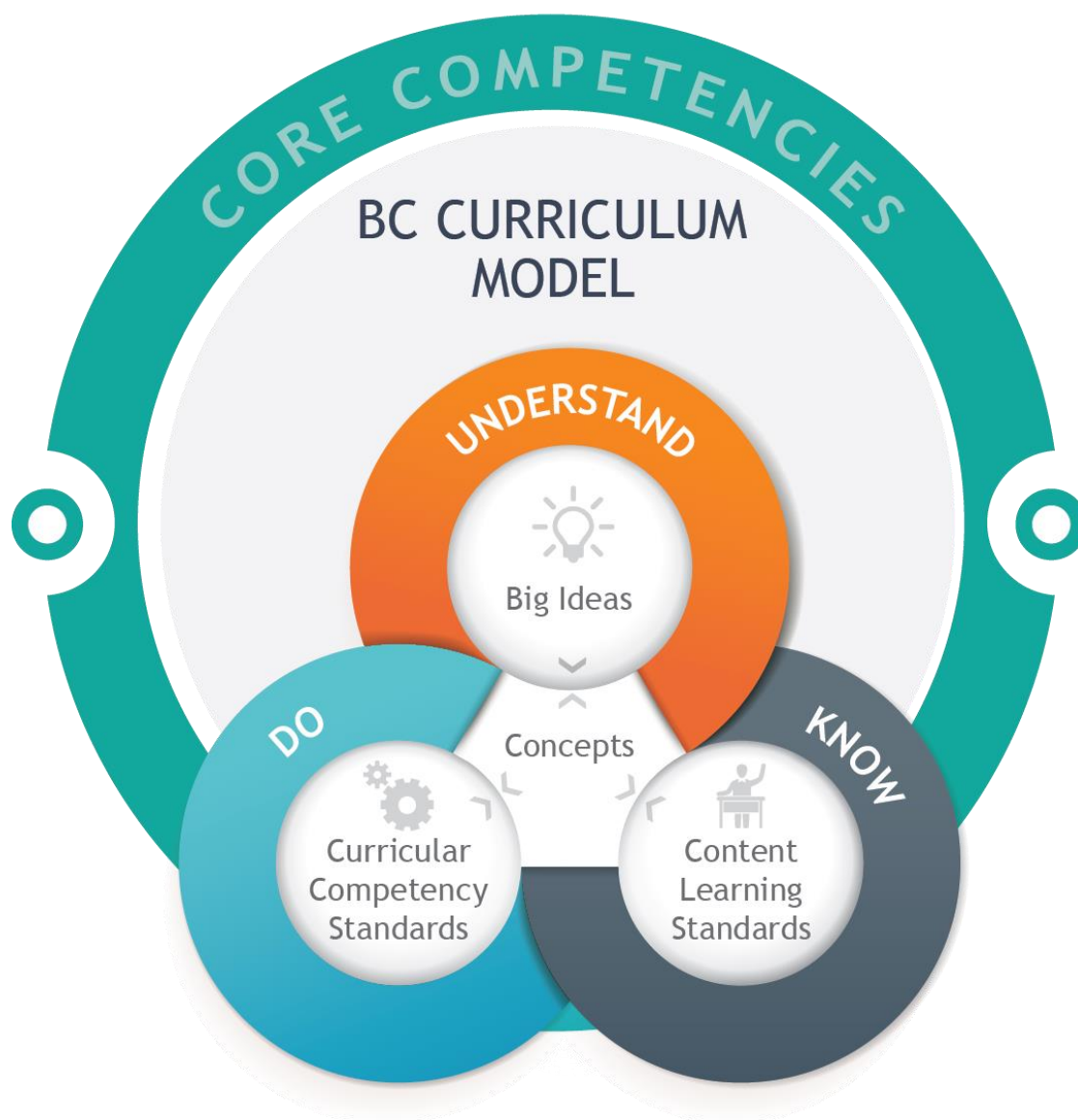
Learning Standards contain two distinct elements:

1. **Curricular Competencies**, which are explicit statements of what is expected at each grade level in each area of learning. Curricular Competencies are the skills, strategies, and processes that students develop over time and apply to their ongoing lifelong learning. Curricular Competencies are unique to each area of learning. Students are expected to be able to **demonstrate (Do)** the Curricular Competencies.

2. **Content**, which is the essential concepts and knowledge that students must learn at each grade level. Students are expected to **know** the content.

These elements are all woven together to form the curriculum structure in the following manner:

- **Understand** the Big Ideas and concepts that can be transferred to other settings.
- **Know** the content of each of the subject areas.
- **Demonstrate (do)** and apply the Curricular Competencies within each area of learning.



For detailed descriptions of the curriculum for each of the major subject areas in Grades 10-12, see Appendix 1.

B.C.'s Course Structure

Successful learning includes having high-quality and engaging learning opportunities that can be tailored to meet the needs of all students. Not all students learn successfully at the same rate, in the same environment, and in the same ways. Consequently, courses are not based on the amount of time spent working with the material, but rather on the actual learning achieved. All courses are structured to easily allow for different teaching methods so that all students are able to access, and be successful in, any course.

To further support successful learning, the provincial curriculum will be regularly reviewed and updated with a view to improving the content of the curriculum. This process will include a review of course enrolments and a set of criteria for retiring those courses not used. The ministry will continue to focus resources on updating provincially created courses, and boards of education will continue to have access to the BAA process to provide students with locally relevant course options, including courses that are no longer within the provincial scope.

Applying B.C.'s curriculum structure: Science 10 example

Understanding the Big Idea:

- DNA is the basis for the diversity of living things

Know the Content:

- DNA structure and function
- Patterns of inheritance

Demonstrate (Do) the Curricular Competencies:

- Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world
- Formulate multiple hypotheses and predict multiple outcomes
- Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
- Seek and analyze patterns, trends, and connections in data, including describing relationships between variables (dependent and independent) and identifying inconsistencies
- Communicate scientific ideas, claims, information, and perhaps a suggested course of action for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations



ASSESSMENT

Classroom Assessments

Classroom assessments continue to be the primary source of information about student learning. Feedback from ongoing assessments in the classroom can be immediate and personal, helping students identify areas of growth and set new learning goals. Classroom assessments are led by teachers. All courses are fully assessed in the classroom, with a focus on formative assessment.

Provincial Graduation Assessments

There are three Provincial Graduation Assessments, the **Graduation Numeracy Assessment** in Grade 10 and the **Graduation Literacy Assessments** in Grade 10 and in Grade 12.

Purpose

The Provincial Graduation Assessments ensure that all students have the literacy and numeracy skills as defined by provincial curriculum. The Provincial Graduation Assessments align with the curriculum and reflect international trends for large-scale assessments where there is a focus on the competencies required for students to be successful in the modern world.

The Provincial Graduation Assessments inform both student learning and system level performance. The three assessments measure the extent to which students are literate and numerate and provide students with information about their proficiency relative to the provincial curriculum. The Provincial Graduation Assessments also provide information to ensure public accountability, monitor student progress, and ensure that students meet curriculum requirements.

The Provincial Graduation Assessments measure the application of numeracy and literacy skills to realistic situations, learned across the course of the students' education, requiring them to employ the knowledge and skills considered to be essential for future success. The assessments look at students' ability to apply their knowledge and skills and to analyze, reason, and communicate effectively as they examine, interpret, and solve problems.

Policy Requirements for Provincial Graduation Assessments

Boards of education and independent schools are required to ensure students participate in Provincial Graduation Assessments. The Provincial Graduation Assessment requirements for all students are as follows:

- ✓ Students must complete both the Graduation Numeracy Assessment and Graduation Literacy Assessments as a requirement for graduation.
- ✓ In Grade 10:
 - Students are expected to write the Graduation Numeracy and a Graduation Literacy Assessment.
- ✓ In Grade 12:
 - Students are expected to write a Graduation Literacy Assessment.

There will be an opportunity for students to re-write the Provincial Graduation Assessments to improve their achievement level.

- ✓ The best outcome for each of the Provincial Graduation Assessments will be recorded on the student's transcripts.

The assessments will be scored on the following proficiency scale:

Provincial Graduation Assessments			
Emerging The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	Developing The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	Proficient The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	Extending The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

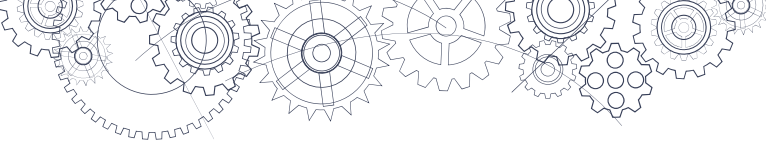
Guidelines – Provincial Assessment Adjudication

Adjudication is the official process that helps to ensure students with diverse abilities can access the Provincial Graduation Assessments.

Starting in 2017/18, a universal model of supports was approved for use in B.C. This model allows supports that are currently provided to students in the classroom (extra time and speech-to-text or text-to-speech software) to also be provided during the Provincial Graduation Assessments.

Universal supports may be used on Provincial Graduation Assessments if the required supports:

- Are routinely used in the classroom.
- Have been recommended by the school-based team (rather than an individual teacher, administrator, or other school staff member).
- Have been recommended in consultation with a B.C. Association of School Psychologists (BCASP) certified school psychologist or B.C.-registered psychologist (who may be part of the school-based team).

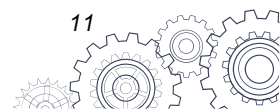


- Are documented in either an Individual Education Plan (IEP) or Student Learning Plan (SLP) and show use over time.

If use of the supports began during the secondary years, in addition to demonstrated need for the specific supports, documentation is required in the form of:

- Report cards, school-based team minutes, and/or other school records indicating the student's need for assistance in reaching academic goals.
- Standardized academic achievement results or a psycho-educational assessment report, and/or relevant reports from outside agencies.

For more information on adjudication, please see the [Handbook of Procedures for the Graduation Program](#).





STUDENT PROGRESS REPORTING

Policy

Boards of education are required to provide parents with a minimum of five reports throughout the school year describing students' progress in all areas of learning. Reports are provided at least five times a year (including a final summative report): three formal written reports and two informal reports. The *Interim Student Progress Reporting Guidelines for Grades K-9* do not apply to Grades 10-12.

Formal written reports:

- ➡ Must include letter grades, percentages, and written reporting comments.
- ➡ Must indicate students' level of performance in relation to the learning standards set out in the curriculum for each course or subject and grade.
- ➡ Should contain a description of student behaviour, including information on attitudes, work habits, effort, and social responsibility.

Provincial transcripts will contain letter grades, percentages, and course credits. As well, the student's results from the three Provincial Graduation Assessments will be recorded on the transcript.

Students with Special Needs (all grades)

- Where students with special needs are expected to achieve or surpass the learning standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress. Where it is determined that a student with special needs is not capable of achieving the learning standards or learning outcomes of the provincial or BAA curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her IEP. Reporting to parents will be in relation to these specific individual goals as they relate to each XSIEP or LD course (courses that alter provincial curricular standards for students working on a modified program identified in their IEP or locally developed non-credit) in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

Students on Modified Curricula (all Grades)

- For students with special needs who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the school-based team.
- If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or BAA curriculum standards and Core Competencies.

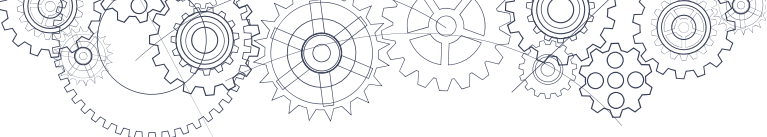
English Language Learning and French Language Learning Students (all Grades)

- Where an English language learner (ELL), or a French language learner (FLL) in a Francophone program, is following the learning standards or outcomes of the provincial curriculum or a local program, regular reporting procedures are used to show progress. Where these students are not following the learning standards or learning outcomes of the curriculum, the written report must contain comments describing what the student can do, areas in which they require further attention or development, and ways of supporting their learning.

Provincial Letter Grades Order

Letter grades and their meaning are defined in the [Provincial Letter Grades Order](#) for use in student progress reports. Letter grades are used for all courses, as follows:

- A** The student demonstrates excellent or outstanding performance in relation to expected learning standards for the course or subject and grade.
- B** The student demonstrates very good performance in relation to expected learning standards for the course or subject and grade.
- C+** The student demonstrates good performance in relation to expected learning standards for the course or subject and grade.
- C** The student demonstrates satisfactory performance in relation to expected learning standards for the course or subject and grade.
- C-** The student demonstrates minimally acceptable performance in relation to expected learning standards for the course or subject and grade.
- I** (In Progress or Incomplete) The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning standards. An “I” letter grade may only be assigned in accordance with section 3 of the Order. The letter “I” is used to alert parents and may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it. Teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning standards. An “I” may be communicated in a variety of ways, including through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents, and students.
- F** (Failing) The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning standards for the course or subject and grade. The letter grade “F” may only be assigned if an “I” (In Progress) letter grade has been previously assigned for that course or subject and grade.
- W** (Withdrawal) According to the policy of the board, and upon request of the parent of the student or, when appropriate, the student, the principal, vice principal, or director of instruction in charge of a school may grant permission to a student to withdraw from a course or subject.



SG (Standing Granted) Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal, or director of instruction in charge of the school. Standing Granted may not be used for Career-Life Connections.

TS (Transfer Standing) May be granted by the principal, vice principal, or director of instruction in charge of a school based on an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice principal, or director of instruction in charge of a school may assign a letter grade based on an examination of those records.



GRADUATION REQUIREMENTS

Students must earn the minimum number of credits required to fulfill one of the four ways to graduate in B.C.

Policy

I. B.C. Certificate of Graduation (Dogwood Diploma)

The B.C. Certificate of Graduation, or Dogwood Diploma, is awarded to students who successfully complete the provincial graduation requirements. To graduate, students require at least 80 credits total.

Of these 80 credits:

- 52 credits are required from the following:
 - Physical and Health Education 10 (4 credits).
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits).
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits).
 - A Math 10 (4 credits), and a Math 11 or 12 course (4 credits).
 - A Language Arts 10, 11, and a required 12 course (4 credits required at each grade, 12 credits total).
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total).
 - Career-Life Education (4 credits), and Career-Life Connections (4 credits).
- At least 28 credits must be elective course credits.
- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 course.

In addition, students must also complete three Provincial Graduation Assessments in literacy and in numeracy.

II. For French Immersion/Francophone Dual Dogwood

French Immersion students can earn both a British Columbia Certificate of Graduation (Dogwood Diploma) and a Diplôme de fin d'études secondaires en Colombie-Britannique.

To graduate with both diplomas, French Immersion students must meet the graduation requirements for the Dogwood Diploma and, of these 80 credits, they must earn:

- At least 16 credits at the Grade 12 level (including a Français langue seconde-immersion course at the Grade 12 level).
- Français langue seconde-immersion 10 (4 credits).
- A Français langue seconde-immersion course at the Grade 11 level (4 credits) or IB French A2 (SL) 11.
- Français langue seconde-immersion 12 (4 credits).
- At least 12 credits in Grade 10, 11, or 12 courses that are in French with at least 4 of these credits at the Grade 11 or 12 level.

In addition, French Immersion students must also complete four Provincial Graduation Assessments, three in literacy and one in numeracy.

Francophone students can earn both a British Columbia Certificate of Graduation (Dogwood Diploma) and a Diplôme de fin d'études secondaires en Colombie-Britannique.

To graduate with both diplomas, Francophone students must meet the graduation requirements for the Dogwood Diploma and, of these 80 credits, they must earn:

- At least 16 credits at the Grade 12 level (including a required Language Arts 12 course).
- An English Language Arts course at the Grade 10 level (4 credits).
- An English Language Arts course at the Grade 11 level (4 credits).
- A required English Language Arts course at the Grade 12 level (4 credits).
- A Français langue première course at the Grade 10 level (4 credits).
- A Français langue première course at the Grade 11 level (4 credits).
- Français langue première – Français langue et culture 12 (4 credits).

In addition, Francophone students must also complete four Provincial Graduation Assessments, three in literacy and one in numeracy.

III. B.C. Adult Graduation Diploma (Adult Dogwood)

Students who are 18 years of age or older have the choice of pursuing graduation through a Dogwood Diploma or an Adult Dogwood Diploma. Learners must be 18 or older to be an “adult learner” and take courses as credit towards their Adult Graduation Diploma. Courses can be taken at school district continuing education centres or as part of the Adult Basic Education (ABE) program at a post-secondary institution.

To graduate with an Adult Dogwood, learners must have:

- A Language Arts 12 course (or higher) (4 credits).
- A Math 11 or 12 course (4 credits).
- At least three additional Grade 12 electives, or a Social Studies 11 and two additional Grade 12 electives (4 credits each). BAA courses do not meet this requirement.

Courses and credits can be counted from the public secondary and post-secondary systems provided they have met the criteria for equivalency.

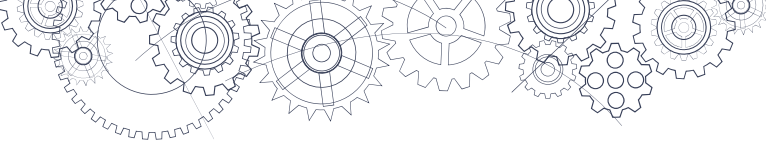
Adult learners may also get credit recognition for current or past work skills or competencies or for post-secondary training courses they have completed.

Adult learners are not required to complete the Graduation Numeracy or Literacy Assessments.

IV. International Student Graduation Credit

To earn a Dogwood Diploma, international students must meet all graduation requirements and demonstrate competence in one of Canada's two official languages.

There are several specific conditions that pertain to international students. They must earn credit for courses from a British Columbia–certified teacher as stated in the [International Student Graduation Credit Policy](#). No equivalency review or challenge process is permitted for these courses.



Completion Certificate

B.C. School Completion Certificate (Evergreen Certificate)

The School Completion Certificate, or Evergreen Certificate, is intended to celebrate success in learning and accomplishments of diverse learners. To be eligible for a School Completion Certificate, the student must have an IEP and be designated in one of the Ministry of Education's inclusive education categories.

The Evergreen Certificate does not represent graduation and therefore is not equivalent to a B.C. Certificate of Graduation (Dogwood Diploma). It represents the completion of personal learning goals as identified in the student's Individual Education Plan (IEP).



Graduation Requirements (Dogwood Diploma)

Summary of Graduation Requirements: Dogwood Diploma			
	Grade 10	Grade 11	Grade 12
Required: minimum 52 credits			
English Language Arts	Choose two 2-credit courses: <input type="checkbox"/> Composition 10 <input type="checkbox"/> Creative Writing 10 <input type="checkbox"/> Literary Studies 10 <input type="checkbox"/> New Media 10 <input type="checkbox"/> Spoken Language 10 <input type="checkbox"/> EFP Writing 10 <input type="checkbox"/> EFP Literary Studies 10 <input type="checkbox"/> EFP New Media 10 <input type="checkbox"/> EFP Spoken Language 10	Choose one 4-credit course: <input type="checkbox"/> Composition 11 <input type="checkbox"/> Creative Writing 11 <input type="checkbox"/> Literary Studies 11 <input type="checkbox"/> New Media 11 <input type="checkbox"/> Spoken Language 11 <input type="checkbox"/> EFP Literary Studies and Writing 11 <input type="checkbox"/> EFP Literary Studies and New Media 11 <input type="checkbox"/> EFP Literary Studies and Spoken Language 11	Choose one 4-credit course: <input type="checkbox"/> English Studies 12 <input type="checkbox"/> English First Peoples 12
Mathematics	Choose one 4-credit course: <input type="checkbox"/> Foundations of Mathematics and Pre-calculus 10 <input type="checkbox"/> Workplace Mathematics 10	Choose one 4-credit course: (<i>Grade 11 or Grade 12</i>) <input type="checkbox"/> Foundations of Mathematics 11 <input type="checkbox"/> Pre-calculus 11 <input type="checkbox"/> Workplace Mathematics 11 <input type="checkbox"/> History of Mathematics 11 <input type="checkbox"/> Computer Science 11 <input type="checkbox"/> Foundations of Mathematics 12 <input type="checkbox"/> Apprenticeship Mathematics 12 <input type="checkbox"/> Pre-calculus 12 <input type="checkbox"/> Calculus 12 <input type="checkbox"/> Geometry 12 <input type="checkbox"/> Statistics 12 <input type="checkbox"/> Computer Science 12	
Science	Required 4-credit course: <input type="checkbox"/> Science 10	Choose one 4-credit course: (<i>Grade 11 or Grade 12</i>) <input type="checkbox"/> Physics 11 <input type="checkbox"/> Life Sciences 11 <input type="checkbox"/> Chemistry 11 <input type="checkbox"/> Earth Sciences 11 <input type="checkbox"/> Science for Citizens 11 <input type="checkbox"/> Environmental Science 11 <input type="checkbox"/> Physics 12 <input type="checkbox"/> Anatomy and Physiology 12 <input type="checkbox"/> Chemistry 12 <input type="checkbox"/> Geology 12 <input type="checkbox"/> Environmental Science 12 <input type="checkbox"/> Specialized Science 12	
Social Studies	Required 4-credit course: <input type="checkbox"/> Social Studies 10	Choose one 4-credit course: (<i>Grade 11 or Grade 12</i>) <input type="checkbox"/> Explorations in Social Studies 11 <input type="checkbox"/> Francophone History and Culture 11 <input type="checkbox"/> B.C. First Peoples 12 <input type="checkbox"/> Contemporary Indigenous Studies 12 <input type="checkbox"/> Comparative Cultures 12 <input type="checkbox"/> Comparative World Religions 12 <input type="checkbox"/> Economic Theory 12 <input type="checkbox"/> Human Geography 12 <input type="checkbox"/> Physical Geography 12 <input type="checkbox"/> Urban Studies 12 <input type="checkbox"/> 20th Century World History 12 <input type="checkbox"/> Asian Studies 12 <input type="checkbox"/> Genocide Studies 12 <input type="checkbox"/> Political Studies 12 <input type="checkbox"/> Law Studies 12 <input type="checkbox"/> Philosophy 12 <input type="checkbox"/> Social Justice 12	

Summary of Graduation Requirements: Dogwood Diploma			
	Grade 10	Grade 11	Grade 12
Arts Education/ADST	Choose 4 credits at either <i>Grade 10</i> , <i>Grade 11</i> , or <i>Grade 12</i> <input type="checkbox"/> Arts Education (see Table on page 29) <input type="checkbox"/> Applied Design, Skills, and Technologies (ADST) (see Table on page 30)		
Career Education	Required 8 credits in Career Education (Grade 10, Grade 11, or Grade 12) <input type="checkbox"/> Career-Life Education <input type="checkbox"/> Career-Life Connections (including 30 hours of work experience or career-life exploration)		
Physical and Health Education (PHE)	Required 4-credit course: <input type="checkbox"/> Physical and Health Education 10		
Electives: minimum 28 credits			
Depending on the school's offerings and student's choice, the number of electives in each grade level will vary. The 28 elective credits in Grades 10-12 can come from the following options: <ul style="list-style-type: none"> Ministry-developed or Ministry-approved courses Board/Authority Authorized (BAA) courses Independent Directed Studies (IDS) External Credentials Post-Secondary ("dual") credit 			
Elective Courses	Grade 10: 2-5 electives ⑤ _____ ⑤ _____ ⑤ _____ ⑤ _____ ⑤ _____ ⑤ _____	Grade 11: 3-5 electives ⑤ _____ ⑤ _____ ⑤ _____ ⑤ _____ ⑤ _____ ⑤ _____	Grade 12: 6-8 electives* ⑤ _____ ⑤ _____ ⑤ _____ ⑤ _____ ⑤ _____ ⑤ _____
Total: 80 credits required for graduation			
* at least 16 credits must be at the Grade 12 level, including a required Grade 12 Language Arts course.			
Graduation Program Assessments			
Required for Graduation	<input type="checkbox"/> Numeracy 10 <input type="checkbox"/> Literacy 10		<input type="checkbox"/> Literacy 12

Career Development

Policy – Career Development and Work Experience

Career development is one of the key components of the educated citizen, shared by schools, family and community. Education programs in B.C. schools should help prepare students for successful employment when they leave the school system.

Students need opportunities to explore and research a multitude of education and career pathways, and they need to develop the knowledge and the personal and social competencies to manage their career and life transitions.

Required Courses and Training

All students are expected to meet the career development learning standards in their Career-Life Education (CLE) and Career-Life Connections (CLC) courses, and to complete 30 hours of work experience or career-life exploration before they graduate. When students complete secondary school they should have developed the following:

- Competencies to be self-directed, responsible individuals who can set and meet career goals.
- Knowledge of a range of career choices, and actions needed to pursue those choices.
- Employability skills required to work effectively and collaboratively in a workplace.

To complete the work experience or career-life exploration requirements for CLC all students must provide evidence that they have completed any one of the following:

- A school-approved 30-hour work placement.
- 30 hours of volunteer or community service.
- 30 hours of paid student employment.
- 30 hours of fieldwork, entrepreneurship, or projects focused on an area of deep interest.

CLE and CLC comprise a total of 8 credits that may be distributed across the graduation years, to allow for flexibility of delivery to suit student interests and needs (e.g., CLE and CLC are both 4-credit courses that can be delivered in a single 4-credit option, or as two 2-credit options). CLE and CLC do not have designated grade levels; students can begin their Career-Life courses in Grade 10, 11, or 12, depending on their own needs and interests during these years. The curriculum has been designed to be as flexible as possible to accommodate differences in school structures and grade groupings. Students will typically complete their Capstone in their final year.

As part of CLC, students must have their work experience, or volunteer/community service, or career-life explorations component documented and must identify and reflect on the employability skills and competencies they used or developed.

Elective Courses and Training

Students may also seek additional elective graduation credits for work experience and/or training *beyond* the 30 hours of work experience or career-life exploration components required by CLC as listed above.

All students participating in elective work experience courses must have an in-school orientation to prepare them for the workplace, including instruction on work-site safety awareness. The orientation may also include topics such as employability skills, education skills for specific work placement, worker rights and responsibilities, and employer expectations.

In addition, students aged 14 and older can opt to participate in other work experience programming and earn Grade 12 elective credits. These courses may include Youth Work in Trades programming, other industry training/work programs approved by the [Industry Training Authority of BC](#) (ITA), or individual situations in which students' paid employment coincides with their career/educational pathway.

- **Work Experience** courses are 4-credit Grade 12 courses of 100-120 hours with most of course time spent at work placements (outside school). All participating students must complete an in-school orientation to prepare them for the workplace. The orientation includes instruction on work-site safety awareness, the transferability of workplace skills, workers' rights and responsibilities, and employers' expectations.
- **Youth Explore Trade Skills 10-12** provides students with the opportunity to explore a variety of trades (such as carpentry, plumbing, design and drafting, and electronics and robotics) within a high school setting. Both 2-credit and 4-credit options are available, depending on course duration (e.g., 2 credits earned for approximately 60 hours of instruction time; 4 credits earned for 120 hours) and the successful completion of the course. Students can earn up to a total of 8 credits in Youth Explore Trade Skills providing they are completing different modules.
- **Youth Explore Trades Sampler** is an ITA-authorized suite of courses delivered by post-secondary institutions and/or other ITA-authorized trainers. It is restricted to three courses (12 credits) as part of these delivery partnerships. This program enables students to gain practical skills and complete certifications that employers in the trades sector are seeking with over 300 hours of learning. The program is an effective way for students to prepare for apprenticeship programs such as Youth Train in Trades (TRN) and Youth Work in Trades (WRK).
- **Youth Work in Trades** (formerly Secondary School Apprenticeship) program allows students to earn up to 16 credits toward graduation and be credited for work-based training hours toward future ITA apprenticeship training requirements. This program includes up to 480 hours of work-based training, with some accompanying assignments and employer evaluations. The program is open to students aged 14 to 19, and the work must be paid and in an ITA-recognized trade.
- **Youth Train in Trades** (formerly Skills Exploration) is a dual-credit program (4 credits each), offered through partnerships between school districts and post-secondary institutions with onsite training at either location. Participating students are registered as youth apprentices with the ITA. Students who successfully complete the TRN program can earn up to 12 credits toward graduation and additional post-secondary credentials.
- **Workforce Training Certificates 12** is a pilot program that allows short, industry-recognized courses (e.g., FOODSAFE, WHMIS, First Aid) to be "bundled" to allow students to receive credit for their learning. In addition, short courses being offered by CompTIA, Microsoft, and other on-line technology courses help students access employment in the tech sector: 1- to 4-credit options are available, depending on course duration (30 hours of instruction is

approximately 1 elective credit, upon successful completion). Up to 12 credits toward graduation can be earned through this pilot.

Workplace Safety

This applies only to students seeking specific work experience and/or training beyond the 30 hours required for graduation.

The goal of work experience is to help students prepare for the transition from secondary school to the world of work, and to help students connect what they learn in the classroom with the skills, knowledge and attitudes needed in the workplace.

Elective work experience courses are monitored by schools. They go beyond the work experience or career-life exploration component required by CLC.

To be reported as a ministry-authorized work experience course, the work experience must be supported and monitored by the school and commonly consists of school-arranged, non-paid placements. Exceptions include Youth Work in Trades (formerly Secondary School Apprenticeship), other [industry-training work programs](#), and individual situations in which a student's paid employment coincides with the student's career plans and is supported and monitored by the school.

All students participating in elective work experience courses must have in-school orientation to prepare them for the workplace, including instruction on worksite safety awareness. It may also include topics such as employability skills, education skills for specific work placement, worker rights and responsibilities, and employer expectations.

Boards of education and independent school authorities must follow [procedures \(see bottom of linked page\)](#) to ensure students who participate in trades-related work experience and/or school-arranged community service are covered by [WorkSafeBC](#). Before a work experience placement is arranged, the board must establish guidelines for the conduct, supervision, evaluation, and participation of students in the work experience placement.



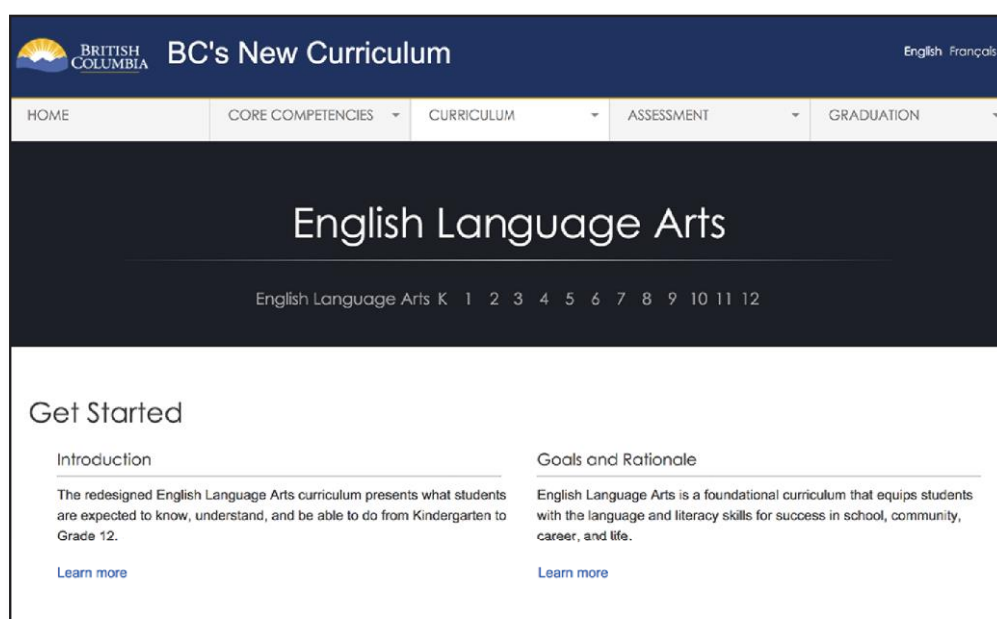
APPENDIX 1

Curriculum Overview

B.C.'s curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are competent thinkers and communicators, and who are personally and socially competent in all areas of their lives. The curriculum honours the ways in which students think, learn, and grow, and prepares them for a successful lifetime of learning in which ongoing change is constant.

On the [curriculum website](#), each area of learning includes:

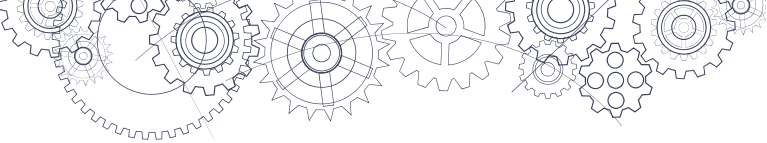
- An **introduction** providing specifics about features, structure, and important considerations.
- **Goals** and **rationale** providing the context as well as connections to the development of educated citizens.



Please see each individual area of learning for further details.

The courses listed under each curricular subject area below represent the entire listing of available ministry courses. Individual schools determine which courses they will offer during any given school year.

All courses listed are 4 credits unless otherwise indicated in the [Course Registry](#).



English Language Arts and English First Peoples

Information on the overall purpose, intention, and goals of the English Language Arts and English First Peoples curriculum is available on the [curriculum website](#).

English Language Arts/ English First Peoples Curriculum

Composition 10
Creative Writing 10
Literary Studies 10
New Media 10
Spoken Language 10
EFP Literary Studies 10
EFP New Media 10
Spoken Language 10
EFP Writing 10 (Composition and Creative Writing)

Composition 11
Creative Writing 11
Literary Studies 11
New Media 11
Spoken Language 11
EFP Literary Studies and New Media 11
EFP Literary Studies and Spoken Language 11
EFP Literary Studies and Writing 11 (Composition and Creative Writing)

English Studies 12*
English First Peoples 12*
Composition 12
Creative Writing 12
Literary Studies 12
New Media 12
Spoken Language 12

* One of these two 4-credit courses is required for graduation.



Français langue première

Information on the overall purpose, intention, and goals of the Français langue première curriculum is available on the [curriculum website](#).

Français langue première Curriculum

Études littéraires et artistiques + Expression orale 10
 Études littéraires et artistiques + Nouveaux médias 10
 Études littéraires et artistiques + Production écrite 10

Études littéraires et artistiques + Expression orale 11
 Études littéraires et artistiques + Nouveaux médias 11
 Études littéraires et artistiques + Production écrite 11

Français langue et culture 12*

* One 4-credit course required for graduation.

Français langue seconde-immersion

Information on the overall purpose, intention, and goals of the Français langue seconde-immersion curriculum is available on the [curriculum website](#).

Français langue seconde-immersion Curriculum

Français langue seconde-immersion 10

Communication orale 11
 Études du cinéma et de la littérature francophone 11
 Langue et culture de la francophonie 11
 Médias et communication numérique 11

Français langue seconde-immersion 12*
 Communication orale 12
 Études du cinéma et de la littérature francophone 12
 Langue et culture de la francophonie 12
 Médias et communication numérique 12

* One 4-credit course required for graduation.

Mathematics

Information on the overall purpose, intention, and goals of the Mathematics curriculum is available on the [curriculum website](#).

Mathematics Curriculum
Foundations of Mathematics and Pre-calculus 10 Workplace Mathematics 10
Foundations of Mathematics 11 History of Mathematics 11 Computer Science 11 Pre-calculus 11 Workplace Mathematics 11
Apprenticeship 12 Calculus 12 Computer Science 12 Foundations of Mathematics 12 Geometry 12 Pre-calculus 12 Statistics 12

Science

Information on the overall purpose, intention, and goals of the Science curriculum is available on the [curriculum website](#).

Science Curriculum
Science 10
Chemistry 11 Earth Science 11 Environmental Science 11 Life Sciences 11 Physics 11 Science for Citizens 11
Anatomy and Physiology 12 Chemistry 12 Environmental Science 12 Geology 12 Physics 12 Specialized Science 12

Social Studies

Information on the overall purpose, intention, and goals of the Social Studies curriculum is available on the [curriculum website](#).

Social Studies Curriculum
Social Studies 10
Explorations in Social Studies 11 Histoire et culture francophone 11 (Francophone History and Culture 11)
20th Century World History 12 Asian Studies 12 B.C. First Peoples 12 Comparative Cultures 12 Comparative World Religions 12 Contemporary Indigenous Studies 12 Economic Theory 12 Genocide Studies 12 Human Geography 12 Law Studies 12 Philosophy 12 Physical Geography 12 Political Studies 12 Social Justice 12 Urban Studies 12

Second Languages and Indigenous Languages of British Columbia

Information on the overall purpose, intention, and goals of the Second Languages curriculum is available on the [curriculum website](#).

Second Language Curriculum

American Sign Language 5-12
 Core French 5-12
 German 5-12
 Italian 5-12
 Japanese 5-12
 Korean 5-12
 Mandarin 5-12
 Punjabi 5-12
 Spanish 5-12

Information on the overall purpose, intention, and goals of the Indigenous Languages of British Columbia curriculum is available on the [ministry website](#).

Indigenous Languages of British Columbia Curriculum

Gitxsanimx ~ Gitxsanimax 5 to 12 (2014)	Nte?kepmxcin 5 to 12 (2008)
Halq'eméylem 5 to 12 (2007)	Nuučaanuŋ 5 to 12 (2009)
Heiltsuk 5 to 12 (2002)	Secwepemctsin 5 to 12 (1999)
Hul'q'umi'num' 5 to 12 (2007)	SENĆOŦEN 5 to 12 (2012)
Kwak'wala 5 to 12 (2010)	Shashishalem 5 to 12 (2001)
Liqwala/Kwakwala 5 to 12 (2008)	Sim'algaxhl Nisga'a 5 to 12 (2001)
nsíylxcən 5 to 12 (1999)	Sm'algyax 5 to 12 (2000)
Tsek'ene 5 to 12 (2006)	
Upper St'at'imcets 5 to 12 (1998)	
Xaayda Kil / Xaad Kil Grades 5 to 12 (2017)	

Arts Education

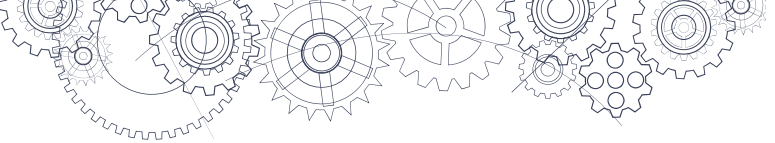
Information on the overall purpose, intention, and goals of the Arts Education curriculum is available on the [curriculum website](#).

Dance Curriculum	Drama Curriculum	Music Curriculum	Visual Arts Curriculum
Dance Choreography 10 Dance Company 10 Dance Foundations 10 Dance Technique and Performance 10	Drama 10 Theatre Production 10 Theatre Company 10	Choral Music 10 (Concert Choir, Chamber Choir and Vocal Jazz) Contemporary Music 10 Instrumental Music 10 (Concert Band, Orchestra, Jazz Band and Guitar)	Art Studio 10 Photography 10 Studio Arts 2D 10 Studio Arts 3D 10
Dance Choreography 11 Dance Company 11 Dance Conditioning 11 Dance Foundations 11 Dance Technique and Performance 11	Drama 11 Directing and Script Development 11 Film and Television 11 Theatre Company 11 Theatre Production 11	Choral Music 11 (Concert Choir, Chamber Choir and Vocal Jazz) Composition and Production 11 Contemporary Music 11 Instrumental Music 11 (Concert Band, Orchestra, Jazz Band and Guitar)	Art Studio 11 Graphic Arts 11 Photography 11 Studio Arts 2D 11 Studio Arts 3D 11
Dance Choreography 12 Dance Company 12 Dance Conditioning 12 Dance Foundations 12 Dance Technique and Performance 12	Drama 12 Directing and Script Development 12 Film and Television 12 Theatre Company 12 Theatre Production 12	Choral Music 12 (Concert Choir, Chamber Choir and Vocal Jazz) Composition and Production 12 Contemporary Music 12 Instrumental Music 12 (Concert Band, Orchestra, Jazz Band and Guitar)	Art Studio 12 Graphic Arts 12 Photography 12 Studio Arts 2D 12 Studio Arts 3D 12
Cross-disciplinary and Interdisciplinary Arts			
Media Arts 10 Musical Theatre 10	Media Arts 11 Musical Theatre 11	Media Arts 12 Musical Theatre 12	

Applied Design, Skills, and Technologies

Information on the overall purpose, intention, and goals of the Applied Design, Skills, and Technologies curriculum is available on the [curriculum website](#).

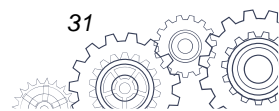
Business Education Curriculum	Home Economics and Culinary Arts Curriculum	Information and Communications Technologies Curriculum	Technology Education Curriculum
Entrepreneurship and Marketing 10	Culinary Arts 10 Family and Society 10 Food Studies 10 Textiles 10	Computer Studies 10 Media Design 10 Web Development 10	Drafting 10 Electronics and Robotics 10 Metalwork 10 Power Technology 10 Technology Explorations 10 Woodwork 10
Accounting 11 Marketing and Promotion 11 Tourism 11	Culinary Arts 11 Food Studies 11 Interpersonal and Family Relationships 11 Textiles 11	Computer Information Systems 11 Computer Programming 11 Digital Communications 11 Graphic Production 11 Media Design 11	Automotive Technology 11 Drafting 1 Electronics 11 Engineering 11 Metalwork 11 Robotics 11 Woodwork 11
Accounting 12 Business Computer Applications 12 E-Commerce 12 Economics 12 Entrepreneurship 12 Financial Accounting 12 Tourism 12	Child Development and Caregiving 12 Culinary Arts 12 Food Studies 12 Fashion Industry 12 Housing and Living Environments 12 Textiles 12 Specialized Studies in Food 12	Computer Information Systems 12 Computer Programming 12 Digital Media Development 12 Graphic Production 12 Media Design 12	Art Metal and Jewellery 12 Automotive Technology 12 Drafting 12 Electronics 12 Engine and Drivetrain 12 Engineering 12 Furniture and Cabinetry 12 Industrial Coding and Design 12 Machining and Welding 12 Mechatronics 12 Metalwork 12 Robotics 12 ROVs and Drones 12 Woodwork 12



Career Education

Information on the overall purpose, intention, and goals of the Career Education curriculum is available on the [curriculum website](#).

Career Education Curriculum
Career-Life Education
Career-Life Connections (includes Capstone and 30 hours of work experience or career-life exploration)



Work Experience and Apprenticeship Training

Information on the overall purpose, intention, and goals of the Work Experience and Apprenticeship Training curriculum is available on the [ministry website](#).

Work Experience and Apprenticeship Training

Ministry Authority:

Work Experience 12A

Work Experience 12B

Workforce Training Certificates 12

Youth Train in Trades* (formerly Accelerated Credit Enrolment in Industry Training)

ITA Authority:

Youth Explore Trade Skills 10-12A (formerly Skills Exploration 10-12 A/B)

Youth Explore Trade Skills 10-12B (formerly Skills Exploration 10-12 A/B)

Youth Work in Trades 11 (formerly Secondary School Apprenticeship)

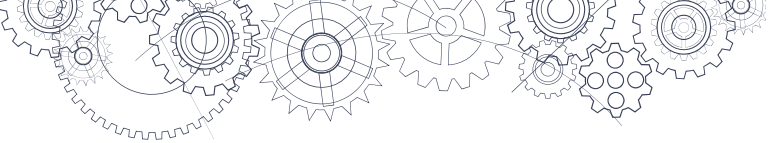
Youth Work in Trades 12 (formerly Secondary School Apprenticeship)

Youth Explore Trades Sampler 12A*

Youth Explore Trades Sampler 12B*

Youth Explore Trades Sampler 12C*

* Industry Training Authorized / Post-Secondary Course Offering



Physical and Health Education

Information on the overall purpose, intention, and goals of the Physical and Health Education curriculum is available on the [curriculum website](#).

Physical and Health Education Curriculum

Physical and Health Education 10
Active Living 11 Fitness and Conditioning 11 Outdoor Education 11
Active Living 12 Fitness and Conditioning 12 Outdoor Education 12





APPENDIX 2

Other Means of Obtaining Credit toward Graduation

Besides successfully completing courses in B.C., public and independent school students can earn credits toward graduation in a variety of other ways. The following credit options align with the principles of personalized learning, flexibility, and choice for students and help provide inclusive opportunities for students to follow their interests and passions as part of their learning.

Policy – Board/Authority Authorized (BAA) courses

BAA courses offer the means to fulfill elective graduation requirements, and there is no limit to the number of these courses that may be used to satisfy the 28 credits of electives required for graduation. However, these courses developed by districts and approved by boards of education and independent school authorities need to align with ministry curriculum and structure.

- Grade 10 BAA courses that boards/authorities want to offer in 2018/19 must be aligned.
- Grade 11 and 12 BAA courses that boards/authorities want to offer in 2019/20 must be aligned.

BAA courses are *not* eligible for the Adult Graduation Program requirements, but students on a School Completion Certificate Program may take BAA courses.

Grade 12-level BAA courses count toward the 16 Grade 12-level credits required for graduation.

BAA courses may be used to satisfy the graduation requirements for Arts Education and/or Applied Design, Skills, and Technologies.

BAA courses can include courses that:

- Meet the Arts Education and/or Applied Design, Skills and Technologies 10, 11, or 12 graduation requirement.
- Prepare students with special needs through skill instruction to be successful across a wide variety of subjects and settings.
- Address the cultural and academic literacy needs of English Language Learners (Schools developing BAA ELL courses must follow the ELL Course Guidelines).

BAA courses may *not* include:

- Remedial courses designed to help students succeed in meeting the learning standards of specific ministry courses (e.g., Prep for Math 12).
- Courses with significant overlap of learning with ministry courses; that is, courses that are:
 - Modified, adapted, or partial versions of ministry courses.
 - Hybrids of two or more ministry courses (e.g., a Literary Aspects of a Social Studies 11 course that combines the learning standards of an English 11 course and a Social Studies 11 course).

Policy – Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies

Students learn in a variety of ways, some of which take place outside of British Columbia or outside of the regular secondary school program. Schools will grant credit toward graduation for learning that has been assessed and matches or exceeds provincial, national, or international standards. There is no limit to the number of credits that may be awarded through equivalency, challenge, independent directed studies, dual credit, or external credentials.

Equivalency

Courses taken outside of B.C. may be eligible for equivalency credit if they closely match the content of provincial curriculum for Grades 10, 11, or 12. Courses taken outside of the B.C. school system may qualify for equivalency credit if:

- Sufficient content has been covered to enable the student to be successful in further learning in the content area. For a Grade 11 or 12 course, there should be a match of approximately 80 percent or more to the B.C. learning standards.
- The student provides documentation that the learning standards of the course were successfully completed.

Unique equivalency rules apply to most international students. For details, refer to the [International Student Graduation Credit Policy](#).

Students may also be granted equivalency credit based on previously acquired knowledge and skills. Adult students who hold valid trades and occupational qualifications may be able to demonstrate, through copies of examination specifications, detailed course outlines, instructors' reports, documented on-the-job training or work experience, and/or portfolios, that they have completed sufficient content to enable them to be successful in further learning in the content area.

Students may receive credit for language learning acquired outside the regular classroom through equivalency credit for the following ministry-developed language courses and courses developed using the ministry-approved language templates:

- | | |
|--------------------------|------------------------|
| • American Sign Language | • Mandarin |
| • Arabic | • n̓íylxcə n, |
| • Croatian | • Nteʔkepmxcin |
| • French | • Nuučaañut |
| • German | • Punjabi |
| • Gitxsenimx~Gitxsanimax | • Russian |
| • Halq'eméylem | • Secwepemctsin |
| • Heiltsuk | • SENĆOŦEN |
| • Hilzaqvla | • Shashishalem |
| • Hul'q'umi'num | • Sim'algaxhl Nisga'a |
| • Italian | • Sm'algyax |
| • Japanese | • Spanish |
| • Korean | • Tsek'ene |
| • Kwak'wala | • Upper St'át'imcets |
| • Liqwala/Kwak'wala | • Xaayda Kil/Xaad Kil. |

External Language Certificates

External Language Certificates are used to recognize learning in all languages other than those noted above or to grant credit in these languages for documented learning that may not meet the criteria for equivalency. In all cases, the learning must be documented by an education authority. A student who presents appropriate documentation will be eligible to receive credit for all other languages not listed above.

Acceptable External Language Certificates are:

- Documentation from other Canadian provinces and territories (see the External Language Certificate codes in the online Course Registry).
- Documentation from international educational jurisdictions.

Challenge

With some exceptions, all students can undertake a free challenge process to assess their prior learning for any ministry-developed Graduation Program course.

Students can challenge a course if they are currently enrolled in the school district, registered as a home schooler, or enrolled in the distributed learning school where the challenge is being requested. Students may not challenge a course they have previously passed, completed, or been granted equivalency credit for.

Prior to engaging in a challenge process, schools will review any documentation of prior learning presented by the student to determine if credit can be awarded through equivalency.

The challenge process must assess students on all course learning standards of Grades 11 and 12 courses, and on the Curricular Competencies, and Content of Grade 10 courses. Examples of challenge assessment strategies include hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work.

Awarding credit through challenge will be based on the same standards used for students who have taken the course through enrolment. A challenge is considered successful when a student has achieved at least a grade of C- and 50 percent.

External Credentials

The External Credentials program allows students in Grades 10 through 12 an opportunity to earn credit toward graduation for documented learning completed through ministry-accredited external organizations (e.g., Royal Conservatory of Music, Cadets, driver education, external sports programs).

The Ministry of Education has the sole authority to set standards for approval of external credentials and assessments. The ministry provides an official list of these approved credentials and assessments to schools. This list is published in the ministry's online [Course Registry](#).

Some external credentials can be used to meet specific graduation requirements and others as elective courses. Grade 12-level external credentials count toward the required number of Grade 12-level credits needed to meet graduation requirements.

The policy that governs external credit allows students the opportunity for flexibility and choice in their graduation learning years. As a result, the current policy remains in effect and unchanged at this time.

Because of the recent review, the ministry is determining a new process for inviting future applications to be considered as new external credentials.

Post-Secondary Courses for Credit (Dual Credit)

Dual credit programs and courses allow students to earn secondary school and college credits at the same time. Students who provide their school with a recognized post-secondary institution transcript, showing their successful completion of a for-credit post-secondary course, may receive graduation credit. All such courses count as elective courses at the Grade 12 level.

Dual credit opportunities are available in trades, technology, health and human services, business, sport and exercise, and arts and science. School districts may offer a variety of options dual credit options.

The policy that governs dual credit allows schools, districts, and post-secondary institutions to work out arrangements that meet the needs of students within the provincial framework. As a result, the current policy remains in effect and unchanged at this time.

A funding review is in process and dual credit is part of the review. The dual credit option policy will be reviewed once the funding review is complete and any recommendations are implemented.

Independent Directed Studies (IDS)

Students can initiate their own area of learning and receive credit toward graduation. IDS credits may be awarded by boards of education or independent school authorities to students who have successfully completed independent work based on the content of Grades 10, 11, or 12 ministry-developed courses or BAA courses.

IDS credits may be used only to satisfy elective requirements. The maximum value for a single IDS course is 4 credits, and there is no limit to the total number of IDS credits a student can earn. Grade 12 IDS credits can count toward the minimum 16 Grade 12 credits needed for graduation.

The policy that governs IDS is aligned with the principles of providing students with the opportunity for flexibility and choice in their graduation learning years. As a result, the current policy remains in effect and unchanged at this time.



APPENDIX 3

Graduation Awards and Credentials

Policy – Graduation Credentials for Francophone and French Immersion Students

The Province of British Columbia recognizes Francophone students have the right to be educated in French. The Province also provides French Immersion programs so that students may reach high levels of proficiency in French, one of Canada's official languages. Proficiency is recognized with a graduation certificate in French.

B.C. students enrolled in a [Francophone education authority](#) and students enrolled in [French Immersion](#) programs are entitled to be issued B.C. graduation certificates, in French and English, provided they meet specific requirements.

- Francophone students can earn two certificates, one in French, and one in English. Francophone students will earn both a Diplôme de fin d'études secondaires en Colombie-Britannique and a British Columbia Certificate of Graduation (Dogwood Diploma) if they meet the graduation requirements as set out in the [Graduation Program Order](#).
- French Immersion students can earn both a British Columbia Certificate of Graduation (Dogwood Diploma) and a Diplôme de fin d'études secondaires en Colombie-Britannique. They will earn both if they meet the graduation requirements as set out in the Graduation Program Order. French Immersion students who earn a Diplôme de fin d'études secondaires en Colombie-Britannique receive a French Immersion program designation on their transcripts.

Students should write Provincial Graduation Assessments in the language of their instruction. School principals may allow individual students to write in either English or French, rather than the language of instruction, if the principal deems this to be in a student's best interest.

Policy – Provincial Scholarships Program

The Provincial Scholarships Program recognizes student achievement and encourages students to pursue post-secondary education. Both public and independent school students may be eligible for scholarships.

The program includes the B.C. Excellence Scholarship, the B.C. Achievement Scholarship, the District/Authority Scholarship, and the Pathway to Teacher Education Scholarship.

To be eligible for the Provincial Scholarships Program, a student:

- Must be a Canadian citizen or permanent resident (landed immigrant) at the time of registration in the school year for which the scholarship is awarded.
- Must be a B.C. resident.
- Must be or have been, in the school year for which the scholarship is awarded:
 - Enrolled in a B.C. public school (including distributed learning schools), or
 - Enrolled in a Group 1, 2, or 4 British Columbia Independent School, or
 - Enrolled in a continuing education centre, or
 - Registered with a public, independent, or distributed learning school in B.C. as a homeschooled child.

Students may qualify for scholarships only for the school year in which they graduate.

Recipients must meet the basic eligibility requirements and the specific requirements for each scholarship. For more information, see the [Handbook of Procedures for the Graduation Program](#).

Policy – Student Credentials

The Student Credentials Policy describes the credentials that are awarded to students who meet B.C. graduation requirements. The policy provides guidelines for entitlement and sets out guidelines on the transcript of grades and the calculation of honours standing. Student credentials are a student entitlement and may not be withheld from students for administrative reasons such as “fees not paid.”

The credentials include:

- *British Columbia Certificate of Graduation (Dogwood Diploma)* – issued upon successful completion of the provincial graduation requirements.
- *British Columbia Adult Graduation Diploma (Adult Dogwood)* – issued upon successful completion of the provincial adult graduation requirements.
- *British Columbia School Completion Certificate (Evergreen Certificate)* – awarded to a student with special needs who has an Individual Education Plan and who meets the goals of their educational program other than graduation.

Guidelines include:

- Transcript of Grades (Grades 10, 11 and 12) – provides prospective employers and post-secondary institutions with relevant information about students’ Graduation Program results.
- Honours Standing – a student is entitled to receive a transcript of their grades marked with the phrase “Achievement with Honours” where the student has successfully completed the graduation requirements and obtained a grade point average of greater than 3.0.



APPENDIX 4

Options for Schooling

In B.C., children between the ages of 5 and 18 attend Kindergarten to Grade 12 programs at either an elementary or secondary school. Parents can choose to enroll their child in either a public or independent school that offers these programs. There are approximately 350 independent schools and about 1,600 public schools.

Public Schools

B.C. is divided into 60 school districts which administer publicly funded education until the end of Grade 12 in local areas or, in the case of Francophone education, across the province.

B.C.'s public Kindergarten to Grade 12 education system is managed by local boards of education with elected trustees who ensure that schools provide a high-quality education for students and provide leadership and encouragement, meeting both community aspirations and provincial guidelines. Trustees also cooperate with the community and social service agencies to deliver non-educational support services to students. Boards of education focus on:

- Implementation of provincial and local education programs.
- School finance and facilities.
- Student access and achievement.
- Teaching performance.
- Accountability to parents, taxpayers, community and the Province.

The Province has the statutory and constitutional right to determine public education policy for the province; boards of education represent the public interest by governing school districts in accordance with legislation and in response to local and provincial values and priorities.

The Ministry of Education sets policies for B.C.'s public school system, ensuring that students have a quality education, provided in a cost-effective manner. It sets standards and directions for the education system, provides leadership and encouragement to all educational agencies in the province, and co-operates with provincial agencies to deliver non-educational support services to students. The ministry provides a high-level focus on:

- Finance and facilities.
- Program direction, development, and implementation.
- Student access and achievement.
- Teaching performance.
- System evaluation and public accountability.

Independent Schools

B.C.'s independent schools offer an alternative to public school education. Their programs range from Kindergarten to Grade 12. Parents and students often choose these schools for their specific philosophical, religious, or educational approach.

Independent schools are regulated under separate legislation, the Independent School Act. Independent schools follow their own specific procedures, policies, funding guidelines, and teacher certification.

Independent schools have a responsibility to register with the Ministry of Education and to provide the ministry with appropriate information, and the ministry has a responsibility to ensure that these regulations and policies are implemented.

First Nations Schools

First Nations schools are funded by the federal government and operated by local First Nations. Schools in B.C. are supported by the [First Nations Education Steering Committee](#) (FNESC) and the [First Nations Schools Association](#) (FNSA).

Most First Nations schools are outside of the Province's jurisdiction. Some choose to also become B.C. certified independent schools.

B.C. works in partnership to help build capacity in the First Nations school system. B.C. has:

- Consulted on changes to provincial education legislation, policy, standards, and funding.
- Shared expertise, learning resources, and bulk purchasing opportunities.
- Given on-reserve schools access to B.C. graduation assessments and the Dogwood Diploma.

To fulfill commitments in the Tripartite Education Agreement, the ministry has been working directly with the FNSA to deliver assessments and to graduate students in First Nations schools under federal jurisdiction.

Homeschooling

Policy – Homeschooling Policy

Homeschooling is an alternative method of teaching offered outside the B.C. educational system. Typically, a family member delivers the entire educational program to children at home.

Homeschooling in B.C.:

- Is not supervised by a B.C.-certified teacher.
- Is not required to meet provincial standards.
- Is not inspected by the Ministry of Education.

For complete details including related procedures please see the [current policy](#) online.

Offshore Schools

The B.C. Offshore Schools Program makes it possible for schools in other countries (offshore schools) to offer the B.C. curriculum to international students.

To qualify as a B.C. offshore school, specific standards must be met. For example, schools must employ B.C.-certified teachers, maintain adequate facilities and undergo regular inspections.

Getting into a Canadian university or post-secondary program is more straightforward for students who have a graduation diploma from B.C.

Through the B.C. Global Education Program, international students can complete B.C. curriculum in English and earn a Certificate of Graduation (Dogwood Diploma). The program is available at schools in B.C. (onshore schools) and in some other countries (offshore schools).

Other Pathways to Graduation

Alternate Education Program

Policy – Alternative Education Program

Alternate education programs focus on the educational, social, and emotional issues of students whose needs are not being met in a traditional school program. An alternate education program provides support and responds to students' individual needs through different ways of instruction, specialized program delivery, and enhanced counselling services while still offering both the Graduation Program and the Adult Graduation Program.

For complete details including related procedures please see the [current policy](#) online.

Distributed Learning

Policy – Distributed Learning – Active

Distributed learning lets students learn at a distance from their teacher via the Internet or a blend of some classroom instruction. It offers flexibility and opportunity for students to learn outside of the traditional classroom setting or schedule. Students must meet the same standards and follow the same curriculum as in public schools.

For complete details including related procedures please see the [current policy](#) online.

French Immersion Program

Policy – French Immersion Program

French Immersion programs provide the opportunity for non-Francophone students to become bilingual in English and French. Instruction of the basic curriculum is given entirely in French during the first years, depending on late or early French immersion, and English is still taught in most elementary programs to some extent. Once students have a firm base in French, instruction in English language arts is added, and instruction in the English language gradually increases. Students continue learning certain subjects in French so that proficiency is achieved in both languages by the end of Grade 12.

French Immersion programs must parallel the regular English program in structure and content.

For complete details including related procedures please see the [current policy](#) online.

Francophone Program

The Francophone Program provides the opportunity for Francophone students to learn both French and English Language Arts in a Francophone environment and develop their identity as a Francophone individual. The Francophone Program is offered only by the Conseil scolaire francophone de la Colombie-Britannique (CSF – School District #93), a public school district present in many locations throughout the province. The program is available only to students whose parents qualify based on [Section 23 of the Canadian Charter of Rights and Freedoms](#). Instruction of all curriculum is given entirely in French, except for English Language Arts.

The Francophone Program parallels the regular English program in structure and content.

For further details please see the [applicable policies](#) online or visit the [CSF website](#).



APPENDIX 5

Graduation Program Policies and Associated Ministerial Orders

Ministerial Orders

- [Board Authorized Course Order](#)
- [British Columbia Adult Graduation Requirements Order](#)
- [Educational Program Guide Order](#)
- [Provincial Examinations Order](#)
- [Student Progress Report Order](#)

Policy	Authority
<u>Board/Authority Authorized Courses Policy</u>	<ul style="list-style-type: none">• The School Act, Sections 85 (2)(i) and 168 (2)(b)
<u>Career Development Policy</u>	<ul style="list-style-type: none">• Ministerial Order 237/11, the Work Experience Order
<u>Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy</u>	<ul style="list-style-type: none">• Ministerial Order 302/04, the Graduation Program Order
<u>Elective Work Experience Courses and Workplace Safety Policy</u>	<ul style="list-style-type: none">• Ministerial Order 237/11, the Work Experience Order
<u>Graduation Credentials for Francophone and French Immersion Students</u>	<ul style="list-style-type: none">• Ministerial Order 302/04, the Graduation Program Order• Ministerial Order 164/96, the Student Credentials Order
<u>Graduation Requirements Policy</u>	<ul style="list-style-type: none">• Ministerial Order 302/04, the Graduation Program Order
<u>International Student Graduation Credit Policy</u>	<ul style="list-style-type: none">• Ministerial Order 302/04, the Graduation Program Order
<u>Large-Scale Assessment Policy</u>	<ul style="list-style-type: none">• The School Act, Section 168 (2)• Ministerial Order M60/94, the Student Learning Assessment Order• Ministerial Order 302/04, the Graduation Program Order <p>Related legislation:</p> <ul style="list-style-type: none">• School Act, section 17: Teachers' responsibilities• School Act, section 168 (2)(d)(d.1): Jurisdiction of minister• School Act, section 174: Appointment of Boards of Examiners
<u>Student Credentials Policy</u>	<ul style="list-style-type: none">• Ministerial Order 164/96, the Student Credentials Order• Ministerial Order 302/04, the Graduation Program Order• Ministerial Order 320/04, the British Columbia Adult Graduation Requirements Order

Policy	Authority
<u>Student Reporting Policy</u>	<ul style="list-style-type: none"> • Ministerial Order 192/94, the Provincial Letter Grades Order • Ministerial Order 191/94, the Student Progress Report Order • Ministerial Order 190/91, the Permanent Student Record Order • Ministerial Order 295/95, the Required Areas of Study Order • Regulation 265/89, the School Regulation
<u>Work Experience or Community Service Requirement for Graduation Policy</u>	<ul style="list-style-type: none"> • Ministerial Order 237/11, the Work Experience Order

Other Related Policies

- [Alternative Delivery in the Physical and Health Education and Planning 10 Curricula Policy](#)
- [Alternative Education Program Policy](#)
- [Distributed Learning](#)
- [Homeschooling](#)
- [Provincial Scholarship Program Policy](#)
- [Recognition of Post-Secondary Transition Programs for Funding Purposes Policy](#)
- [Special Education Policy](#)

Effective 2019 – all Ministerial Orders and policies to be updated for July 2019



A parent's guide to the B.C. Graduation Program (Grades 10-12)

What's happening?

British Columbia's graduation program is changing. Our education system has been recognized internationally for its excellence and we can make it even better. The Ministry of Education has worked with educators, post-secondary institutions and employers to update the [B.C. Graduation Program](#). The new program will help students develop their full potential and equip them with the skills they need to adapt and thrive well into the future.

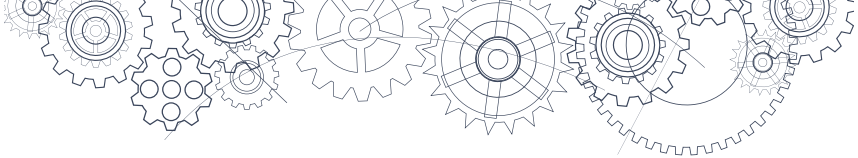
What's staying the same?

- ✓ **High standards** focused on foundational skills – reading, writing and math.
- ✓ **80 credits required to graduate** that represent a wide range of subject areas (52 required credits and 28 elective credits).
- ✓ **Letter grades and percentages** on formal reports and transcripts for all courses taken.
- ✓ **Alternative ways to earn credit** through independent directed studies, external credentials, course challenges, dual credit courses and equivalency credits.

What's changing?

New curriculum

- The new curriculum is learner-centred and flexible.
- All courses allow for different teaching methods and all students are able to access any course. Courses are not designed to stream students into easier or more difficult pathways.
- The new model focuses on what students will know, be able to do and understand.
- Critical thinking, communication, and personal and social core competencies are emphasized across all grades and areas of learning. These are skills employers and post-secondary institutions are looking for.
- Indigenous knowledges and perspectives are woven across all grades and areas of learning.
- It features a robust new Career-Life Education program that includes a capstone project.
- There are more course options for students.



Three new Provincial Graduation Assessments – Graduation Numeracy Assessment in Grade 10 and Graduation Literacy Assessments in Grade 10 and 12

- Rigorous, standardized assessments aligned with the new curriculum.
- Required for graduation.
- Provide feedback to students about their proficiency in numeracy and literacy and system-level information.
- Assess the essential numeracy and literacy graduates need for future success – in life, education and employment.
- Not based on specific courses, but on numeracy and literacy developed across all grades and areas of learning.
- Scored on a proficiency scale.
- Students may re-write the assessments. The best outcome for each will be recorded on the final transcript.

Language Arts exams

- Language Arts courses will be fully assessed in the classroom. There will be no course-based Language Arts 12 provincial exams after the 2018/19 school year.

When?

- The Grade 10 curriculum started in all B.C. schools in the 2018/19 school year.
- The Grade 11 & 12 curriculum will start in the 2019/20 school year.
- The Graduation Numeracy Assessment was introduced in January 2018.
- The Grade 10 Graduation Literacy Assessment will be introduced in the 2019/20 school year; the Grade 12 Graduation Literacy Assessment will be introduced in the 2020/21 school year.

What about post-secondary institutions?

- The Ministry of Education continues to work closely with post-secondary institutions to ensure smooth transitions for students.
- Post-secondary institutions are reviewing their requirements to align with changes to the B.C. Graduation Program. Each has the authority to determine their admission requirements.
- This includes their consideration of the Provincial Graduation Assessments. Most have indicated they will not use the Graduation Numeracy Assessment for admissions at this time. Post-secondary institutions will give consideration to the Graduation Literacy Assessments as they are developed.
- Students may wish to contact the institution they are applying to for more information.

Find B.C. Graduation
Program details:

www.gov.bc.ca

Send us your questions
and comments

curriculum@gov.bc.ca

EDUCATION COMMITTEE OF THE WHOLE

Minutes

BOARD OF EDUCATION

School District No. 8 (Kootenay Lake), Board Office
570 Johnstone Road, Nelson, B.C.

January 8, 2018

1:45 - 4:00 P.M.

TRUSTEES PRESENT:

L. Trenaman, S. Nazaroff, B. Maslechko, A. Gribbin, S. Walsh,
S. Chew

DISTRICT STAFF

C. Perkins, Superintendent
M. McLellan, Secretary-Treasurer
B. Eaton, Director of Inclusive Education, 2:01 PM
B. MacLean, Director of Operations
D. Holitzki, Director of Human Resource Services 2:01PM
N. Howald, Director of Information Technology
N. Ross, Acting Director of Innovative Learning Services
S. Whale, Executive Assistant

PARTNERS

M. Bennett, CUPE
S. Kalabis, KLPVPA
S. Metcalf, DPAC
S. L. McGregor, KLTF
T. Malloff, Principal, LVR

GUESTS

G. Higginbottom, District Principal, Indigenous Education
L. McKay, Acting Principal, Blewett
N. Leeming, Teacher, Blewett
D. Leeming, Teacher, MSSS

REGRETS:

S. Devji, District Teacher, Inclusive Education Services
D. Kunzelman, KLTF
A Early, CUPE

VIA CONFERENCE CALL:

D. Lang, B. Coons

1. CALL TO ORDER

Trustee Maslechko called the meeting to order at 1:54

2. ACKNOWLEDGEMENT OF ABORIGINAL TERRITORY

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District #8.

3. INSERTIONS/DELETIONS TO PROPOSED AGENDA

4. ADOPTION OF AGENDA

Resolution:

Moved by Susan and seconded by SL and RESOLVED THAT:

The Education Committee of the Whole agenda for the January 8, 2019 meeting BE ADOPTED, as circulated.

5. **RECEIVING PRESENTATIONS/DELEGATIONS**

A. Early Learning, Nikki Leeming, Teacher, Blewett Elementary

Ignite Presentation

App A

B. Aspiring Leaders Program, Lindsay Mackay, Acting Principal, Blewett Elementary

Ignite Presentation

App B

C. Read Write, Danny Leeming, Teacher

Ignite Presentation

App C

6. **OPPORTUNITY FOR COMMENTS BY THE PUBLIC**

Nil

7. **CORRESPONDENCE**

Nil

8. **ADOPTION OF MINUTES** (p.3)

App. A

Resolution:

Moved by S. McGregor Seconded by Trustee Walsh and RESOLVED THAT:

The Education Committee of the Whole minutes from the November 27, 2019 meeting BE ADOPTED.

9. **OLD BUSINESS**

A. Action

Nil

B. Information/Discussion

Nil

10. **NEW BUSINESS**

A. **Action**

- a) Student Symposium Planning

Deeper Learning Exploration Facilitated by Gail Higginbottom,
Sacha Kalabis and Tamara Malloff

B. **Information/Discussion**

- a) Student Success Policy
Deferred
- b) Grad Program Policy Guide
Deferred
- c) Grad Program Implementation Guide
Deferred
- d) Parent Guide
Deferred
- e) Ministry of Education Website
Deferred
- f) Celebration of Learning Stories of Academic Success, Creativity
and Imagination, Citizenship, Resiliency
Deferred

11. **QUESTION PERIOD**

S Metcalf; Have Student Symposiums been successful in other school districts?
Yes, SD8 has held Student Symposiums for the last 3 years and many positive
changes have been a direct result of information and feedback from the events.

12. **NEXT MEETING DATE**

C

The next Education Committee of the Whole Meeting is scheduled for Feb 12,
2019 at the Nelson Board Office.

13. **ADJOURNMENT**

The meeting adjourned at 4:06 PM



School District 8
Kootenay Lake

Early Learning Initiatives

About Me

Nikki Leeming – Blewett Elementary

- UVic Bachelor of Education & UBC Diploma in Early Years Education
- Teacher in SD 8 for 7 years
- 5th year in K/1
- Passionate about outdoor and inquiry-based learning



Early Years Wisdom Circles

- Partnership between SD 8, West Kootenay Early Years, Kootenay Kids, Kootenay Family Place, Childcare Resource & Referral, & Nelson Early Childhood Advisory Council
- Funding provided through a Columbia Basin Trust Grant
- Focus on building connections & supporting smooth transitions into Kindergarten

Kindergarten Brochure



Kindergarten Social Stories



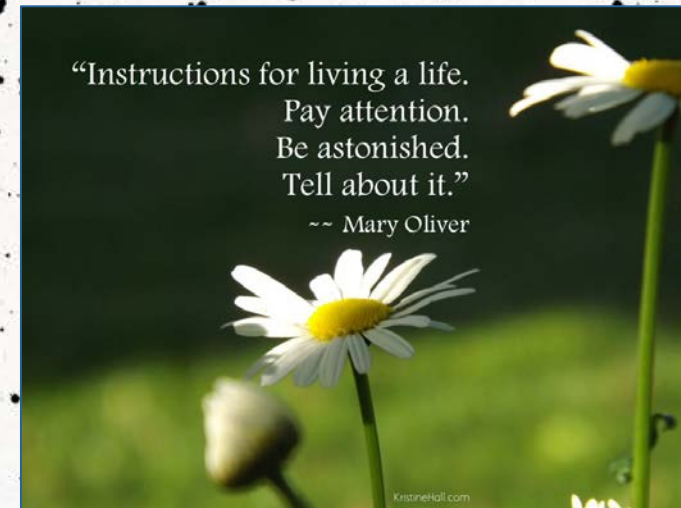
- Kindergarten teachers have been creating social stories to share with daycare and preschool programs
- A visual introduction to their school, staff, classrooms, etc.
- Meant to ease transition into K for children and families

Additional Outcomes

- Daycare and preschool programs have added a consent to share information with schools onto their registration forms
- Centers are developing a child profile document that will travel with them to Kindergarten
- Other families of schools are now taking part in the Wisdom Circle process
- A commitment to continue meetings between ECEs and Kindergarten teachers

Changing Results for Young Children

- Joint initiative between BC Ministry of Education and United Way of the Lower Mainland and school districts across BC
- Teams of 3 consisting of K teacher, Strong Start Provider, & ECE meet 5 times throughout the year to talk about their “wonder child”
- Increase collaboration and connection & improve pedagogical continuity between the Early Years Sector and Primary education
- Establish a culture of inquiry and a supportive ‘community of practice’ among early years professionals



Revised Early Years Framework

- Hosted by Maureen Dockendorf from Ministry of Education
- Critique ELF draft
- New document includes children 0-8
- Shift in pedagogy and assessment practices for primary teachers
- Play-based learning now supported and expected up to grade 3
- Funding?



Joyful Literacy Conference

The Top Five Predictive and Impactful Variables for Literacy Success (NELP, 2009)

1. Alphabet Knowledge
2. Phonological Awareness and Memory
3. High Frequency (Sight) Words (RAN)
4. Shared Reading and Shared Writing
5. Family Involvement

All in a **PLAY-BASED** Environment
Emphasizing Oral Language.

- SD 8 sent teams of primary teachers from several schools to attend conference in Calgary
- Focus on K/1 literacy
- How to teach reading, writing, and early language skills in a playful way
- How to support students who are struggling

Thanks!

Email – Nleeming@sd8.bc.ca

Twitter – Nikki_Leeming

Aspiring Leaders Program

School District 8



Focus



Learn



Excel

Lindsay
MacKay
Acting Principal
Blewett Elementary
School





“As you aspire to leadership, how do you see this program enriching your journey?”

- Learn from experienced Leadership Mentors
- Participate in Innovative Professional Development opportunities
- Foster closer relationships with current Leaders
- Engage in structured leadership opportunities/tasks
- Create connections with a strong, like-minded cohort of colleagues
- Focus.Learn.Excel

The Aspiring Leaders Program will allow me to FOCUS on:

- Creating a vision of innovation for myself as a leader
- Explore all areas of Educational Leadership
- Direct my area of study during my UBC Master's Program
- Self-Reflection of my Leadership Qualities and areas for growth
- STUDENTS



The Aspiring Leaders Program will allow me to LEARN from:

- Innovative Leaders in School District 8 – Superintendent, Directors, Principals and Vice Principals, Teachers, Itinerant teams, EAs, Secretaries, Bus Drivers, Custodial staff, Students.
- Collaboration with the Aspiring Leaders Cohort
- Mentoring Opportunities with other Principals
- Community Members – PAC, community groups/organizations
- Professional Development – George Couros, Trevor Mackenzie, Carole Fullerton, Leyton Schnellert, Shelley Moore, Fay Brownlie, etc.



Mentorship



“Every great achiever is inspired by a great mentor”

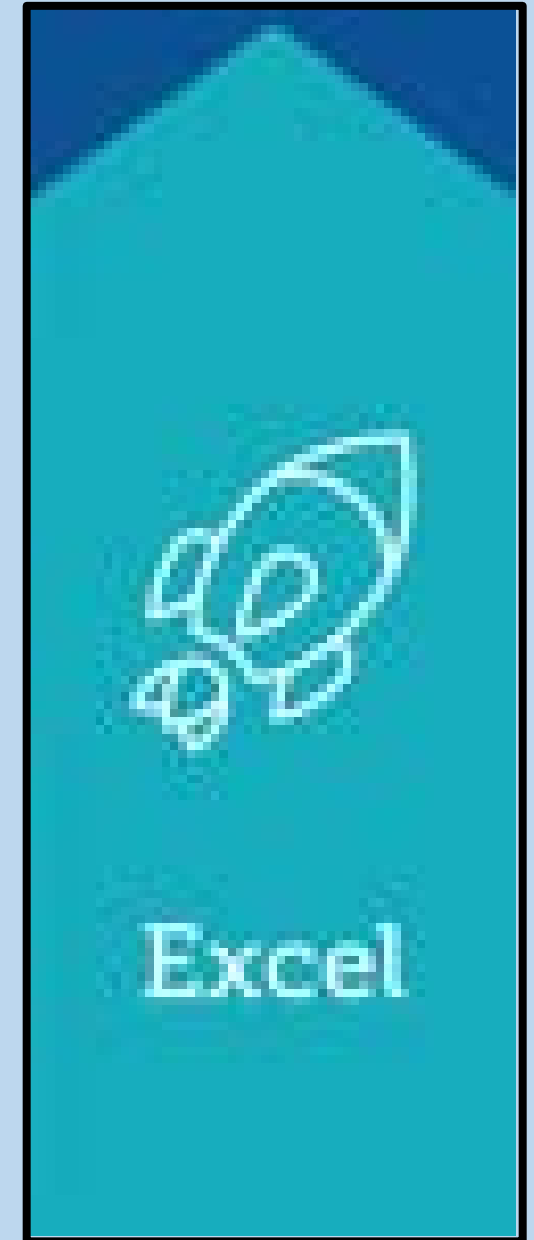
- Lailah Gifty Akita

Leadership Mentoring fosters:

- Learning opportunities
- Relevant advice and information for my current position
- Collaboration for School and District Initiatives
- Evidence of ethical leadership practice
- Relationship development with staff and community members

The Aspiring Leaders Program will allow me to EXCEL at:

- Deepening my understanding of all the aspects of leadership with School District 8.
- Fostering meaningful professional relationships.
- Sharing my strengths as an educator/leader with colleagues.
- Inspiring my colleagues to be Innovative Leaders
- Using my Master's program – Curriculum Studies to drive innovative practices with my colleagues and Aspiring Leaders cohort



“What do you bring to contribute to the community of learning leaders?”



- Experienced Educator – 18 years
- Clear understanding of the School District 8 Vision and Goals
- Life-long learner
- Motivated
- Visible
- Risk taker
- Team Builder
- Flexible
- Empathic
- RELATIONSHIP - FOCUSED


Life-long Learner

- I will bring to the Aspiring Leaders group my work and intense studies on Practitioner Inquiry and Place-Conscious Pedagogies during my Master's of Education courses.
- I valued my time as a District Teacher for Innovative Learning Services and my current role as Acting Principal at Blewett Elementary as these positions give me a meaningful opportunity to expand my practice, network and learn from all the master leaders within SD8.
- I learn every day from my community in education.



MASTER OF EDUCATION *in*
**CURRICULUM
STUDIES**

DEPARTMENT OF CURRICULUM & PEDAGOGY

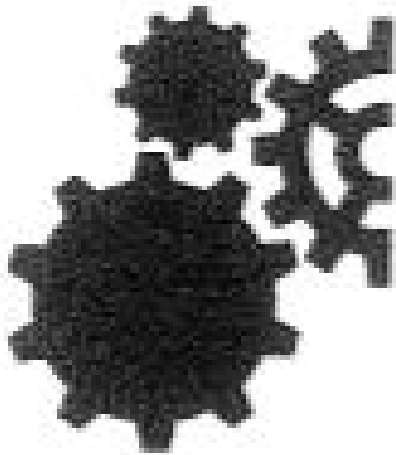


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COHORT PROGRAM
IN THE WEST KOOTENAYS

BEGINS AUGUST 2018

Relationships



THE THREE MOST IMPORTANT WORDS
IN EDUCATION ARE: RELATIONSHIPS,
RELATIONSHIPS, RELATIONSHIPS.
WITHOUT THEM, WE HAVE NOTHING.

#InnovatorsMindset

My biggest strength as an educator is my ability to form meaningful RELATIONSHIPS with my entire learning community.

- Teachers, PVP and Colleagues
- CUPE staff – Secretary, EAs, Custodians, Bus Drivers, Maintenance staff
- Students
- Parents - PAC
- Community Members



The Aspiring Leaders Program will allow me to:



FOCUS my professional efforts to engage and communicate effectively with all.

LEARN from BC's redesigned curriculum, current roles, colleagues and community partners to better myself as an educator.

EXCEL at risk taking to push my boundaries because that is where the learning and growing happens!

Read&Write by TextHelp



SD8 Pilot - Ignite Presentation
January 2019

Danny Leeming (MSS)

Pilot Team: Melanie Mobbs (LVR), Sofeya Devji (Inclusive
Education), Danielle Aug (TMS)



What is R&W?

- Hear texts on-line, have PDFs and images read. “Snap and Read” Feature
- Includes note taking tools, vocabulary tools, dictionary feature, translation feature and more.
- Increases student autonomy and engagement
- Word prediction, verbal dictation, visual dictionary, note collection, collaboration.



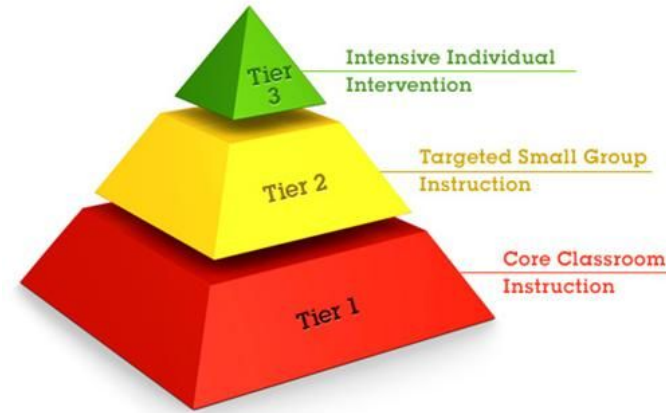
Benefits to Students

- Hear texts on-line, have PDFs and images read. “Snap and Read” Feature
- Includes note taking tools, vocabulary tools, dictionary feature, translation feature and more.
- Increases student autonomy and engagement

Tier 2: Intervention for students at risk, needing extra support.

Tier 1: Universal access to this tool de-stigmatizes technology for students with disabilities, and allows students greater choice and flexibility to access and present information.

Tier 3: Intervention for LD students with Reading and Writing Disabilities



RTI (Response To Intervention)
3 Tiers of Support

Benefits - Student's View



- Easy to access from school, home, and anywhere in world.
- Accessible: Integrates with existing Google Accounts.
- Helps ELL students and language learning - translations/languages.
- Easier to learn than other complex accessibility softwares.
- Feel more like “everyone else” - less stigma.
- Low cost to student after graduation, can continue to use it.

Benefits to District

- **Unifies multiple support tools** into a single supported solution
 - Includes functionality of Co-writer, Dragon Dictation, Kurzweil, OCR
 - Potential to expand to multiple tools under single PIA/waiver process
- **Simple IT support process** (On or Off if district license)
 - If we purchase group license, rather than district license, teachers on site (designated by IT) can give/take access to tool through Google Groups.
- **Universal Design - Saving District Resources**
 - Flexibility captures larger population by accommodating a range of abilities. Saves time by eliminating the challenge of working with different programs for various learning needs.
 - Intuitive Interface eliminates unnecessary complexity thereby reducing referrals for technology support.
 - Portability of tool to any computer or device. No need to wait for technicians to install program onto home or personal device. Students have instant access to their learning tools.
 - Ready to go on all SD8 supported platforms (Win, ChromeOS, iOS)

Pilot TimeLine

December: Present to PVP about Read&Write pilot

January 25 - Multi-Site Training @ SBO, PCSS, JVH, Salmo

February 1st – project begins

Feb 15th: Pro-D session offered

March 9th: Mid-term report on how the tool is working.

April 1st – Get feedback from schools using Google Read&Write

April – present at PVP meeting

Schools in official Pilot Group: LVR, MSS, PCSS, Trafalgar (for purposes of data collection, but available to all sd8 students and staff)

Questions?