

The background is a solid blue color with a variety of hand-drawn icons scattered across it. These icons include a lightbulb, musical notes, scissors, a globe, glasses, a pencil, a paper airplane, a ruler, a calculator, a book, a magnifying glass, a paperclip, a protractor, a compass, a piece of paper, a star, a DNA helix, a clock, a leaf, a notebook, a chemical structure, a beaker, a pin, a pen, a play button, a basketball, a Venn diagram, a cube, an apple, a cone, a star, a plus sign, a minus sign, a percent sign, an infinity symbol, a paint palette, a test tube, an atom, a star, a number 2, a number 3, a number 1, a letter B, a letter A, a paper plane, a book, a magnifying glass, a compass, a piece of paper, a star, a DNA helix, a clock, a leaf, a notebook, a chemical structure, a beaker, a pin, a pen, a play button, a basketball, a Venn diagram, a cube, an apple, a cone, a star, a plus sign, a minus sign, a percent sign, an infinity symbol, a paint palette, a test tube, an atom, a star, a number 2, a number 3, a number 1, a letter B, a letter A.

WCI SCHOOL COUNCIL

NOVEMBER 11TH, 2020

Make a copy of this presentation by visiting :
<https://bit.ly/WCICOUNCIL2020>

AGENDA

WELCOME & INTRODUCTIONS

COURSE SELECTION PROCESS AND DIFFERENCES AMONGST COURSES

MID SEMESTER WELLNESS CHECK UPDATE

IMPORTANT REMINDER: SECOND SEMESTER SURVEY

Q & A

COURSE SELECTION

AN OVERVIEW OF THE PROCESS & TIMELINES

TIMELINES

- X **Fall 2020** - Work with Department Heads to decide on Course Offerings; update school course calendar
- X **Jan 2021** - Students submit their course requests
- X **March 2021** - Based on student selections, we determine the number of each course we will run.
- X **April 2021** - We build a timetable ensuring that students have as many options as possible (considering all pathways)
- X **May 2021** - Tentative student timetables are reviewed, conflicts are addressed and necessary tweaks are made
- X **June 2021** - Guidance connects with students re: any timetable issues.

COURSE TYPES

AN OVERVIEW

DIFFERENT COURSE TYPES - GRADE 9 AND GRADE 10

Open (O)

Courses that are available to all students. Physical Education, Family Studies and The Arts are all open in Grade 9.

Applied (P)

Smaller classes and more hands on. Ideal for students who work well in smaller groups or require a more personal connection.

Academic (D)

Faster paced and more independent and theoretical in nature. More abstract applications. Students are in larger groups.

Applied and Academic courses set high expectations for all students and focus on developing critical thinking skills. Applied and Academic courses differ in the balance between essential concepts and additional material, and in the balance between application and theory.



DIFFERENT COURSE TYPES- GRADE 11 AND GRADE 12

Workplace (E)

Hands on, exploration based. Small classes.

Path:
Employment

Open (O)

Courses that are available to all students.

Path:
Any

Mixed (M)

Academic studies.

Path:
Post -
Secondary
Education

College (C)

Smaller classes, fewer # of classes offered.

Path:
Colleges

University (U)

Academic courses, largest classes.

Path:
Universities



EXAMPLES OF PATHWAYS - MATH & ENGLISH

Grade 9
Applied Math

Grade 10
Applied Math

Grade 11
Mixed Math

Grade 12 Data
Management

Grade 9
Applied Math

Grade 10
Applied Math

Grade 10
Academic Math

Grade 11
University Math

Grade 12
Functions, Calc
or Data

Grade 9
Applied English

Grade 10
Applied English

Grade 10
Academic
English

Grade 11
University
English

Grade 12
University
English



REMEMBER:

- ✗ Students can take all applied courses
- ✗ Students can take all academic courses
- ✗ Students can take a mix of applied and academic courses
- ✗ Students can still go to university if they took Gr. 9 and 10 applied courses; doors do not close in Grade 9
- ✗ Course selection decisions in Gr. 9 and 10 do not predetermine any student's future
- ✗ Choose courses wisely and in the best interest of your child; they eventually figure out what they would like to do

STUDENT, STAFF AND PARENT WELLNESS SURVEY

Why: observations that students/staff/families were struggling.

Response: Over 30% return rate across groups.



WHAT WE LEARNED...

Students

- ✗ Feeling overwhelmed
- ✗ Too much homework
- ✗ Difficult to manage F2F and online
- ✗ Finding learning moving too fast; slow down
- ✗ Really appreciate how difficult this is for everyone

Staff

- ✗ Missing seeing students full time and in person
- ✗ Adapting content to delivery method
- ✗ Difficult to manage F2F and online
- ✗ Learning new technologies challenging
- ✗ Appreciate how hard the students are trying

Parent

- ✗ Check in regularly to see how they are managing.
- ✗ Difficult to adapt to new learning model
- ✗ Emotional impact from feeling isolated.
- ✗ Be flexible with deadlines
- ✗ Not enough school/life balance
- ✗ More availability for questions, so hard when everything is online
- ✗ Appreciate that teachers are doing their best - new for all



HOMework ACROSS THE GRADES

Grade 9 - 60 minutes total (30 minutes F2F, 10 minutes in-class for afternoon)

Grade 10 - 12 - 90 minutes total (45 minutes F2F, 15 minutes in-class for afternoon)

BUILD IN BREAKS

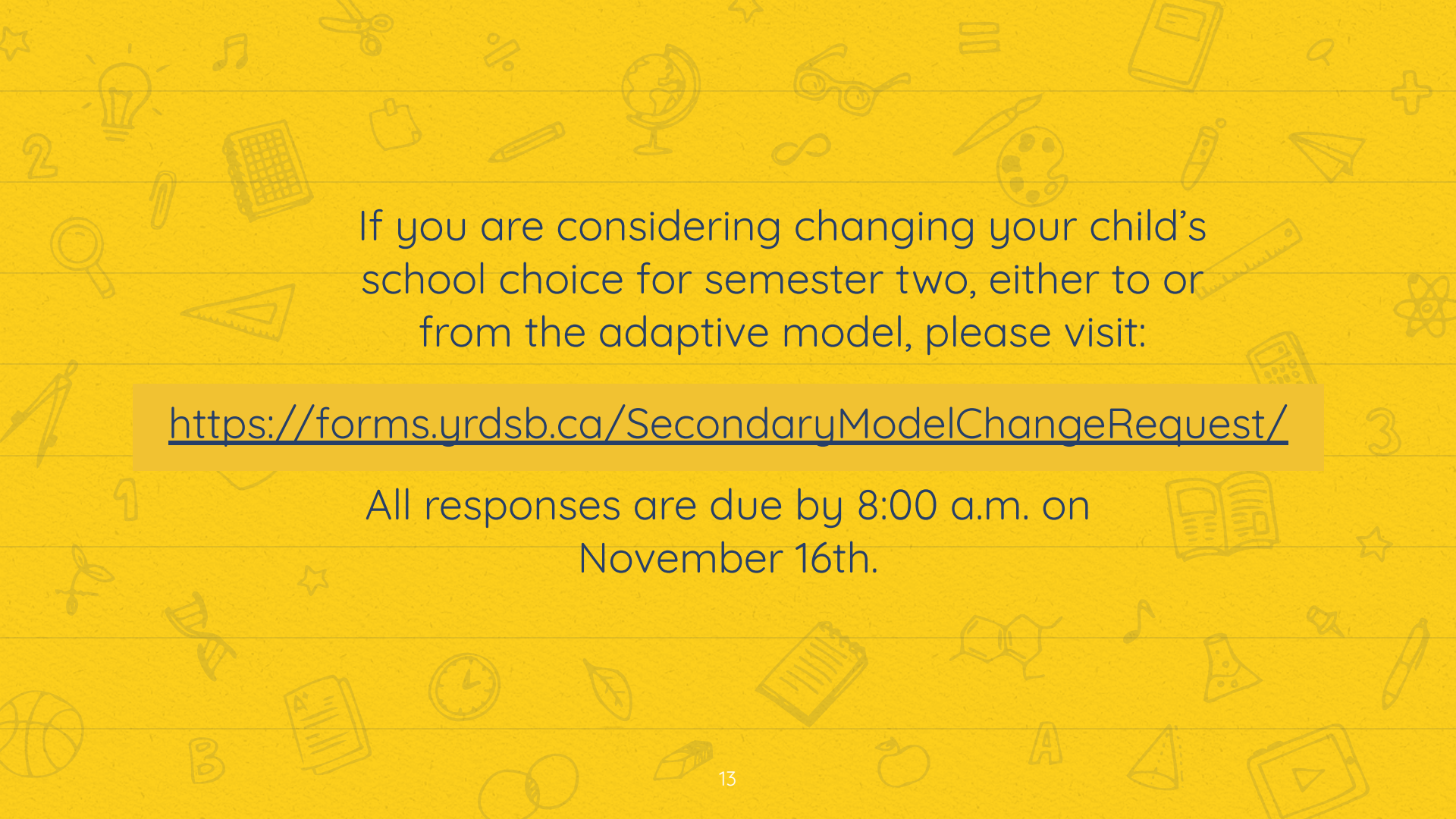
Teachers set breaks in morning block and keep instruction to 40 minutes during afternoon blocks, leaving 10 minutes to ask questions, start homework, etc.

SUPPORTS

Communication is KEY - students/parents can reach out to us at any time with any issue; we will do our best to work out a solution that supports all involved.

FINAL 30%

Many discussions are taking place around final summatives and changing them to be more manageable, or to a lower value (%), or to removing it all together



If you are considering changing your child's school choice for semester two, either to or from the adaptive model, please visit:

<https://forms.yrdsb.ca/SecondaryModelChangeRequest/>

All responses are due by 8:00 a.m. on
November 16th.

Q & A FROM THE FLOOR