



World Class Learning in a Rural Environment

November 14, 2017
Superintendent/Secretary Treasurer Report
*Presented at the Education Partnership Committee,
 and Regular Meeting of the Board of Education*

Grade:	Gr.K	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	TOTALS	OCT	Dif
BAS														0		
DL	3	5	1	3	3	5	1	2	1	1	6	4	9	44	41	3
EES	1	3	1	1	0	8	4	4						22	22	0
LESS	9	6	3	11	5	11	9	7	5	4	7	5	0	82	88	-6
NES	9	16	23	19	19	25	24	16						151	150	1
NSS									31	30	21	20	27	129	128	1
TOTAL Per Grade		22	30	28	34	27	49	38	29	37	35	34	29	36		
District Total														428	429	

1. Enrollment notes –

- Total Head Count of 435.47 FTE student enrolment was submitted for our annual September 30th 2017 count, a reduction of 7 FTE from September 2016
- November's FTE is 428; down 1 FTE from October and 6 FTE since September. This is due mostly to our Somalian refugee family relocating to Edmonton from New Denver

2. Farewell to Susan Brenna-Smith, our amazing Assistant Secretary-Treasurer

- This is Susan's final Board meeting and last week in SD 10
- Susan's contributions to the District have been immense and we shall all miss her dearly!
- Please join me in wishing Susan all the very best in her new position, teaching Accounting at the University of Victoria

3. Single A Boys Soccer Provincials at NSS – November 2nd to 4th

- NSS hosted sixteen teams from across BC to a thrilling tournament last weekend
- The boys and host NSS students, staff and parents were commended for their terrific welcome to the visiting teams
- It was a whole school event with PAC running the concession, the Foods class cooking a spaghetti dinner and great playing and sportsmanship from the Boys team
- Special kudos to Athletic Director, Jarrett Bass, Principal, Peter Gajda, School Secretary, Andrea Coates, and Foods teacher, Christina Barisoff for their leadership and support of the event

4. Skills Training Grant Applications

- Superintendent/ST is penning two Skills Training grant applications due November 17th to support our continued work in enhancing options for our students in skills, trades and technology
- Application focus aligns with our Draft Strategic Plan objectives to continue support of diverse pathways for student passion, interest and success
- The grant application features support for our Coding initiative, Secondary Student Solar Energy Technologies Work Experience (installation of NES Solar Panels scheduled for Spring 2018), GLOWS

RoboGames Robotics Tournament, a Maker Day, and other STEM (Science, Technology, Engineering and Math) and STEAM (Science, Technology, Engineering, Arts and Math) initiatives

5. 2017-22 Strategic Plan Draft Plan Actions

- The Board, Director of Learning and Superintendent have been working hard to compile and prioritize the extensive feedback from 13 consultation sessions held in early October
- A Draft Strategic Plan Brochure is attached
- Our Three Bold Goals:
 - 1) Enhance Teaching and Learning
 - 2) Deepen Connections: with Community, between Schools, and with the World, and
 - 3) Expand Board Advocacy
- We are now working on action plans to bring these goals and objectives to life including these:
 - A Secondary Revisioning Think Tank to examine secondary structures, courses, timetables and possibilities amongst the four district secondary schools: NSS, Lucerne, ALDL and BAS
 - Connections with Selkirk College – meeting December 4th with regional Superintendents
 - Maker Day 2018 – to be organized by Nick Graves, Lucerne Principal

6. Kootenay Boundary Environmental Education *Take Me Outside for Learning* 2017-18

- A highlight of this year for the KB BCSSA (BC School Superintendents Association) is our “Take Me Outside for Learning” challenge where teachers across the Columbia Basin commit to taking their classes outside for learning either once a week or in each of the four seasons.
- In total, 39 % of the classrooms across the Kootenay Boundary region have registered for the Take Me Outside for Learning challenges with 37% of classrooms in School District 10 committed to place-conscious learning out of doors once per week!

7. Professional Learning in the Region

- The expertise of renowned BC educational consultants remains foundational to building teacher professional learning and enhancing student learning across our Kootenay Boundary region
- SD 5,6,8,10, 20 and 51 – all work closely alongside “BC’s Best”: Faye Brownlie, Leyton Schellert, Shelley Moore, Carole Fullerton, Judy Halbert and Linda Kaser
- Faye, Leyton, Shelley, Carole, Judy and Linda are highly regarded not only in BC but internationally and support our learning transformation work in numeracy, literacy, diversity, inclusion and inquiry
- In SD 10 this school year, we are blessed to
 - continue our work with Carole Fullerton in Numeracy for the third year (Numeracy is a School Growth Plan goal in each of our schools and remains an area to strengthen),
 - with Leyton Schnellert for the fifth year working on Student Engagement and Inclusion, and
 - for the first time starting November 15 and 16, with Shelley Moore
 - (Leyton and Shelley’s pedagogical expertise matches with School Growth Plans and the Draft Strategic Plans and the feedback we hear from teachers at Budget Consultation meetings)

8. 6 Campus “In Situ” Teacher Education Programs

- At the October 2017 BCSSA Chapter meeting, Dr. Leyton Schnellert from UBC-O presented on the “6 Campus Teacher Education Program” to all 6 Kootenay Boundary districts
- From UVic to UNBC, from VIU to UBC-O, and UNC-WKTEP to College of the Rockies EKTEP, there is a growing phenomenon in teacher education where teacher candidates are spending much more than the traditional short two week and long twelve week practicums in schools
- School districts across BC are opening their doors to teacher candidates in new ways – in some districts, entire teacher ed courses are taught each semester with student teachers working in small groups with teams of experienced classroom teachers
- Across BC universities and teacher ed programs, the benefits for both K-12 school districts and for new to the profession teacher candidates is proving to be clear: more time together means more learning, mentoring, better teacher preparation for the complexity of teaching, enhanced recruitment and retention, and greater support for our learners in schools

- In Situ Teacher Candidates and SD 10 Teachers spent three days in three consecutive weeks working on Class Reviews and Reading Assessments to great success
- 9. WKTEP Teacher Candidate Practicums**
- Five SD 10 teachers have graciously offered to mentor new-to-teaching WKTEP colleagues into their schools and classrooms for the past two weeks and then again for the long practicum February to May 2018. Thanks, Brenda, Julia, Tessa, Gary and Heather for sharing your expertise and wisdom! Please welcome the following student teachers to SD 10:
- NES - Colleen Fuhrman, Grade 3 with Brenda McQuair
 - NSS – Megan Cornall, Science and Biology with Julia Flesaker
 - NSS – Mark Lada, English with Tessa Wiseman
 - Lucerne – Robbie Taylor, Social Studies and Outdoor Ed with Gary Parkstrom and
- Colleen Mchugh , Grade 2/3 with Heather Jenkins
- 10. Ministry of Education Updates**
- Grade 11/12 will be fully implemented in September 2019, one year later than previously planned
 - The Grade 10 curriculum will be implemented as planned in September 2018
 - The new Provincial Literacy Graduation Assessment will be moved to align with the new grade 11 and 12 curriculum implementation
 - As previously planned, the Provincial Numeracy Graduation Assessment will be taken for the first time in January 2018 as part of a staged roll-out, with another session in June 2018
 - Students currently in Grade 9 or younger will continue their learning with the new curriculum throughout their graduation years. Students in this group will participate in the 2018 Graduation Program, and take the new graduation assessments
 - Students currently in Grade 10 may take the Provincial Numeracy Assessment starting in January 2018 and they will take the Provincial Literacy Assessment in January, June or August 2020
 - Students currently in Grade 11 will continue with the current curriculum and it will take the new Numeracy Assessment prior to graduation
 - Students currently in Grade 12 will not be affected by these changes and will continue to work on the 2004 Graduation Program requirements
- 11. Communicating Student Learning in SD 10**
- The August 2016 Interim Reporting Order gives school districts more options on how to report student learning; districts can choose either
 - the traditional 3 formal reports and 2 informal for elementary; 4 formal reports for secondary and 1 informal, or
 - a one term summative report card in June, with alternate ways to report to parents during the school year
 - These changes came about for three reasons:
 - 1) to respond to input from parents that traditional report cards were not the best way to communicate student progress;
 - 2) to better reflect what was already happening in schools and districts across BC;
 - 3) to better correspond to the redesigned BC curriculum
 - In SD 10, like many districts in the province, our current assessment practices are a hybrid of both the traditional report card structure, interactive conferencing showing student learning, and emerging practice using ePortfolios
 - All of our schools hold student-led conferences or parent-teacher interviews twice a year which is an informal and powerful means of communicating student learning
 - At NES, after meetings with parents to explain and inform them, 6 of 9 teachers are now reporting to parents at intervals throughout the year using FreshGrade and a one-term June report card

- Some teachers at other SD 10 schools are exploring Fresh Grade and alternate ways to more effectively communicate with parents

12. Redesigned Grade 4 and 7 FSA

- Ministry of Education will soon be releasing February 2017 Foundation Skills Assessment data to school districts, but for the first time, not releasing school level data on the Ministry website
- The timing of this annual assessment of student reading, writing and numeracy has also been changed to the fall – October and November each year
- Intent is to better use the FSA as a means of formative assessment in schools and for interventions with vulnerable students in Grades 4 and 7 as well as to track their success and progress
- Ministry and external data analysts and researchers have correlated Grade 4 Reading FSA results with students' future success, graduation, life chances, poverty and health outcomes
- If a student is not meeting expectations in Grade 4 or 7, we have an imperative to do all that we can to support their learning
- School Growth Plans and Class Reviews regularly triangulate several forms of data: FSAs, school-based and district reading, writing and numeracy assessments and classroom exemplars and observations to help guide teaching and to identify impact on student learning

13. Surplus Policy/Protocol

- Superintendent/ST recently attended the BC Association for School Business Officials conference with multiple sessions facilitated by Ministry Finance staff and a range of Secretary-Treasurers
- The purpose of surplus or reserve funds is fourfold:
 - To manage financial risk
 - To consider and respond to unforeseen circumstances
 - To deal with the level of uncertainty in the district (eg declining or increasing enrolment)
 - To lay out a series of principles to guide decision-making rather than specific actions
- It was clearly stated that in the Financial Health Working Group, it was seen as a sign of health to have an accumulated surplus
- The Ministry is aiming for districts to adopt either a policy or admin protocol regarding the accumulation, reporting, and spending of accumulated surplus operating funds

14. Ministry Funding Review

- Ministry of Education is conducting a review of the funding formula starting this fall and to be concluded next year with implementation in March 2019 budgets
- The current enrolment-based funding formula is not working as some districts continue to decline, some to increase in enrolment.
- In addition, targeted funding for Special Education, Community LINK and Strong Start will be reviewed and conceivably not be special purpose funds as presently.
- It was clearly communicated at both BCASBO and Ministry Partner Liaison by the Deputy Minister, Scott MacDonald and by Assistant Deputy Minister, Reg Bawa, that the views and concerns put forward at last year's Rural Engagement meetings across the province will be taken into consideration in a new formula.
- Message from the Ministry is that the quantum will not be reviewed in this consultation, just the way the existing funds are deployed
- Additional funding to the Ministry of Education was allocated in June to pay for Classroom Enhancement Funding for additional teachers resulting from the Supreme Court decision, but no additional funding for inflationary costs in fuel, Hydro, exempt compensation or other costs has been added to provincial budgets

15. HR/Payroll Accounting Software

- Our District Financial team comprised of Michelle Grenier, Executive Assistant, Crystal Volansky, Payroll and Benefits Manager and Assistant Secretary-Treasurers Shelly Woolf and Susan Brenna-Smith along with

Superintendent/ST Taylor have been meeting over the past year to consider potential upgrades to our HR/Payroll Accounting software given the constraints of the current system and planned lack of support beyond the next couple of years

- We have had two software vendors: SDS/Cayenta and SRB/PowerSchool present and demo their products. Either solution will cost upwards of \$200,000 and many hours of training and project management to implement
- Funds would need to come out of surplus reserves as we have no operating fund capacity
- The team has decided at this point to re-assess our situation in March 2018

16. Burton Elementary School – Parent Interest

- A parent from Burton has approached the Superintendent to indicate an interest in re-opening Burton Elementary School
- She indicates that there are up to 15 children in the Burton area of elementary age whose families are interested in having them attend BES
- Director of Learning, Lorna Newman and Superintendent Taylor will schedule a meeting to discuss further with parents and gain information on the children's ages, grades and current enrolment

17. November 17th Pro-D day Plans

November 17th is a School-based Pro-D day with each school having plans to work on various aspects of the school plan

Lucerne –

- Goal #1: foster students' self-regulation in communication, emotional responses, and in learning.
- Goal #2: foster students' metacognitive skills in social-emotional responses and in learning; the intent is to assist students in regulating their own learning and setting their own goals.
- Goal #3: improve students' math achievement and literacy.
 1. How do these goals manifest themselves in the school?
 2. What evidence are we using to track our growth plan?
- Exploring Research on Self-Regulated Learning

NSS –

- Goal 1: We will build better connections between teachers, support staff, school administration and students in order to support students in developing the emotional well-being for learning.
- Goal 2: Literacy attainment for students will improve.
- Goal 3: Numeracy attainment for students will improve.
- Lorna Newman will lead a UBC MOOC (massive open online course) entitled "Bringing Mental Health to Schools".
- Collaborative Inquiry time: Literacy or Numeracy initiatives

NES –

- Growth Plan = Progress, Challenges and Evidence of Student Learning
- Book Study: Developing Self-Regulated Learners
- Collaborative Conversations:
 - 1) Inquiry Teams
 - 2) Class review follow up
 - 3) Shelley Moore professional learning teams
 - 4) Fresh Grade – supporting the communication of student learning

EES

- School Growth Plans – what evidence can we use to show progress at EES?
- How can we communicate our Growth Plan progress to the public and the Board?
- Collaboration and Inquiry
- Google Classroom and SMART Board – using technology for learning
- Working with Shelley Moore