



EDUCATION PARTNERSHIP COMMITTEE SCHOOL DISTRICT 10 (Arrow Lakes)

MINUTES

School Board Office

Date: Tuesday October 16, 2018
6:00pm

PRESENT:

- MEMBERS:** L. Brekke, Q. De Courcy, J. Struck, R. Farrell, M. Teindl, B. Cook (ALELA), R. Bardati (ALTA), O. Leeson (NSS Student), H. Jordan (Lucerne Student), C. Farrell (Lucerne Student)
- STAFF:** T. Taylor, L. Newman, M. Grenier
- REGRETS:**
- OTHER:** D. Simon, L. Swanson

1. CALL TO ORDER:

Board Chair L. Brekke called the meeting to order at 6:00 pm.

Acknowledgement of Territory

2. ADOPTION OF AGENDA:

Moved by R. Bardati, seconded by R. Farrell that the agenda be adopted as presented.

CARRIED

3. PRESENTATIONS:

- a) Strategic Plan Progress and Priorities (flyer attached)
- b) K-9 Reporting Policy (PPT attached)

4. REPORTS:

- a) CUPE, Local 2450
No report
- b) DPAC
No report

- c) ALELA (B. Cook)
- Report attached

d) STUDENTS

Lucerne Students (C. Farrell, H. Jordan)

- Post-Secondary Institute (PSI) Event hosted on Oct 16th, it was great to have NSS students join
- A bake sale for fundraising for the Halloween dance that is coming up
- The Halloween dance will take place Oct 31, 2018

NSS Student (O. Leeson)

- Boys soccer tournament Attack at the Nak hosted in September
- Terry Fox run – first place runners were awarded pizza by Mr. Gajda
- Theme days every Friday – Cougar Pride day most popular so far!
- Halloween activities coming up
- Ski season starting soon and the NSS ski team has grown significantly from previous years

e) ALTA (R. Bardati)

- Pro-D day on Oct 19th – Provincial Day
- Proportional Representation Referendum expected in November

4. SUPERINTENDENT/SECRETARY-TREASURER UPDATE: (T. Taylor):

- a) Superintendent Report presented in detail (report attached)
- b) Director of Learning L. Newman presented on the very recent news of the success of SD10's CBT Grant Application for funds to support the Physical Literacy and Mental Health and Well Being of SD10 students. The Grant award is in the amount of \$20,000 and will be used to support continued access to resources including swimming lessons and skiing, etc.

6. POLICY MATTERS:

Nil

7. OTHER:

- a) All Candidates Forum Update

8. Recommendations to Regular Meeting:

Nil

9. ADJOURNMENT:

A sincere thanks from the EPC to Quinn De Courcy for his years of service as a Board of Education Trustee. You will be missed!

The meeting was adjourned at 7:06 pm.

2017-2022 District Strategic Plan

2017-2018 Progress Update & 2018-2019 Priorities

OUR THREE BOLD GOALS



1. Enhance Teaching and Learning



2. Cultivate Connections and Relationships



3. Build Advocacy for SD10

2017-2018 Progress Report

Based on feedback during the 2017-18 school year at school staff meetings, at district Leadership Team Meetings, and coupled with extensive input from all SD10 staff at the May 19th, 2018 District Pro-D day, a detailed Progress Report was prepared by the Superintendent and presented to the Board.

At their September 11th Board Retreat, the Board of Education identified that the school district has made significant progress on the following aspects of the 2017-22 Strategic Plan. We thank all students, staff, parents and our community for their collaborative efforts in working on these goals.

- Professional Learning
- Diversity and Inclusion
- Place-conscious learning, Outdoor Learning and Field Studies
- Community Involvement and Engagement
- Promoting and Celebrating Our Accomplishments
- Positive Healthy Relationships
- Indigenous Education
- Physical and Mental Well-being
- Innovation
- Technology for Learning
- Meeting the Needs of Learners Through Their Passions and Personalization

2018-2019 Strategic Plan Priorities

The Board of Education thoughtfully reviewed the Strategic Plan goals, the 2017-18 Progress Report and identified that the following areas will form Priorities within the Strategic Plan. Although the District is making progress in these priority areas, we will prioritize and strengthen our efforts in 2018-19 as well as continue work on other important areas of the Strategic Plan.

Indigenous Education
Physical and Mental Well-being
Student Success, High Standards and Personalization
Community Involvement and Engagement
Advocacy and Promoting and Celebrating Our Accomplishments

Students are at the centre of all that we do!



September 2018

K-9 Student Reporting Pilot: an overview

Pilot Goals

- To trial the draft K-9 Student Reporting Policy in 2018/19 to inform revisions to provincial legislation, policy, and supporting guidelines
- To collect feedback on key research questions throughout the trial on local planning and provincial policy implementation
- To recommend, where relevant, future changes to the reporting policy for Grades 10-12

Participant Requirements

- Pilot sites will trial draft policy in full
- Pilot sites will align reporting practices with existing legislation/policy/systems for 2018/19
- New inclusive ed. language to be trialled
- Pilot participants will recommend changes to current legislation and policy
- Pilot will run (at least) one year (September 2018 - June 2019)

Foundations for the draft policy

Key Reporting Research Findings

- Frequent communication with parents has a positive impact on student learning, engagement, motivation and effort
- Focus on proficiency (rather than letter grades) leads to improved reliability of assessment results and increased student engagement
- Self and peer assessment improves student performance, confidence, independence and helps to foster positive/productive learning environments

Interjurisdictional review across Canada showed that most provinces used performance assessments K-8

Province/Territory	K	Gr 1-3	Gr 4-6	Gr 7-8	Gr 9
AB	P	P	P*	P*	P*
SK	P	P	P	P*	P*
MB	—	P	P	*	*
ON	*	P	P	P	*
QUE	*	P	P	*	*
NB	P	P	P	P	*
NS	P	*	*	*	*
NL	P	P	P	*	*
YT	P	P	*	*	*
NWT	—	*	*	*	*

Engagement with Parents

In 2016/17, over 5500 parents responded to a Ministry survey and participated in 19 face to face meetings. Parents

- Use of letter grades and percentages (*main reason cited was transition to post-secondary*)
- Frequency and timeliness (*most parents cited need for greater frequency and timeliness in reporting on student learning*)
- Need for more personalization (*parents asked for more detailed descriptive feedback and individualized feedback on their child's progress*)

Survey of School Districts

In 2016/17, school districts provided two options for reporting student progress in K-9:

- Policy Option A* (Schedule 2 of the [Ministerial Order](#)) allowed districts to develop local reporting policies following the *Interim Student Reporting Guidelines for Grades K-9*.
- Policy Option B (Schedule 1 of the [Ministerial Order](#)) allowed districts to follow a slightly revised version of the previous policy.

Survey of School Districts

- 86% of districts trialled policies meeting Option A
- A majority used a performance scale in K-7, providing letter grades to parents upon request
- Communication with parents was determined as key to success
- Desire for greater provincial consistency

Classroom Assessment and Reporting Advisory Group (CAR)

- Formed in 2016
- Over 40 field experts including superintendents (BCSSA), principals and vice-principals (BCPVPA), BCTF, FISA, and FNEESC representatives
- Echoes need for alignment between classroom assessment and provincial reporting policy
- Desires balance between clear policy direction from the ministry and flexibility at the local level

Key Policy Shifts in K-9 Draft Policy

- more timely and flexible communication
- descriptive four-point provincial proficiency scale for K-9
- additional student selected evidence-based reflection during the school year

Review of reporting legislation and policy

Legislation and policies	Key components
<i>School Act</i>	<ul style="list-style-type: none"> • Sections 7(1)(a) and 79(3) • Student's attendance, behaviour, and progress in school • Boards must establish and maintain a record for each student
<i>School Regulation</i>	<ul style="list-style-type: none"> • Sections 4(1)(j), 4(2), 5(8), and 5(9) • At least 5 reports per school year • Three written reports, one of which will be at the end of the school year, and at least 2 informal reports • Reports on a form approved by the minister or the board • Reports include information on student attendance and punctuality
<i>Student Progress Report Ministerial Order</i>	<ul style="list-style-type: none"> • Defines performance scales • Reporting requirements include: <ul style="list-style-type: none"> ○ areas of learning ○ student attendance/punctuality ○ student behaviour (attitudes, work habits, effort, and social responsibility) ○ parent signature on written reports

<i>Permanent Student Record Ministerial Order</i>	<ul style="list-style-type: none"> • Requires that a student's two most recent progress reports be included in the PSR
<i>Provincial Letter Grades Ministerial Order</i>	<ul style="list-style-type: none"> • Defines letter grades (Grades 4-9)
<i>Required Areas of Study Ministerial Order</i>	<ul style="list-style-type: none"> • Lists mandatory areas of learning in K-9
<i>Student Reporting Policy</i>	<p>Interim Option A (for K-9):</p> <ul style="list-style-type: none"> • Minimum of 5 reports annually • One written summative at end of term/year • Student self-assessment of Core Competencies at end of term/year • K-3 uses descriptive written comments • Grades 4-9: the use of letter grades determined by board, can be provided to parents on request <p>Option B:</p> <ul style="list-style-type: none"> • Minimum of 5 reports annually • 3 formal written reports; 2 informal reports • One written summative at end of term/year • Student self- assessment of Core Competencies at end of term/year • K-3: performance scales • Grades 4-5: letter grades or performance scales • Grades 6-9: letter grades

Pilot Requirements

What is required?

Meaningful, varied, and responsive communication about student progress will be required throughout the school year in piloting school districts. This will include:

- a minimum of four **points of progress** throughout the year
- one **summary of progress** at the end of the year

Points of Progress

Provided **at least four times** during the school year:

- **At least once**, communicate progress in each area of learning in relation to the learning standards, using the standard four-point provincial proficiency scale and descriptive feedback.
- **At least twice**, provide written descriptive feedback (paper or digital) on student engagement and behaviour (e.g., growth in personal and social responsibility).
- **At least once**, include student-selected evidence of and reflection on Core Competency development.

Proficiency Scale

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.

Summary of Progress

- Written report at end of year/semester
- Strength-based language: descriptive feedback and next steps for learning
- Four-point provincial proficiency scale descriptor for each area of learning
- Feedback on student engagement and behaviour
- Accompanied by student self-assessment of the Core Competencies

Purpose: to collect ongoing feedback on key research questions focused on local planning and provincial policy implementation

Research Questions

Research Themes

- Stakeholders
- Proficiency Scale
- Timely Communication
- Modernization
- Impacts
- Student Success

Stakeholders

- How did parents and students respond to the points of progress? Do they feel they are getting accurate and sufficient information about their child's progress?
- How did parents and students find the use of strength-based language, descriptive feedback and goal setting within the points of progress?
- What impacts does the draft policy have on educator work effort?
- How did the additional student self-reflection on Core Competencies impact student ownership of their learning?

Proficiency Scale

- How did the proficiency scale work across K-9 as teachers evaluated student progress in all areas of learning?
- Does the proficiency scale support consistent assessment and evaluation practices?
- How was the Proficiency Scale/Letter Grade Comparison Table used?
- How well did the Proficiency Scale/Letter Grade Comparison Table resonate with teachers/parents/students?

Timely Communication

- What changes are needed in the School Regulation, ministerial orders or policy to meet the goal of supporting responsive/timely reporting?
 - How do we best revise the wording about the frequency of reporting without making it an onerous exercise?
 - What is your advice on the number of communications? Do we stay with a minimum of 5 communications?
- How do we best communicate and support those districts and schools still following Option B?

Modernization

- How do we best revise/modernize the wording around student behaviour, including work habits, attitudes, effort and social responsibility?
- What advice do you have on the draft policy wording for English Language Learners and Diverse Learners?
- What are the key topics that need to be addressed in a reporting guidelines document?
- What about wording related to “written reports”?

Impacts

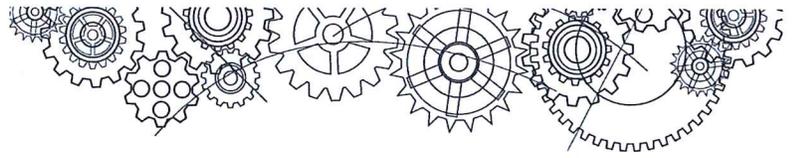
- How does the policy work in semester or schools with alternative calendars?
- What changes do you recommend to the Permanent Student Record to align with directions in reporting?
- What systems (including MyEducation BC, SADE, etc.) should be updated/leveraged to support desired shifts in reporting policy and practice?
- Based on your piloting experience, do you have any advice to offer regarding future updates to the grade 10-12 reporting requirements?

Student Success

- How does greater personalization in communicating student progress enhance student engagement and success?
- How does student engagement in assessment enhance student learning?
- How did the additional student self-reflection on Core Competencies impact student ownership of their learning?
- How are you supporting professional learning and building capacity in assessment and pedagogical innovation to enhance student success?

Pilot Products

- Draft legislative/policy changes
- Reporting guidelines
- Pilot Summary Report



K-9 Student Reporting Policy Pilot: Communicating with Families

Introduction

This document is for school districts that will be piloting the draft K-9 Student Reporting Policy. It contains the following sections:

- ➔ Background
- ➔ The K-9 Student Reporting Policy pilot
- ➔ Communicating with families: Suggestions
- ➔ Frequently asked questions
- ➔ Sample letter for families

Background

In 2016/17, as a step toward transformation in student reporting, the Ministry of Education revised the [Student Reporting Policy](#) and [Student Progress Report Order](#), providing school districts with two options for reporting student progress in K-9:

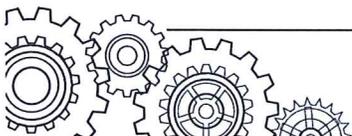
- ➔ Policy Option A (Schedule 2 of the [Ministerial Order](#)) allows districts to develop local reporting policies following the *Interim Student Reporting Guidelines for Grades K-9*.
- ➔ Policy Option B (Schedule 1 of the [Ministerial Order](#)) allows districts to follow a slightly revised traditional policy.

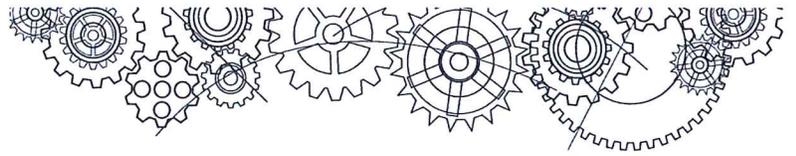
For the 2018/19 school year, school districts will continue to have a choice between these two options.

The K-9 Student Reporting Policy Pilot

Piloting school districts will be implementing a draft Student Reporting Policy that complies with the current Policy Option A. The purpose of the pilot is to:

- ✓ trial the draft K-9 Student Reporting Policy in 2018/19 to inform possible revisions to provincial legislation and policy
- ✓ test specific pilot policy language and make recommendations for revisions
- ✓ inform future reporting guidelines
- ✓ refine the proficiency scale
- ✓ recommend, where relevant, future changes to the reporting policy for Grades 10-12





Frequently asked questions

Here are some anticipated questions from families and suggested answers from school districts:

Q. Why does the Ministry of Education have so many options for reporting student progress in Grades K-9?

- In 2016, when the new K-9 curriculum was mandated across the province, the Student Reporting Policy was updated to include a flexible option (Interim Option A: K-9). The traditional reporting policy also remained intact (Option B: K-12).
- Interim Option A has enabled districts to try innovative approaches to student progress reporting.
- In the 2018/19 school year, selected school districts will be implementing a new, draft Student Reporting Policy (a revised Option A). Feedback from the piloting districts will help inform revisions to provincial legislation and policy for K-9.

Q. What has changed with the draft reporting policy?

Informed by research on effective practices and by thorough engagement with parents and educators, the draft K-9 Student Reporting Policy features:

- more timely and flexible communication
- strength-based, individualized feedback on student progress
- standardized descriptive four-point provincial proficiency scale for K-9
- student selected evidence-based reflection during the school year in addition to the end-of-year student self-assessment of Core Competencies

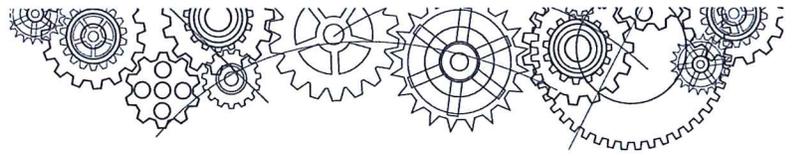
Q. What is the value of the school district participating in this pilot project?

Participating in this pilot project provides students and parents in the district with an opportunity to share insights about the piloted practices. It also enables school districts to have a voice in the development of the final K-9 Student Reporting Policy, and provides educators with more time and opportunities to learn together about how best to support student learning by trialing draft policy and guidelines.

Q. Will the school district's participation in the pilot project affect or disrupt my child's learning?

School district participation in the pilot project is not intended to disrupt or negatively affect students' learning. The draft Student Reporting Policy supports student-centred assessment and reporting practices. Research has shown that when students are provided with opportunities to be engaged in the assessment process, they are better able to describe what and how they are learning, and they experience a greater sense of ownership of their learning.





Q. What is a point of progress?

Points of progress are the meaningful, varied, and responsive ways in which teachers provide parents with information about how their child is progressing in their learning and what the child can do to extend their understanding. Points of progress may take many forms, including but not limited to digital portfolio posts, conferences, phone calls, written comments, and student goal setting and reflections on learning.

Q. What is a summary of progress?

A summary of progress is an end-of-year written report of student progress (digital or paper) in relation to the learning standards in all areas of learning. Parents receive it at the end of the year or when a student changes schools or districts.

Q. Will students be responsible for assessing themselves?

Students will be more involved in the assessment process – from co-creating criteria for learning to reflecting on their learning or engaging in self-assessment. However, teachers continue to organize learning, provide descriptive feedback, and evaluate student progress.

Q. How will we know if our child is making progress as a learner?

Teachers and students will provide evidence of student learning, along with descriptive feedback and/or proficiency scale descriptions.

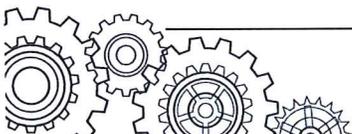
Q. What is the provincial proficiency scale?

The four-point provincial proficiency scale will be used to communicate student progress in all areas of learning. It describes levels of proficiency in relation to the learning standards of the provincial curricula.

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

Q. How often and in what form will I receive information about my child's progress?

Parents will receive information about their child's learning in at least four points of progress during the school year and one summary of progress at the end of the year. Early in the school year, piloting school districts and schools will provide parents with information on how and when the four points of progress will be communicated.



**ALELA EPC Report
October 16, 2018**

Lucerne Elementary Secondary School

- We held our Terry Fox run on Sept. 27th and it was a great success, and the school raised over \$1800 for cancer research
- Our K to 6 Swimming will begin on Oct. 18, with students going to the pool in Castlegar seven times so they can gain one level in the red cross swimming program
- A wonderful time was had at the Harvest Festival, we had many members of the community come join us and we also had a class from NES come down
- September 19th we had our first early dismissal day for teacher collaboration, teachers worked on a wide variety of topics such as deployment of the pilot reporting procedures, our elementary literacy program, the high school “fall in to learning” week, as well as co-operative lesson planning
- Our “Fall In To Learning” high school week saw students rock climbing in Skaha, baking cheese cake and sticky buns, making movies, and doing a variety of fine arts including photography and painting. Students had a great time, and our teachers reported that this was one of the most successful “In to learning” weeks they had ever organized
- The new video cameras are up and running, there are seven of them that have been installed around the school
- On Oct. 16th we will be holding our annual Post-Secondary Day, 10+ post-secondary institutes will be coming to visit the school, we will also be having students from NSS and Kaslo coming to join us
- On Oct. 17th we will be hosting a k to 6 cross country run with students from Lucerne, ALDL, and WE Graham

Edgewood Elementary School

- Wanted to raise \$500 for Terry Fox Foundation... ended up with \$642.80.
- In the midst of switching the counselling room into our STEAM space which we are dubbing the AERIE.
- We have parent teacher conferences coming up on the 30th

Burton Elementary School

- We are settling in now and things are moving forward.
- Student led conference on October 25.
- Hosted the EES primary class for one of their nature walks which we are planning for more. Want the students together.
- Field trip to Nakusp next week.

Nakusp Secondary School

➔ *the student delegation might have already reported on some of these activities*

- BC PSI Day today (Tuesday, Oct 16th) in New Denver – thanks to Lucerne for hosting
- Intramurals continue with floor hockey over the next few weeks
- Lots of sports trips in September/October, with many others planned in the coming weeks
 - Sr Boys Soccer Team off to Castlegar for Zones on Oct 17th
 - Jr Boys Soccer Playday in Revelstoke on Oct 22nd
 - Grade 8 girls VB hosting a playday soon at NSS – date to TBD
 - Sr Girls VB Playday in Nelson on Oct 24
 - Jr Girls Volleyball Playday in Nelson on Oct 25
- ArtStarts Dancer Jess Dexter visits NSS on Oct 23rd
- Health Presentations run Oct 24-26th for grades 8-11; grades 12's will have their scheduled sessions in the spring
- Grads of 2019 have voted for their prom theme - masquerade
- PAC hot lunches have been a huge success, with ideas expanded to Tuesday (pizza) and Thursday (rotation between hot dogs, burgers, chicken fingers/fries and grill cheese sandwiches)
- Remembrance Day Assembly on November 8th starting at 10:45 am

Nakusp Elementary School

➔ Many exciting events are happening at Nakusp Elementary this fall!

- Thrive after 3 clubs, offer student after school activities Monday through Thursday- this includes yoga, art club, mindfulness, homework club, robotics, volleyball, and STEAM activities
- Open house was held October 4th with a great turnout to both class based info session and the cake walk. It should be noted that after donating heavily, Principal Gajda was able to win a cake
- Student Conferences will be taking place next week Oct 24 and 25. Invitations to parents are going out this week. We will have early dismissal on these dates.
- We will have dance artist Jess Dexter in next week on Oct 22 to work with our students in dance workshops
- Kelly Coubrough has been coming in on Fridays to deliver Music Lessons with the help of teachers
- Mrs. Boswell is also working with several classes in music
- Intramurals are up and running- Tuesdays and Thursdays the Intermediates are playing and Wednesday and Friday the Primaries play. Team names this year are Cheeky Chirpy Chickens, Rowdy Rockin Rhinos, Wild Wacky Wolves, and the Disco Dancing Dinosaurs.
- Our current enrolment is 174 students, 20 more students than last year!



World Class Learning in a Rural Environment

October 16, 2018
Superintendent/Secretary Treasurer Report
*Presented at the Education Partnership Committee,
 and Regular Meeting of the Board of Education*

1. October Enrollment notes – Marginal Enrollment Increases!

- Current enrolment at our schools is up overall, in a trend that appears to be continuing even since the school year began. This is the first year in many that enrolment has increased.
- Total enrollment of **457.43 FTE** was submitted for our annual September 30th 1701 count
- This number is **up 21.96 FTE** students overall from September 2017 (435.47 FTE) – our first *increase* in enrollment for many years!
- Our September 30th, 2018 headcount (actual numbers of students) is **452**
- In 2018-19, 15.4% (70 students) in SD 10 self-identify with Aboriginal ancestry compared to 14.6% or 64 students last year
- In 2018-19, 10.8% (49 students) were claimed as students with Special Needs compared to 44 students or 10.6% in September 2017; of these, 20 students have Level 2 or 3 designations while the remaining 26 are students with learning disabilities; no students with Level 1 disabilities
- Below is the monthly enrolment chart by school and grade

My Education BC: Student Enrollment Numbers																
As of:	Oct 11-18															
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	Sept	Dif
ALDL	1	2	6	1	4	3	4	3	1	2	0	4	6	37	32	5
BES	3	3	4	2										12	12	0
EES	1	1	1	1	1	0	6	2						13	13	0
LESS	8	7	6	3	10	6	12	8	7	4	7	5	5	88	86	2
NES	26	11	17	26	22	21	27	24						174	170	4
NSS									21	32	28	20	23	124	124	0
TOTAL Per Grade	39	24	34	33	37	30	49	37	29	38	35	29	34			
District Total														448	437	11
Notes:	Grade not applicable to school															

2. Lucerne Playground Upgrade

- Ministry funding of \$90,000 for a Playground Grant to replace old and unsafe playground equipment at Lucerne Elementary Secondary School was awarded in June, and we are getting ever closer to ordering the equipment based on input from students, parents and staff
- Extensive consultation both in June and this fall has meant that the equipment has not yet been ordered
- Installation of the new playground will likely have to wait till spring given the time of year

3. Premier's Excellence in Education Awards

- On Friday, October 5th at Government House in Victoria, Katrina Sumrall, Lucerne Elementary Secondary School teacher, along with Julia Greenlaw, her nominator for the award, Katrina's daughter, Danika, and the Superintendent, attended the official Premier's Excellence in Education Awards Ceremony at Government House in Victoria amidst the other award finalists and their superintendents

- The Premier's Excellence in Education Awards Ceremony, hosted by Premier John Horgan, Minister of Education, Rob Fleming, and Lieutenant Governor, Janet Austen was a lovely late afternoon and evening event with all 27 finalists present
- [Short videos of each finalist](#) were viewed, and then winners in each category announced
- Congratulations to Katrina for her amazing work as a teacher in the district over the past 35 years, and her honour in being selected as a finalist in the Community Engagement category



All 27 Awards of Excellence in Education Finalists with Premier John Horgan, Minister of Education, Rob Fleming, and Lieutenant Governor, Janet Austen in Victoria at Government House. (Katrina Sumrall is in the second to last row on the right side)

4. Ministry of Education K-9 Reporting Pilot Update

- Classrooms in four schools in the school district are piloting the new K-9 Draft reporting order along with many schools and districts across our province; using the Draft Policy is voluntary
- Teachers involved in the policy pilot includes using a proficiency scale rather than letter grades in K-9, and rather than the traditional report cards, a range of ways to communicate student learning called "Points of Progress" are used
- Our teachers are keeping parents informed about their students' learning in many ways including [Fresh Grade](#), (a digital portfolio of student work over the school year providing opportunities for parents, students and teachers to give feedback on learning), paper portfolios of student work over the year along with student and teacher assessments of learning, and student-led conferences
- Principals and teachers are communicating with parents and students about the changes in reporting through class and school-wide meetings, in school newsletters and on the school website
- Feedback from parents and students as well as teachers involved in the pilot has been positive

5. KB Think Tank - Framework for Enhancing Student Learning and Policy for Student Success

- On October 1st, teams of principals and vice-principals and their superintendents, assistant superintendents and directors from the six Kootenay-Boundary school districts (SD 5, 6, 8, 10, 20 and 51) came together at St. Eugene's to share School Growth Plans and District Plans for Learning and to learn from one another in a KB BCSSA sponsored Think Tank
- The Ministry changed the Accountability Framework for schools and districts in July 2015 and across the province ever since, schools and districts have been working on more holistic ways to share information with parents and the public
- We are required under the policy and framework to inform how and what we are doing to enhance learning for all students, and what data and evidence we use to inform our goals for student success and sharing the work regionally at the Think Tank was supported by a provincial grant
- On behalf of the SD 10 team, Nick Graves, Lucerne School principal, shared Lucerne's Growth Plan and Superintendent Taylor shared the new draft [District Plan for Learning website](#) at the Think Tank
- Keith Godin, Assistant Deputy Minister (Governance and Analytics) closed the Tank with great appreciation for the thoughtful work that is taking place in the Kootenay Boundary school districts

6. David Istance from the OECD visits SD 10 October 4th

- On his way from St. Eugene's at BCSSA Oct 2nd and 3rd, renowned OECD scholar and researcher, David Istance came to work with SD 10's Leadership team for the evening of October 4th
- Our Leadership team of principals, vice-principal, director, and superintendent had been reading Istance's most recent book, [Teachers as Designers of Learning Environments: Innovative Pedagogies](#) this fall as a book study, and had many questions for our guest about his innovative pedagogy research and about our work leading teaching and learning in SD 10
- Feedback from the esteemed OECD scholar was very positive about the innovative teaching and learning taking place in the district; [OECD 7 Principles of Learning](#) are well in place in our schools
- David Istance also presented to Think Tank participants October 2nd - a highly engaging morning
- Istance will also be working with the region in the coming year, researching the Kootenay Boundary Environmental Education initiative kbee.ca and connecting that work to OECD frameworks

7. Local Trustee Elections Update – Vote October 20th, 2018!

- October 20th is the date for civic elections including Boards of Education across the province
- Trustees Rhonda Farrell (Eastern Zone); Danyea Simon (Southern Zone) and Melissa Teindl (Central Zone) are acclaimed
- Four candidates are running for the two trustee-at-large positions: Lora Lee Brekke, Christine Dixon-Grout, Aiden McLaren-Caux, and Judy Struck
- Our trustee candidates did an excellent job of advocating for public education at the recent All Candidates meeting October 11th in Silverton along with Silverton mayoral candidates and councilors
- Discussion about how the villages and the school district can more closely work together to achieve common aims ensued with a very positive tone throughout the evening
- On Monday, October 15th, all trustee candidates attended an All Candidates Forum in Nakusp at the Bonnington Arts Centre from 5:30 till 7 pm

8. Fauquier School Property Update

- The school district has been granted Preliminary Layout Approval for the proposed subdivision of the Fauquier School property which means all requirements have been met
- Final steps are to submit a final plan, tax clearance certificate and \$250 fee
- We are looking forward to the final stages whereupon we will be able to sell the current Fauquier School lot and building to the community of Fauquier at a modest price and put the second lot on the market
- Funds raised by the sale of school properties go into shareable and non-shareable capital reserves for future capital projects

9. Higher speed Internet for Edgewood School

- Thanks to lobbying by IT Manager, Patrick Martin, and the Ministry of Education's commitment to upgrade schools in the NGN (New Generation Network) from 10 mbps to 20, Edgewood Elementary will be upgraded to 20 Mbps in November
- Across the district, our schools have varying Internet speeds dependent on numbers of users and usage determined by the Ministry's NGN team – NSS – 100 Mbps; NES – 50 Mbps; BES and Lucerne – 25 Mbps; EES – 10 Mbps