



EDUCATION PARTNERSHIP COMMITTEE SCHOOL DISTRICT 10 (Arrow Lakes)

MINUTES

School Board Office

Date: Tuesday March 10, 2020
6:00pm

PRESENT:

MEMBERS: L. Brekke, D. Simon, C. Dixon, N. Graves (ALELA), R. Bardati (ALTA)

STAFF: T. Taylor, P. Dubinsky, M. Grenier

REGRETS: DPAC, Students, CUPE

OTHER:

1. CALL TO ORDER:

Board Chair L. Brekke called the meeting to order at 6:01pm.

Acknowledgement of Territory

2. ADOPTION OF AGENDA:

Moved by N. Graves, seconded by R. Bardati, that the Agenda be adopted as presented.

CARRIED

3. PRESENTATIONS:

a) Building Teacher Capacity: Power Professional Learning (T. Taylor and P. Dubinsky)

4. REPORTS:

a) DPAC
No Report

b) ALELA (N. Graves)
• Report attached

c) STUDENTS
No Report

d) ALTA (R. Bardati)
No report

- e) CUPE, Local 2450
No report

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

- a) Superintendent Report presented in detail (report attached)

6. POLICY MATTERS:

- a) Policies recommended for revision:
 - Policy 240 Board Representatives and Participation in Community/Organization Meetings
 - Policy 641 Disposal of Land and Improvements
 - Policy 680 Transportation Assistance

- b) New Policies recommended for approval:
 - Policy 540 Whistleblower
 - Policy 623 Procurement

Board Chair Brekke presented the rationale for the recommended revisions to existing policies as well as the rationale for creating the new policies. A summary document is included for reference.

Board Chair Brekke advised the EPC that Notice of Motions will be presented at the Regular Meeting of the Board (following the EPC) and distributed to partner groups by email. The Notice of Motions along with all draft policy documents will be posted on the SD10 Website at <https://sd10.bc.ca/board-of-education/sd-10-board-of-education-policy/>

7. OTHER:

- a) Transportation Assistance Review

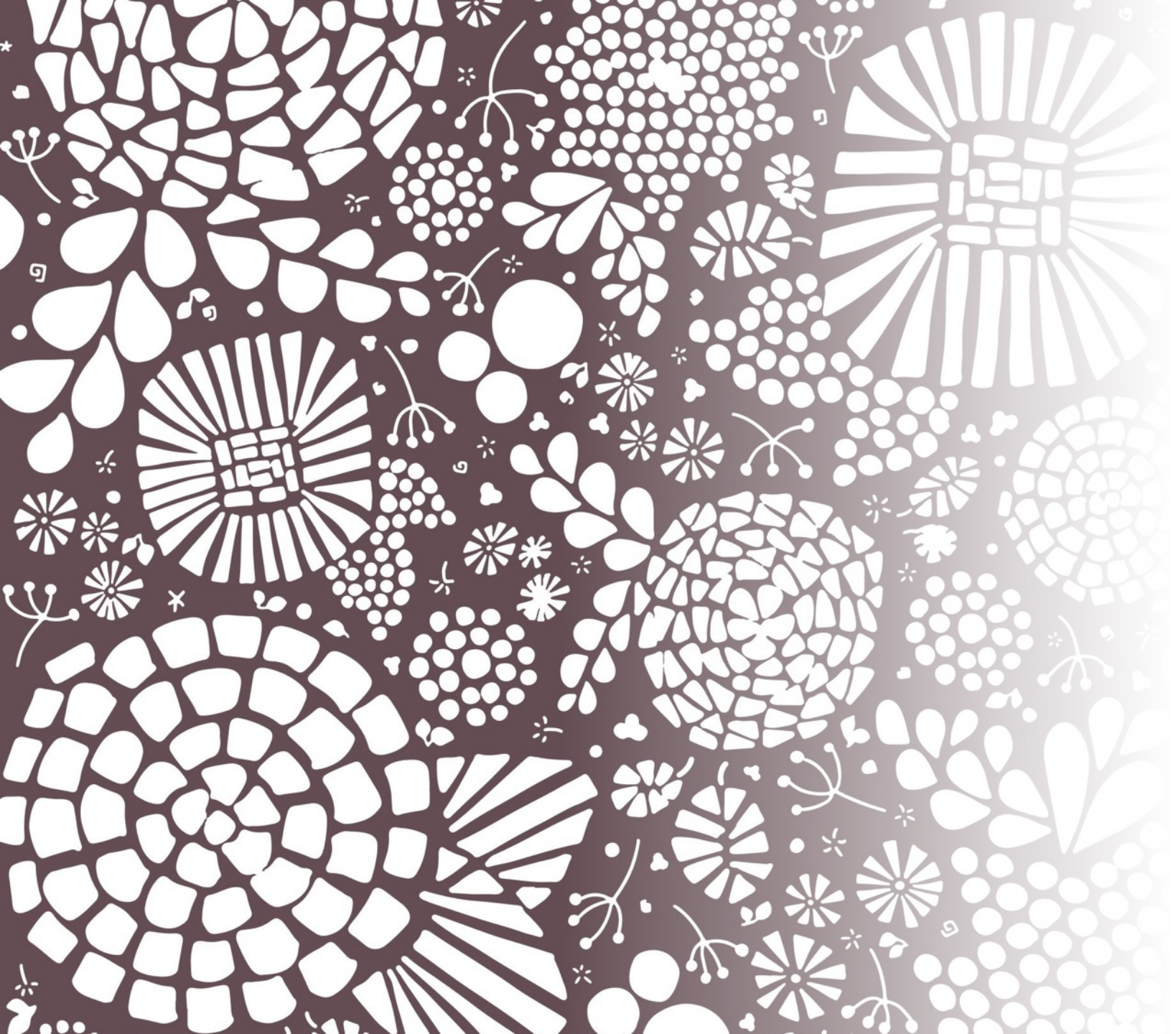
Board Chair Brekke notified the EPC that a review of how transportation assistance is being calculated, including maximum daily limits, will be undertaken in anticipation of the 2020-2021 school year.

8. Recommendations to Regular Meeting:

Nil

9. ADJOURNMENT:

The meeting was adjourned at 6:57 pm.



Building Teacher Capacity through Powerful Professional Learning

SD 10 (Arrow Lakes)

A presentation to the Group of Seven Small
BC Rural Districts, Framework for Enhancing
Student Learning Think Tank

March 3, 2020

Why this focus?

- Strategic Plan Goal One
- Research-informed
- Results for kids and adult learners
- Strong culture of learning
- Recruitment and retention



SD10
World-class learning in a rural environment

2017-2022 Strategic Plan

3 BOLD GOALS

Enhance Teaching and Learning

We'll enhance teaching and learning through personalization and engagement, place-conscious learning, and technologies for learning



Foster Community and World Connections

We'll bring the world to our learners and take our learners to the world

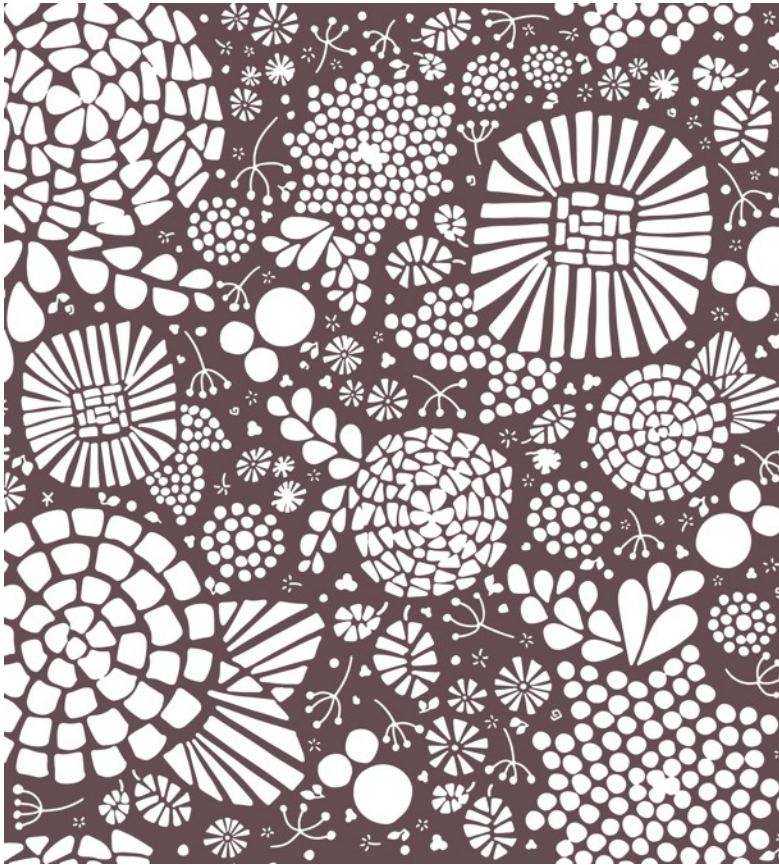


Build Advocacy

We'll advocate for SD10 and showcase our success



Students are at the center of all that we do!



School District 10 Arrow Lakes



2019-20 Strategic Plan Priorities and Actions

Our Scanning Determines Annual Priorities, Actions, and Measures of Success
and Informs Our Professional Capacity-Building Plans



Fullan's Wrong Drivers vs the Right Drivers

Wrong Drivers Focus on

1. Accountability (vs Capacity Building)
2. Individual Quality (vs Group Quality)
3. Technology (vs Instruction)
4. Fragmented (vs Systemic)

Choosing the wrong drivers for whole system reform

Michael Fullan

Fullan, M. (2011). Choosing the wrong drivers for whole system reform. *Centre for Strategic Education Seminar Series Paper No. 204, April, 22.*

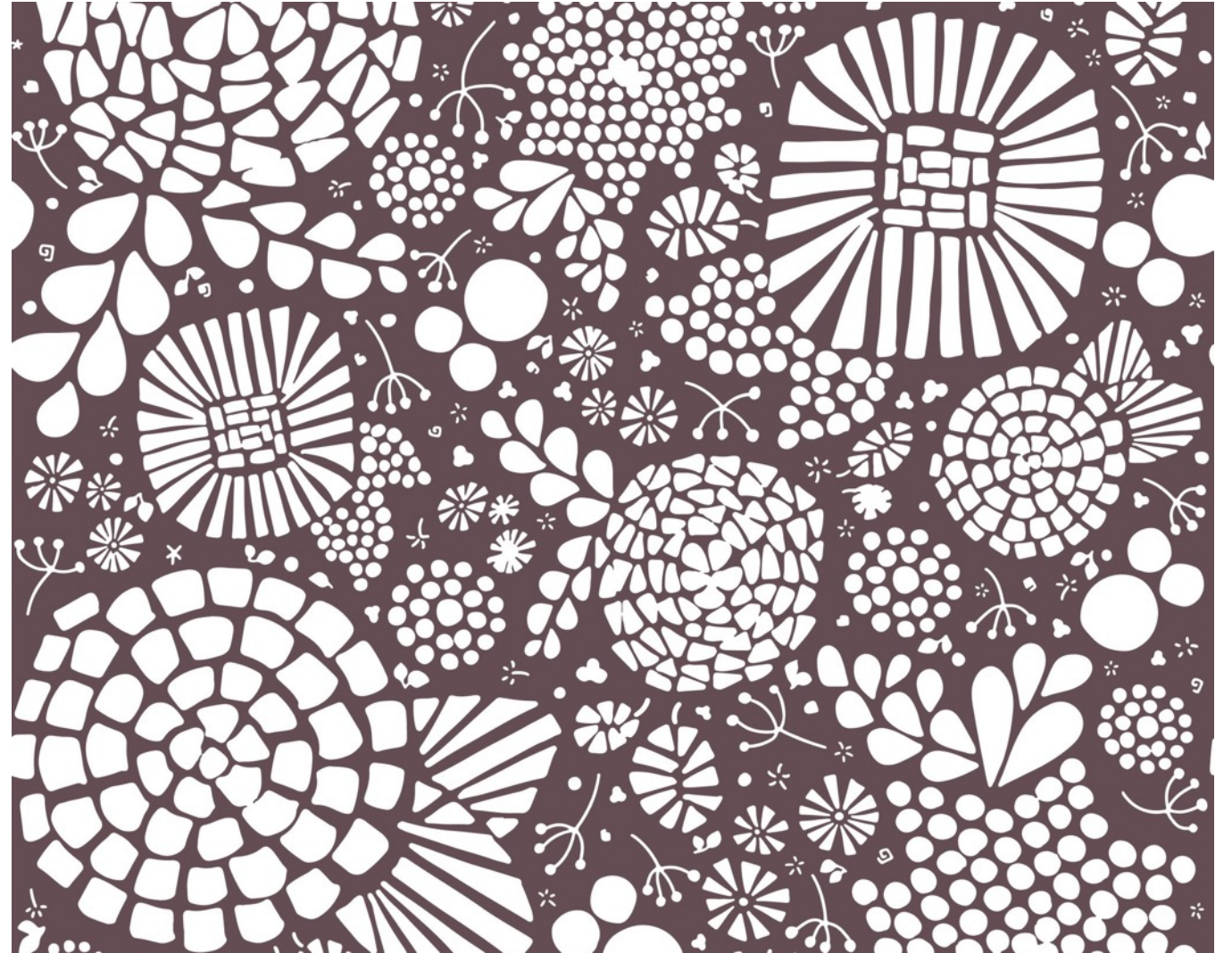
Why focus on building collective efficacy through teacher professional learning?

Using the right drivers to enhance student learning ...

“Leading with accountability is not the best way to get accountability.” (Fullan, 2011, p.8)

“it is the learning-instruction-assessment nexus that is at the heart of driving student achievement.” (Fullan, 2011, p.8)

Do testing, but do less of it and, above all, position assessment primarily as a strategy for improvement, not as a measure of external accountability. (Fullan, 2011, p. 9)





Professional
Learning
Teams

NOIE
Inquiries

After school
webinars
and Book
Clubs

Collaboration
time and Pro-
D days

SD 10's Learning - Instruction - Assessment Nexus

Professional Learning Teams

- 25% of our teachers are on the Collaborating to Engage All Learners team each year with Dr. Leyton Schnellert
- 30% are on an Inclusion and Diversity learning team with Shelley Moore
- Our model is to focus on embedded teaching and learning practice through Learning Rounds in classrooms throughout the district
- Reflective practice and time for teachers' collaborative inquiries is integral to the model



NOIIE Inquiries

Rich collaborative learning as part of NOIIE professional learning community

Supported by NOIIE and SD 10 micro-grants; coherence fostered

You are invited to come and connect with colleagues about your NOIIE Inquiry!



NOIIE Progress Conversations

Jan 29th
April 2nd

District Celebration of Learning
NOIIE Projects

May 27th

See reverse for NOIIE FAQ

NOIIE Progress Conversations

Tuesdays, Jan 29th & April 2nd, 2019

4:00 – 5:30 pm at Nakusp Secondary Library

Bring your A-NOIIE-ying questions & converse about your NOIIE project challenges over apys with fellow NOIIE inquiry teachers

Please RSVP to lorna.newman@sd10.bc.ca



District Celebration of Learning

Showcase of our NOIIE Projects

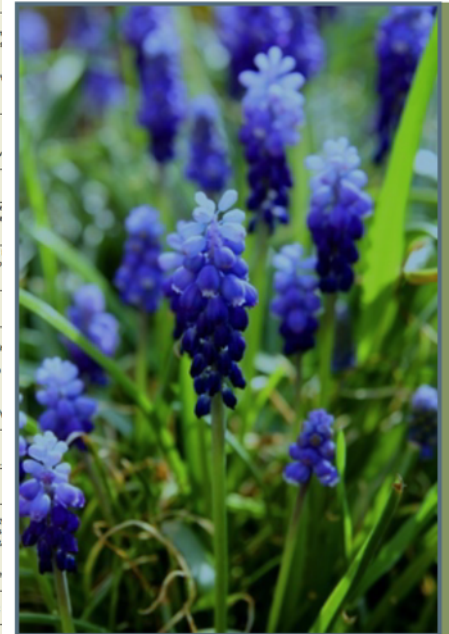
Monday, May 27th, 2019

4:00 – 5:30 pm at Nakusp Secondary Library **Everyone Welcome!**

Show case your NOIIE project Science Fair Style



2018-19 Projects	School	Focus Area
Teaching strategic thinking, life skills and learning self-regulation through gamification; board games, cooperative games to build teamwork.		
Addressing foundational gaps in students' literacy and numeracy skills using specialized instruction in literacy and numeracy stations/ centers to allow students time to explore.		
Language Arts Writing K-6: What did our students need to become stronger writers? How could we design learning to target writing needs across the curriculum? How could we design learning to help them become more proficient with goal setting? We will explore Lucy Calkin's "Units of Study for Writing" in a deep and meaningful way. We will use flexible teaching teachers teaching in a more fluid, flexible way (taking on different, targeted lessons every other week with different student groupings) and come up with a school profile for writing by using something relevant for our students' unique set of skills (strengths and stretches as identified by the students) and explore what happens when students of different ages learn together.		
Literacy 2/3 Focus on Access, Engagement & Output during Daily 5 Literacy Development through Universal Design for Learning with goals: To support students' capacity to use and integrate technology in their literacy development; To support student reflection and improve students' capacity to self-assess using the core competency profiles and "I can" statements.		
Math-Numeracy 4-6, Growth Mindset: Math instruction to encourage independent learning enabling increased time for one to one instruction and support.		
Math-Numeracy 7: Study the effect that Math talks have on student engagement in math (as measured by self and teacher assessments on the core competency scales) & change in the quality of student solutions, math strategies, math responses to math problems, math vocabulary used during conversations and student stamina when solving math problems.		
Applied Design, Skills & Technology, Language Arts-Oral Language, Social-Emotional Learning Will the addition of technology to write stories for emotional learning show a development of a growth mindset and give students a greater ability to identify with core competency statements in personal awareness and creative thinking?		
Math-Numeracy 5/6, Focus on engagement, risk-taking and growth mindsets in learning through Number Talks and Orthodox Math, wonder how effective using regular Number Talks will be to help build student confidence and deep understanding of math concepts.		
Physical & Health Education 8-12: Formative Assessment How do you meaningfully track students' fitness progress and improvement over the course of a term or semester? A major of my students that participate in activities or sports outside of school struggle to improve their physical fitness even if they regularly exercise. My next steps are to really narrow down on what exercises I think are good indicators of physical fitness, and then ensure that I can accurately measure and then track over time that exercise and that it is a good measure of physical fitness. Some of the youth sports leagues in the province have fitness testing that could be the start of a reference point. Also professional sports do fitness testing, which likelihood has to be adopted significantly.		
Increasing opportunities for student enjoyment of fruits and vegetables through students engaging in the BCFVNP Harvest Bin Project to learn how to create a successful garden in a bin and learn about food sustainability, collective engagement and school community action.		
Experiential learning and mindset: Using math measurement skills, volume, surface area, conversion and rates in Woodwork students' prototype builds of CO2 dragsters.		
Thinking classroom 8-12, Critical thinking core competency in Science & Math, After Peter Johnston's Thinking Classroom workshop on Sept 7, 2018, we revisited teaching methodology and classroom environments. Will focusing on a few good questions, turning random groups every time a group activity occurs, using vertical surfaces & whiteboards for student thinking left/righting our classrooms & changing desk arrangements, answering only keep thinking questions, and evaluating only what we value, increase student engagement and increase student understanding on our assessments also designed to check in on thinking ability rather than their ability to repeat?		
Literacy & Library Use: Why do students essentially stop borrowing books for enjoyment in high school and what changes can I make at the intermediate level (NES) to improve student readership in Grades 8-12 (NES)?		
Empower our secondary students to think of themselves as learners. Focus on a specific group of students who have always struggled in the school environment. As a group of teachers, we will check in with students about the adults they connect with, research and try strategies, document successes and failures, figure out what we as educators can do for them as learners to promote self-confidence & well-being.		



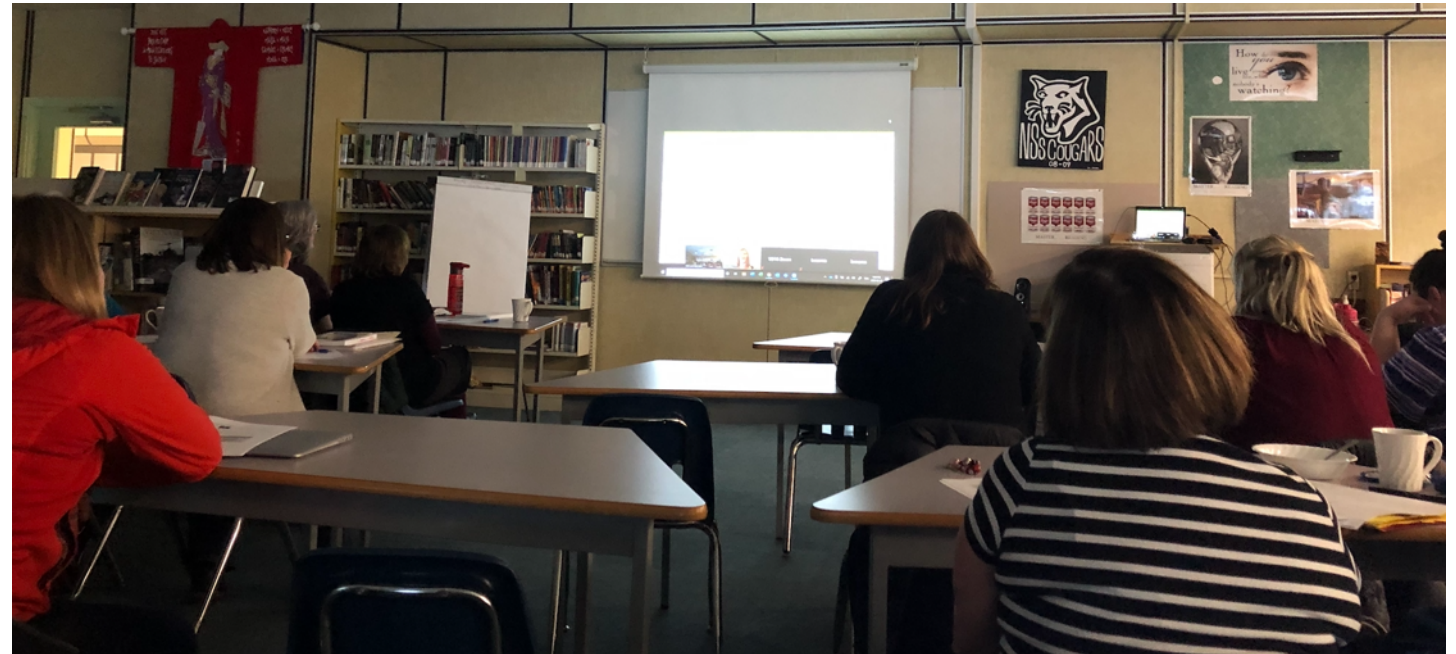
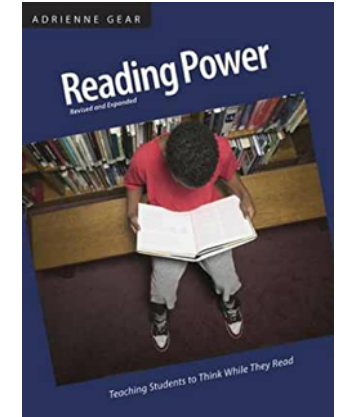
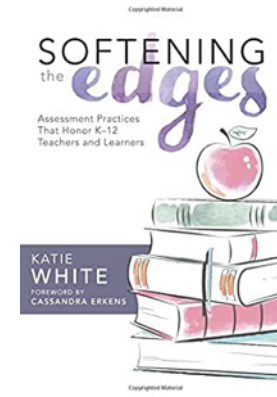
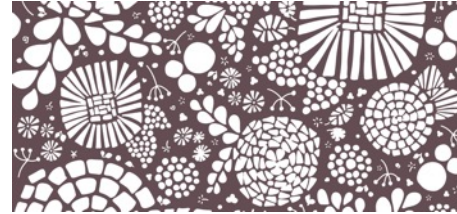
SD 10 (Arrow Lakes) Presents:
A District Celebration of Learning – NOIIE Projects

Monday, May 27th, 2019 4:00 – 5:30 pm
Nakusp Secondary School Library



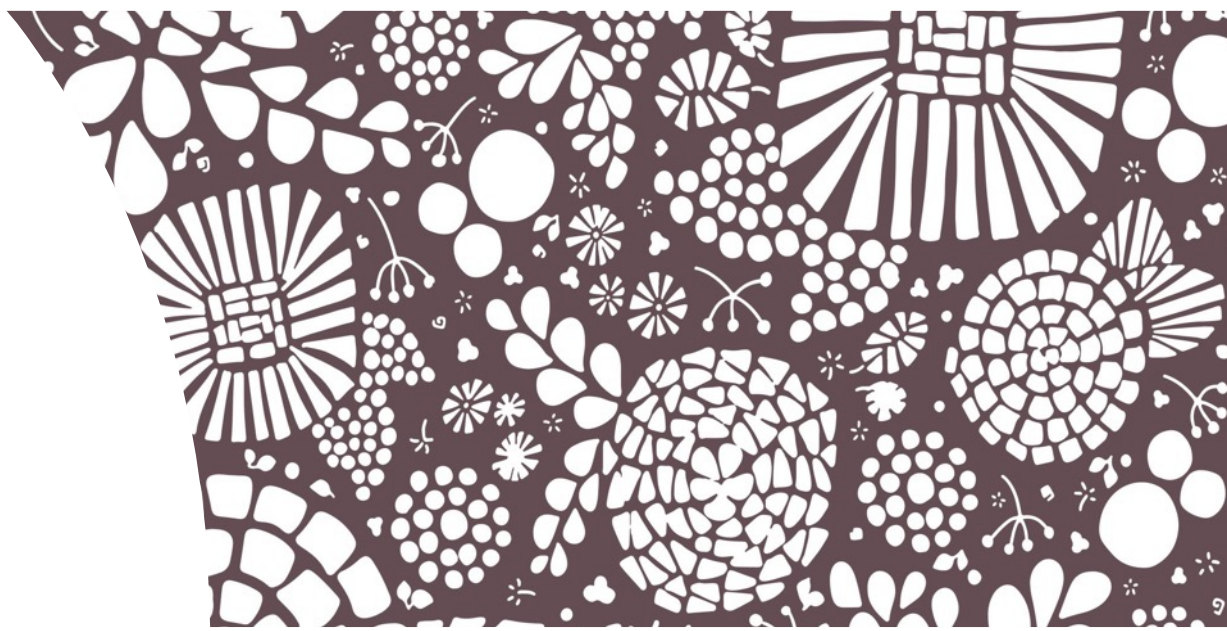
After School Webinars and Book Clubs

- After school professional learning connected with school and district goals
- 50% of teachers involved in Adrienne Gear Literacy and 30% involved in Katie White Assessment learning
- Dinner and learning at 3 sites
- Books for all participants
- Connections with school growth plans and staff meeting learning conversations



Collaboration Structures and Professional Development Days

- Collaboration structures based on school context and needs: (Early dismissal, Teacher Tuesday, after school learning structure connects with school and district plans and fits that learning community)
- Class Review structure brings teams together 3 times a year to review progress and set goals for student learning and teaching
- Increasing coherence in using qualitative and quantitative data for improvement
- Embedded and relevant Pro-D day learning - eg: Assessment focus aligned with Katie White, Visible Learning aligned with Literacy; all aligned with District Strategic Priorities and School Plans





Peter Gajda - peter.gajda@sd10.bc.ca
Peter Dubinsky - peter.Dubinsky@sd10.bc.ca
Terry Taylor - terry.taylor@sd10.bc.ca

Building Teacher Capacity through
Powerful Professional Learning in SD 10

ALELA EPC Report – March 2020

Nakusp Secondary School

Recent Events

- Ski snowboard provincials in Invermere – Superintendent will share the results in her report
- Five students and one teacher attended the ‘Made for Trades Day’ on February 20th in Nelson
- Quantum Leaps in Trail on March 5 with support from ASLCS for a small bus (Picked up students in New Denver & Slocan on the way)
- Timetable restructuring plans continue to move forward and staff have landed on a new idea spreading elective blocks throughout the week rather than concentrated on Mondays
- OE Class continues to enjoy the last of their winter field experiences
- Selkirk recruiter visited on March 6th and made a presentation to our grade 10’s and interested grade 11/12 students
- Hawks have pulled into the lead for House Team points, with only 12 points separating first to fourth place

On The Horizon

- Satisfaction survey for students in Grade 10 & 12 will take place this week
- Course Surveys for 2020/21 distributed to students this week as well
- Wednesday after school bus run resumes after the break
- Spring sports teams are gearing up to start
 - soccer seasons starts after the break, with tournaments out of town Apr 17th and 24th, followed by our girls hosting their own tourney the first weekend in May
 - Track and Field squad looks quite large
 - Going to have a mountain biking team this year as well
- Selkirk Open House on March 30th at NSS regarding the Dual Credit programs
- Climbing Wall Grand Opening being organized for Tuesday, March 31st @ 2 PM
- Students & staff are looking forward to a restful break

Lucerne Elementary Secondary School

- Students worked hard to finish the co-created report cards for the student led conferences. They put in a lot of effort and wrote good comments for each section.
- Student led conferences were held on February 20. The event was successful with positive comments shared by parents about the process and the event. Students were happy to share with their parents what they have been learning, how it is going, and a goal they are going to work on.
- Theresa Weatherhead visited our school and gave presentations about body science to students.
- Grade 6/7 students are excited about participating at the STEAM Fair at NES tomorrow. They have been working very hard on their science projects.
- The extra breakfast on Wednesdays made by Healthy Community Services by additional funding is having a positive impact on students. The food program at the school is amazing and having a positive impact on student learning growth and behaviour.
- Students had the opportunity to go skating at the Silverton rink. A fun time was had by all.
- The grade 10 to 12 students spent last week out of the building doing their work experience. Students had a great hands-on experience of what could be their future careers!
- Grade 6 to 9 students visited NSS to learn about the steps involved in design thinking to eventually create an app. Students persevered to come up with great ideas during the morning session then used an online app making program to start creating the app for their idea in the afternoon
- Green Thumbs theater visited our school and put on an amazing show. The students were all engaged, and it was a great presentation.
- Students from grade 5 to 12 have been playing basketball with JV Humphries and have had a series of games.
 - On Thursday Feb 12th grade 5/6/7 students will be going to Kaslo to play one last game before the break.
- Also on Thursday the 12th, we will be holding an indigenous student/parent meeting from 1 to 3 and look forward to hearing the students and parents thoughts on indigenous education in our school.

Nakusp Elementary School

Curricular

- This month's writing genre is Procedural writing with a focus on the writing trait of Organisation
- In Math, most classes are focussing on Data and probability, check out our new Math wall, where all classes can contribute and share their learning
- This month we are celebrating the virtue of Honour represented by the Orca for our Social Emotional program
- Aisha Mulhall, a multi format artist new to our community, has been joining many of our classes through February and March to share her skills in drawing, painting, and sculpture. We have some beautiful work up in the halls to show for this! We will be having Michael Duncan, Audrey Jenson, and Betty Fahlman coming in during April and May.

Extra Curricular

- Thrive after 3 clubs are winding up for the spring session. Many thanks to Phil McMechan and Seamus O'Connor for providing basketball instruction. Coding has also finished up for the season. Robotics is still going strong though and will be ramping up after spring break in preparation for the Robogames competition. Board Games club will continue after the break as well.
- Shine before 9 clubs are also winding up Kristi Williamson has been leading staff, parents, and students in Yoga on Monday mornings. Cross country skiing has also run its course for this year.
- Intramurals will be back after spring break and our students now have flashy new t-shirts marking their team. Thanks to PAC for helping support these great additions
- Several NES students won prizes as part of the Kootenay Contraption contest

Upcoming events

- The "Battle of the Books" was a great success with all participants enjoying it. We also discovered that Mr. Dubinsky has a great love for vuvuselas and cannot pronounce Azkhaban

- NES students are looking forward to sharing their projects with parents and EES and LESS students at our school STEAM fair March 10th and 11th. Come on in from 4:30 to 6:00 on March 10th for your chance to see some of the great projects and research
- NES is getting a new gym floor over spring break featuring our new cougar cubs logo designed by Hannah Mackenzie- we cant wait to have her unveil it at our next assembly!

SOUTHERN ZONE

- SouthernZone met at Edgewood for the Green Thumb theatre production, about self-esteem and it was a hit.
- Going to continue this trend, by joining together for Art presentations. First will be Aisha Mulhall, a multi format artist who was working with NES.
- Fauquier is hosting a movie night for families, and our two schools have been invited.

Burton Elementary

- We have hot lunch served by PAC on Wednesdays.
- Had a CBEEN presentation.
- The class is focusing on Turtle Island as a major project.
- Looking to join EES for a reciprocal Walking Wednesdays.

Edgewood Elementary

- Our after school program is thriving...Mr. J's Spikeball club is on Mondays, Games club Wednesdays, and EYC Thursdays.
- Knitting club members have been joining classrooms to teach the students the art and their joy of knitting.
- The intermediate class is participating in the NES STEAM Fair.
- Shelley Bortnick is joining the EES community to support parents' and students' needs.



World Class Learning in a Rural Environment

March 10, 2020
Superintendent/Secretary Treasurer Report
*Presented at the Education Partnership Committee,
 and Regular Meeting of the Board of Education*

1. March Enrollment notes

- Enrolment is the same as last month
 - Indigenous Learners – January enrollment - 22% of our student population
 - Students with diverse learning needs – 12.1% of our student population
- Below is the monthly enrollment chart by school and grade:

My Education BC: Student Enrollment Numbers																	
As of:	Mar 2																
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	Feb	Dif	
ALDL	2	1	1	4	1	3	3	3	3	4	1	1	12	39	39	0	
BES	1	5	5	4	3									18	17	1	
EES	2	3	0	0	1	1	0	7						14	16	-2	
LESS	4	7	8	4	5	7	7	10	10	8	3	6	5	84	85	-1	
NES	27	24	11	18	23	22	23	24						172	171	1	
NSS									29	21	33	27	16	126	125	1	
TOTAL		36	40	25	30	33	33	33	44	42	33	37	34	33			
District Total															453	453	0

1. Transportation Department Review Scheduled for April

- An external consultant will be working with Manager of Operations and Transportation, Art Olson, to review our bus challenges with driver recruitment and maintenance issues this year
- Frank Marasco, head of AST-BC will visit the district after spring break, to review operations in the department, look at bus routes, maintenance procedures, our bus driver recruitment efforts and make recommendations that can assist the school district
- Our aim with the review is to improve the reliability of bus transportation services in SD 10

2. Goat Mountain Child Care Centre Update

- February meeting with the architect, society’s Design Committee, Manager of Operations and the Superintendent was productive; a revised timeline for the project has been confirmed:
 - March 26th – Final Plans sent out by architect to SD 10 for approval and RFP preparation
 - March 30th – April 21st – RFP Tender out on BC Bid
 - April 8th – Prospective contractors tour site with district staff and architect
 - April 23rd – Contract awarded
 - April 24th to May 3rd – Contractor mobilization
 - May 4th – August 17th – Construction of Child Care Centre
 - August 18-28th – GMKS furnishings and supplies – readying for opening
 - September 8th – Opening of Goat Mountain Kids Child Care Centre
- Our district maintenance team has done an excellent job of deconstructing the old classrooms and safely dealing with hazardous materials

3. NSS Climbing and Bouldering Wall Opening Ceremony Set for March 31st at 2 pm

- Mark March 31st on your calendar as the Grand Opening of the long-awaited climbing and bouldering wall takes place that date
- Members of the public, all our sponsors and climbing wall supporters are invited to join us in the NSS Gym at 2 pm – please RSVP as on the attached poster
- We will honour the Senior Outdoor Education students and their teacher, Mr. Boswell, who began this dream over two years ago and thank those many community organizations and individuals who helped fund and bring to life this exciting school and community project
- Our public and community are invited to attend the official opening ceremony!
- The Climbing Wall project connects to all three goals of the Strategic Plan: Enhancing Teaching and Learning, Cultivating Community Connections and Building Advocacy for SD 10

YOU'RE INVITED
NSS CLIMBING WALL
OFFICIAL OPENING CEREMONY

School District 10 (Arrow Lakes), Nakusp Secondary and the Nakusp Climbing Wall Society invite you to come out and join us for the much-anticipated opening of the Nakusp Secondary School climbing wall and bouldering wall.

Date: March 31, 2020
Time: 2:00 pm

Where:
 NSS Gymnasium

If you are able to attend please RSVP by March 27, 2020
 Email: info@sd10.bc.ca

SD10
 School District 10

4. Annual Budget Consultation Update

2020-21 Budget Consultation Process
 Consultation: February to April 2020

Budget Consultation Components	Dates	Who's Involved
Consultation Component 1: Leadership Team Consultations with Board of Education	Tuesday, January 21st, 2020 4 pm - 5 pm	Principals and Vice-Principals, Trustees, Assistant Sec-Treasurer, Director of Learning, Superintendent
Consultation Component 2: Finance Committee Meetings - Consultations and Working Group - Budget Scenarios developed and discussed	#1 - Tuesday, March 10th 3:30 - 4:45 pm #2 - Tuesday, April 7th 3:30 - 4:45 pm #3 - Tuesday, April 21st 3:30 - 4:45 pm	2 DPAC parents 2 ALTA teachers 2 CUPE members 2 P/VPs All trustees Director, AST and Superintendent
Consultation Component 3: Meetings with staff and with parents - One date at each school - Feedback shared at March 7 th Finance Committee meeting	Mon Feb 10 - EES 12 pm - 1 pm (staff); 1-2 pm (parents) Mon Feb 10 - BES 3:30-4:15 pm (staff); 4:30-5:30 pm (parents) Tues Feb 11 - NES 3:30 - 4:30 pm (staff) 5 - 6 pm (parents) Wed Feb 12 - Lucerne 3:30 - 4:30 pm (staff); 5 - 6 pm (parents) Wed Feb 19 - NSS 3:30 - 4:30 pm (staff); 5 - 6 pm (parents)	Trustee from each zone Principals and Vice-Principals Superintendent Director of Learning
Board of Education - Consultation Review	Wednesday, April 22nd 3:30 - 5 pm	Board of Education AST; Director, Superintendent/ST
Budget By-law Discussed Final Approval by Board of Education	Wednesday, April 29th - 3:30 - 4:30 pm Special Regular Board Meeting	Board of Education AST; Director, Superintendent/ST Interested public

- All school-based budget consultation sessions have now concluded
- Our first Finance Committee meeting took place on March 10th with subsequent meetings planned for April 7th and April 21st
- SD 10's annual budget consultation process aligns spending with District Strategic Plan goals and annual priorities set by the Board as well as considers input from our staff and parents at school-based budget consultations

5. NSS Ski and Snowboard Provincials News

- Congratulations to the NSS Ski and Snowboard team for a great showing at the Provincial championships! The 13 team members did very well at the tournament held at Panorama Ridge near Invermere
- Girls Snowboarding Team results: Lexus Coates placed 7th overall, Clara Jean Raymond was 12th, Dharia Phillipson earned 15th spot, Ainsley Barisoff placed 26th, and Alana Minchin took 33rd place. The girls Snowboard team finished 3rd overall in this provincial championship!
- Dustin Lasseter from the NSS Boys Snowboard Team placed 26th
- Girls Ski Team results – Livia Hibberson placed 30th, Cheyenne Tourand held 32nd place, Maia Ballard at 33rd, Oriah Lesson took 61st place, Ava Harrison 68th, and Brooklyn Schiller held 74th

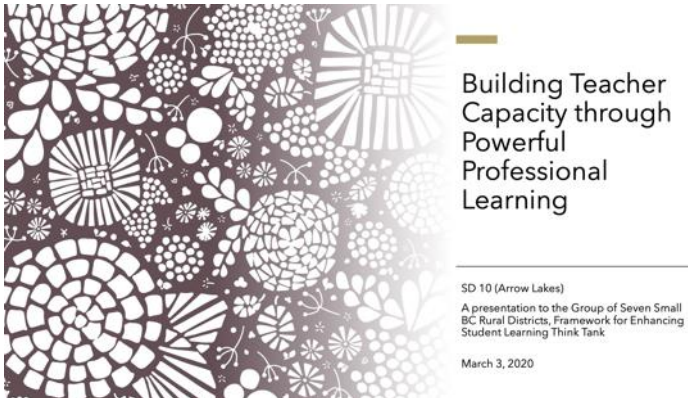
- Kudos to all the skiers and snowboarders, their coaches for a terrific showing!

6. Enrolment Audit for Arrow Lakes Distributed Learning School

- Each year, the Ministry of Education selects districts for audit compliance
- This year, the ALDL school has been selected for an enrolment audit which ascertains that all Ministry audit criteria are followed in the annual 1701 claims for funding
- Director of Learning, Peter Dubinsky and Principal Nick Graves are reviewing the DL files with DL teachers and ensuring that all the necessary documentation is ready for the May 30th visit from the audit team

7. Ministry Small (under 1000 student) District FESL Consortium

- On March 3rd, Peter Gajda, Peter Dubinsky and Terry Taylor joined six other small school district teams across BC to share practices and work building capacity and informing the new Ministry Framework for Enhancing Student Learning policy aligned with Goal 3: Advocacy for SD 10
 - Each district shared a practice or program which enhances student learning
 - The SD 10 team shared a presentation entitled: Building Teacher Capacity: Powerful Professional Learning (PowerPoint attached) outlining how our professional learning enhances student learning
 - The draft Framework for Enhancing Student Learning policy requires Boards to share provincial data on FSA Reading, Writing and Numeracy, Graduation rates, Indigenous Learners, Children in Care, Career Development and Post-Secondary transitions, publicly available on SD 10's [District Plan for Learning website](#) and on the Ministry Student Success website



- The seven small rural districts identified for the Ministry staff that there are significant challenges for small districts with this policy given that the size of cohorts is tiny, and the quantitative data is therefore easily skewed by year-to-year volatility
- The need to use qualitative measures (videos, stories of success, images, etc) to fully communicate the story of student learning is therefore important as we share with our public how we are doing
- The Think Tank also focused on building successful Strategic Plans informed by authentic consultation and regular review, using data and evidence for planning and reporting and connecting these seven smallest districts to help inform the FESL policy
- Our school district is doing well with a strong Strategic Plan informed by deep consultation, regular use of data and evidence to inform annual planning and good results for our learners

8. NES Child Care Centre Needs Assessment Survey and April 8th Open House

- Work continues on building a strong application for funding a NES Child Care Centre
- The Superintendent is working with the consultant on the needs assessment survey which will be available online from March 30th to April 15th and is reaching out to community organizations for support. This work aligns with both Goal 2: Cultivate Community Connections and Goal 3
- We will host a Child Care Centre Open House at NES on April 8th from 7 pm – 8 pm
 - All interested parents and community members are welcome to attend to hear the prospective plans, ask questions, provide input on child care needs, and contribute letters of support (template provided) and be able to fill in the needs survey on site using school district laptops
 - Child care will be provided during this short meeting for families
 - Parents and prospective parents from the Village of Nakusp, Burton, Fauquier and areas surrounding Nakusp who would potentially use the Child Care Centre before and after school,

during summer and school holidays, and through the school year for 0-5 year olds are invited to attend and show their support

- Community engagement, needs survey results and letters of support are key indicators of a successful proposal so we look forward to seeing parents, families and community members at this Open House meeting!

9. Indigenous Education Equity Scans

- In order to better understand the needs of our indigenous learners, the district is hosting equity scan conversations with our indigenous students
- Grade 7-12 students will tell us what is working in their educational programs and what could be strengthened for greater success
- 22% of our learners in SD 10 have indigenous ancestry, a significant number of our learners
- Results for indigenous learners in graduation rates and performance on provincial assessments show some declines in recent years and we aim to strengthen our understanding of the needs of these students by listening to them
- Equity scans are one of the actions identified to respond to the Board of Education's 2019-20 Strategic Plan Priority: Improve indigenous student success and embed cultural programming
- Equity Scans will be held on March 12th at Lucerne and after spring break at NSS
- Thanks to our indigenous students, our Indigenous Education Support teachers and our Director of Learning for their help with this important work which aligns with Goal 1 and Goal 2

10. COVID19 Update

- The novel coronavirus, COVID 19 continues to be monitored by the Ministry of Education and the Ministry of Health with regular updates provided to school districts; the risk remains low in BC
- Some questions have been raised on when or if schools will be closed. To this end, the school district relies on our Public Health partners who would advise school districts if this were merited
- In a March 6, 2020, Deputy Minister's Bulletin, the DM reports that: "At present the Public Health Agency of Canada and the Provincial Health Officer do not recommend school closure strategies for the prevention of COVID-19. Any decisions related to school closures would be made by public health officials in cooperation with school districts and the Ministry of Education."
- The updated [B.C. Provincial Pandemic Coordination Plan](#) is available online
- Priorities for K-12 education include minimizing disruption of services while ensuring student and staff safety with a focus on communications, staffing and continuity of instruction. The Plan references the [Pandemic Response Framework and Pandemic Planning Guidelines for School Districts](#) and the Provincial Health Officer's [School and Daycare Closure Guidelines](#)
- In SD 10, our custodians have been advised to carry on with normal disinfection and cleaning routines as well as to enhance cleaning of surfaces
- Antiviral hand sanitizers in schools are being reactivated and will be installed after spring break
- Communication with our staff and parents will continue as new information is available

11. Edgewood Spheros Olympics!

- Monday, March 2 saw an eager EES Grade 4-7 team of competitors take their math, coding and critical thinking skills to the first SD 10 Spheros Olympics; the learning was fierce and fun!
- Spheros are small round robots which are programmed using computer code and integrate STEM (Science, Technology, Engineering and Math) into classroom learning environments



A Spheros Robot

- Co-led by EES intermediate teacher, Sean Johnston, and NES teacher and coding nerd, Keith Greenhalf, the Edgewood intermediate students engaged in showcasing their amazing skills using Spheros to solve geometry problems, code basic algorithms, and use creative and critical thinking



Teacher Sean Johnston Outlines the Polygon Relay Criteria



EES Spheros coders immersed in the Agility Gymnastics Course

- Three Olympics events were held and teams rotated through each of the event stations with increasing accuracy, demonstrating strong robotics and coding skills:
 - 1) the Regular Polygon Relay
 - 2) the Obstacle Course
 - 3) the Agility/Gymnastics Course
- The Olympics concluded with a Spheros Curling Championship – clearly a highlight as the class clamoured for more time to curl and learn robotics curling strategy



The Spheros Curling Challenge was a thrilling robotic close to an exciting Olympic Tournament!

- Ten teachers on the *Collaborating to Engage All Learners* professional learning team witnessed the entire Olympic championship and served as cheering section while learning about powerful ways to embed technology into mathematics and core competencies and leveraging the teaching strategies demonstrated by Greenhalf and Johnston into their own professional practice
- This initiative aligns with Goal 1 of the Strategic Plan: Enhance Teaching and Learning

1. General

- 1.1. The Board of Education of School District No. 10 (Arrow Lakes) is committed to the highest standards of ethical conduct, integrity and accountability.
- 1.2. This policy reflects the Board's commitment to respecting the public trust while protecting the rights of individuals to fair treatment in safe, secure and supportive working environments.
- 1.3. The Board encourages and supports employees, to report, while acting in good faith, what they reasonably believe to be substantive improper activity.
- 1.4. The nature of conduct which may be considered as reportable may include:
 - the violation of any laws of British Columbia or Canada, including the Criminal Code of Canada;
 - a material breach of the District's Policies;
 - abuse of power or authority;
 - actions detrimental to students or staff;
 - misappropriation of District funds, assets, resources or questionable accounting practices;
 - theft of cash, goods, services, or time
 - fraud or falsifying District records;
 - decision making for personal gain;
 - any intentional, reckless or dangerous practice that could reasonably be expected to cause physical harm to any person or damage to District property; or,
 - retaliation, repercussion or reprisal for reporting under the policy.
- 1.5. The provisions of this policy are independent of and supplemental to, the provisions of collective agreements between the Board and its Unions relative to grievance procedures, and to any other terms and conditions of employment.

2. Duty to disclose

- 2.1. The Board encourages any employee who is aware of or witnesses any improper activity to bring the matter to the attention of the Superintendent or Board Chair. The District will investigate and take corrective actions appropriate to the circumstances.

3. Protections for Employees

- 3.1. All reports under this policy will be handled in the strictest of confidence and personally identifiable information from the report will only be shared to the

extent necessary to conduct a complete and fair investigation according to the law.

- 3.2. Any employee who files a report under this policy will be protected if the employee:
 - believes it to be substantially true;
 - does not act maliciously or make false allegations; and,
 - does not seek any personal or financial gain.
- 3.3. No retaliation, including dismissal or demotion may result from reporting in good faith under this policy.
- 3.4. Individuals who knowingly make a false allegation of wrongdoing and/or who provide false information about a complaint are in violation of this policy and subject to disciplinary and/or corrective action, up to and including termination of employment.
4. Employer rights
 - 4.1. Nothing in this policy shall be deemed to diminish or impair the rights of the District to manage its employees under any policy or collective agreement; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of the information.



SCHOOL DISTRICT 10 (ARROW LAKES) POLICY MANUAL

623– Purchasing Goods and Services

1.0 General

- 1.1. The Board of Education of School District 10 (Arrow Lakes) confirms that its overriding purchasing objective is to satisfy the operational needs of the school district while realizing overall best value for the school district.
- 1.2. The Policy provides guidance for purchasing activities using the principles outlined below.
- 1.3. The Board believes that the purchasing functions should take into consideration:
 - 1.3.1. Application of specialized professional knowledge;
 - 1.3.2. Consideration of district-wide standards;
 - 1.3.3. Utilization of public sector purchasing standards and internal controls;
 - 1.3.4. Procurement of goods and services without compromising a healthy, safe, relevant and aesthetically acceptable learning and working environment;
 - 1.3.5. Provide reasonable opportunities for qualified suppliers and contractors to seek the school district's business;
 - 1.3.6. Efficiency and effective acquisition;
 - 1.3.7. Cooperation with government initiatives and other public authorities when appropriate; and
 - 1.3.8. Realization of best value

2.0 Authority

- 2.1 The Board authorizes the Secretary Treasurer to commit the school district to purchase within the scope of this policy and to create all procedures required to support the implementation of this policy.
- 2.2 The Board recognizes that professional judgement must be exercised in order to achieve an appropriate balance among the Board's principles and assigns to the Secretary Treasurer responsibility for those judgements.

3.0 Conduct and Conflict of Interest

- 3.1 The school district's procurement activities must be conducted with integrity and the highest standards of ethical conduct. All individuals involved in the school district's procurement activities must act in a manner that is consistent with the principles and objectives of this policy and recuse themselves in the event of a conflict of interest.



SCHOOL DISTRICT NO.10 (ARROW LAKES) POLICY MANUAL

240 – Board Representatives and Participation in PACs, on District Committees and Community/Organization Meetings

1.0 General

1.1 The Board of Education welcomes invitations to participate in standing and/or ad hoc committees and community organization meetings as an opportunity to share school district achievements, priorities and challenges.

1.2 The role of trustee representatives of the Board of Education is to act as a communication liaison between the organization or committee and the Board of Education.

1.2 In response to requests from external organizations, the Board will give consideration to naming representatives to these committees. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual interest.

1.3 Trustees will represent the school district's interests as its appointed representative when participating in the work of external organizations on school PACs or school district committees.

1.3 Matters designated as confidential by the Board will not be disclosed, disseminated, published or communicated in any manner by any trustee without the prior authorization of the Board.

1.4 Designated trustee representatives will report back to the Board.

1.5 To facilitate successful participation, those individuals or organizations sponsoring such meetings are supported by the following guidelines.

2.0 Guidelines

2.1 Invitations for ad hoc meetings should be extended with as much notice as possible and should include an overview of the nature of the meeting and any information requested of the Board.

2.2 Where possible, agendas for meetings should be provided in advance, and preferably at least two weeks before the meeting.

2.3 In accordance with its procedural by-law, the Board will publish a list of trustee representatives appointed to committees including community organizations or agencies on the District website.

1.0 General

- 1.1 The Board recognizes that school facilities may become surplus to the Board's needs, and eligible for disposal.
- 1.2 In order to reduce operating costs and gain efficiencies, the Board will consider the sale or lease of its surplus properties provided that they will not be required for future educational and/or operational purposes.
- 1.3 The method of disposition of surplus properties will be through a public process; this may include:
 - 1.3.1 public advertising (newspapers and District website);
 - 1.3.2 public tender;
 - 1.3.3 public auction;
 - 1.3.4 request for proposals; and
 - 1.3.5 listing with real estate agencies.
- 1.4 The Board will apply the following criteria regarding disposals:
 - 1.4.1 The decision to sell or lease the property is consistent with Ministry policy and regulations.
 - 1.4.2 There is a supportable business case for selling the property that articulates highest and best use.
 - 1.4.3 Any dispositions will be at fair market value. Fair market value means the amount, price, consideration or rent that would be obtained by the Board in an arm's length transaction in the open market between willing parties acting in good faith.
 - 1.4.4 That considerations regarding market value, and highest and best use could be superseded if:
 - 1.4.4.1. The property could generate ongoing funding for the district through an educational partnership, or the property could generate ongoing funding, savings, or provide shared services to the district through partnership with other public bodies.
 - 1.4.4.2 The property has a history of a community relationship and past-usage with a committed organization in the community.
 - 1.4.4.3 The property is the only public facility in the community that is suitable for community use.
 - 1.4.4.4 The planned use of the property would have significant positive effect on a large number of the citizens that could not be gained in other ways.

2.0 Procedures

- 2.1 Prior to requesting Ministerial approval for the disposal of surplus property, the Board will:

- 2.1.1 Engage in broad consultation regarding disposal and alternatives for local and community use.
- 2.1.3 **Contract up to two** independent Property Appraisals by licensed property appraisers.
- 2.1.4 Secure statements of environmental issues relating to the property.

DRAFT

1.0 General

- 1.1 The intention of this policy is to provide equitable transportation for students who live beyond a regular bus route.
- 1.2 The Board will assist in the payment of transportation for students who live in School District 10 (Arrow Lakes) and who are not served by a regular bus route to their school.
- 1.3 Transportation assistance will be paid to families living further than 4 kilometres for Kindergarten to Grade 3 students, and 4.8 kilometres for Grade 4-12 students from the nearest school bus stop, or a school facility if a bus route does not transport students to their school.
- 1.4 "Transportation" means daily transportation from the student's home to the school of enrolment or nearest corresponding bus stop to their school as per district approved daily bus routes.
- 1.5 Transition days to full-day Kindergarten in early September are covered under this policy.

2.0 Regulations

- 2.1 It is the intention of this policy to provide assistance for the cost of student transportation, and not to pay the total cost of transportation.
- 2.2 In order to qualify for assistance each year, the student's parent or caregiver must make application to the Secretary-Treasurer using the District Transportation Assistance form.
- 2.3 Continued payment of the Transportation Assistance is dependent upon the student's regular attendance at school. Irregular attendance by the student may result in discontinuation of payment.
- 2.4 Transportation Assistance rates, **including a maximum daily rate** shall be as approved by the Board of Education. The reimbursement for Transportation Assistance will be for kilometres from home to the school of enrolment or nearest bus stop corresponding to their school, minus 4.0 kilometres for a Kindergarten to Grade 3 student, and 4.8 kilometres for a Grade 4 to 12 student.
- 2.5 Full responsibility for safe transportation and insurance coverage rests with the student's parent or caregiver.



**EPC / Regular Meeting of the Board
March 10, 2020**

Policy Committee Updates and Recommendations

Re: Notice of Revision and/or Abandonment of Board Policies

Recommended for Revision

1) Policy 240 – Board Representatives and Participation in Community/Organization Meetings

The proposed revision is to update the Policy to provide clarity on the role of Trustees on Community/Organization Meetings as well as PAC and school district committees. Adding a reference to PAC and school district committees to Policy 240, aligns the role of the Board representatives on all committees.

2) Policy 641 – Disposal of Land or Improvements

The proposed revision is to change the language regarding appraisals to reflect: “Contract up to two independent Property Appraisals” as this will enable more flexibility in property disposal while still ensuring prudent oversight on property assessment. The proposed change also recognizes that real estate agents are engaged in assisting to assess fair market value given the local real estate market adding an additional check and balance.

3) Policy 680 – Transportation Assistance

The proposed revisions include changes that remove limitations for families to access transportation assistance where a bus route does not exist. Additionally, the proposed policy revision recognizes SD10’s remote and rural context and sets maximum transportation assistance daily rate limits. This enables greater sustainability in providing transportation assistance as well as fiscal sustainability.

New Policies Recommended for Approval

4) Policy 530 – Whistleblower

This policy aligns with other policies and practices in the district that are enshrined in Board policy, District Protocol, or collective agreements for current employees who bring forward concerns. The proposed policy allows employees of the district to report egregious acts and have these egregious acts investigated. The policy notes that reports brought forward in good faith will be investigated and that the employee who brings forward the concern will be treated in a safe, secure and supportive working environment.

5) Policy 623 – Procurement

This policy has been created to reflect the Board’s and the District’s commitment in purchasing aligned with the operational needs of the school district while realizing overall best value for the school district.