



EDUCATION PARTNERSHIP COMMITTEE SCHOOL DISTRICT 10 (Arrow Lakes)

MINUTES

School Board Office

Date: Tuesday September 18, 2018
6:00pm

PRESENT:

- MEMBERS:** L. Brekke, Q. De Courcy, J. Struck, R. Farrell, N. Graves (ALELA), R. Bardati (ALTA), H. Jordan (Lucerne Student), C. Farrell (Lucerne Student)
- STAFF:** T. Taylor, L. Newman, M. Grenier
- REGRETS:**
- OTHER:** M. Hibberson, B. Cook, P. Gajda

1. CALL TO ORDER:

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

Acknowledgement of Territory:

I wish to acknowledge the ancestral, traditional and unceded Aboriginal territories of the Interior Salish Peoples, and in particular, the Sinixt on whose territory we work, live and play, the Okanagan Band to the West, the Shuswap to the North and the Ktunaxa to the East.

2. ADOPTION OF AGENDA:

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

CARRIED

3. PRESENTATIONS:

- a) School Growth Plans
 - a. NSS and BAS, Principal Peter Gajda
 - b. NES, Principal Mike Hibberson
 - c. LESS and ALDL, Principal Nick Graves
 - d. EES, Vice Principal Brent Cook

- b) Strategic Plan Progress and Priorities

4. REPORTS:

- a) DPAC
No report

- b) ALELA (N. Graves)
 - Report attached

- c) STUDENTS (Lucerne)
 - Upcoming events include: Harvest Festival, Garden Completion, and Cross Country Running Event (Lucerne School Calendar <http://less.sd10.bc.ca/calendar/>)
 - Planning a Halloween Dance with open invite to NSS students
 - Terry Fox run is scheduled for Thursday September 27, 2018
 - Info learning week in Revelstoke and Skaha which will include rock climbing and geology with alternate options for other students
 - Students report that they are very happy with the new electives!

- d) ALTA (R. Bardati)
 - Welcome to the new teaching staff: Jared Strand, Tori Reid, Andrea Volansky, Prahnee Ambler, Mark Lada, and Donna Hicks
 - 2018-2019 is a bargaining year as the current Collective Agreement concludes June 2019. Our collective goal is the students!
 - Curricular Support Day on September 21, 2018 and October 19th is a Provincial Day.
 - SD10 teachers are part of the West and East Kootenay Zones. Zone meetings are scheduled for Oct 12 – 13, 2018
 - New Teacher Orientation taking place on Tuesday September 25th, 2018.

- e) CUPE, Local 2450
No report

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

- a) Superintendent Report (report attached)

The Superintendent/Secretary-Treasurer Report was deferred to the Regular Meeting for presentation.

6. POLICY MATTERS:

Nil

7. OTHER:

Nil

8. Recommendations to Regular Meeting:

Nil

9. ADJOURNMENT:

The meeting was adjourned at 7:08pm.

Lucerne's Growth Plan

School Growth Plan Goals

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.

These, however, just tell us the direction, they don't show us the destination

We believe that our school environment should:

- Be a kind, compassionate safe place that values learning and all needs of students
- Be a welcoming community that values communication, cooperation, and diversity
- Embrace a culture of outdoor play and spaces
- Involve the community, staff and students working together to create a welcoming positive climate and culture inside the school and outside in the greater community

We want our students to:

- Be compassionate, connected and confident in being able to question.
- Rise to the challenge by using self-regulation to follow their curiosity and make a difference
- Recognize that it is ok to accept help, and that failure is part of the learning process
- Have positive growth that is based on self-awareness, self-regulation, self-assessing, and risk taking
- Assess their learning through a growth mindset lens, which celebrates GRIT (Growth, Resiliency, Integrity, Tenacity)

We believe that powerful teaching and learning:

- Is grounded in sound pedagogy that honors students gifts and involves an authentic relationship with community
- Comes from inspired students and staff who are engaged, passionate and excited, and use differentiated learning to meet all learners based on students strengths, needs, and interests
- Is structured and scaffolded for student success

We believe assessment should:

- See all students — recognize where they started and how they have improved — through collaboration, showcasing, and sharing with the greater school community
- Involve Students who are happy, excited and proud of their learning
- Be based on assessment for learning strategies

How are we creating this

Literacy Portfolios

- We are bringing excitement back to the writing process, and engaging students in
- Concentrating our resources once a week, our students are broken into pods and engage indeliberate practice based on their strengths and goals they set with their teacher
- The goal is to build student literacy skills through practices that encourage self-reflection, and make their learning visible

Diverse Programing with a Focus on Academics

- We are trying to offer as many different pathways to success as possible, this is difficult in a small school but we are trying to utilize our flexibility
- Students in grades 5 to 12 will have the opportunity to take robotics/coding once a week
- Students in grades 7 to 12 can take courses in carpentry, metal work, electronics, foods, digital music and music recording, or cafeteria training
- Plus more... drama, film/media studies, gardening, drafting, and textiles are all being offered

Expanded Class Reviews and ALSUP

- We want to get a more robust view of our students and clearly identify how to support our students
- We will be meeting three times this year to do an in depth examination of our classes to identify strengths, and how we can leverage these strengths to support student need
- We are also introducing the Assessment of Lagging Skills & Unresolved Problems or ALSUP, a program developed by Dr. Ross Green, to help students be more successful in meeting the expectations and challenges of school

Experiential Geology Trip

- Geology 12 is a new course available to be trialed this school year
- This course will be offered as a field study with students taking multiple prep classes, and then going on a week long field study followed by which they will complete an in depth project to demonstrate their mastery of the subject

Percussion

- For two weeks in Feb/Mar our entire school will take lessons in percussion with a professional instructor
- Interested high school students will have the chance to take an hour extra of instruction after school
- At the end of the two weeks they will put on a concert for the community and their parents
- This is an opportunity to build the student's growth mindset, and provide them a visible demonstration of their learning

Outdoor School Days

- We want to develop the idea that learning doesn't just happen in school and during school hours
- To help foster this idea we are taking our whole school outside, and will be having normal school days in diverse locations
- The first day we will going to centennial park and running through our normal time table, with classes happening just as they would if we are inside the school
- The other two days will occur in the winter and spring, and we will leverage the different seasons, as well as the unique locations we have at our disposal

Arrow Lakes Distributed Learning Growth Plan

School Growth Plan Goals

Goal #1: To continue to develop the ALDL Resource Library.

Goal #2: To continue to enhance communications between parents, students, and school personnel.

Goal #3: To promote assessment for learning methods within the Student Learning Plans, including student inquiry.

Goal #1: To continue to develop the ALDL Resource Library.

- We have focused on building reusable high cost resources, last year we purchased a computer for video editing, as well as multiple two SLR and four point and shoots
- We have also created a more comprehensive cataloguing and check out system

Goal #2: To continue to enhance communications between parents, students, and school personnel

- We have created a new student parent handbook
- We are updating our website to provide a more robust look at how our school operates
- We have engaged the secondary students in meetings, and a survey about how we can create a more engaging learning experience for them
- We are also encouraging the development of a PAC

Goal #3: To promote assessment for learning methods within the Student Learning Plans, including student inquiry.

- Our student learning plans have been redone to better support assessment for learning, and also to better reflect the requirements of the new curriculum
- We have also tried to provide guidance for parents and students in planning out how they will meet their educational goals with sample student learning plans
- In development are goal planning sheets, and graduation planning sheets to help give high school students more ownership over their learning and growth

NES Growth Plan

2017-2020



Our Goals

Goal #1

--Improve our students' social and emotional well-being according to the Core Competencies.

Each class will use the Class Review process to identify the competencies and apply strategies they will focus on. Evidence of growth will be reflected by classroom assessments and the annual administration of the Middle Year Developmental Instrument (MDI).

Goal # 2

--Improve our students' mathematical thinking; specifically, understanding math in conceptual ways.

Students shall acquire numeracy skills and build proficiency in math language so they can apply their skills to solving problems and making real world connections. They will be able to express their math understanding through words, numbers, symbols, real life problems, graphics, models, and manipulatives.

Goal # 3

--Improve our students' ability to write effectively across a range of genres.

Students shall focus on the seven writing traits through a genre based lens to build their writing skills and improve their ability to communicate their ideas effectively and purposefully.

Goal #1 Social and Emotional Learning

Why?

Staff has been very cognizant of the social/emotional challenges of our students. Staff are concerned around the high levels of anxiety displayed by some of our students, challenges being dealt with from home environments, and how a great population of our students need some support in creating healthy relationships.

What are we doing?

Our staff have been working with the “Zones of Regulation”, “MindUp”, and “FRIENDS” programs. The Zones of regulation builds a foundation for understanding a recognizing emotions. It focuses on building a healthy understanding of their emotions while equipping students with strategies for emotional self-regulation. MindUp ad FRIENDS both use research based methods rooted in neuroscience and counselling psychology to teach students how to gain control and have an understanding of their own mental health and the well-being of others.

We are also focusing on creating opportunities for students outside the curriculum and building a healthy inclusive school culture. This includes intramurals, after school clubs, and school sports.

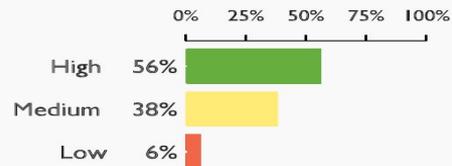
How is it going?

Students are learning the language around self regulation and emotions. This is language you can hear around our school and helps students resolve issues and reduce negative interactions. We look forward to seeing the results of the MDI assessment this year.

MDI Data Social and Emotional Learning Grade 4

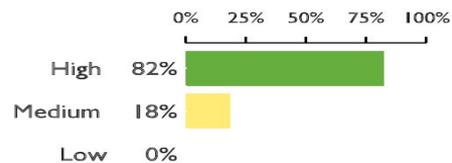
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."



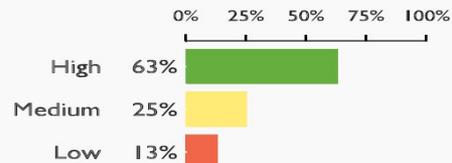
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g. "I care about the feelings of others."



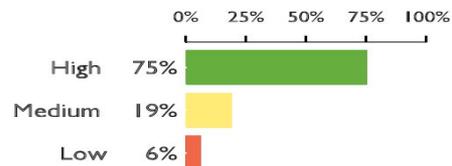
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."



SELF-ESTEEM

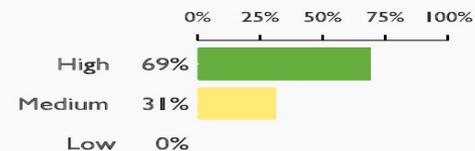
Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."



MDI Data Social and Emotional Learning Grade 7

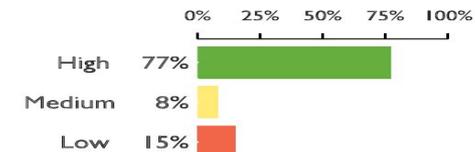
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."



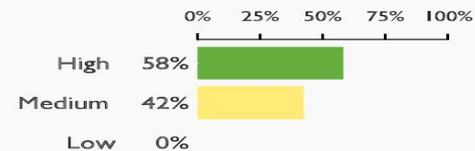
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g. "I care about the feelings of others."



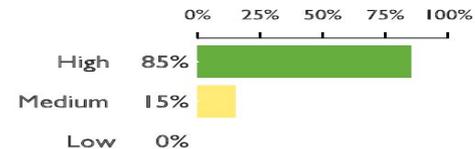
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."



SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."



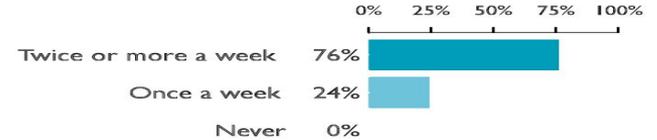
School Culture

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3pm-6pm), how many days did you participate in:

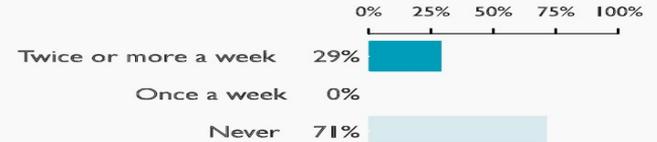
ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. (e.g. educational lessons, youth organizations, music or art lessons and sports practice)



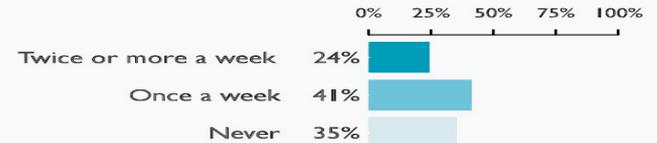
EDUCATIONAL LESSONS OR ACTIVITIES

For example: Tutoring, attending a math school, foreign language lessons, or some other academic related activity.



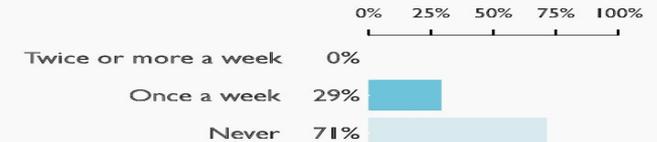
MUSIC OR ART LESSONS

For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.



YOUTH ORGANIZATIONS

For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.



Goal #2 Math

Why?

The redesigned curriculum focuses on deeper conceptual learning in Math. Finding different ways to represent learning and building Number Sense are keys to student success. The Northern Lights Assessment is effective for gathering information on how students are able to represent their Math knowledge in discrete areas in a number of ways. Through this assessment it became clear many of our students were not meeting expectations.

What are we doing?

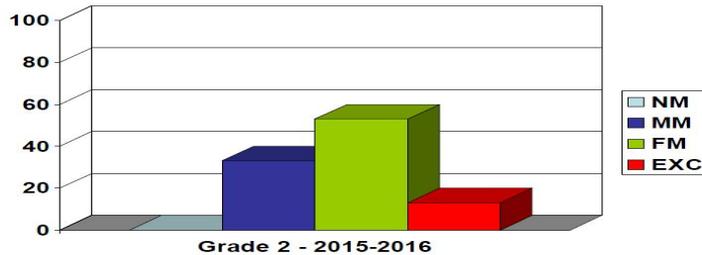
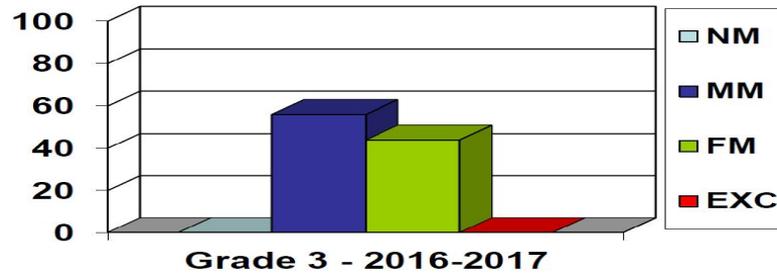
Staff emphasize instructing math in more conceptual ways, encouraging students to think about Math in real world situations and to represent their learning in a variety of ways. We are focussing on building Number Sense and school wide Vocabulary that students carry through their years of study. At the primary years we hope to build fluency in operational and mental math to help students master these foundational skills to help them focus on conceptual math at the intermediate levels.

How is it going?

By using the Northern Lights Assessment as a formative tool, students are improving on their ability to represent their knowledge in a variety of ways. This year we have put a bit more focus on the foundational skills and meeting as a staff to make sure that all skills are being practiced and taught. We hope to see some positive results in this year's coming assessments.

Math Assessment Data Current Grade 5

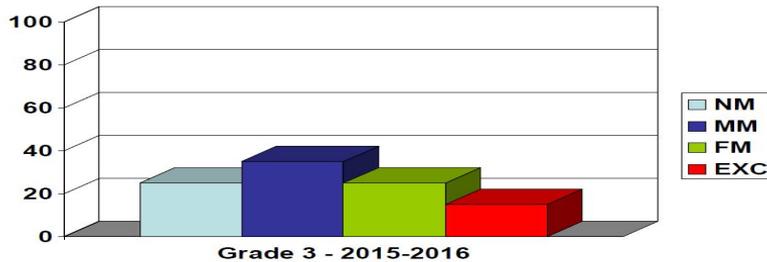
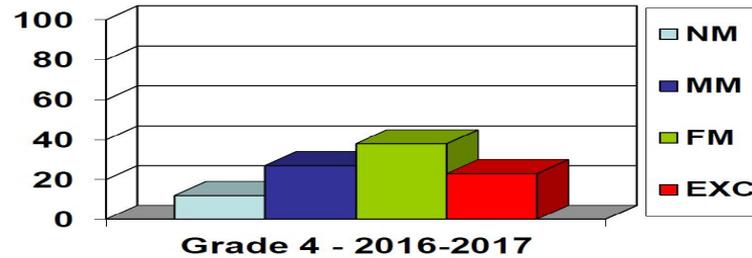
School District 10 (Arrow Lakes) NES Math Writing



2014-2015 Grade 1
Incomplete Data

Math Assessment Data Current Grade 6

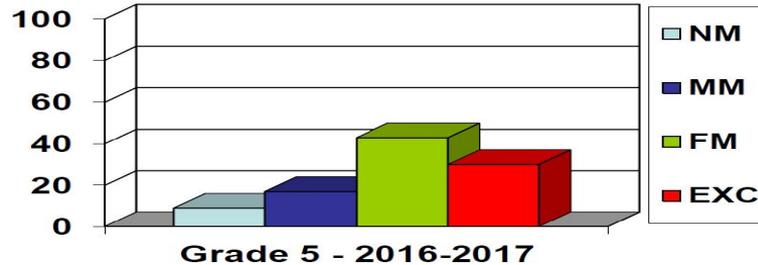
School District 10 (Arrow Lakes) NES Math Writing



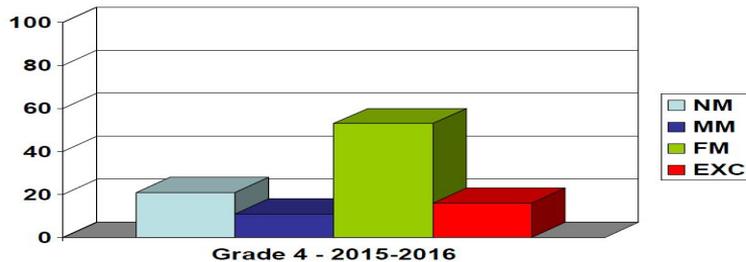
2014-2015 Grade 2
Incomplete Data

Numeracy Assessment Data Current Grade 7

School District 10 (Arrow Lakes) NES Math Writing



*2016-2017 Math Achievement Results
Participation Rate – 100%, 23/23 students*



*2015-2016 Math Achievement Results
Participation Rate – 95%, 19/20 students*

2014-2015 Grade 3
Incomplete Data

Goal #3 Writing

Why?

During the 2017/2018 school year, staff noticed a distinct lag in our students Literacy performance, particularly in the area of writing. This was clear by examining FSA data as well as the District Writing Assessment. It was identified that students have little understanding of how to produce effective written evidence of their ideas in a variety of genres.

What are we doing?

Staff are working on a book study of “The Write Genre”. This approach links the 6 traits through the lens of different genres of writing. Staff and students will be focusing on the genres simultaneously in a school wide collaboration. Celebrating and sharing learning will be at the heart of this shared learning voyage.

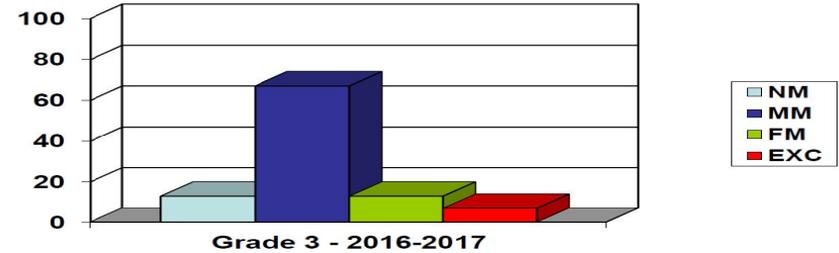
How is it going?

This is a new goal this year so we hope to see some results in the District Writing Assessments in Spring of 2018.

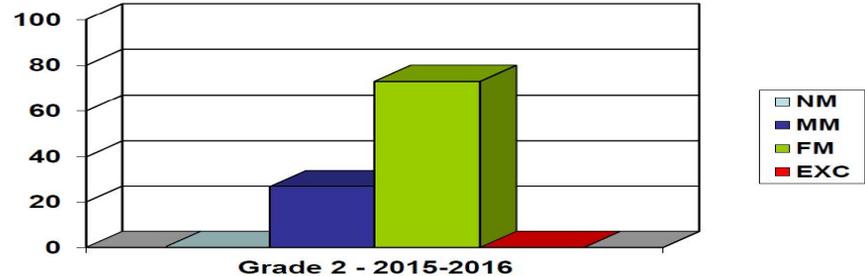
Writing Assessment Data Current Grade 5

School District 10 (Arrow Lakes) NES District Writing

2016-2017 Writing Achievement Results
Participation Rate – 88%, 15/17 students

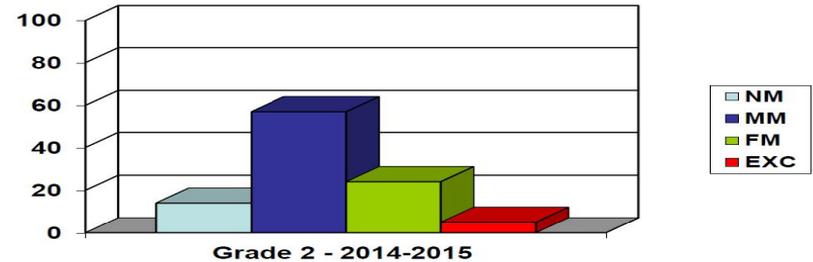
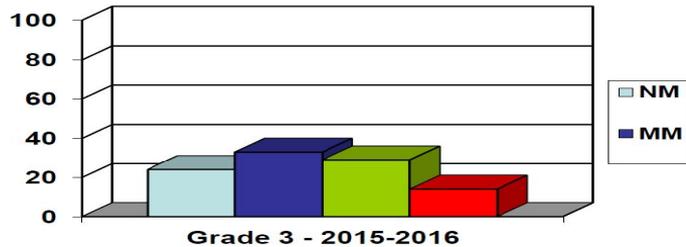
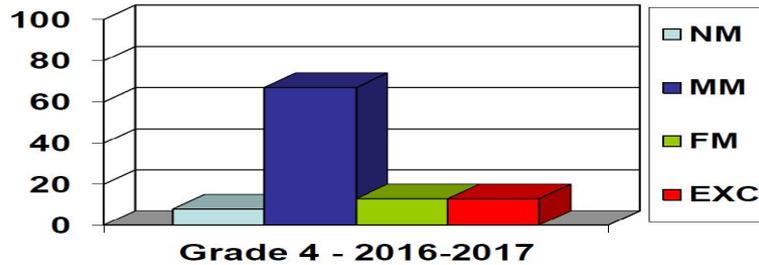


2015-2016 Writing Achievement Results
Participation Rate – 88%, 15/17 students



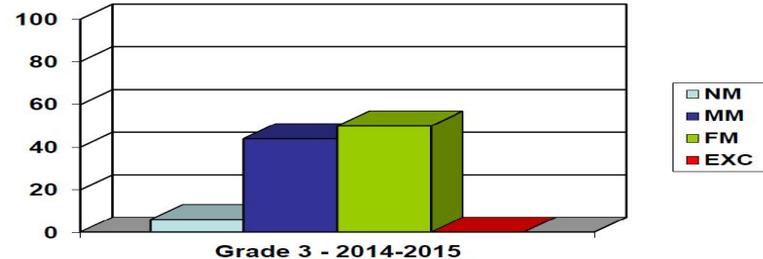
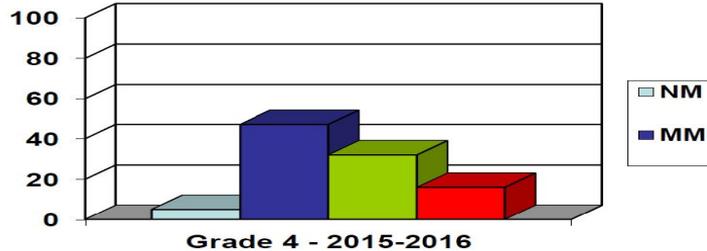
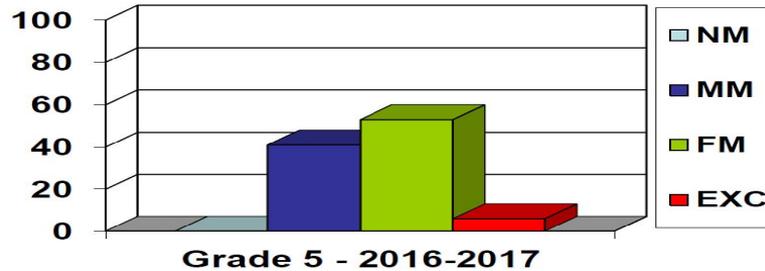
Writing Assessment Data Current Grade 6

School District 10 (Arrow Lakes) NES District Writing



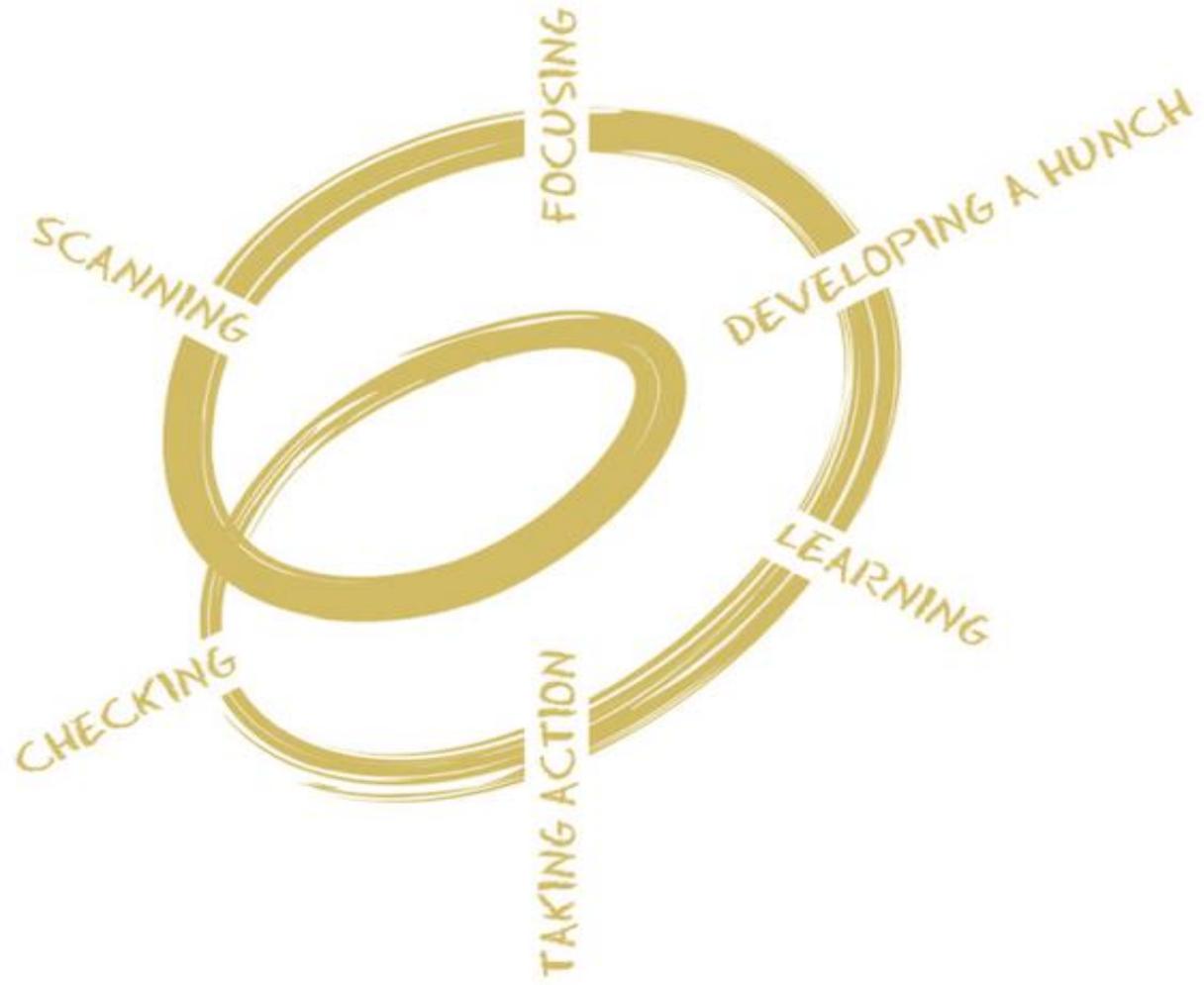
Writing Assessment Data Current Grade 7

School District 10 (Arrow Lakes) NES District Writing





**Nakusp Secondary School
Growth Plan
September 2017 - June 2020**





INQUIRY QUESTION

Will academic achievement improve in our school when we focus on success for all learners?



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.

KEY LEARNINGS FROM DATA

- Data shows an increase in student's positive attitude towards school
 - Student Learning Survey
 - Annual School Wide Guided Question Activity
- Higher academic standards
 - LC Course completion rates increased
 - More student success academically
 - Students choose to study academic courses

KEY LEARNINGS FROM DATA

- Students at NSS are succeeding close to or above the provincial average
 - English 12 provincial exam
 - Grad Numeracy Assessment

KEY LEARNINGS FROM DATA



- Students have slipped in literacy across the board
- Students continue to have a reasonable chance of accessing curriculum reading material at grade level as the majority are minimally meeting expectations or better



PROFESSIONAL LEARNING

- Teacher Tuesday's – Year 3
- Development of Core Competency Assessments
- Mental Health Professional Development Workshops



PROFESSIONAL LEARNING

- Development of School Wide Numeracy Assessment
- Develop of Scope and Sequence for Literacy Skills in all subjects

TAKING ACTION

- BUILDING RELATIONSHIPS
 - Climate and Culture

TAKING ACTION

- ASSESSMENT

- Learning Outcomes

- School-wide initiatives

TAKING ACTION

- ACADEMIC INTERVENTIONS
 - I-Forms and parent contacts
 - Homework club
 - Support blocks
 - Peer Tutors



TAKING ACTION

- Personalize learning pathways



TAKING ACTION

- SCOPE AND SEQUENCE FOR BASIC LITERACY SKILLS



TAKING ACTION

- FIRST PEOPLES PRINCIPLES OF LEARNING

QUESTIONS?



**Burton Academy School
Growth Plan
September 2017 - June 2020**

Challenges

- No PAC
- No historical school plan year
- Only two courses
- Data collection is difficult
- No program running this year

GOAL

- Increase enrollment in Senior Outdoor Education Program



PROFESSIONAL LEARNING

- Diversify Staff & Skills
- Professional Certifications



QUESTIONS?



EDGEWOOD ELEMENTARY SCHOOL

2017/18 YEAR REPORT TO THE BOARD

TUESDAY, SEPT 18, 2018

EES staff decided that the two main goals for the School Growth Plan of 2017-20 would be:

- 1. Numeracy-** Improve our students' mathematical thinking; specifically, understanding math in conceptual ways.
Students shall acquire numeracy skills and build proficiency in math language so they can apply their skills to solving problems and making real world connections. They will be able to express their math understanding through words, numbers, symbols, real life problems, graphics, models, and manipulatives.
- 2. Social and Emotional Well Being-** Help our students to develop positive interpersonal skills and provide opportunities for individual personal development contributing to emotional well-being.
Students with the ability to self-regulate emotionally are better able to focus on their studies. Students who are empathetic and able to build and maintain positive social relationships are better able to contribute to a constructive learning environment.

Preliminary suggestions for Taking Action

Taking Action	Strategy to implement	How have we done?
Numeracy	School Wide Challenge Events with focus on Numeracy	
	Project Based Activities in Numeracy	
	Increasing the real-world content of Math lessons	
	Developing positive mindset and collaborative approaches to problem solving	
Social Emotional Well Being	Counsellor in class more for social games	
	More multi-school activities – Take Me Outside Days	
	Increased diverse learning opportunities to meet the needs of students	
	More visits to NES and NSS for planned onsite activities	



NUMERACY

District
Assessment
Numeracy
2015-2016

12% NY
41% MM
29% FM
18% EE

District
Assessment
Numeracy
2016-2017

29% NY
29% MM
29% FM
12% EE

**District
Assessment
Numeracy
2017-2018**

**5% NY
42% MM
42% FM
11% EE**

FSA
Numeracy
2016-2017

20% NY
70% FM
10% EE

**FSA
Numeracy
2017-2018**

**25% NY
50% FM
25% EE**



LITERACY



District
Assessment
Reading
2015-2016

7% Not Yet
40% Min Meet
27% Fully Mt
27% Exceed Exp.

District
Assessment
Reading
2016-2017

7% Not Yet
47% Min Meet
33% Fully Mt
13% Exceed Exp.

District
Assessment
Reading
2017-2018

5% NY
43% MM
38% FM
14% EE



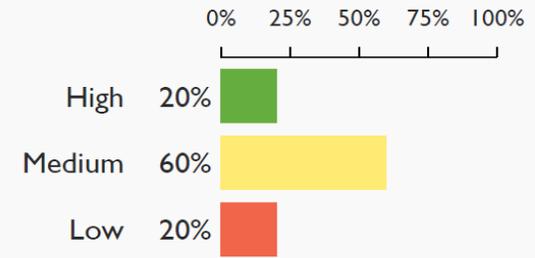
SOCIAL EMOTIONAL





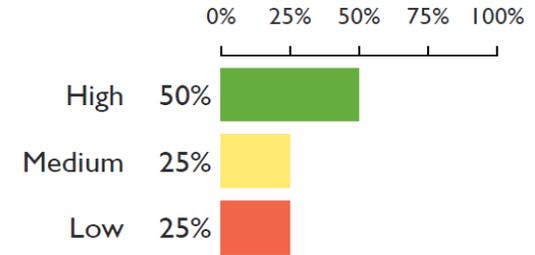
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."



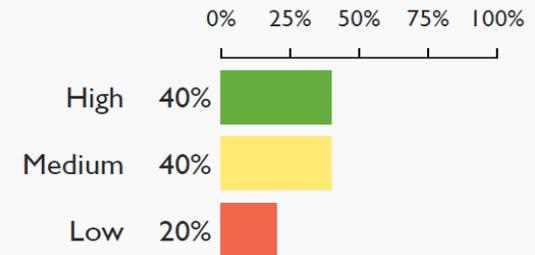
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g. "I care about the feelings of others."



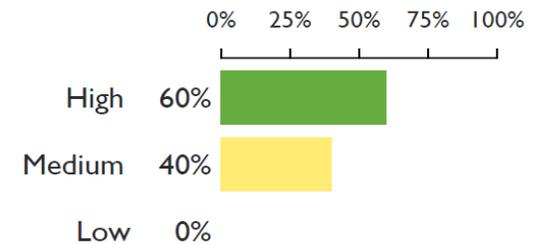
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."



SELF-ESTEEM

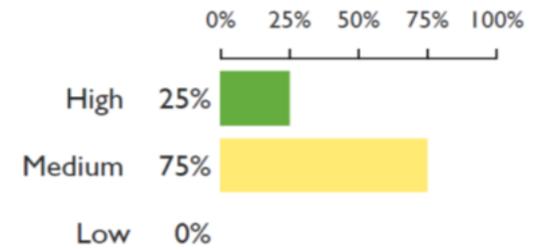
Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."





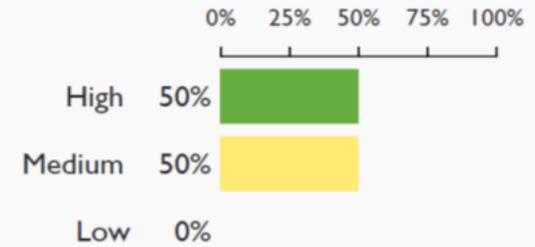
SELF REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g. "If something isn't going according to my plans, I change my actions to try and reach my goal."



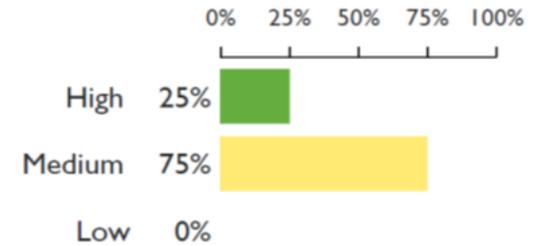
SELF REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g. "I can calm myself down when I'm excited or upset."



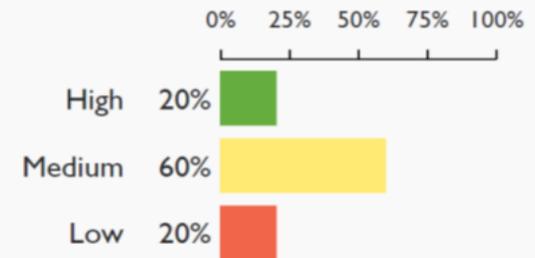
RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g. "When I make a decision, I think about what might happen afterward."



SELF-AWARENESS

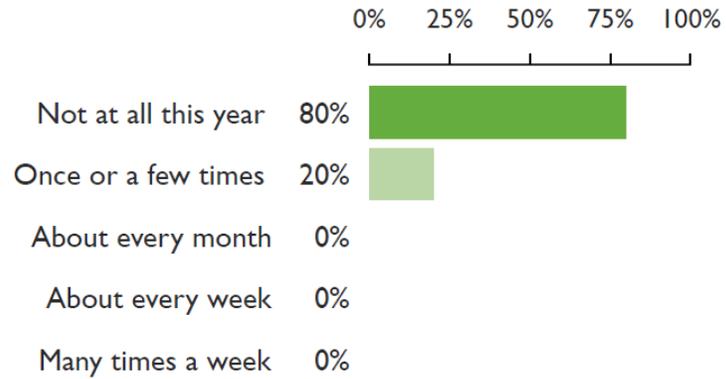
Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g. "When I'm upset, I notice how I am feeling before I do something."



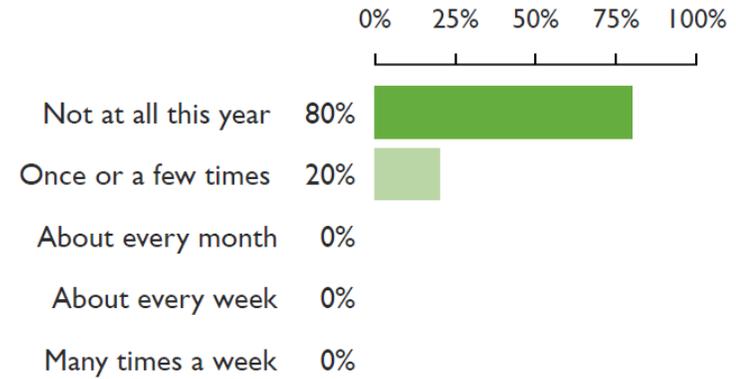
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: 'During this school year, how often have you been bullied by other students in the following ways?':

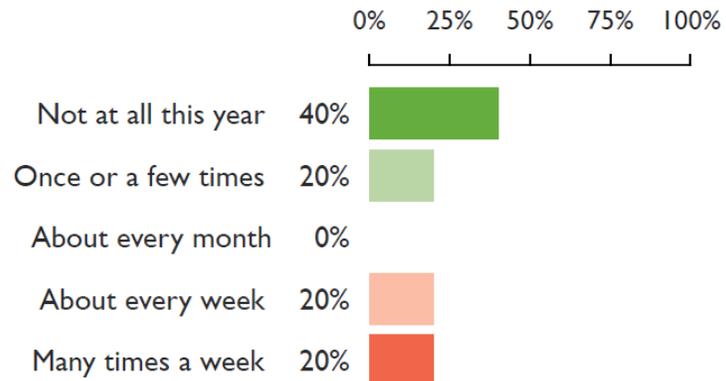
CYBER



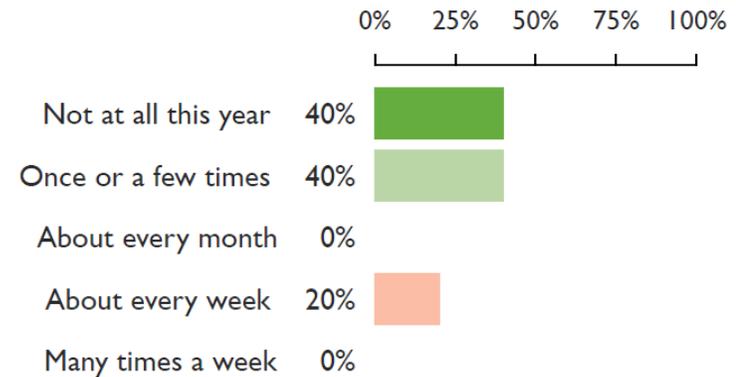
PHYSICAL



SOCIAL

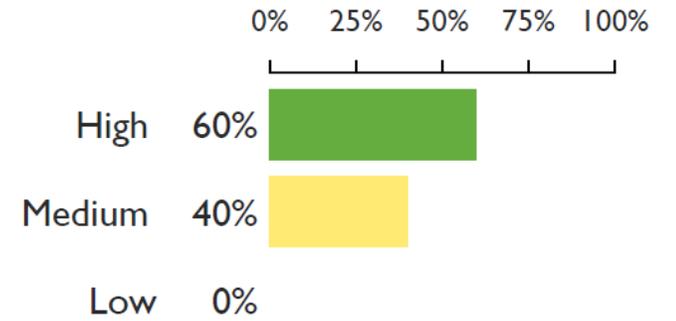


VERBAL

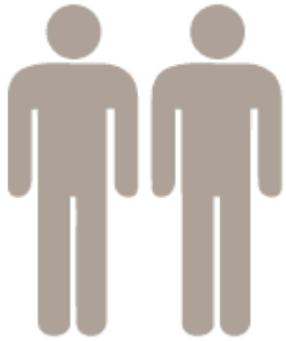


ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



NUMBER OF IMPORTANT ADULTS AT SCHOOL



40%

2 or more



40%

One



20%

None



FOCUS ON ABORIGINAL CONTENT & PRINCIPALS OF LEARNING







FIELD TRIPS OUTSIDE OUR COMMUNITY





MORE VISITS TO NES AND NSS FOR MORE PLANNED ONSITE ACTIVITIES





MAKER DAY





SCHOOL DISTRICT 10 SPORTING EVENTS





TEAM ARROW LAKES @ ROBOGAMES





CREATING A FUN AND SAFE PLACE TO LEARN





RE-OPENING BURTON ELEMENTARY SCHOOL TREE PLANTING



ALELA Report – September 18, 2018

Nakusp Elementary School

- A great start to the year for Nakusp Elementary. We have many new faces and have 171 students enrolled. We have 8 divisions this year with all but 2 classrooms multi grade. We have some new staff as well: Andrea Volansky is our new Classroom Support Teacher, Prahnee Ambler is filling in for PE, and Jared Strand will be working as our Aboriginal Education Teacher.
- Our Terry Fox run was Friday September 14th and our whole school participated. We have our Tryathlon coming up on Friday September 28th.
- Some things we are looking forward to include our Thrive after 3 clubs from 3 to 4 Monday to Thursdays. This program, hosted by NES teachers, will offer a variety of activities to students starting in October. We will also be starting our intramural program in October as well with lunch hour sports for both Primary and Intermediate students. NES will have some music happening as well this year with both Sheri Boswell and Kelly Coubrough joining us to work with our students.
- NES will have our Open House on October 4th complete with class visits, book fair, and cake walk. Hope to see you all there!

Burton Elementary School

- We had a great opening day.
- Planted a tree to commemorate the re-opening and then had a BBQ.
- We are looking at setting up a school culture at BES with the students at the centre and ownership the key.
- We will be working on the concept of school mascots and colours as an identity piece as we did in Edgewood.

Edgewood Elementary School

- We will be expanding on the school culture piece this year. We are looking at a school motto/slogan first by introducing the topic and then having the students explore ideas with us.
- The Terry Fox run will be at the end of the month this year as we are going to try and honour Terry by fundraising a dollar per resident of Edgewood. We have set our goal at \$500.00.

Lucerne Elementary Secondary School

- Students and staff are excited to be back at school, and there is a strong positive vibe throughout the school
- We have welcomed three new teachers to our school to replace Signy Frederikson's position: Donna Hicks, Jared Strand, and Mark Lada
- Welcome Back BBQ was well attended, we cooked 120 hamburgers, and 60 of the veggie variety
- There was a rash of vandalism over the summer, and to help combat this the school has been working with the RCMP, and the PAC has approved the placement of cameras to cover the fields around the school
- Three of our high school students have joined the soccer team up in NSS, and we thank Jarret and Peter for making that happen
- Harvest Fest is on Sept. 28th, and all are welcome to attend
- One of our former students has been diagnosed with bone cancer, so we are organizing our biggest Terry Fox run to date, the school goal is to raise \$1000
- K to 6 Swimming lessons begin on Oct. 5th
- Our first outdoor learning day will be held on Oct. 9th or 10th depending on the weather

Nakusp Secondary School

- Great to be back and we look forward to continuing to enhance the positive climate and culture at NSS
- We are excited to have 2 former staff return: Dom Raso coaxed out of retirement to teach Math and Tori Reid, a recent WKTEP teacher candidate, teaching Math and Science
- Our open house will be scheduled for the first week of October (date TBD)
- Terry Fox run is this Wednesday, organized by our PE 11/12 students
- All five of fall teams are up and running in soccer (2) and volleyball (3)
- Plans for the Climbing Wall are still moving forward
- Grade 10-12 students attended the Alberta PSI this afternoon at NSS, and are looking forward to the BC PSI Day in New Denver in October
- School has received funding for a CPR mannequins and an AED machine, as well as training for interested district staff
- Thanks to Kootenay Savings Credit Union, Nakusp Rotary and ACT Foundation of Canada



World Class Learning in a Rural Environment

September 18, 2018
Superintendent/Secretary Treasurer Report
*Presented at the Education Partnership Committee,
 and Regular Meeting of the Board of Education*

1. September Enrollment notes – Enrollment is increasing!

- Current enrolment at our schools is close to our forecasts, but up overall due mostly to an increase at NES as follows:

2018-19 Enrollment Projections (by Headcount)	2018-19 September 14 Actual Enrolment (by Headcount)
NSS – 123	NSS - 124
NES - 153	NES - 171
Lucerne – 91	Lucerne - 86
EES – 15	EES – 13
BES – 13	BES – 12
ALDL – 40	ALDL – 32 (with more registrations pending)
Total: 435 students	Total: 437 students

- **This is the first year in over fifteen years that enrolment has increased slightly rather than declined in School District 10!**
- Had there been available housing available for families, there would have been 13 additional students at Lucerne registered this fall, but those families were unable to find rental accommodation
- Lack of year round rental accommodation for families is also impacting Nakusp's school enrollment
- June's FTE count is 425 (down 10.47 FTE since September 2017)
- In September 30th, 2017, 1701 Head Count enrollment was 435.47 FTE students, a decline of 7 FTE enrollment since September 2016; in June 2017 we were at 425 FTE Headcount

My Education BC: Student Enrollment Numbers

As of: Sept 14

Grade:	Gr.K	Gr.1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr.1 0	Gr.1 1	Gr.1 2	TOTALS
ALDL	1	1	3	0	3	3	3	2	1	2	1	5	7	32
BES	4	3	4	2										12
EES	1	1	1	1	1	0	6	2						13
LESS	8	7	5	4	9	5	11	8	7	4	8	5	5	86
NES	25	11	14	26	21	21	28	24						170
NSS									22	33	28	20	21	124

TOTAL Per Grade 39 23 28 33 34 29 50 37 30 39 37 30 33 437

District Total

2. New Graduation Program in BC for Grade 10s

Superintendent's Report – September 18th, 2018

- A new Grade 10 curriculum began this fall with Grade 11-12 to be implemented in 2019-20
- Our teachers, school leaders and parents are excited about the changes in the curriculum
- The Graduation Implementation Guide supports integration of the new grad program and shows the changes between the old and new grad programs:
<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/graduation-implementation-guide.pdf>

3. Lucerne Playground Upgrade

- Ministry funding of \$90,000 for Playground Grant to replace old and unsafe playground equipment at Lucerne Elementary Secondary School was awarded in June
- The school Principal, Manager of Operations, and Superintendent met at the school to gather parent, student and community input on Monday evening, June 25th
- Possible design ideas for new playground equipment were shared with the parents, students and staff present at the meeting
- Students at the school have submitted drawings and ideas of their goals for the playground changes and plans to order the equipment based on their input are being made

4. NSS Climbing Wall Update

- Grant funds for the NSS Climbing wall have now been received from CBT and RDCK
- Dorian Boswell's Grade 10-12 Outdoor Education class applied for these funds last spring and were successful in raising more than \$70,000 towards climbing wall and bouldering wall costs!!!
- Over the summer, a non-profit society was formed comprised of NSS staff and community members to spearhead and oversee community use of the climbing wall
- District maintenance staff will assist with construction and maintenance as the project proceeds
- Many thanks to the Village of Nakusp for their approval at a Council meeting this summer that the Village will provide liability insurance for community use of the climbing wall!
- This was a big hurdle to overcome, as school district liability insurance covers only student and PAC member use of the facility.
- Current status of the wall is that the District is awaiting engineering drawings in order to proceed with ordering the climbing and bouldering wall equipment
- If we are able to procure engineering specs and drawings and order the climbing and bouldering materials in time, installation of the wall structures could be completed over the Christmas break by our District maintenance crew

5. Re-Opening Burton Elementary School!

- The hallways of BES are again alive with the joy of children's laughter and learning as the school officially re-opened on September 4th after being closed since 2012 due to low enrolment
- Twelve students have registered thus far at the school; most are new to the district with families moving into the community as land is affordable, and the Burton lifestyle great for young families
- Parents, Burton community and our staff are very excited to have the school reopened
- Many thanks to our hard-working staff for working out all the details involved in this undertaking! Tracey Wallis is the K-3 teacher, JoAnne Alaric is our School Secretary, Library Clerk and Custodian, and Jodi McLean, our Strong Start Coordinator, all under the strong leadership of Vice-Principal Brent Cook and Principal Mike Hibberson
- Check out the new BES website at <http://burtonelementary.sd10.bc.ca>
- One Burton Academy student who lives in the community of Burton will work with the K-3 class on Mondays starting second semester as an Outdoor Education mentor and student leader
- The teacher has two days of outdoor learning and forest walks scheduled each week in a vibrant Reggio-inspired and place-conscious learning environment for her young learners
- The District and Burton Community Learning Centre Society have now signed off on a revised Partnership Agreement which limits BCLC use to non-school hours

6. SD 10 Teacher, Katrina Sumrall, chosen as one of [21 Finalists for the Premier's Excellence in Education Awards](#)

- It is with great joy that we learned that Katrina Sumrall, Grade 4/5/6 teacher at Lucerne Elementary Secondary School was selected as a Finalist for the Premier's Excellence in Education Awards
- Katrina, along with two other teachers in BC is a Finalist in the Community Engagement category, recognizing her many years of excellence engaging her students in learning with and in community
- Katrina designs learning environments in her intermediate multi-age classes which deeply engage both young people and community learning together while class is held weekly at the Pavilion in New Denver with seniors and residents there, in environmental education field studies which are a regular part of her practice, and in sustainability learning in the school gardens, greenhouse and recycling and composting programs
- On October 5th, Katrina and the Superintendent will attend the official Awards Ceremony at Government House in Victoria amidst the other award nominees and superintendents
- The Awards Ceremony event is hosted by Premier John Horgan, Minister of Education Rob Fleming, and Lieutenant Governor Janet Austen
- Winners in each category will receive \$3000 personal bursary for professional learning and \$2000 for their school community for professional learning

7. SD 10 Chosen for Ministry of Education K-9 Reporting Pilot

- In June 2018, SD 10 was advised that [we were chosen as one of 12 public school districts](#) in the province to pilot a new K-9 Reporting policy
- The pilot reporting policy seeks to make reporting of student learning to parents and students more responsive, timely and helpful, and aligns with redesigned curriculum and current research on effective assessment as well as input from hundreds of parents
- For many classrooms in the district, the policy supports changes we have already been making in reporting and communicating student learning through using Fresh Grade, using portfolios of student learning and student led conferences
- At NES last year for example, almost all classrooms had regular communication with parents using Fresh Grade and student led conferences, no letter grades, and a final summative report card
- The new policy states that 5 "Points of Progress" are to be communicated throughout the year, that there is one summative written report, and that we use a new Proficiency Scale to assess student learning in the required Areas of Study – this aligns with what we are already doing in many classrooms in the district and gives us an opportunity to help inform the new Ministry policy
- Our Education Transformation Committee will help lead and monitor our K-9 pilot work over the course of the school year, and regular communication with parents and our learners will take place

8. Curriculum Support Day – September 21st, 2018

- Based on input from the Education Transformation Committee, our upcoming Curriculum Support Day focuses on the redesigned Secondary curriculum, provides sessions on Fresh Grade, and time for teachers to collaborate on NOII inquiries and a Ministry update from the Superintendent
- Two facilitators from the Ministry of Education Outreach team, Heather Brown, a Math/Science teacher and Tammy Renyard, a secondary school Principal will join us for the day and conduct two sessions as follows:

Going deeper with Core and Curricular Competencies

Aligning core and curricular competencies in learning

Supporting increased student engagement and reflection (whole school mentoring approach)

Designing for Deeper Learning

Designing concept-based, competency driven learning sequences to engage students in deeper learning

Attending to multi-age, multi-disciplinary learning environments

Aligning assessment and instruction

Considering:

Inclusive learning (multiple entry points for learners)

Aboriginal Worldviews and Perspectives

9. Fauquier School Property Update

Superintendent's Report – September 18th, 2018

- The District's application to subdivide this property is in its final stages
- RDCK is now examining our request to rezone the property to allow for smaller lot sizes to allow for the two proposed lots; one for the community of Fauquier and the other for sale at market value

10. Video Cameras and RCMP collaboration at Lucerne to help curb costly vandalism

- With over \$10,000 of damage incurred by vandalism over the past few months, and in particular over the summer, the district has brought in the RCMP to help collaborate on solving the problem and video cameras will also be installed at multiple points around the school
- Rocks have been thrown at the stucco walls of the school creating large holes, the atrium in the Science Lab had rocks thrown at it resulting in the need to replace the entire glass structure, and even a solar panel on the school roof has been damaged, whilst several sprinkler heads and gate latches to the school garden have also been broken
- The school has held numerous assemblies and meetings with staff, students and parents on the matter both last school year and this year to little avail
- Principal Nick Graves, Operations Manager Art Olson, and Superintendent Terry Taylor met with RCMP Cpl Jaime Moffat and Con Corey Chaloner in the first week of school to design a collaborative plan to stop the vandalism
- [Policy 671 Video Surveillance](#) indicates that use of video cameras is a last resort, and given the length of time that the damage has taken place, and the other efforts made to stop this costly damage to school property, such a step is merited
- Lucerne School's PAC approved at their September 12th PAC meeting, the installation of video cameras for this purpose in accordance with the [District Protocol on Video Surveillance](#)
- We urge the perpetrators of this vandalism to cease, as valuable dollars are being spent on repairs to our facilities rather than to enhance the school learning environment

11. Meeting with ADM Sally Barton and Director Eleanor Liddy – September 12th

- Our entire Leadership team of three principals, our vice-principal, Director of Learning and the Superintendent had an excellent meeting with the Ministry staff during the afternoon and early evening of September 12th
- We discussed enhancements and challenges with MyEdBC, the provincial student information system including use this year of a new competency-based IEP designed by Shelley Moore, a provincial diversity and inclusion consultant with input from many teachers
- The Ministry staff brought forward some potential ways to augment learning in the district through an emerging Wonder Lab concept that will provide resources and resource people for learning
- We also had a fulsome discussion about the many challenges that our small rural and remote district faces, and the creative innovative ways we have worked to address these challenges with our gifted and committed staff across the district, fantastic relationships with our parents and community and our outside-the-box thinking. Ministry staff were highly impressed with our team.

12. Local Trustee Elections Update

- Chief Elections Officer, Rhonda Bouillet reports that SD 10 has a full slate of candidates for trustee elections to be held October 20th in conjunction with local government elections
- Candidates for the Board of Education are as follows: Rhonda Farrell, Eastern Zone; Danyea Simon, Southern Zone; Melissa Teindl, Central Zone; and four candidates for the two trustee-at-large positions: Lora Lee Brekke, Aiden McLaren-Caux, Christine Dixon, and Judy Struck
- Thank you to all candidates in standing for this important role in public office and wish all candidates good luck in the upcoming election!
- As there is only one candidate in each of the three zones, those candidates will likely be declared acclaimed, while an election will take place for the candidates for trustee-at-large positions