



## EDUCATION PARTNERSHIP COMMITTEE SCHOOL DISTRICT 10 (Arrow Lakes)

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### MINUTES

School Board Office

Date: Tuesday February 19, 2019  
6:00pm

#### PRESENT:

<b>MEMBERS:</b>	M. Teindl, L. Brekke, D. Simon, R. Farrell, N. Graves (ALELA), R. Bardati (ALTA) C. Farrell (Lucerne Student)
<b>STAFF:</b>	T. Taylor, M. Grenier
<b>REGRETS:</b>	C. Dixon, L. Newman
<b>OTHER:</b>	

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#### 1. CALL TO ORDER:

Board Chair M. Teindl called the meeting to order at 6:05pm.

Acknowledgement of Territory

#### 2. ADOPTION OF AGENDA:

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

**CARRIED**

#### 3. PRESENTATIONS:

- a) K-9 Reporting Pilot (N. Graves)

#### 4. REPORTS:

- a) STUDENTS (C. Farrell)
  - Bake sale fundraiser tomorrow, February 20<sup>th</sup> for the Shakespeare Festival Trip
  - Work experience this week (Feb 19-21) for Grade 11s and 12s
  - Basketball game with Intermediate students, hosted in Nakusp today
  - Moose Hide campaign last week (Feb 14-18)– stopping violence against indigenous women
  - Archery learning took place at the school with Mr. Bardati
- b) ALTA (R. Bardati)
  - Professional Development Day, Friday February 22, 2019 – Regional Day

- 2019-2020 Calendar in review
- Bargaining with the BCTF and Province has started
- Local bargaining expected to take place in April or May

c) DPAC  
No report

d) ALELA (N. Graves)  
• Report attached

e) CUPE, Local 2450  
No report

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

a) Superintendent Report presented in detail (report attached)

**6. POLICY MATTERS:**

Nil

**7. OTHER:**

Nil

**8. Recommendations to Regular Meeting:**

Nil

**9. ADJOURNMENT:**

The meeting was adjourned at 7:12pm.



# K-9 Pilot Reporting Policy Pilot

The experience in SD10

# An opportunity to rethink student achievement reporting

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## Built around:

- More timely and flexible communication
- Strength-based feedback
- Descriptive four-point provincial proficiency scale for K-9
- End-of-year student self-assessment of Core Competencies, as well as additional student selected evidence-based reflection during the school year

# Foundational Principles

- Communicate student learning and progress in ways that are meaningful, varied, and responsive
- Encourage open dialogue between the student, home, and school
- Focus on conceptual learning (know-do-understand), with an emphasis on competencies
- Promote student ownership of learning
- rely on authentic evidence of learning
- establish consistent provincial standards

## At its core

Schools are required to communicate student progress in a meaningful, varied, and responsive manner throughout the school year, which will include:

A minimum of four **points of progress** throughout the year

Using the proficiency scale

One **summary of progress** at the end of the year

# Four Points of Progress

Must be provided **at least four times** during the school year.

**At least once**, communicate progress in each area of learning in relation to the learning standards, using the standard four-point provincial proficiency scale and descriptive feedback.

**At least twice**, provide written descriptive feedback (paper or digital) on student engagement and behaviour (e.g., growth in personal and social responsibility).

**At least once**, include student-selected evidence of and reflection on Core Competency development.

# In Practice

Freshgrade

Learning Fairs,  
Numeracy Fairs,  
Literacy Fairs

Student Led  
Conferences

Innovating  
“report cards”





Freshgrade

More

11 VIEWS

LEARNINGMore

The drawing shows a landscape with a tree on the left, a cave on the right, and a body of water at the bottom. The tree has a brown trunk and bare branches. The cave is a simple outline with a small animal inside. The water is represented by wavy lines. The drawing is on a piece of paper with a blue border.

Below the drawing, there is a form with the following text:

The Artist  
 CCS Assessment  
 Name: Jasper  
 Score: 8/8  
 Date: \_\_\_\_\_

Proficient

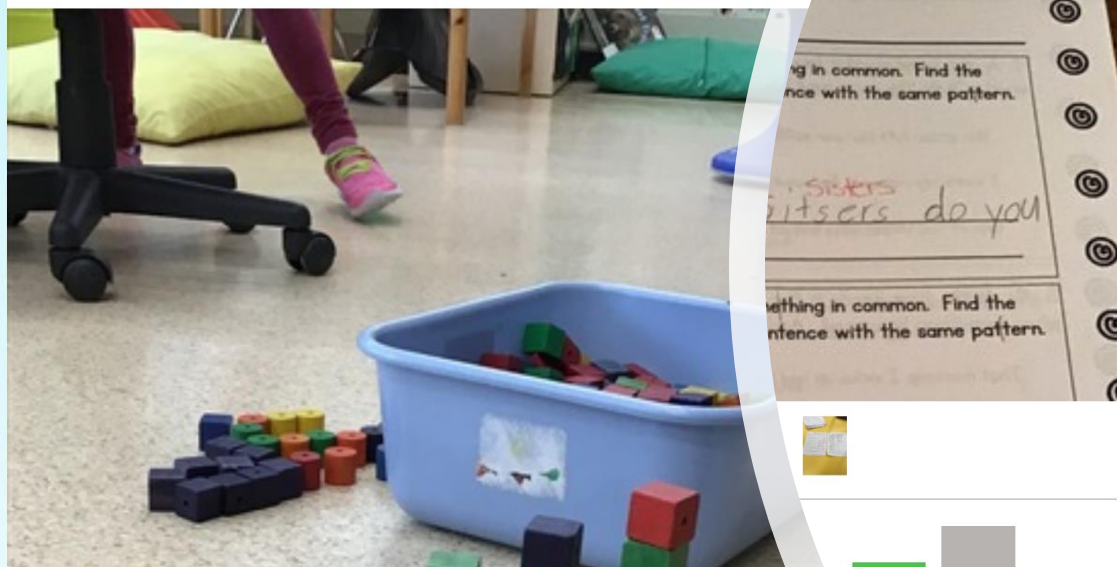
January 19

Beautiful hibernation art [REDACTED] So proud that she was able to independently read the questions and answer the recall questions of our book study!!! I can't wait to see her narrative story published! I'm so proud to see her flourish as a writer!

So great to see her creativity shining through! Thank you for keeping us updated and informed :) Much appreciated!

Added by:

8 VIE



Hi mom this is a growing pattern. How Much is it growing By?

Feb. ruai

January 19

1 wall to spell common sight

Dad will answer this "one" ; ) It is growing by one.

February 18

January 26



Jenna Arnold

February 18

Way to go dad!

January 30



*Jenna Arnold*

February 18

Let's post some more

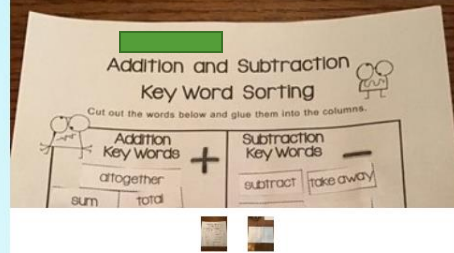


DOCUMENTATION

January 19  
Added by: Jenna Arnold

### Addition and Subtraction Key word Sorting

Cut out the words below and glue them into the columns.



Proficient

Jenna Arnold January 19  
A great tool for [redacted] in the future to use when she is solving word problems!

Jenna Arnold January 26  
Representing numbers to 100.

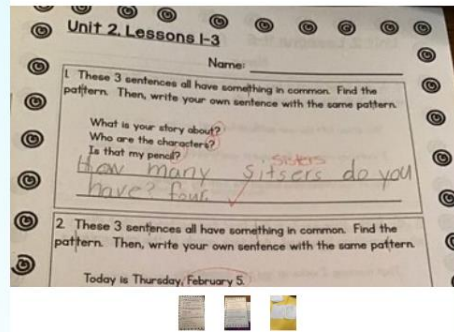
[Comment](#) [Share](#) [Edit](#)

January 19 15 VIEWS  
Added by: Jenna Arnold

### Lang Arts- January Word Work

DAILY LEARNING [More](#)

DOCUMENTATION



Proficient

Jenna Arnold January 19  
Jan 18 - Next week, [redacted] will use the word wall to spell common sight words correctly.

Jenna Arnold January 26  
Jan 21- working on compound words and time words.

Jenna Arnold January 30  
Jan 31st- proficient with past tense verbs!

[Comment](#) [Share](#) [Edit](#)

January 19 12 VIEWS  
Added by: Jenna Arnold

### Lang Arts - January Recount Writing

DAILY LEARNING [Less](#)

ACTIVITY DETAILS

Communication Thinking

The whole school is exploring and learning about Recount Writing. This type of writing looks at writing about personal memories and experiences. Using temporal words or "lucky duck" words as we call them (first, then, next, finally) to organize our ideas. To go along with recount writing, we are also looking at word choice, using "fire cracker" words in our writing to make it sound really exciting!

Some of the recount stories we are exploring and studying are: Alexander, and the No Good, Very Bad Day Rosie's Walk and more!

January 14- 18 (We wrote a recount about what our snow people do at night!)

Feb 4 - 15 (We looked at "Rosie's Walk", a recount story about a hen and a fox, and did a book study. See some work examples below.

English Language Arts

B1 | Big Ideas

B1 | Big Ideas

B1 | Big Ideas

B1 | Big Ideas

C1 | Comprehend and connect (reading, listening, viewing)

C1 | Comprehend and connect (reading, listening, viewing)

C2 | Create and communicate (writing, speaking, representing)

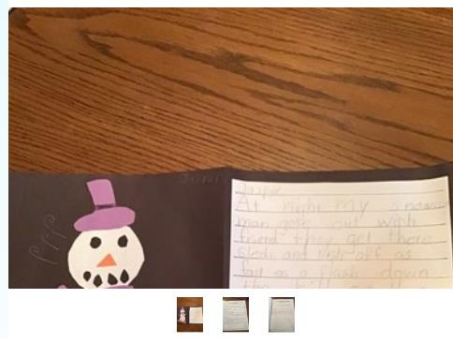
C2 | Create and communicate (writing, speaking, representing)

C2 | Create and communicate (writing, speaking, representing)

C3 | Content

C3 | Content

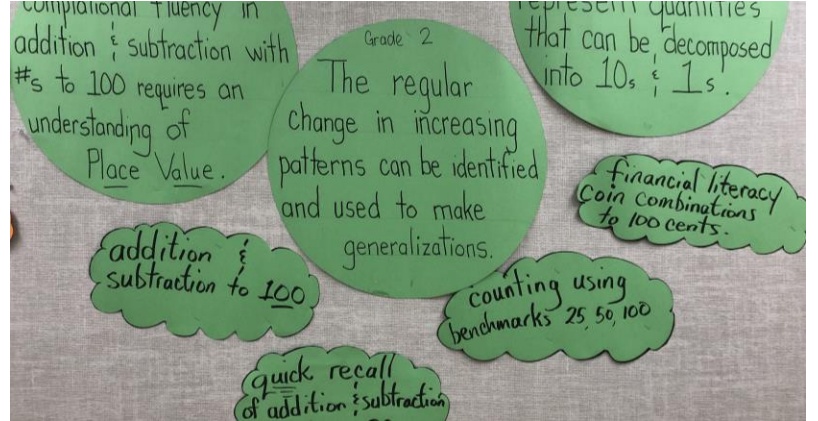
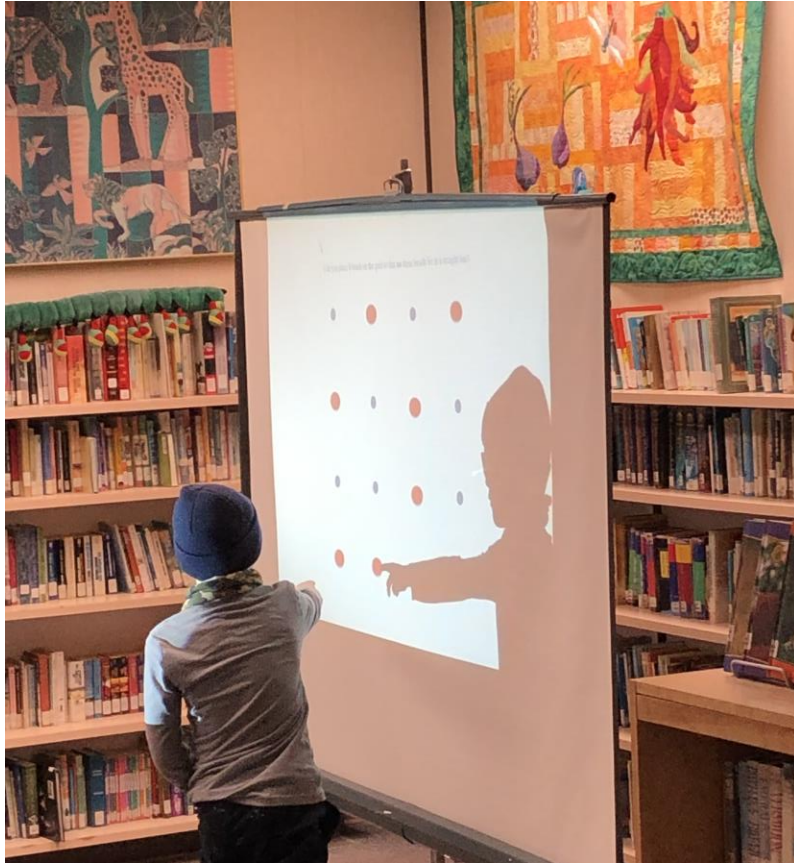
DOCUMENTATION



Extending

Jenna Arnold January 19  
So proud of this girl! I can't wait to show the world this recount writing piece she completed! She will work with Ms. Arnold to add periods and capitals correctly! What great ideas for a recount!

[Comment](#) [Share](#) [Edit](#)



# Fairs







# Student Led Conferences



Reframes the the parent teacher conference, and integrates students into the process



Students develop ownership of their learning and build independence



The process creates a structure for goal setting and attainment



Provides an opportunity for parents to view their child's work and understand the students progress in an effective and direct manner



# Re-thinking Report Cards

### English - Mrs. Johnston

Curricular Competency:

- I can respond to poetry in a personal way.
- I can write for a variety of purposes and audiences
- I can use poetry to express a social issue.
- Language and text can be a source of creativity and joy.

Proficiency Scale: proficient

Comment: I can respond to poetry in a personal way, I can find meaning in poetry that I can make personal connections to in my own way. I showed this skill when writing a personal response to poetry.

**In my slam poem I was able to express a social issue that I felt passionate about. In my poetry I showed how I can express my thoughts and ideas in poetry form. I have always enjoyed language. It is an activity I find comfort and joy in. Next term I would like to work on writing for a variety of purpose and audiences. When I find a style of writing and a core common tone I enjoy I tend to stick with it most of the time. Next term, I am going to work on getting out of my comfort zone and trying different tools to try a different style of writing for different audiences and purposes.**

Something that may help me with improving in this is giving me opportunities to write for other audiences as well as a gentle push to get me out of my comfort zone. Something that was not on the curriculum that I want to improve in the future would be to manage my time well on things that matter. When writing our slam poems I spent all my time looking at the surface instead of digging deeper to find what I truly wanted to write about. In the end I did accomplish this but it took me a long time to peel back the fear of being judged and just write about what I wanted to in the first place. This is a personal goal that I think would make my writing more enjoyable to write and read.



## ***Math - Mr. Kipkie***

### **Assessment Criteria:**

1. I can solve problems in a variety of ways with detailed solutions
2. I have a strong understanding of concepts covered this term.
3. I have strong problem solving skills and I don't give up on challenging problems.
4. I can make connections between mathematical concepts and real life situations

### **Proficiency Scale: Proficient**

### **Comment:**

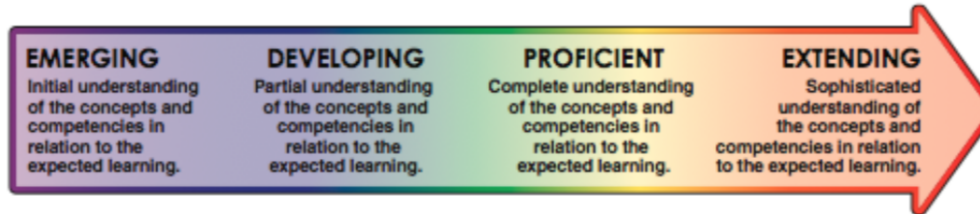
I am proficient in math because I can solve problems in a variety of ways with detailed solutions. I have a strong understanding of concepts covered this term. **I have strong problem solving skills and I don't give up on challenging problems.** I can make connections between mathematical concepts and real life situations (Head angle and ground-level tree height measuring)

**I need to work on my algebraic rules. I have inconsistent knowledge when it comes to algebraic rules, resulting in mistakes that could otherwise be avoided.** This weakness is the product of not studying enough, which I need to work on.

## Next Steps Report

Name: [REDACTED]

Date: Feb. 5<sup>th</sup> 2019

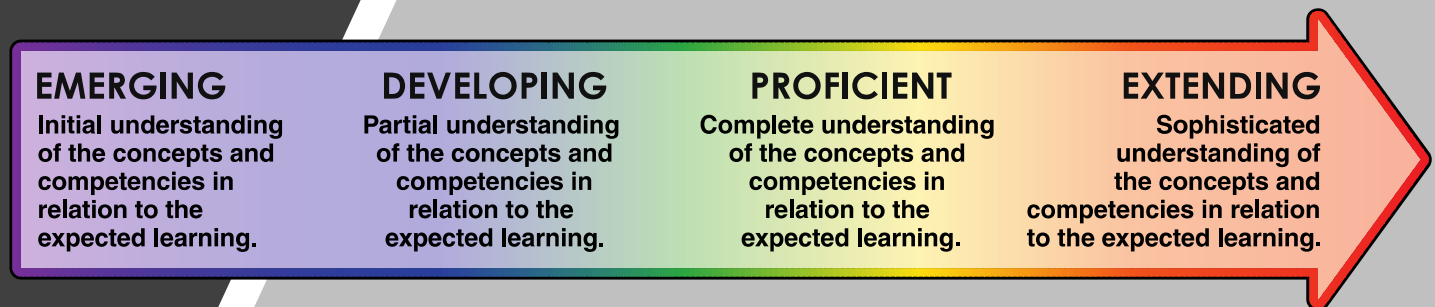


Numeracy	Strengths:	
	Proficiency Scale:	Next Steps:
Literacy	Strengths:	
	Proficiency Scale:	Next Steps:
Student Engagement & Wellness		

# Proficiency Scale

- Teachers use the four-point provincial proficiency scale and descriptive, strength-based feedback to communicate progress in all areas of learning.

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



# Why No Grades?



1. *Grades tend to reduce students' interest in the learning itself.*
2. *Grades tend to reduce students' preference for challenging tasks.*
3. *Grades tend to reduce the quality of students' thinking.*
4. *Grades aren't valid, reliable, or objective.*
5. *Grades distort the curriculum.*
6. *Grades waste a lot of time that could be spent on learning.*
7. *Grades encourage cheating.*
8. *Grades spoil teachers' relationships with students.*
9. *Grades spoil students' relationships with each other.*

# More Evidence:

- 1) Anderman, E. M., and J. Johnston. "Television News in the Classroom: What Are Adolescents Learning?" *Journal of Adolescent Research* 13 (1998): 73-100
- 2) Beck, H. P., S. Rorrer-Woody, and L. G. Pierce. "The Relations of Learning and Grade Orientations to Academic Performance." *Teaching of Psychology* 18 (1991): 35-37.
- 3) Benware, C. A., and E. L. Deci. "Quality of Learning With an Active Versus Passive Motivational Set." *American Educational Research Journal* 21 (1984): 755-65.
- 4) Butler, R. "Task-Involving and Ego-Involving Properties of Evaluation: Effects of Different Feedback Conditions on Motivational Perceptions, Interest, and Performance." *Journal of Educational Psychology* 79 (1987): 474-82.
- 5) Butler, R. "Enhancing and Undermining Intrinsic Motivation: The Effects of Task-Involving and Ego-Involving Evaluation on Interest and Performance." *British Journal of Educational Psychology* 58 (1988): 1-14.
- 6) Butler, R., and M. Nisan. "Effects of No Feedback, Task-Related Comments, and Grades on Intrinsic Motivation and Performance." *Journal of Educational Psychology* 78 (1986): 210-16.
- 7) De Zouche, D. "'The Wound Is Mortal': Marks, Honors, Unsound Activities." *The Clearing House* 19 (1945): 339-44.
- 8) Grolnick, W. S., and R. M. Ryan. "Autonomy in Children's Learning: An Experimental and Individual Difference Investigation." *Journal of Personality and Social Psychology* 52 (1987): 890-98.
- 9) Harter, S. "Pleasure Derived from Challenge and the Effects of Receiving Grades on Children's Difficulty Level Choices." *Child Development* 49 (1978): 788-99.
- 10) Harter, S. and Guzman, M. E. "The Effect of Perceived Cognitive Competence and Anxiety on Children's Problem-Solving Performance, Difficulty Level Choices, and Preference for Challenge." Unpublished manuscript, University of Denver. 1986.
- 11) Hughes, B., H. J. Sullivan, and M. L. Mosley. "External Evaluation, Task Difficulty, and Continuing Motivation." *Journal of Educational Research* 78 (1985): 210-15.
- 12) Johnson, D. W., and R. T. Johnson. *Cooperation and Competition: Theory and Research*. Edina, Minn.: Interaction Book Co., 1989.
- 13) Kage, M. "The Effects of Evaluation on Intrinsic Motivation." Paper presented at the meeting of the Japan Association of Educational Psychology, Joetsu, Japan, 1991.
- 14) Kirschenbaum, H., S. B. Simon, and R. W. Napier. *Wad-Ja-Get?: The Grading Game in American Education*. New York: Hart, 1971.
- 15) Kohn, A. *No Contest: The Case Against Competition*. Rev. ed. Boston: Houghton Mifflin, 1992.
- 16) Kohn, A. *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. Boston: Houghton Mifflin, 1993
- 17) Kohn, A. ["Only for My Kid: How Privileged Parents Undermine School Reform."](#) *Phi Delta Kappan*, April 1998: 569-77.
- 18) Krumboltz, J. D., and C. J. Yeh. "Competitive Grading Sabotages Good Teaching." *Phi Delta Kappan*, December 1996: 324-26.
- 19) Labaree, D. F. *How to Succeed in School Without Really Learning: The Credentials Race in American Education*. New Haven, Conn.: Yale University Press, 1997.
- 20) Levy, J., and P. Riordan. *Rank-in-Class, Grade Point Average, and College Admission*. Reston, Va.: NASSP, 1994. (Available as ERIC Document 370988.)
- 21) Meier, D. *The Power of Their Ideas: Lessons for America from a Small School in Harlem*. Boston: Beacon, 1995.
- 22) Milton, O., H. R. Pollio, and J. A. Eison. *Making Sense of College Grades*. San Francisco: Jossey-Bass, 1986.
- 23) Moeller, A. J., and C. Reschke. "A Second Look at Grading and Classroom Performance: Report of a Research Study." *Modern Language Journal* 77 (1993): 163-69.
- 24) Salili, F., M. L. Maehr, R. L. Sorensen, and L. J. Fyans, Jr. "A Further Consideration of the Effects of Evaluation on Motivation." *American Educational Research Journal* 13 (1976): 85-102.

# What about Post- Secondary?

Registrars across the province agree with the direction and are working towards being able to manage what the application process might look like



Post sec recognizes that grades as the admission criteria are not getting them the right students or correlated to success at post secondary, so they are looking more at performance based or portfolio based admission criteria



UBC has already begun this shift, and most of the other post-secondary institutes are following suit



<https://apps.bostonglobe.com/magazine/graphics/2019/01/17/valedictorians/>

The background of the slide features several thin, curved lines in shades of grey and green, creating a modern, abstract design. A green rectangular box with a speech bubble tail at the bottom left contains the title text.

# Summary of Progress Reports

- The **summary of progress** is a written report (digital or paper) on student progress in relation to the learning standards in all areas of learning.
- Progress in all areas of learning is communicated using strength-based language, which includes descriptive feedback and next steps for learning, and the four-point provincial proficiency scale.
- The summary of progress is accompanied by a student self-assessment of the Core Competencies.
- The format used for the summary of progress is determined locally.



### Sample Grade 7 summary of progress (Non-Clustered Areas of Learning)

Grade 7 Division 008, Teacher: Mrs. McGee  
British Columbia Elementary School  
1234 Street Name  
555-555-5555  
<https://bcelementaryschool.bc.ca>

Jared J.  
Grade 7  
PEN: 978543210  
School District ID: 123456  
Absences: 3/Lates:2

#### Teacher comments:

Jared has been a kind, friendly, and funny member of our class community. He enjoys participating in class activities and discussions and his contributions are consistently interesting and relevant. He enjoys problem solving and is a curious learner.


When motivated, Jared completes his work. He continues to develop his concentration, working on staying focused and avoiding distractions in class. Time management has been an area of growth for Jared. He is aware of his tendencies to procrastinate and is making efforts to take initiative. He is trying to meet deadlines and focusing on doing his best, as opposed to rushing to complete tasks.

Over the summer months, Jared will benefit from reading French books. I enjoyed having Jared as a student this year, and I wish him all the best in Grade 8. Keep working hard, Jared!

#### E-Portfolio:

In the e-portfolio, you will find specific assessment information about what your child is able to do and where they will be going next with their learning. \*Search by assessment tag.

The evaluations below are based on a variety of assessment activities in relation to the learning standards, using the four point provincial proficiency scale.

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

Areas of Learning	Proficiency Scale
Language Arts	Developing
Mathematics	Proficient
Science	Proficient
Social Studies	Developing
Physical & Health Education	Proficient
Arts Education	Proficient
Career Education	Proficient
ADST	Proficient

#### Self-assessment of the Core Competencies:

This year, students have engaged in reflection and self-assessment of their learning in relation to the Core Competencies of Communication, Thinking, and Self Awareness and Social Responsibility. Please see the portfolio post titled "Year-end Grade 6 Late French Immersion Core Competency summary."


Teacher: Mrs. McGee

Teacher's signature: \_\_\_\_\_

Principal: Mrs. Doe

Principal's signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_



## Parent & Student Response So Far...

- From both formal and informal surveys of parents, they have indicated that they are feeling informed about their student progress
- High achieving students and parents miss getting A's, however students who didn't get A's are reporting higher satisfaction
- Students like the process, but don't necessarily like the "work" they have to put into it, though they also recognize the work has impact on their learning
- There is a recognition that what we are doing is important

**ALELA EPC Report**  
**February 19, 2019**

***Nakusp Elementary School***

**Curricular**

- This month's Writing goal focus is Recount writing and word choice.
- Teachers are meeting this week to look at student work and how it fits onto the new proficiency scale. We will be discussing strategies to help students improve and meet their writing goals.
- Math night open house was held February 6<sup>th</sup> at 6pm. We had well over 100 parents attend this event.

**Extra Curricular**

- Music with Ms. Kelly Coubrough continues
- Shine before 9 X-Country skiing club has been out on Tuesday and Thursday morning from 8:00-8:45.
- Thrive after 3 clubs this term include Intermediate Gymnastics on Mondays, Arts and Crafts and Snacks on Tuesdays, Robotics on Wednesdays, Grade 6/7 basketball on Wednesday and Fridays, Grade 3-5 basketball on Thursdays. We have a game vs Lucerne Tuesday February 19 at 2:10 in the NSS gym. We will also have a playday in Lucerne in early March
- The Battle of the Books continues. Teams of student readers are reading up a storm in preparation for a quiz show style competition prior to March break. This competition has two groups, 5-7 and grades 2-4. Ms. Martin, our Librarian, is working together with Chris Grout and Joanne Buckman for this opportunity

**Upcoming Field Studies**

- Grade 7's will leave for Rawden, Quebec on February 20<sup>th</sup>! They will be hosting the Summit Hill Concession on Saturdays this season to help fundraise for this trip and the return hosting of the students from Rawden

***Southern Zone***

- ➔ EES and Burton had their ski days last month and it was great to bring both communities together. Thank you to everyone who made this happen
- ➔ Teresa Weatherhead will be visiting EES in March and the BES dates are in the works.

### ***Edgewood Elementary School***

- Mr. Johnston's class will be in Rawdon, Quebec from Feb 20-27 they are very excited.
- The Strategic Thinking project deepens as we have new games coming which have more of a cooperation focus and team work.
- Ms. Momeyer's class has been working in the Aerie and will be visiting other schools in the district to teach the primary strategic thinking games.
- They also made their own shirts for pink shirt day...
- The Cross country skis and snow shoes have been out in full force.
- Prep for RoboGames is on as we attempt to regain our title.

### ***Burton Elementary School***

- The students are having a reading race across Canada where they move a certain amount of kilometers for books read. The students are very excited about this.
- We have sleds now and our great hill out front offers the kids some great sliding during breaks.
- The Strategic thinking initiative is now moving towards Ms. Wallis' class.
- Miss Liz (a volunteer and artist in the area) has been working on various art projects with the students. Her expertise and classroom management are appreciated.
- The Burton Elementary Valentines day dance was a hit which spawned an impromptu talent show which was AMAZING!

### ***Lucerne Elementary Secondary School***

#### **Previous events:**

- Our ski days have ended both the high school and the k to 6 days were very successful. We did notice that by the third day of skiing, high school students were a little tired so we might consider only having two ski days next year
- Nine students went for three days to Harlow Hut to receive training in avalanche safety and to go back country skiing. From all accounts they had a fabulous time led by Gary Parkstrom.
- Teresa Weatherhead attended the school for three days of sex ed
- Our Numeracy Fair was held on Feb 5<sup>th</sup> and we were extremely happy with the turn out, we hope that the next step reports sent home were helpful
- High school report cards were sent home last week
- We held a whole school lunch in which the sausage and sauerkraut that was served, was made by our students. We had many of our dedicated volunteers come join us, so in total we served about 120 people. It was really amazing

### **Future activities:**

- Feb 18<sup>th</sup>/19<sup>th</sup> to 22<sup>nd</sup> is work experience week for our grade 11 & 12 students
- Feb 19<sup>th</sup>, grade 5/6/7/8 students will be going to play basketball in NSS against NES, and possibly against the NSS Jr. girls team
- Feb 21<sup>st</sup> is early dismissal
- Percussion begins Feb 25<sup>th</sup> and will culminate in a performance on March 8<sup>th</sup>
- Yu San our Japanese Intern Teacher will be leaving us at the end of the month, he has been an amazing addition to our school and will be greatly missed.
- We would have begun exploring having WiFi in the elementary classrooms, the teachers have agreed that having WiFi would allow us to use technology to increase our impact

### ***Nakusp Secondary School***

- Semester 1 Report cards went home in late January
- Semester 2 start-up was relatively smooth
- Activities Day in Nelson this past Friday (ski/snowboard or swim/climbing wall) was a great success
- School Dance was postponed and rescheduled February 21<sup>st</sup> from 6 – 9 pm
- Field trips continue to be popular
  - Outdoor Pursuits class has been out snowshoeing and X-country skiing
  - Basketball teams have travelled for games and hosted playdays
  - Ski/Snowboard team traveled to Revelstoke for practice; they leave on March 2<sup>nd</sup> for provincials (and thank the board for the financial support)
  - Sr Girls basketball team heads to zones in Grand Forks on Friday
  - Sr Boys basketball team hosts Zones in Nakusp on Saturday, Feb 23<sup>rd</sup>
- Half a dozen teachers are participating in the Ministry's Webinar Series on Assessments for Grades 10-12; has fostered great discussions
- Grad Activities are starting to ramp up
  - Round 1 of grad photos are complete; retakes on February 27<sup>th</sup> in the afternoon
  - Nakusp Scholarship Society meets with the grads in the morning on February 27<sup>th</sup> to outline the process for applying for local scholarships and bursaries
  - Several students have reported early acceptance to their programs
- A special thanks to maintenance staff for their great work keeping the parking lots and sidewalks cleared of snow and ice!



**February 19, 2019**  
**Superintendent/Secretary Treasurer Report**  
*Presented at the Education Partnership Committee,  
 and Regular Meeting of the Board of Education*

### 1. February Enrollment notes

- Enrolment has decreased this month at NSS (119 students) and Lucerne (86 students) and NES (171 students) with an increase of three students at Edgewood School
- Below is the monthly enrolment chart by school and grade:

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	TOTAL	Jan	Dif
ALDL	2	2	4	2	2	3	4	3	2	2	0	8	9	43	41	2
BES	3	3	4	2										12	12	0
EES	1	1	1	2	1	0	8	2						16	15	1
LESS	8	7	6	3	7	9	10	8	6	4	8	5	5	86	90	-4
NES	24	12	16	25	22	21	27	24						171	173	-2
NSS									19	32	28	17	23	119	123	-4

<b>TOTAL Per Grade</b>	38	25	31	34	32	33	49	37	27	38	36	30	37			
<b>District Total</b>														447	454	-7

### 2. Three Year Enrollment Projections

- Each year, districts are required to establish enrollment projections over the next three years
- Projections over the next three years suggest that enrollment in the district will remain stable with marginal increases as shown below:

Year	Total Enrollment	ALDL	BES	EES	Lucerne	NES	NSS
2019-2020	470	50	18	17	86	174	125
2020-2021	470	42	21	9	89	169	141
2021-2022	466	34	21	9	95	173	134

### 3. M in STEM Pop-Ups – February 5<sup>th</sup> and 6<sup>th</sup>

- It was amazing to see the math excitement in our schools for both students and parents
- Kudos to our amazing teachers, EAs and principal at Lucerne for setting up an engaging Numeracy Fair for children and parents on Tuesday night, Feb 5<sup>th</sup>, and to our teachers, principal and vice principal, for hosting a vibrant Math Parent Night on Wednesday night, the 6<sup>th</sup> at NES
- Turnout for both events was very high, with over 95 parents and students at NES and 70 at Lucerne; the buzz of mathematical problem solving and fun with math in the air was intoxicating!
- We are most grateful for the support of UBC professor, Dr. Cynthia Nicol, and her grad student, Lindsay Reynolds, for their mentorship during the day at NES with three volunteer teachers and their learners, and also with our DL school parents and students and their teacher at Lucerne
- Cynthia and Lindsay had a great time in SD 10 and plan to return in the spring to work with more teachers and students at our other schools

### 4. Ministry Grant for Mental Health Early Intervention Initiatives

- The district was advised January 15<sup>th</sup> that one time \$37,000 in funding would be provided to support early intervention initiatives and plans addressing child and youth mental health
- Funding must be expended by June 30, 2019 and an action plan submitted to the Ministry by March 31<sup>st</sup> with initiatives including 4 approaches:
  - Mental Health literacy for students and parents
  - Social and Emotional Learning
  - Trauma-Informed Practice
  - Indigenous Perspectives
- School counsellors, Tessa Wiseman, and Keith Greenhalf; Director of Learning, Lorna Newman; and Superintendent Taylor attended a two-day Ministry of Education Mental Health conference in Vancouver on February 4<sup>th</sup> and 5<sup>th</sup> with school district teams from across the province, focused on developing a team approach to addressing mental health
- All our school counsellors have been trained in Mental Health Literacy with [Dr. Stan Kutcher](#) through a partnership with UBC and the Ministry of Education, so we look forward to seeing this work help educate our students, staff and parents in mental health awareness, resources and ways to help themselves or others
- [Dr Kutcher's research](#) into Mental Health Literacy shows significant improvements in student mental health as a result of implementation of Mental Health Literacy programs
- [Dr. Kutcher's TEDX talk](#) from 2016 shares his research and thinking on Mental Health Literacy and its crucial role in education
- Over the next few weeks, the district will pull together a range of educational partners and teachers and students in schools to co-plan how to use the Early Intervention funding in a comprehensive and systemic way to improve mental well-being for all our learners

### 5. Fauquier Property Update

- Our rezoning application for the Fauquier School property is with the Regional District
- The Westbank First Nation have indicated to RDCK that they would like the additional 30 day response period to review our application, so we have been advised that the application will be considered at the March RDCK meeting, rather than February
- All other conditions for subdividing the land have been met



- Our plans remain to allow sale to the Fauquier community of the current Fauquier School building and a small parcel of land at a modest price, and a larger lot, once subdivided and rezoned, to be sold at market value to help fund district capital projects in our schools

#### **6. Lost Property in Hills and Arrow Park**

- Assistant Secretary-Treasurer, Shelly Woolf is following up with BC Assessment and provincial archives to determine where two pieces of School District 10 property are actually located
- BC Assessment notices indicate that one lot is in Hills and the other in Arrow Park but records dating back to the 1920s don't clearly indicate locations of these parcels of land
- We'll stay tuned for details as the detective work continues!

#### **7. Wifi at Lucerne**

- A number of years ago, the matter of wireless technology was discussed with teachers and parents at Lucerne school
- In March 2016, the Board of Education approved a low wifi emission dual system of both hard-wired and wireless technology to be implemented in high school classrooms, while in elementary areas, only hard-wired access to the Internet was installed
- The District created a [Lucerne Wireless Technology Protocol](#) which laid out how wireless was to be used in that school
- Over the past three years since the protocol was introduced, technology for learning resources have changed; now many devices and applications are available only in wireless format which has caused some challenges with access to technology for Lucerne elementary students
- The school's educators are examining the potential benefit of installing a similar dual system in the elementary wing of the school, allowing teachers to turn the wifi on when needed for learning and off when not required as happens in the secondary part of the building
- The matter was discussed at a recent Lucerne School PAC meeting
- Of note, is that as wireless technology has become more common in homes, ambient wireless signal strength in the neighbourhood surrounding the school, is significantly higher inside the school building than are the wireless signals from the equipment currently inside the high school

#### **8. Ministry Special Education Audit**

- Kudos to our Director of Learning, Learning Resource teachers, and principals for their hard work ensuring the 39 student files that will be audited are all ready for the audit visit on March 11<sup>th</sup>
- The Ministry audit team anticipates spending three days in the district as they review the files for compliance with audit criteria

#### **9. ChildCareBC [New Spaces](#) grant application**

- Plans are proceeding to apply to the ChildCare BC New Spaces Fund to create new full day and after school child care spaces in two decommissioned classrooms at Lucerne School
- A recent survey undertaken in partnership with the school and early childhood educators and parents in the New Denver area, revealed that there is strong need for child care between 8 am and 5 pm and during school holidays
- Significant capital funding is available to renovate the existing classrooms and adjacent washroom facilities for the purpose of creating new and sustainable child care spaces
- A non-profit child care society would operate the child care facility with the school district providing the physical space for new child care spaces in the community



- This matter will come before the Board for approval at the Regular meeting February 19<sup>th</sup> as a ten year commitment is required for the level of funding required to renovate the school facilities
- As yet, there has not been interest expressed in the other communities in the school district to pursue a child care partnership

#### **10. Ministry Funding Review Update**

- As follow up to the Ministry's [Independent Panel Funding Review Report](#), four working groups have been formed with representation from all partner groups
- The working groups will meet four to five times over the next five months (March to August 2019) and help inform the new Funding Formula
- These working groups will examine the Panel's report which makes 22 recommendations encompassing four themes:
  - 1) Inclusive Education
  - 2) Online Learning/DL
  - 3) Financial Accountability
  - 4) Continuing Education/Adult Education
- Superintendent Terry Taylor has been asked to represent rural districts on the Inclusive Education working group on behalf of the Rural Education Advisory Committee, a consortium of 16 rural school districts and five post-secondary partners
- SD 10 is a key member of the Rural Education Advisory, which liaises with the Ministry of Education on matters core to rural districts and schools

#### **11. SD 10 Annual Budget Consultation Process Update**

- The Board of Education, Director of Learning, and Superintendent have now heard from staff and parents at four schools in the district as well as the Leadership team in our annual budget consultation process
- Meetings have been well attended and have provided thoughtful feedback on the current budget as well as recommendations for the 2019-20 budget
- Three Finance Committee meetings will be held: February 26<sup>th</sup>, March 12<sup>th</sup> and April 16<sup>th</sup> with representation from CUPE, ALTA, our PVPs, and DPAC, our educational partners
- Our budget consultation process helps the Board and the District understand the unique contexts of each school, and consider the diverse strengths, challenges and needs in our rural schools and communities as the budget is prepared each year
- The 2019-20 Budget By-law will be passed by the Board on Monday, April 29<sup>th</sup>, 2019

#### **12. Excellence in Education Award nominations**

- The Ministry of Education is again seeking nominations for excellence in education through the Excellence in Education Award: <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/excellence-in-education>
- There are expanded categories this year for teachers, support staff, principals and vice principals, and district leaders – 10 categories in all!
- Last year, Katrina Sumrall from Lucerne School was chosen as a Finalist for this auspicious award in the Community Engagement category

**13. Long Range Facilities Plan Planning**

- Manager of Operations, Art Olson, and Superintendent/ST Taylor, held a recent conference call with the Ministry Capital Plan department to discuss development of a Long Range Facilities Plan
- All districts are being encouraged to develop LRFs which are often quite costly and
- The Ministry acknowledges that we in SD 10, already engage in thoughtful long-range planning, look at maintenance and capital needs of our facilities, and consider enrolment projections and community use of school facilities, as well as consider partnership agreements with community groups as we plan for facility use
- In light of the district size and strong practice, we have agreement from the Ministry that we will prepare a LRF plan to be submitted to the Ministry by February 2020