



EDUCATION PARTNERSHIP COMMITTEE SCHOOL DISTRICT 10 (Arrow Lakes)

MINUTES

School Board Office

Date: Tuesday November 19, 2019
6:00pm

PRESENT:

MEMBERS: L. Brekke, M. Teindl, D. Simon, R. Farrell, C. Dixon, B. Cook (ALELA),
R. Bardati (ALTA)

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

REGRETS:

OTHER:

1. CALL TO ORDER:

Board Chair M. Teindl called the meeting to order at 6:01pm.

Acknowledgement of Territory

2. ADOPTION OF AGENDA:

Moved by R. Bardati, seconded by B. Cook, that the Agenda be adopted as presented.

CARRIED

3. PRESENTATIONS:

a) Strategic Plan Progress Update and 2019-2020 Priorities Poster (attached)

4. REPORTS:

a) ALTA (R. Bardati)
No report

b) CUPE, Local 2450
No report

c) DPAC
No report

- d) ALELA (B. Cook)
 - Report attached
- e) STUDENTS
No report

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

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

6. POLICY MATTERS:

- a) Recommendation for Special Policy Committee
 - i. Policy 301 – Sexual Orientation and Gender Identity (SOGI)
- b) Policies recommended for revision:
 - i. Policy 680 – Transportation Assistance
- c) New policy recommended for approval
 - i. Policy 322 – Physical Restraint and Seclusion

Board Chair Teindl provided an update on the recent work done by the Policy Committee at their November 1, 2019 Policy Meeting. A written summary document was presented providing additional information for the above recommendations and is attached for reference.

7. OTHER:

- a) Notice of Date Change for December Meeting

Board Chair Teindl confirmed that the December meeting will change from December 17, 2019 to December 10, 2019 to accommodate school holiday concerts.

8. Recommendations to Regular Meeting:

Nil

9. ADJOURNMENT:

The meeting was adjourned at 6:51pm.

2017-2022 District Strategic Plan

2018-2019 Progress Update & 2019-2020 Priorities

OUR THREE BOLD GOALS



1. Enhance Teaching and Learning



2. Cultivate Connections and Relationships



3. Build Advocacy for SD10

2018-2019 Strategic Plan Progress Report

Based on feedback during the 2018-19 school year at school staff meetings, at district Leadership Team Meetings, and on thoughtful input from our SD10 staff at the May 17th, 2019 District Pro-D day, a detailed Progress Report was prepared by the Superintendent and presented to the Board.

At their November 1st Board Retreat, the Board of Education reviewed the Progress Report and student achievement data, and identified that the school district has made significant progress on the following aspects of the 2017-2022 Strategic Plan:

- Increase in academic rigor and challenge
- Mental and physical well-being
- Indigenous Education, especially cultural programming
- Extra curricular opportunities provided at all schools
- Experiential learning and environmental education, place-conscious learning
- Valuing of SOGI and diversity
- Innovative ways of organizing for learning
- Connections and interconnections between schools
- Student, staff, and community involvement and engagement
- Innovative educational practices, diverse options for learners, and integration of new curriculum across the district

2019-2020 Strategic Plan Priorities

The Board of Education thoughtfully reviewed the Strategic Plan goals, the 2018-2019 Progress Report and student achievement data from the District Plan for Learning. The Board decided that the following areas will form Strategic Plan Priorities for the 2019-2020 school year:

Indigenous Education: *Improve student success and embed cultural programming*

Literacy: *Improve student success in Reading and Writing*

Community Connectedness: *Enhance communication and advocacy for our schools*

Physical and Mental Well-being: *Continue to deepen for all learners and staff*

Environmental Education and Place-conscious Learning: *Continue growing these practices*

We thank all students, staff, parents and our community for their collaborative efforts in working on these goals.

Students are at the centre of all that we do!

ALELA EPC REPORT FOR NOVEMBER 19, 2019

Burton Elementary

- There is a positive learning environment with our two teachers. It is making a difference.
- The bus has been a welcome addition.
- Parent volunteer readers. They are helping read with our students.
- Hosted parent/teacher conferences in October.
- CBEEN Wild Voices workshops will be at the for the students this week and next.
- The student forest community is something to witness.
- Chess Club is on.
- Beginning the coding work with students. Robotics enroute.

Edgewood Elementary

- We ran Terry Fox late this year. We raised \$724.95, breaking our last year's record of \$640.
- Hosted Bring the Noise Drum Academy in our Gym
- Our Respect, Excellence and Pride ticket program has helped create a more positive school culture.
- Hosted Student-Led and Parent-Teacher conferences in October.
- Scientists in School visited Monday and CBEEN wild voices will be there next week.
- Working with the district VR equipment.

Nakusp Elementary School

General

- NES currently has 174 students enrolled
- Our team of 15 teachers, 8 EA's, 2 PVP's, 1 Clerical, and 1 Strong Start Coordinator is joined by Anya Harrison, who is doing her Practicum as an EA this month

Curricular

- This month's writing genre is Personal Recount with a focus on the trait word choice
- In Math, most classes are focussing on Operations
- This month we are celebrating the virtue of Perseverance represented by the Salmon for our Social Emotional program
- These three areas are our School growth plan goals and we continue to improve in all three areas
- Grades 4 and 7 students have completed the FSA.

Extra Curricular

- Thrive after 3 clubs are busy! We have Funcour with Michael Garvey, Dance, Drama, Basketball, and Girls Coding running right now. A big thanks to NACF for their help in funding a Wednesday after school bus to help our down valley students attend these events!
- Students can also access Karate and Dryland training after schools.

- Our Grade 5/6 class just completed a very successful fund raiser focussed on reducing single use plastic waste at our school. With the help of parent Ruvet Hembling, the class sold reusable zip bags for lunches. The class raised over 1700 dollars towards the purchase of three-way garbage/ recycling/compost bins for the school.
- Our Gr 6 class has been selected as part of the Experiences Canada exchange program and will be visiting Quebec in the spring. Their fundraising efforts will start shortly
- NES was fortunate to receive an ART STARTS grant this year which brought us Jess OF JESS Dance for a week of intense dance lessons. Our students loved it and their performance was packed!

Upcoming events

- Our school winter concert will be held Dec 17th at 6:30pm. Classes have already started practicing!
- Saturday Nov 30th NES will host a community ski swap and ski waxing fund raiser. This event will be open from 10am – 2pm in the gym.

Nakusp Secondary School

- Fall sports are wrapping up
 - Sr Boys Soccer qualified for provincials and placed 12th overall
 - Sr Girls Volleyball finished 3rd at Zones last week
 - Jr Girls VB and Gr 8 girls VB wrapped up this past week
 - Basketball practices started this week
 - Ski/Snowboard season has begun
 - Chili and Silent Auction Fundraiser on Dec 6th from 5 – 8:00 pm at the Nakusp Legion Hall
- Term 1 Report Cards went home last week, with an Open House scheduled for tonight for parent/teacher interviews, 2020/21 timetable conversations and GNA/GLA information
- Remembrance Day Assembly and Veteran's Tea hosted on November 7th
 - NSS Grad from 2010 Sgt Derek Shiell came to speak at our event – a real treat
- Sexual Health presentations started in early November and will continue later this month
- Jess Dexter dance program was a huge success – whole group Thriller Dance was a blast, even for participating staff!
- Career Life Connections Interviews continued throughout November and students have created some great presentations on their learning at NSS and plans for their future
- Breakfast program continues to have a positive influence on our students learning later in the day; special thanks to Chef Tyler Leeson for coming in to help with Wednesday hot breakfast – making eggs benedict one week and pancakes and French toast on another occasion
- Thanks to Andrea Coates for securing funding for new school uniforms from Regional Rec Commission and NACFOR– boys/girls soccer teams, girls volleyball and boys/girls basketball have all been replaced this year!
- Work BC Find Your Fit was here on Nov 12th – 200 students attended this hand-on event
- Hosted Avalanche Training session for Outdoor Ed classes on November 18th
- Wednesday night bus continues to support our students in sports and our homework club

Lucerne Elementary Secondary School

- We held the following this past month
 - We hosted an elementary and intermediate running race on Oct. 9th
 - Post-Secondary Day & Picture day was held on Oct.16
 - We have had four swimming days so far, with three more to go
 - Rhythm Resource came and did a really cool drumming presentation on Oct. 11th
 - We had a great Halloween Celebration and visited the residents of the pavilion
 - Remembrance Day Assembly was on Wednesday Nov. 6th and we had a great recitation of poetry by our 6/7 class as well as numerous community members join us
 - On Nov. 15th we announced the wonderful news that we have received a grant of approximately \$750 000 to open 40+ childcare spaces
- We have one WKTEP student at our school this year, working mainly with Justin & Scott
- Four of our students joined the NSS soccer team and went to the provincials, they had an admirable showing and were very happy with their result
- We had great turn out and response to our student led conferences on Oct. 23rd
- Our Winter concert will be held on Dec. 18th
- Tuesday and Thursday Mark Lada and Donna Hicks host homework club for any student wanting extra support
- Upcoming events this month:
 - We are having a COINS drumming event on the 14th and the 21st
 - On Oct. 19th we are having avalanche training for our students, we are also hosting a communication technology presentation from science world and community emergency services will be visiting our school
 - Dec. 11th we will be participating in the Hackergirl event



World Class Learning in a Rural Environment

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

1. November Enrollment notes

- Slight changes from October's enrollment – down two students overall
- Indigenous Learners – 87 students or 19.1% of our student population
- Students with diverse learning needs – 55 students or 12.1% of our student population

➤ Below is the monthly enrollment chart by school and grade:

My Education BC: Student Enrollment Numbers																
As of:	Nov 15															
Grade:	Gr.K	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	TOTALS	Oct	Dif
ALDL	1	0	1	4	0	3	3	3	3	4	1	1	11	35	34	1
BES	1	5	4	4	3									17	17	0
EES	2	3	1	0	2	1	0	7						16	16	0
LESS	5	7	9	5	5	8	7	10	10	8	4	6	5	89	91	-2
NES	27	24	11	18	24	22	24	24						174	175	-1
NSS									28	20	32	26	16	122	122	0
TOTAL	36	39	26	31	34	34	34	44	41	32	37	33	32			
District Total														453	455	-2

1. Minister of Child and Family Development, Katrine Conroy, officially announces a new Child Care Centre for New Denver and Area children and families

➤ Minister Katrine Conroy visited Lucerne School on Friday, November 15th to officially announce that the school district has been successful in its application for a new child care centre



Minister Katrine Conroy Announces New Goat Mountain Child Care Centre Funding

➤ Goat Mountain Kids Child Care Centre, will be co-located at Lucerne Elementary Secondary School in two unused classrooms, and an unused hallway on the lower level of the school building

➤ We are honoured that Minister Conroy, who has a long history of supporting Early Childhood Education,

was in attendance along with local mayors, school trustees, representatives of the Goat Mountain School Society (our non-profit society partner), members of the local Child Care Committee, and parents and their young children

➤ The school district has received a total of \$742,000 for the project: \$492,000 from the MCFD New Spaces Child Care fund and \$250,000 from the Columbia Basin Trust Child Care Capital fund to support construction of a new child care facility, accessibility ramps and dedicated outdoor play area



Board Vice-Chair Lora Lee Brekke

learning and seamless transitions to K-12 (Strategic Plan Goal 1) and also strengthens connection with community (Strategic Plan Goal 2)

- Sixteen new 0-5 year old child care spaces and thirty before and after school child care spaces will be created through construction of the new centre, providing much needed child care to the families and children – there is currently no full time licensed child care in the New Denver area
- Next steps include posting Requests For Proposals for project management and construction, beginning architectural drawings, and meeting with Goat Mountain School Society to begin framing the partnership and project parameters
- Creating this child care centre both fosters early

2. NSS Climbing and Bouldering Wall Project Update

- Equipment and materials have now been ordered for the climbing and bouldering walls to be constructed at the NSS Gym and an inventory of donated building materials completed
- The bouldering wall will be built in the current weight room just off the main gymnasium, and is scheduled to begin construction in December with expertise from our two district carpenters
- Climbing wall construction by Madden Construction is scheduled to begin the week of December 16th with some assistance from district carpenters
- Manager of Operations, Art Olson, is working with our local Fire Chief to ensure that fire safety is not compromised as a result of the climbing wall installation
- We all look forward to bringing the dream of this project to reality as was visioned by the NSS senior outdoor education class over two years ago
- When completed, the project will support physical literacy and student learning during the school day as well as provide community use in evening or weekend times strengthening both Goal 1: Enhance Teaching and Learning and Goal 2: Cultivate Community Connections and Relationships

3. New CUPE casual Bus Drivers and new School Bus

- Relief is finally in store, as we have recently hired three new bus drivers to assist with the Fauquier bus route and provide casual bus drivers for our other bus routes
- Since early September, the district has been facing a shortage of qualified drivers which has involved significant challenges for students and schools
- A special thanks to our Manager of Operations and Transportation and Executive Assistant/HR Manager who have gone the extra mile (pun intended) to deal with many very difficult challenges, yet managed to keep bus routes and field studies happening despite the barriers
- A new replacement school bus has also been delivered, further assisting our student transportation needs. This helps for two reasons: older busses require additional servicing and the Board added an additional bus route to serve Burton Elementary School this school year

4. November 8th Pro-D day Report

- High quality professional learning is a cornerstone of Goal 1 in our Strategic Plan: Enhance Teaching and Learning
- On our most recent Pro-D day, we offered powerful learning opportunities for teachers, education assistants, bus drivers, custodians and school secretaries
- Our learning staff (teachers, EAs, PVPs and district staff) engaged in a day of professional learning focussed on assessment
- From examining Ministry Proficiency Scales corresponding with the K-9 Reporting Order Pilot, to delving into district and provincial assessment data and learning ways to improve literacy and numeracy, our educators engaged in deeper learning about assessment practices proven to move learning forward

- Custodians and school secretaries were busy learning ergonomic practices that they can use each day in their work to ensure better physical well-being and safe work practices with Occupational Therapist, Martha Clark from Nelson
- Bus drivers had a great day working on another Module of the Canadian School Bus Driver Training Module 2: Part A: Attitude and Part B: Defensive Driving Principles and Practices
- Many thanks to ALELA for providing the lunch for teachers, EAs, custodians and school secretaries!

5. Teacher Professional Learning Continues

- In recent weeks, a couple of new learning teams have launched
- Goal 1 of the [District Strategic Plan](#) is to Enhance Teaching and Learning, and the Board has identified improving literacy achievement and enhancing student success for indigenous learners as priorities for 2019-20
- Adrienne Gear, a BC literacy consultant and author of *Reading Power*, met virtually on October 30th with a team of twenty-eight teachers and four Education Assistants for an after-school learning session on improving students' writing skills
- On November 12th, eighteen teachers met to discuss their Network of Inquiry and Indigenous Education inquiry projects in an after-school session with Peter Dubinsky, Director of Learning

6. Kootenay HUB article features SD 10 and two other West Kootenay districts (attached)

- Linked to Strategic Plan Goal 3: Building Advocacy for SD 10 and Goal 1, Superintendent Taylor penned an article for the Fall 2019 issue of the BC School Superintendents Association print and online magazine, [InspirEd](#)
- The article features the East/West Kootenay HUB gathering in April 2019. The HUB held classroom visits in three school districts in the West Kootenays including SD 10, SD 20 and SD 8 in the morning, and spent the afternoon at UBC WKTEP
- Chelsea Lada's K/1 class and Richelle Johnston's Humanities 7/8 class were featured
- Celebrating the community connections and partnerships between our local West Kootenay Teacher Education program and post secondary researchers from UBC, UVic, UBC-O, UNBC, and UFV, the HUB brought together teachers, principals, vice-principals and district staff to learn from one another all around the theme of assessment and communicating student learning
- The Kootenay HUB meets again next April in Cranbrook, deepening the focus on assessment

7. Funding Model Updates

- Though specific details around changes to the funding model are not yet available, upon government approval, the plan remains to implement a new funding model for the 2020-21 school year based on the recommendations of the 2018 Independent Review Panel and the 2017 Rural Engagement strategy
- There will be overviews provided to school districts in January 2020 and final funding allocations will be released to districts on March 13th, 2019 as per the usual funding allocation timelines
- Recommendations of the Independent Review Panel primarily focus on ensuring greater equity across the province, better recognizing the actual costs for rural school districts as a result of geographic and remote factors, and ensuring inclusion and equity for learners across the province
- Meetings with the Ministry at BCASBO (BC Association of School Business Officials) and Rural Education Advisory have been helpful this fall, communicating to the Ministry, the complexities that districts face as they consider ways to plan for and mitigate funding formula changes
- Though there will be changes in the way in which funding is allocated, for the most part, this is likely to have a positive or neutral impact on SD 10
 - Increase Funding for Geographic Factors
 - The model proposes greater attention to geographic factors which impact learning: student transportation, district travel, and other challenges and increased costs that face rural and remote schools and districts
 - Criteria and calculations for geographic factors have not been updated for decades so equity has been eroding over the years

- This change will benefit rural and remote districts and result in greater funding equity between urban and rural districts
 - Funding by Head Count vs by FTE – the Ministry currently funds Grade 10-12 students based on FTE with each course counting for .125 FTE; the recommended change is to move to headcount funding in keeping with how Grades K-9 are funded
 - Average Grade 10-12 FTE courses currently claimed across BC is 8.1
 - One of our secondary schools registers students in more than 8 courses as some courses are outside of the timetable, which results in about a 2 FTE addition through current course-based funding; moving to a headcount system would therefore not be onerous for the district budget
 - This also means that students who would benefit from taking fewer than 8 courses would still be counted as one FTE which better supports student learning; students can continue to take more than 8 courses too
 - Flexibility to more intentionally align secondary school structures for learning with the redesigned curriculum is enhanced.
 - DL funding
 - At this point, the thinking is to transition towards the panel's DL recommendations - likely over the next three years
 - In SD 10, this may impact our DL school
 - This funding change intersects with the proposed changes to headcount funding
 - It may be that we incorporate our DL students into other district schools and still provide a home based or blended learning format – yet to be determined
 - Changes to Inclusive Education Funding from a designation to a population model
 - Part 1 - Complex needs – Level 1 is currently, Deaf, Blind and Physically dependent students (about 500 students province-wide)
 - Recommendation to expand Level 1 to also include complex needs that require costly support (very small number provincially) with up to \$80,000 per student per year
 - SD 10 has rarely had Level 1 students and at this point, we have no students who would fit the proposed new Complex needs category
 - Part 2 - Population data used to calculate funding for students with diverse needs
 - 3rd party data to be used: Student health records matched with PEN numbers for health conditions that impact learning
 - Combined with socio-economic community data from Vital Statistics, StatsCan and MCFD to identify children in care, mental health supports, low birthweight, low income and language acquisition/development
 - Districts will need to continue to ensure that processes are in place to identify students' learning needs and provide appropriate supports
 - This new approach would mean current Special Ed audit criteria and compliance would not be required except for Complex Needs category, allowing greater support for the classroom, as Learning Support Teachers, Principals, Vice principals and Director of Learning efforts can be more focussed on students rather than paperwork
 - Assessments and IEPs would still be done to support students, but their purpose would be student-centred, not to meet audit criteria
 - Advocating for our rural and remote district at the provincial table is an important part of the Superintendent/Secretary-Treasurer's and the Board's role; the context of our district and needs are considered by the Ministry and also help educate larger districts who don't face the same rurality barriers
- 8. Grade 6 Quebec Exchange**
- NES teacher, Anita Vibe's Grade 6 class, has been accepted to participate in the Encounters Canada exchange program with a class from Victoriaville, Quebec

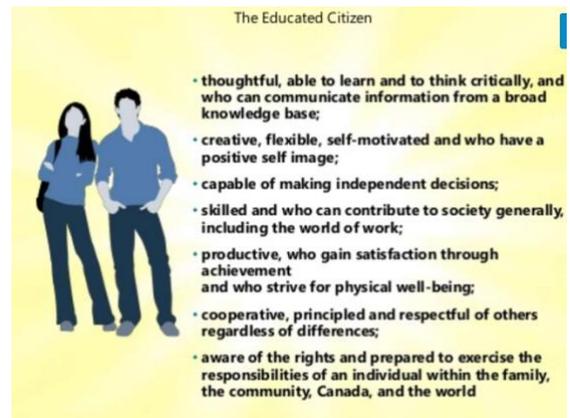
- Aligned with both Goal 1 and Goal 2 of the Strategic Plan, this fantastic French language and culture exchange takes place in May when the Grade 6 class will journey to Quebec to partner with their exchange class, learn about Quebec language and culture, and journey to Quebec City
- In June, the Victoriaville students come to SD 10 to experience the culture of Nakusp and the Arrow Lakes area
- The district has contributed funds from our budget and the school will also fundraise to support costs of sharing learning experiences and field studies in SD 10 with the Victoriaville guests, while all other travel and accommodation costs are covered

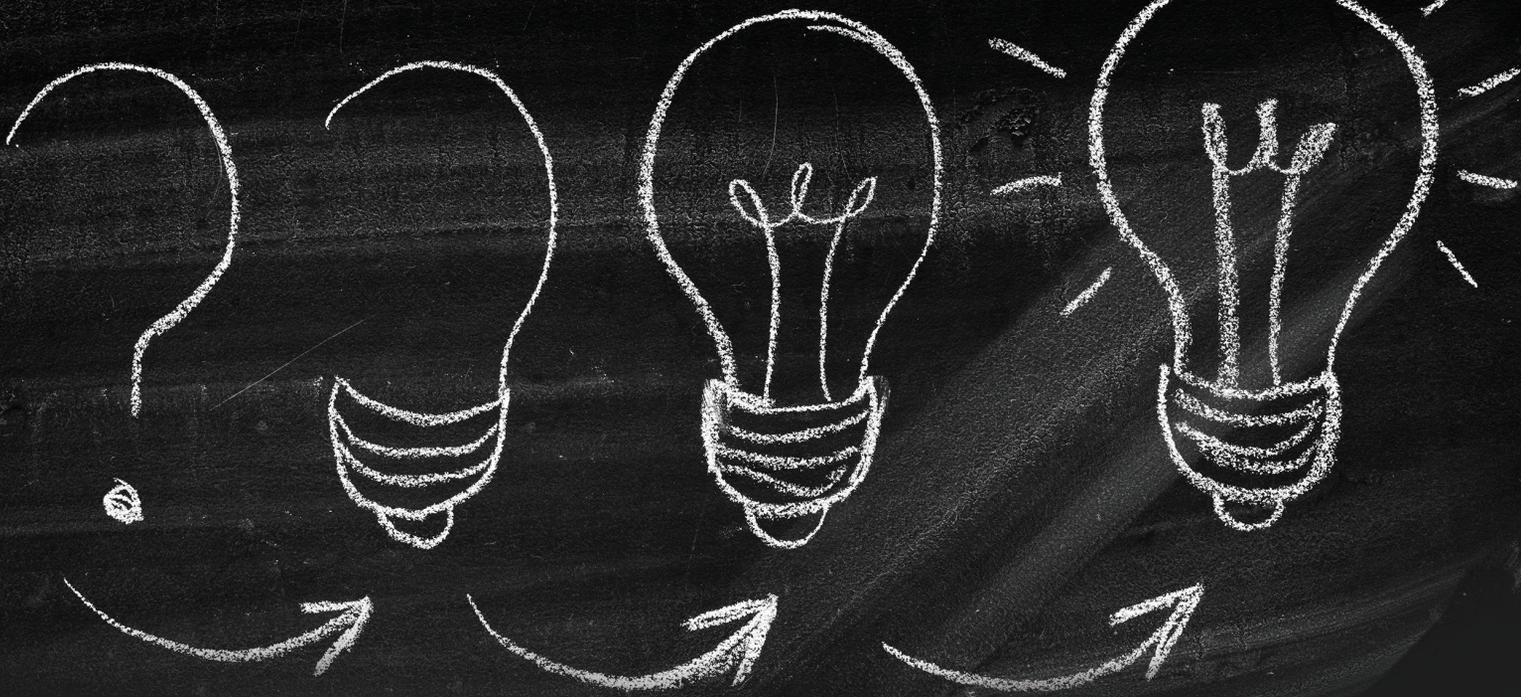
9. Rural Recruitment

- Recruiting teachers and school and district leaders is more complicated in recent years – especially for rural and remote districts and our experience this past year in SD 10 back this up
- The Ministry of Education presented on recruitment and retention issues and gathered feedback from sixteen rural districts at the recent Rural Education Advisory Committee
- Rural Education Advisory has continued to raise the recruitment challenges rural districts face with the Ministry and is helping advise the Ministry on this area of concern
- Linda Beddouche has been appointed as the new Recruitment Director. She shared initial strategies as well as asked for input from district leaders at the Nov 6th REA meeting
- Superintendent Taylor shared the challenges that SD 10 has faced, and the rural advisory group brainstormed a number of ways that the recruitment challenges may be addressed
- A half day focus session on this important issue will be held with the Ministry and REA in the spring

10. Community Career Connections video – Evidence of Career Development Learning

- Completed last year, this great little film is now showcased both on our [Plan for Learning](#) website and also on the [district video gallery](#) at our SD 10 website
- The film demonstrates how our senior secondary students working alongside local carpenters and builders made a difference for Nakusp Elementary School in building the new outdoor classroom and also learned important trades skills alongside local carpenters
- Evidence of learning in the Career Development pillar of the Educated Citizen can be seen both through quantitative data such as the transition rate to post-secondary and Grade 10 and 12 student responses to questions on the annual Ministry Student Learning Survey, and also in qualitative evidence
- The engaged scenes of hands-on career learning evident in this short film as well as the other films on the Plan for Learning website share evidence of students gaining skills for career development and the world of work





The Kootenay HUB Community of Practice: Innovating Assessment Together

By Terry Taylor, School District No. 10; Naomi Ross,
School District No. 8; and Cheryl Lenardon, School District No. 6

Connection. Learning. Transformation. The Kootenay HUB is a collective of the six school districts in the Kootenay Boundary region of British Columbia, our post-secondary partners, and the Ministry of Education, all working with a common aim: to improve learning for educators and students.

HUB STRUCTURE – 60 EDUCATORS; SIX SCHOOL DISTRICTS; SEVEN CLASSROOMS; SIX POST-SECONDARY PARTNERS

This past April, over 60 teachers, principals and vice-principals, directors and superintendents, gathered with teacher education faculty and teacher candidates from across the Kootenay region and BC, for a day focused on assessment and communicating student learning.

The morning – school site learning rounds in far corners of the learning region

Teachers in three West Kootenay school districts opened the doors of their classrooms in the morning to HUB enthusiasts. Teams of six to 10 educators comprised of teachers, school and district leaders, post-secondary teacher education colleagues and teacher candidates, arrived in nine classrooms scattered around the region to observe, connect, and then debrief their learning about assessment at the school site they had chosen.



HUB educators engaging with K/1 learners.

From New Denver to Rossland and South Slovan, educators observed, learned from one another, and re-conceptualized their models of assessment in collaborative teams.

Nine school learning environments ablaze with assessment innovation

Participants visited nine different classrooms (see the table at the bottom of this page for the full list). The teachers opening their classrooms had lots to learn too, as this teacher at Mt. Sentinel School observed:

“Having the HUB come to our school was a formative experience for my teaching partner and I. It felt great to answer questions about the why and how of our practice, and to see the excitement for the ideas we were experimenting with. It was an invaluable experience and I would encourage any teacher or school to jump at the opportunity to participate.” – Danny Leeming, Teacher, SD 8



road trip from the school sites. To begin, Dr. Leyton Schnellert of WKTEP said, “the field doesn’t own practice and the university doesn’t own research.” Rather, in meso layer inquiries like this cross-Kootenay HUB, we work together as scholar-practitioners to investigate practice and strengthen teacher, and thereby, student learning.

Dr. Schnellert framed the Kootenay HUB as the rural heart of the three to six campus initiative supported by the Ministry of Education. The gathering brought together researchers from teacher education programs from the University of Victoria, the East Kootenay Teacher Education Program (EKTEP), UBC-Okanagan, WKTEP, and the University of the Fraser Valley, with educators in the field, and

Tammy Renyard and Heather Brown from the Ministry of Education Outreach team. Tammy and Heather situated our learning about assessment and communicating student learning within the Ministry’s K-9 reporting pilot, the Core Competencies, and new Assessment Frameworks. The energy in the room was magnetic!

“Themes of assessment and progressive curricular change wove through conversations about learning happening in districts across the East and West Kootenays. Guided by provoking contextual examples from the Ministry of Education and researchers in the field, participants ranged from senior leadership to pre-service teachers. Everyone was acutely focused on the improvements we stand to make for students by implementing promising assessment models. In the last third of my career in educational leadership, it is time to focus on assessment. I have a role in raising an assessment literate system from the ground up.” – Steve Wyer, Principal, SD 6

The afternoon – gathering as a HUB

In the afternoon, the teams journeyed to UBC’s West Kootenay Teacher Education Program (WKTEP) in Nelson, a 20 to 90 minute

District	School	Assessment Focus
SD 8	Brent Kennedy Elementary	
	Grade 1	Creating self-assessment rubrics in preparation for student-led conferences.
	Art/Social Studies, Grades 5-6	Using See-Think-Wonder to dive into big ideas and images in Indigenous Education in Social Studies.
	Indigenous Education, Grades 3-4	Student journal reflections on models of an Indigenous village they created in preparation for the Gallery Walk with parents.
Mt. Sentinel Secondary		
	Cross-Curricular Academy	Reflecting on core and curricular competencies and preparing for sharing learning with parents at student-led conferences.
SD 10	Lucerne Elementary Secondary	
	Kindergarten-Grade 1	Using visual checklists for students to conference, self-assess, and set next step goals for a book they had written and published.
	Humanities, Grades 7-8	Integrating curricular and core competencies to reflect on learning, set learning goals.
SD 20	Rossland Summit School	
	Grade 2	Reading and writing assessment and using rubrics with learners.
	Grades 1-2	Core competency self-assessments using “I can” statements and self-reflection.
	Grade 9, French Immersion	Teaching students to apply feedback to multiple drafts of their work using Google classroom.

DEEPENING THE MESO LAYER TOGETHER

David Istance’s Organization for Economic Co-operation and Development (OECD) Innovative Learning Environment research talks about the significance of the meso layer of education in improving student learning and enhancing innovation (Innovative Learning Environments, 2013). Networks and communities of practice are a key catalyst for innovation and when educators collaborate together to make a difference in learners’ success, we have a powerful impact.

Our Kootenay HUB positions the British Columbia School Superintendents Association (BCSSA) district leaders, the British Columbia Principals’ & Vice-Principals’ Association (BCPVPA) school leaders, teacher leaders, university teacher education faculty, and the Ministry of Education as vibrant collaborative network partners in a pivotal Community of Practice.

“The Kootenay Hub provided a unique opportunity for us to network and collaborate with other schools. One of the hardest parts working in a rural school is disrupting our mental models and making impactful change. The HUB provided us with the ability to engage with other educators in critical dialogue about how best to support student success. We were able to walk away with concrete ways to increase and improve teaching and learning in our schools, and also create relationships that we could draw upon for future growth and collaboration.” – Nick Graves, Principal, SD 10

Diverse perspectives from multi-layered teams are central to the co-learning and co-creation in the HUB. Our work fosters a culture of disruption and vulnerability with authentic sharing, wondering, and learning.

HUB IMPACT

The impact of building leadership in our region through the HUB is palpable, as this district leader commented about the morning school visits:

“As a new member of BCSSA, I appreciated the opportunity to witness students immersed in reflective, personalized learning experiences, leading me to wonder how those unique circumstances could be transformed to my district’s context.” – Anna Lautard, Director of Learning, SD 51

WKTEP Coordinator, Heather Shippit, likewise reflected on the power of the learning round visits in the HUB Community of Practice for herself and pre-service teachers in WKTEP:

“It felt like a gift to have the opportunity to be immersed in observing, questioning, reflecting and talking about education. The ‘get your hands dirty and messy’ format where we got to be involved in the lesson, the assessment of the lesson, and then got to be the experts by asking questions and talking about what we saw was great. It was an experiential ‘learning lab.’” – Heather Shippit

Our Kootenay-Boundary BCSSA Chapter has a reputation for leading learning and the impact of the HUB is evident across the region. Plans for the Spring 2019 HUB gathering, hosted by EKTEP in Cranbrook with learning rounds in the two neighbouring school districts, are underway.

“Educational transformation is alive in the Kootenays. Collaborating across our teacher education programs and six school districts has helped us identify, share and grow promising practices

recognizing rural educators as change makers.” – Dr. Leyton Schnellert

Terry Taylor is Superintendent for School District No. 10, an innovative rural district in southeastern British Columbia, which claims place-conscious learning as its signature pedagogy. Naomi Ross is a District Principal of Innovative Learning in School District No. 8 Kootenay Lake. Cheryl Lenardon is Assistant Superintendent in Rocky Mountain School District No. 6 in British Columbia’s beautiful Columbia Valley.

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**EPC / Regular Meeting of the Board
November 19, 2019**

Policy Committee Updates and Recommendation's – Supporting Attachment

Re: Notice of Revision of Board Policy

Recommended for Revision

1) Policy 680 – Transportation Assistance

The current policy limits eligibility/access for transportation assistance in the absence of a bus route, but where a school exists. This policy has been updated to ensure equity in access, and to provide clarity.

The Notice of Motion once passed at the November 19, 2019 Regular Meeting and revised Policy will be posted on the SD10 Website: <https://sd10.bc.ca/board-of-education/sd-10-board-of-education-policy/>

Policies Recommended for Approval

2) Policy 332 – Physical Restraint and Seclusion

All school districts are now required to have policies in place that address physical restraint and seclusion. This policy aligns with and will be used in conjunction with District Protocol S-09 Physical Restraint and Seclusion that was adopted in February 2017.

The Notice of Motion once passed at the November 19, 2019 Regular Meeting and recommended Policy will be posted on the SD10 Website: <https://sd10.bc.ca/board-of-education/sd-10-board-of-education-policy/>



SCHOOL DISTRICT 10 (ARROW LAKES) POLICY MANUAL

332– Physical Restraint and Seclusion in Schools

1.0 General

- 1.1. The Board of Education of School District 10 (Arrow Lakes) recognizes its responsibility to maintain a safe, caring and orderly school environment for all of its students and employees.
- 1.2. The Board believes that behavior interventions for all students should emphasize prevention and positive behavior supports. Every effort is to be made to employ preventative actions that preclude the need for the use of physical restraint and seclusion.
- 1.3. The Board further believes that respect for student rights, maintaining student dignity, and the safety of all involved is paramount.
- 1.4. Notwithstanding behavior interventions that are focused on prevention, the Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents an immediate danger to themselves or others.
- 1.5. All staff working directly with a student where there is a potential for imminent danger of serious physical harm to self or others will be provided the opportunity to participate in training regarding the use of physical restraint and seclusion.
- 1.6. The superintendent is responsible to establish procedures regarding the use of physical restraint and seclusion.

1.0 General

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

2.0 Regulations

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