1. CALL TO ORDER
The Chair will call the meeting to order and recognizes that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

2. ADDITIONS TO THE AGENDA

3. DELETIONS TO THE AGENDA

4. CHANGE IN ORDER

5. APPROVAL OF THE AGENDA

6. APPROVAL OF THE MINUTES

   6.1 Minutes - June 7, 2017

       That the minutes from the Education Committee meeting held June 7, 2017 be approved.

       09 - Jun 7 17

7. PRESENTATIONS

8. SENIOR STAFF REPORTS

   8.1 Director of Instruction Tait & District Vice Principal Tenning
       RE: Blanket Exercise Follow Up
       Retreat Graphics Aug 24 17

   8.2 Superintendent's Report
       • Enrollment Update
       • FSA Presentation by District Principal Robinson
       • FSA Action Sheet by Superintendent Blain

       That the Education Committee recommends that the Board of Education of School District 68 (Nanaimo-Ladysmith) rescind previous Motion R15/12/16-12 - The Board of Education of School District 68 (Nanaimo-Ladysmith) requests the Board Chair write a letter to parents that present unbiased pro/con information on the FSA (Foundation Skills Assessment) exam, including checkboxes for opting out of the exam (as per BC legislation) and direct staff to honour parents requests to opt out of the exam, without further contact.

       FSA Presentation Oct 4 17
       AS - FSA Oct 4 17
       Appendix A
9. UNFINISHED BUSINESS

10. NEW BUSINESS

11. QUESTION PERIOD
Question Period is intended to enable the public to obtain clarifying information regarding a current agenda item.

Individuals wishing to ask questions of the Board upon completion of Committee and Board sessions shall do so in writing on the form provided which includes their name, street address and email address. The individual will be asked to verify his/her self and be afforded the opportunity to read out their own question. Each individual shall be limited to one follow-up question upon receiving a response. Questions and responses will be included in the video of the meeting and the meeting minutes and will be part of the public record.

.Forms are available in the information rack near the entrance of the Board Room

12. ADJOURNMENT
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE MEETING
HELD June 7, 2017

PRESENT:

Trustees
S. Higginson, Chair
N. Bob, Vice-Chair
J. Solomon
S. Rae
B. Robinson
N. Routley

Staff
S. Saywell, A/Superintendent
C. McVeigh, Secretary-Treasurer
L. Tait, A/Assistant Superintendent
D. Burgos, Executive Director of Communications
A. Tenning, Vice Principal, Aboriginal Education
L. Burgos, Executive Assistant

ABSENT:

S. Kimler
J. Brennan
T. Brzovic

IN ATTENDANCE

M. Ball, NDTA Rep
J. Smith, CUPE Rep
T. McKay, NSAA Rep
C. McKay, DPAC Rep
E. Bock, DASG Rep

Meeting No. EC09

CALL TO ORDER

The Chair called the meeting to order at 5:01 pm and recognized that today's meeting is being held on the traditional territory of the Snuneymuxw people. Congratulations to the Snuneymuxw graduates this evening.

ADDITIONS TO THE AGENDA

Trustee Routley requested to add counselling service levels discussion added to the Agenda. Trustees discussed and found non-emergent. There were no Additions to the Agenda this evening.

DELETIONS TO THE AGENDA

There were no Deletions to the Agenda this evening.

CHANGE IN ORDER

There was no Change in Order this evening.

APPROVAL OF THE AGENDA
Minutes of the Education Committee Meeting held June 7, 2017

Folio
EC17/06/07-01

That the Agenda be approved.  
CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Minutes - April 5, 2017
Folio
EC17/06/07-02

That the minutes from the Education Committee meeting held April 5, 2017 be approved.  
CARRIED UNANIMOUSLY

SENIOR STAFF REPORTS

Laura Tait, A/Assistant Superintendent
RE: Board Goal Reconciliation & The Path Forward

Laura Tait, Acting Assistant Superintendent for Elementary Learning, applauded the Board's recent addition of a new Board Goal: Reconciliation, and also referenced calls to action in the Truth and Reconciliation Commission's final report. Ms. Tait shared a district-wide plan on Aboriginal education which will be achieved through a number of initiatives which include: the new Board Goal, BC Curriculum, Aboriginal Education Enhancement Agreements, and the Aboriginal Equity Scan, among many others.

Ms. Tait ended with an explanation on the Blanket Exercise which covered the historical and cultural significance of the long-standing spiritual practice. 

This presentation is attached to the Agenda.

IT WAS MOVED BY Trustee Higginson
IT WAS SECONDED BY Trustee Robinson

The Education Committee recommends to the Board of Education of School District No.68 (Nanaimo-Ladysmith) that the Education Committee in its entirety, work together with the District Aboriginal Education team to collectively develop a Board definition for reconciliation in education for the Nanaimo-Ladysmith Public Schools. This process will be culturally relevant, sensitive and significant and may require the committee to have closed meetings that will be witnessed and reported out at regular public meetings of the Education Committee.

Trustee Bob moved into the Chair
Minutes of the Education Committee Meeting held June 7, 2017

IT WAS MOVED BY Trustee Higginson
IT WAS SECONDED BY Trustee Rae

Folio
EC17/06/07-04

That the motion be tabled.

CARRIED UNANIMOUSLY

Motion to Lay on Table

IT WAS MOVED BY Trustee Rae
IT WAS SECONDED BY Trustee Solomon

Folio
EC17/06/07-05

That the motion be Taken from the Table.

CARRIED UNANIMOUSLY

Motion to Take from the Table

IT WAS MOVED BY Trustee Higginson
IT WAS SECONDED BY Trustee Solomon

Folio
EC17/06/07-06

The Education Committee recommends to the Board of Education of School District No.68 (Nanaimo-Ladysmith) that the Education Committee in its entirety, work together with the District Aboriginal Education team to collectively develop a Board definition for reconciliation in education for the Nanaimo-Ladysmith Public Schools starting in the fall. This process will be culturally relevant, sensitive and significant and may require the committee to have closed meetings that will be witnessed and reported out at regular public meetings of the Education Committee.

CARRIED UNANIMOUSLY

On the Main Motion

Trustee Higginson moved back into the Chair

PRESENTATIONS

Bill Taylor, Teacher, Ladysmith Secondary School
Mandy Jones, Hul’q’umi’num Teacher
RE: LSS Hul’q’umi’num Team
Students: Alba, Rosilee, Wiebke, Laura, Amos,

Bill Taylor, Teacher at Ladysmith Secondary School, introduced a group of students that proudly presented a story written by a student and translated with the help of Aboriginal elders into the Hul’q’umi’num language.
The link to the presentation is: https://youtu.be/DqrllIK3P4?t=1538
Catherine, Jasmine, Melainee, Josh, Klarissa, Isabel & Kaydin

UNFINISHED BUSINESS

There was no Unfinished Business this evening.

FOR INFORMATION

There were no questions this evening.

ADJOURNMENT

IT WAS MOVED BY Trustee Rae
IT WAS SECONDED BY Trustee Solomon
That the meeting be adjourned.
CARRIED UNANIMOUSLY

The meeting adjourned at 5:46 pm.
Assessment in NLPS
Common Formative Assessment
Nanaimo Ladysmith public Schools

- NLPS Reading Assessment
- School-wide Write
- District Math Assessment (DMA)
- Running Records
Foundation Skills Assessment

**What is it?**

- Learning Standards to assess literacy and numeracy
- At Grades 4 and 7
- Created by Teams of Educators & measurement experts

- Provide system level info on student performance
- Provide district/school info on student performance
- Support decision making
  - Interventions, planning, resource allocation, curriculum, policy, research
new Foundation Skills Assessment

Quick Facts

- Assesses Core Competencies, reading, writing, numeracy
- Oct 2 – Nov 10, 2017
- 10-min. group collaboration activity
- Choice of reading themes
- Approximately 4.5 hours
- Results returned in fall/online results available immediately
- Marking remains at the local level
Foundation Skills Assessment
4 components

Collaboration Activity

Student Booklet

Online Component
The online component of the new FSA includes engaging and interactive questions in reading and numeracy. Students answer questions by clicking and dragging, highlighting, selecting from a drop-down menu, or entering their numerical response. Online items reflect a range of difficulty and complexity.

Self-reflection Component
The fourth component of the new FSA concludes with students reflecting on and analyzing their own experiences in the assessment. This component provides feedback from a student perspective and relates to the Thinking and Communication Core Competencies.
# Foundation Skills Assessment

## Same & New?

<table>
<thead>
<tr>
<th>What is the same?</th>
<th>What is new?</th>
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</thead>
<tbody>
<tr>
<td>• Developed by B.C. educators</td>
<td>• Is administered in October/November instead of January/February</td>
</tr>
<tr>
<td>• Assesses reading, writing, and numeracy</td>
<td>• Includes a group collaboration activity</td>
</tr>
<tr>
<td>• Is administered in Grades 4 and 7</td>
<td>• Includes a choice of reading themes</td>
</tr>
<tr>
<td>• Includes online and written components</td>
<td>• Uses a variety of engaging question formats</td>
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<tr>
<td>• Takes approximately the same length of time to administer as the prior FSA</td>
<td>• Includes student self-reflection</td>
</tr>
<tr>
<td>• Is scored locally</td>
<td>• Is reported on a proficiency scale</td>
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</tbody>
</table>
Foundation Skills Assessment

- Occurs in the fall
- Online data available immediately
- Writing portion can be used as school-wide write
- Reflects the new BC Curriculum
- Assesses the Core Competencies
Common Formative Assessment
DATE: October 4, 2017
TO: Education Committee
FROM: Superintendent John Blain
SUBJECT: FSA/Informing Instruction at Grade 4/7

Recommendation:

That the Education Committee recommends that the Board of Education of School District 68 (Nanaimo-Ladysmith) rescind previous Motion R15/12/16-12 - The Board of Education of School District 68 (Nanaimo-Ladysmith) requests the Board Chair write a letter to parents that present unbiased pro/con information on the FSA (Foundation Skills Assessment) exam, including checkboxes for opting out of the exam (as per BC legislation) and direct staff to honour parents requests to opt out of the exam, without further contact.

Board and Strategic Plan Goal, and Board Governance Policy Reference:

- Meet Each Student’s Unique Needs
- The Continuous Improvement of Instruction and Assessment, Board Governance Policy 1.3

Background:

In 2015, the Board approved a motion that was intended to acknowledge the NDTA’s desire that principals not follow-up with parents who requested nonparticipation of their child in the Foundation Skills Assessment (FSA).

As you have heard tonight, the assessment has been redesigned and created by a diverse group of BC educators which will help support and inform classroom instruction across the province. The newly redesigned FSA reflects BC’s new curriculum and current classroom practices and will be administered in the fall instead of the winter. This important change means teachers receive student results earlier, providing information on what students know, can do, and understand at the beginning of the school year.

Over the past three years, NLPS worked to build an infrastructure of district-wide assessment and continues to support and communicate with teachers and parents throughout this journey. District-wide assessment provides educators with common understandings of their students, data to inform their instruction and purpose to their collaboration. This comprehensive process to support instruction in the classroom and inform parents on the progress of their child will also provide valuable information to support learning across the district and identify the unique learning needs of our students.

It’s important for us to be mindful that the Foundation Skills Assessment is necessary and informs student process, but is just one of many methods of assessment. NLPS takes a more wholesome view of student assessment and employs a variety of district-wide and individual teacher assessment practices to inform student learning.

Attachments:

1) Appendix A: Board Motion, December 16, 2015
2) Appendix B: Board Policy 1.3
Appendix A: Excerpt from the adopted minutes of the Regular Board Meeting held December 16, 2015

FSA Letter to Parents

IT WAS MOVED BY Trustee Brzovic
IT WAS SECONDED BY Trustee Kimler

The Board of Education of School District 68 (Nanaimo-Ladysmith) requests the Board Chair write a letter to parents that present unbiased pro/con information on the FSA (Foundation Skills Assessment) exam, including checkboxes for opting out of the exam (as per BC legislation) and direct staff to honour parents requests to opt out of the exam, without further contact.

CARRIED UNANIMously
1.3 The Continuous Improvement of Instruction and Assessment

BACKGROUND

The primary purpose of assessment and evaluation is to improve teaching and learning based upon a vision of success for all.

DEFINITIONS

This administrative procedure provides criteria for the assessment and evaluation of a student’s achievement and emphasizes the importance of providing authentic evidence in relation to student learning. The various forms of assessment supported by the district are outlined with a description for the purpose of each.

Assessment: Assessment is a continuous process of gathering information about student learning and performance, using a variety of sources over time.

Assessment for Learning (Formative Assessment): Assessment for the purposes of increasing student learning in relation to the essential learning outcomes from the BC Ministry of Education’s Prescribed Learning Outcomes, cross-curricular competencies and Standards of Achievement. It is designed to give teachers information so as to adjust teaching and guide instructional practice. Teachers use this information to provide feedback to students for improved learning.

Assessment as Learning (Formative and Self-Assessment): Assessment for the purpose of increasing students’ awareness of their own learning through metacognitive processes. These assessment practices are characterized by students reflecting on their own learning to become adaptable, flexible, and independent in their learning and decision-making.

Assessment of Learning (Summative Assessment): Assessment for the purposes of providing evidence of student achievement for reporting in relation to the BC Ministry of Education’s Prescribed Learning Outcomes. This is used to confirm what students know and are able to do.

Evaluation: Evaluation is the process of judging the quality of student work in the assessments, on the basis of established criteria, and the assigning of a value to represent the quality.
POLICY

The Nanaimo-Ladysmith Public School Board is committed to providing quality learning opportunities for all students and balanced assessment practices as an integral part of teaching and learning. The Board recognizes the positive influence that high quality assessment practices have on the motivation and self-esteem of students. Assessment and evaluation practices in the district are intended to provide effective feedback to guide a learner’s self-evaluation. The results of such assessments are also used to communicate achievement to students, parents, staff and others.

Assessment data also provides valuable information to the Ministry of Education and the Board of Education to guide the allocation of resources to schools and to help identify programming needs. The instruction and assessment practices of Nanaimo-Ladysmith Public Schools support the continuous improvement of learning and employ a variety of methods. Effective practices reflect the reciprocal relationship between the teacher and learner, and are based upon reflection and support the well-being of students, families, and communities.

Nanaimo-Ladysmith Public Schools Assessment Principles:

The following fundamental principles lay the foundation for authentic and focused practice. They guide the collection of meaningful information that informs instructional decisions, promotes the engagement of learners, and improves learning.

The principles also ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, and allow teachers to employ practices and procedures that are characterized as being:

- Fair, transparent, and equitable for all learners;
- Supportive of all learners, including those with special education needs and those who are learning the language of instruction (English or French);
- Supportive of learners who are First Nation, Metis, or Inuit;
- Reflective of Indigenous peoples’ principles of teaching and learning;
- Carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all learners;
- Communicated clearly to learners and families at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for learners to demonstrate the full range of their learning;
- A source of ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Supportive of the development of a learner’s self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Supportive of the development of a learner’s self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.
Commitment to Effective Practice:

All students are expected to participate in assessment and evaluation in accordance with provincial and district policy. Students shall be accommodated according to their individually identified needs.

Nanaimo-Ladysmith Public Schools will:

1.0 Ensure that all learners participate in provincial, national and international assessments as required by the BC Ministry of Education and the Board of Education. Participation in provincial assessments provides information about system performance and identifies student progress toward provincial learning outcomes. Large-scale assessments provide a measure of accountability to parents, community and other stakeholders. Results of provincial assessments should be communicated to participating learners in order to facilitate personal growth and goal setting.

2.0 Identify and support the implementation of district assessments in order to provide for continuous improvement of instruction and assessment to enhance student learning at the local level. Under the direction of the Superintendent, district level educators will identify and support the implementation of district wide assessments in alignment with the BC Ministry of Education Curriculum, District and School Goals. District-wide assessments will be implemented on a cyclical basis to provide both formative and summative assessment information. The purpose of assessment at the district level would be to:

- Inform instruction at the school, classroom, and individual student level,
- Support grade to grade transitions,
- Identify students at risk,
- Inform professional learning, collaboration, and in-service needs for educators in the district, and
- Provide schools and the district with data to help allocate and focus district resources.

The District Assessment Review Committee, comprised of teacher, parent and administrative representatives, will review district assessment procedures at regular intervals.

3.0 Promote and utilize school and classroom assessment practices that include assessment for, as and of learning in order to meet each student’s unique needs and to support the continuous improvement of instruction and assessment. School and classroom level assessments are integral to the planning and delivery of curriculum and to the identification of instructional practices that best meet the diverse learning needs of our students. Teachers will use a variety of assessment tools and practices to facilitate student learning and to develop necessary interventions and enrichments to promote personalized learning. Information from these assessments will enhance communication with
educators, students and their families in relation to the student’s demonstration of learning based upon the BC Ministry of Education’s *Prescribed Learning Outcomes*. Assessment practices will be holistic in nature, and incorporate experiences that enhance a learner’s self-concept and develop the learner’s:

- Understanding of personal strengths and talents,
- Awareness of next steps to improve personal learning,
- Personal reflection, self-assessment and goal-setting, and
- Understanding of their personal learning processes.

References:
- *First Peoples Principles of Learning: First Nations Education Steering Committee (2012).*
- *Student Assessment in Finland – Basic Education. The Finnish National Board of Education (2005).*

Legal References:
- **Monitoring Method:** Internal Reports/Superintendent
- **Monitoring Frequency:** Annual
- **Adopted:** 2013.08.26
- **Amended:** 2017.04.26