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 - November 2, 2016

   That the minutes from the Education Committee meeting held November 2, 2016 be approved.

   **03 - Nov 02 16**

7. **PRESENTATIONS**

   7.1 Darlene Crane
       Principal, Brechin
       RE: Student Focused Programming
       [Brechin Presentation]

8. **Nominations of Vice Chair**

9. **LEARNING SERVICES DEPARTMENT**
   John Blain, Superintendent

   9.1 Laura Tait
       Director of Instruction
       RE: Reporting Update
       Presenters/Teachers: Ms. James - Dover Bay, Ms. Marshall - Fairview Community, Ms. Gardner - Fairview Community, Ms. Kraft - McGirr, Mr. Walsh - Quarterway

   9.2 Laura Tait
       Director of Instruction
       RE: District Collaborative Learning Opportunities
Please note that the proceedings of this meeting are being recorded to assist in the preparation of the minutes of the meeting. The recording of this meeting are records of the School District, as defined in the Freedom of Information and Protection of Privacy Act, and as such may be the subject of access requests under the Act.

DCLO

9.3  John Blain
Superintendent
RE: FSA Letter
FSA Letter

10.  UNFINISHED BUSINESS

11.  NEW BUSINESS

12.  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

13.  ADJOURNMENT
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE MEETING
HELD November 2, 2016

PRESENT:
Trustees
S. Higginson, Chair
N. Bob, Vice-Chair
T. Brzovic
S. Kimler
B. Robinson
N. Routley
J. Solomon

Staff
J. Blain, Superintendent/CEO
C. McVeigh, Secretary-Treasurer
D. Burgos, Director of Communications
S. Saywell, Assistant Superintendent
T. Davie, Assistant Superintendent
L. Tait, Director of Instruction
K. Scheibel, Executive Assistant

IN ATTENDANCE
M. Ball, NDTA Rep
J. Smith, CUPE Rep
C. Girard, NSAA Re
C. McKay, DPAC Rep
D. Sywak, DASG Rep

ABSENT
S. Rae
J. Brennan

CALL TO ORDER
The Chair called the meeting to order at 6:01 pm and recognized that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA
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 of the Agenda this evening.

APPROVAL OF THE AGENDA
Folio EC 16/11/02-01

That the Agenda be approved.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Minutes - October 5, 2016
Folio EC 16/11/02-02

That the minutes from the Education Committee meeting held October 5, 2016 be approved.

CARRIED UNANIMOUSLY

PRESENTATIONS

Ms. Jacquie Poulin
Principal
RE: Healthy School Initiatives

Ms. Poulin presented to the Education Committee on Healthy School Initiative. This is attached to the Agenda.

LEARNING SERVICES DEPARTMENT

Student Recognition Guideline Discussion

Folio: R16/09/28-20
The Board of Education of School District 68 (Nanaimo-Ladysmith) directs that the issue of district student recognition be moved to the Education Committee as per the Superintendent’s recommendation.

Discussion with Trustees and representatives resulted in that they will continue to think about whether this is needed and what perimeters to set if this does happen. No action was taken. It will be revisited in the future.

Overview of Community Forums (dates, format)
RE: New Reporting Order / Curriculum

Superintendent Blain gave an overview of upcoming dates and locations.

UNFINISHED BUSINESS

Trustee Brzovic - Support for NDTA Request

No further action needed due to Ministry timeline adjustments.

NEW BUSINESS
The Education Committee discussed whether the Board should be partisan in its actions in the upcoming provincial election. There was overwhelming agreement that the Board should remain non-partisan in any and all election activities.

**QUESTION PERIOD**

There was no questions this evening.

**ADJOURNMENT**

IT WAS MOVED BY Trustee Robinson
IT WAS SECONDED BY Trustee Routley
Folio
EC 16/11/02-03

That the meeting be adjourned. CARRIED UNANIMOUSLY

The meeting adjourned at 7:13 pm.
WE ARE . . .
Team Brechin
• Meet each student’s unique needs

• The continuous improvement of instruction and assessment

• Enhanced facilities for learning

WE ARE . . .
Team Brechin
WE ARE . . .
Team Brechin

- Culture
- Structure
- Instruction/Assessment
Meet Each Student’s Unique Needs
Meet Each Student’s Unique Needs
Meet Each Student’s Unique Needs

Beauty is an illusion.
Our natural wrinkles are a fact.
You need high-protein, low-carbohydrate diets.
Makeup is not confidence.
Meet Each Student’s Unique Needs
Meet Each Student’s Unique Needs
The Continuous Improvement of Instruction and Assessment
The Continuous Improvement of Instruction and Assessment
# The Continuous Improvement of Instruction and Assessment

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<td>Number Concepts and Operations</td>
<td>Winter Break</td>
<td>Still and Drill</td>
<td>Patterns and Algebra</td>
<td>Geometry</td>
<td>2 Week Flex</td>
<td>Still and Drill</td>
<td>Measurement</td>
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*Brechin Bulldog*
The Continuous Improvement
of Instruction and Assessment
Work hard . . .
Have fun . . .
Make a difference
DISTRICT COLLABORATIVE LEARNING OPPORTUNITIES

2016-2017
Collaborative Learning Opportunities

The following learning opportunities have been organized by your district learning coordinators. They are a collective effort and commitment to support professional learning in pursuit of the "Success for ALL" vision in Nanaimo-Ladysmith Public Schools and the goals of our strategic plan:

❖ Meeting each student’s unique needs
❖ The continuous improvement of instruction and assessment
❖ Enhanced facilities for learning

We know that continuous professional learning is the key to effective instruction and that effective instruction has the greatest impact on our students’ success. District Collaborative Learning Opportunities are an extension of our Professional Learning Communities and will aim to facilitate an open system of communication and foster a collaborative learning culture. This learning is focused on the four areas of our District Learning Framework.

<table>
<thead>
<tr>
<th>Curriculum &amp; Instruction</th>
<th>Collaborative Culture</th>
<th>Assessment &amp; Reporting</th>
<th>Safe, Caring &amp; Inclusive Schools</th>
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</table>


Collaborative Learning Opportunities

The goal is to provide participants with the opportunity to network with colleagues across the district and engage in professional dialogue and inquiry on a variety of topics. Each topic has been organized as a series, involving multiple learning sessions, allowing participants to apply and embed learning into practice with follow-up and feedback. Where possible, the needs of participants will inform directions and the development of resources for subsequent sessions.

As Coordinators,

- We recognize that a trusting, collaborative and mutually respectful relationship is necessary for learning.
- We recognize that student learning is central to professional learning.
- We recognize the importance of collegial conversations where we respect one another’s strengths, expand our perspectives, and advance our collective capacity.
- We recognize the importance of ongoing learning, embedded in practice.
- We recognize the importance of reflecting on our experiences and actions to inform our next steps, responding to the evolving needs and interests of all learners.
Overview

A FOCUS ON CURRICULUM & INSTRUCTION

Deepening Our Understanding of Literacy (Cohort – K-7) .................................................. Pg. 6
How can my professional book help me have a greater impact on my students as readers and writers?

Joyful Literacy (Cohort 2) ........................................................................................................ Pg. 7
How can we design our literacy instruction to differentiate for and maximize the success of all learners?

Planning for Deeper Understandings (2-9) ............................................................................. Pg. 8
How can we plan units of instruction that engage ALL students in concept and competency driven learning?

Daily Five: An inclusive Literacy Structure (K-6) ................................................................. Pg. 9
How can we use the Daily Five (& Café) so students develop lifelong habits of reading, writing, and working independently?

Inclusive Instructional Strategies (3-12) ................................................................................ Pg. 10
How can we use collaborative instructional strategies to make content more accessible and meaningful for ALL of our students?

Playing with the Core French Curriculum (5-12) ............................................................... Pg. 11
How can we provide engaging instruction and assessment to build fluency in the Grades 5-12 Core French Classroom?

Indigenize Your Curriculum (K-12) ...................................................................................... Pg. 12
How will exposing ourselves to authentic experiences led by local indigenous elders and others with lived and learned experience help remove barriers to incorporating Indigenous ways of knowing and learning into our practice?

Moving Forward: Aboriginal Understandings (K-7), (8-12) ............................................... Pg. 13
How can we strengthen our knowledge and confidence when integrating Aboriginal perspectives and content in the new curriculum?
What does it mean to be a good digital citizen?

How can we use a single, a few or multiple iPads in our primary classroom to support student engagement and student learning?

How can I use Google Apps/Suite for Education to assist in implementing BCs Redesigned Curriculum? How does GAFE support inclusion?

How can we use inquiry to continuously improve instruction and assessment practices and move student learning forward for ALL learners?

How can we use inquiry to continuously improve instruction and assessment practices and move student learning forward for ALL learners?

Together with other leaders in our school...how can we support the use of collaborative inquiry to continuously improve instruction and assessment and meet the diverse needs of ALL of our learners?

How can we ensure our assessment practices involve all stakeholders, and are ongoing & responsive throughout the learning process?

How can we ensure our assessment practices involve all stakeholders, and are ongoing & responsive throughout the learning process?
## A FOCUS ON SAFE, CARING & INCLUSIVE SCHOOLS

<table>
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<th>Children of the School (K-7)</th>
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<td>How can we include unique learners with moderate to profound intellectual disabilities in school communities?</td>
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<th>Sexual Orientation and Gender Identity (SOGI) – Curriculum Entry Points for Elementary Teachers</th>
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<tr>
<td>How can we ensure that ALL students feel safe and valued in our classes by introducing developmentally appropriate curriculum and practices regarding Sexual Orientation and Gender Identity into our teaching?</td>
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January 5, 2017

FOUNDATION SKILLS ASSESSMENT 2017

Dear Parents and Guardians:

In January and February, Grades 4 and 7 students in British Columbia will be taking the provincial Foundation Skills Assessment (FSA) in reading comprehension, writing and numeracy.

This year, the FSA will be administered between Monday, January 9 and Friday, February 17. Each of the three assessments has two components – a written component and an online component. A ‘walk-through’ of the assessment is available on-line at: https://www.bced.gov.bc.ca/assessment/fsa/sample_tests.htm

The FSA have been administered every year since 1999 and they provide a provincial, system-wide measure of achievement for elementary students. These tests provide a snapshot of information that tells parents, teachers and schools in each district across the province how well students are doing in reading, writing and numeracy. The assessments are based on the learning outcomes of the curriculum and the results help educators plan for improving student achievement.

Facts about the FSA

- FSA is a set of three tests, covering reading, writing and numeracy skills.
- FSA measures skills students gain over several school years, not one year.
- The reading and numeracy tests consist of multiple-choice questions and written answers. The writing section has two writing tasks – one shorter and one longer.
- FSA scores do not count towards a students’ report card mark.

As a provincially mandated program, all Grades 4 and 7 students are expected to participate, with the following exceptions:

- Students with IEPs, documenting a disability that significantly impacts their performance in reading, writing or numeracy and who cannot meaningfully participate in all or part of the assessment, even with adaptations;
- Students with IEPs, who would need extensive adaptations or who would need such extended periods of time as to create a hardship for the individual student;
- English-as-a-Second Language students who have not yet reached a level of proficiency sufficient for them to provide meaningful responses.

Parents can request that the principal excuse a student in the event of a family emergency, a lengthy illness or other extenuating circumstances. If this applies to your child, please complete the attached form and return it to the school office.
You will also receive a letter from the Nanaimo District Teachers’ Association. We encourage you to become educated on all points of view and will respect your rights as parents should you choose to excuse your child from participating in the exam.

The Board feels it is important for caregivers to know that FSA results have also been used by private institutes. The Board is opposed to the use of FSA results for the purpose of ranking schools.

The FSA results do not make up part of a student’s report card marks, but parents may wish to discuss the results with their child’s teacher. Individual tests and results will be sent home to parents on or before March 31, 2017.

For more information about the FSAs (including questions and answers in fourteen different languages), visit the Ministry of Education’s website at: https://www.bced.gov.bc.ca/assessment/fsa/

Sincerely,

John Blain
Superintendent/CEO

Steve Rae
Board Chair

Attachment
Foundation Skills Assessment (FSA) Withdrawal Form

To request to excuse a student from participating:

As a parent or guardian, should you wish to request that your child be excused from participating in the 2016 FSA, please fill in the form and submit it to the principal of your child's school.

Student Name: ________________________________________________

Grade: __________________

School: ________________________________________________________

I am requesting that the above-mentioned student be excused from participating in the 2016 FSA due to (check one):

☐ Family emergency
☐ Illness
☐ Extenuating circumstance

Signature of Parent or guardian: _________________________________________

Print name of parent or guardian: _________________________________________

Date: ________________________________

Please note: A student who is excused from participating will be marked “absent” during the testing period. His or her standing on the test will be recorded as “performance level unknown.”

Should you have questions or points you wish to raise concerning the above information, please direct these to the principal of the school your child attends.