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 - September 7, 2016
       That the minutes from the Education Committee meeting held September 7, 2016 be approved.
       01 - Sep 07 16

7. LEARNING SERVICES DEPARTMENT
   John Blain, Superintendent
   7.1 Mr. John Blain & Ms. Laura Tait
       Superintendent & Director of Instruction
       RE: Reporting Order
       DRAFT Communicating Student Learning Sept 28
       A Year of Exploration - Board - Ed Committee Oct 5

8. UNFINISHED BUSINESS

9. NEW BUSINESS
   9.1 Mr. Esliger
       Assistant Superintendent
       RE: Fentanyl
       Verbal Update

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

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*

11. **ADJOURNMENT**
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.

DELETIONS TO THE AGENDA

There were no Deletions to the Agenda.

CHANGE IN ORDER

There was no Change in Order to the Agenda this evening.
APPROVAL OF THE AGENDA

Folio E16/09/07-01
That the Agenda be approved.
CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Minutes - June 1, 2016
Folio E16/09/07-02
That the minutes from the Education Committee meeting held June 1, 2016 be approved.
CARRIED UNANIMOUSLY

PRESENTATIONS

Dave Travers
Principal
RE: Gabriola School; permaculture, place based school new initiatives
Principal Dave Travers provided the Education Committee information about the new initiatives at Gabriola Elementary, including place-based learning which uses the local community and environment to teach based on the principles of inquiry and inclusion.

LEARNING SERVICES DEPARTMENT

Ms. Kim Hart & Mr. Steve Sproston
Director of Student Information and Educational Technology & Manager, IS Department
RE: Technology Update
The Educational Technology update provided by Ms. Hart and Mr. Sproston is attached to the Agenda.

Strategic Plan Timeline
Superintendent Blain provided the Education Committee with a flow chart outlining two options for a Strategic Plan outline.

Mr. Bob Esliger
Assistant Superintendent
RE: Community Threat Assessment Protocol
The Community Threat Assessment Protocol (CTAP) is the first ever NLPS agreement of its kind. Information sharing between community partners for early intervention, violence prevention, high risk assessment and supports is imperative.

Mr. Bob Esliger
Assistant Superintendent
RE: Social Justice Advocacy
The Leaders and Learners magazine, summer 2016 edition includes an article written by Bob Esliger, Robyn Kemp and Carlo Pavan which focuses on the Social Justice Advocacy group and the new inclusion policy.
Mr. Bob Esliger  
Assistant Superintendent  
RE: NLPS Appeal Process  

There is an NLPS Process brochure that has been sent out to schools to provide parents information about the appeal process should they require.

UNFINISHED BUSINESS  

There was no Unfinished Business this evening.

NEW BUSINESS  

Trustee Bob - Provincial Council Motion Discussion  

Trustee requested fellow Trustees to submit any emergent BCSTA Provincial Council motions for discussion before the Special Closed meeting on September 21, 2016.

QUESTION PERIOD  

There were no Questions this evening.

ADJOURNMENT  

IT WAS MOVED BY Trustee Brzovic  
IT WAS SECONDED BY Trustee Robinson  

Folio  
E16/09/07-03  

That the meeting be adjourned.  
CARRIED UNANIMOUSLY  

The meeting adjourned at 8:03 pm.
Setting the Context

The BC Education Plan is moving toward educational choice and flexibility, with less focus on facts and more on concepts and competencies. We are changing our approach to help our learners connect with and acquire the skills they need to succeed. Within the new vision for education, teachers will involve empowering and guiding learners, who will engage in discovery, creativity and problem solving.

The Ministry of Education is redesigning curriculum and assessment to fit with the modern education system needed for today’s world. Redesigned curriculum for Grades K-9 is being implemented in the 2016-17 school year. In addition, parental engagement about student progress reporting is taking place during the 2016-17 school year.

As teachers continue to reshape their instructional practices, they are identifying better and more effective ways of assessment and evaluation. We are moving with purpose from a model of Reporting to Parents, to Communicating with Parents on an ongoing basis. This involves more fluid processes and changes in how we assess, as well as how we communicate student learning to parents and to the students.

Principles of Quality Student Assessment

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the redesigned curricula.
Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day-to-day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. The teacher creates rich tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for ongoing, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning targets and goals. Students are encouraged to reflect and self-assess to build important meta-cognitive skills. Personalization lends itself to assessment as learning, where students participate in the setting of criteria and the design of inquiries, and self- and peer-assessment.

Teachers will document student learning over time using collections of student work and demonstrations to create a profile of his or her strengths, areas of growth, and areas for further development. Students, teachers, and parents, use criteria and rubrics to determine the standards met and the level of performance attained. Through multiple means and varied strategies, the student’s learning is made visible, and their successes celebrated. In this process, new learning goals and targets are established and ways to support the student’s learning described.
Student Reporting for 2016-17 School Year

BC Ministry of Education (effective July 1, 2016)

For the 2016-17 school year, the Ministry of Education has put in place Interim Student Reporting Guidelines for Grades K-9, contained in the Student Reporting Policy (Revised) effective July 1, 2016. For Grades 10-12, Boards will follow the Student Reporting Policy. During the 2016-17 school year, the Ministry will consult with parents, educators, and school boards to inform further policy.

http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/student-reporting

Boards of Education must provide parents with a minimum of five reports describing students’ school progress. Reporting to parents should be timely and responsive throughout the school year.

For Grades K-9 beginning in the 2016-17 school year, Boards of Education will either:

A. Develop and follow local student reporting policy and procedures set by the Board for Grades K-9, which must meet the Interim Student Reporting Guidelines for Grades K-9, or

B. Follow the revised Student Reporting Policy

For Grades 10-12, Boards will follow the Student Reporting Policy.
We are moving with purpose from a model of Summative Reporting to Parents to one of Communicating with Parents on an Ongoing Basis about their child’s learning.
LOCAL STUDENT REPORTING POLICY AND PROCEDURES
Nanaimo Ladysmith Public Schools (effective September 1, 2016)

In Nanaimo Ladysmith Public Schools, we will be moving from a model of ‘reporting to parents’ to ‘communicating student learning with parents’ on an ongoing basis. We recognize that we are on a learning journey as we move through this process. We will be supporting educators to advance their understanding and approaches to reflect the principles of quality student assessment. We will work towards providing parents with timely and responsive communication of student learning throughout the year, following district policies and procedures.

To ensure quality and consistency, the following local guidelines and procedures have been developed for Grades K-9, in the 2016-17 school year. These Interim Student Reporting Guidelines do not apply to Grades 10-12. Ongoing feedback throughout the year as well as a Revised Reporting Order from the Ministry of Education will inform changes for NLPS for the 2017-18 school year.

<table>
<thead>
<tr>
<th>NLPS Interim Reporting Guidelines for Grades K-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-7</td>
</tr>
<tr>
<td>8-9</td>
</tr>
</tbody>
</table>

Communication will occur a minimum of five times during a school year

- **Ongoing Communications of Student Learning**
  - Minimum of three times throughout the school year.
  - One of the three can be the parent-teacher conference
  - The other two meet the criteria outlined and the minimum requirements for curricular areas

- **Two Written Summative Reports:**
  - End of January / end of June
  - Includes student self-reporting of core competencies
  - Reporting no longer requires letter grades

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- **Two Written Summative Reports:**
  - End of January / end of June
  - Includes student self-reporting of core competencies
  - Reporting no longer requires letter grades

AND / OR
- Specifics to be determined by each school context in consultation with Department of Learning Services

(Meets the MOE Interim Student Reporting Guidelines for Grades K-9, 2016-2017)
A. Ongoing Communication of Student Learning

1. Criteria for each communication
2. Minimal requirements for curricular areas

B. Written Summative Reports

1. Two Written Summative Reports (end of January and end of June)
2. “Log” (Communications of Student Learning)
3. Student Self-Reporting of Core Competencies

A. Ongoing Communication of Student Learning

*Ongoing Communication of Student Learning*: is a communication between parent and teacher about a child’s learning, and happens on a regular basis throughout the year.

For the 2016-17 school year, NLPS requires *Ongoing Communication of Student Learning*, a minimum of three times throughout the school year. One of these three can be the parent-teacher conference and the other two must meet the criteria outlined and the minimum requirements for curricular areas. We strive to have the parent-teacher conference meet the criteria outlined for each communication (see below). However, we recognize that we are on a learning journey and that not all parent-teacher conferences will meet all four criteria, yet.

1. Criteria for each Communication:
   - **Explicitly references the Learning Standards**
     Learning standards include the Curricular Competencies and Content as identified in the new BC Curriculum documents. They describe what the students are expected to know, understand, and be able to do.
   - **Includes Authentic Evidence of Learning**
     Student created evidence. Examples may be: student work samples, photographs, audio, and video offer visible, authentic evidence of learning. These may be observed at any time during the learning process.
   - **Provides Descriptive Feedback**
     Descriptive feedback is ongoing, specific and timely. The primary purpose of descriptive feedback is to help the student understand:
     - what they are doing well,
     - what needs improvement,
     - what are the next steps for learning
   - **Includes Student Voice**
     Ownership of learning becomes more authentic when students use their own voice to communicate about their learning. Student voice is when the student can self-reflect and articulate what they are learning, why they are learning it and identify where they are in the learning process.

It is important that *Ongoing Communication of Student Learning* adheres to the minimum requirements for curricular areas.
In Nanaimo-Ladysmith Public Schools, we will be moving from a model of reporting to parents to communicating student learning with parents on an ongoing basis. Ongoing Communication of Student Learning is timely and responsive throughout the year.

**Ongoing Communications of Student Learning**

INCLUDES AUTHENTIC EVIDENCE OF LEARNING

Work Samples, photographs, audio, and video offer visible, authentic evidence of learning. These may be observed at any time during the learning process.

EXPLICITLY REFERENCES the LEARNING STANDARDS

Learning Standards include the Curricular competencies and content as identified in the BC Redesigned Curriculum. They describe what the students are expected to know, understand, and be able to do.

4 Criteria: Communicating Student Learning

INCLUDES DESCRIPTIVE FEEDBACK

Descriptive feedback is ongoing, specific, and timely. The primary purpose of descriptive feedback is to help the student understand:
- what they are doing well
- what needs improvement
- what are the next steps for learning

INCLUDES STUDENT VOICE

Ownership of learning becomes more authentic when students use their own voice to communicate about their learning. Student voice is when the student can self-reflect and articulate what they learning, why they are learning it and identify where they are in the learning process.

<table>
<thead>
<tr>
<th>CURRICULAR AREA</th>
<th>Language Arts</th>
<th>Mathematics</th>
<th>Sciences</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>MINIMUM # OF COMMUNICATIONS</td>
<td>2+</td>
<td>2+</td>
<td>2+</td>
<td>2+</td>
</tr>
</tbody>
</table>

Working toward a minimum number of communications
2. Minimum Requirements for Curricular Areas

For the 2016-17 school year, NLPS requires Ongoing Communication of Student Learning, a minimum of three times throughout the school year. One of these three can be the parent-teacher conference. The other two, must adhere to the minimum requirements for curricular areas outlined below.

A communication will likely make reference to more than one curricular area, and may include the remaining curricular areas. The remaining curricular areas are not included in the minimum requirements; however, concerns should be communicated to parents as necessary, in a timely manner, prior to a summative report. Communications must be recorded on the “Log” (Communications of Student Learning) and included with Summative Reports.

Elementary

<table>
<thead>
<tr>
<th>Curricular Areas (English Program)</th>
<th>K-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>2+</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2+</td>
</tr>
<tr>
<td>Science</td>
<td>2+</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2+</td>
</tr>
<tr>
<td>Physical and Health Education</td>
<td></td>
</tr>
<tr>
<td>Arts Education</td>
<td></td>
</tr>
<tr>
<td>Applied Design, Skills and Technologies</td>
<td></td>
</tr>
<tr>
<td>Career Education</td>
<td></td>
</tr>
<tr>
<td>Core French – (Grades 5-7 only)</td>
<td></td>
</tr>
<tr>
<td>Include remaining curricular areas as necessary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Matières (Immersion française)</th>
<th>M-3</th>
<th>4-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Français langue seconde – immersion</td>
<td>2+</td>
<td>2+</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>n/a</td>
<td>2+</td>
</tr>
<tr>
<td>Mathématiques</td>
<td>2+</td>
<td>2+</td>
</tr>
<tr>
<td>Sciences</td>
<td>2+</td>
<td>2+</td>
</tr>
<tr>
<td>Sciences humaines</td>
<td>2+</td>
<td>2+</td>
</tr>
<tr>
<td>Éducation physique et santé</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Éducation artistique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conception, compétences pratiques et technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Éducation à la carrière</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include les autres matières au besoin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Secondary (8/9)

Same as elementary K-7 AND/OR Specifics to be determined by each school context in consultation with Department of Learning Services.
B. Summative Reports (K-7), (8-9)

1. Two Written Summative Reports (end of January and end of June)

Summative reports are required twice a year (Snapshot for end of January and a Cumulative report for the end of June) for students in Grades K-7. Letter grades are not required on reports; however, letter grades must be provided if requested by parent/guardian (Grades 4-9).

Both reports must use the template provided which includes:

- a summary of student’s progress to date, according to widely held grade level expectations, in relation to the learning standards (curricular competencies and content) as defined in the BC Curriculum.
- descriptive written comments that address the student’s strengths, areas for improvement, and ways to support in relation to the learning standards.
- an up to date “Log”

Summative Reports must also include student self-reporting of core competencies (sample templates/tools to come).

2. Log (Communications of Student Learning)

Ongoing communication of Student Learning is timely and responsive throughout the year, conveying significant context for parents about student learning. It is important that each communication be recorded on the Log as it is a record of “How” and “When” a communication of student progress was seen by the parent. A copy of each student’s log must be included with both written summative reports. This log shows an up-to-date record of ongoing communication with parents in the curricular areas. By the end of the year, this log should reflect the entire year’s communications and that the minimum requirements are met (see section A1 above).

3. Student Self-Reporting of Core Competencies

Student Self-Assessment of Core Competencies must be included with each Summative Report. There is no expectation for teachers to report on Core Competencies because teachers are in fact assessing core competencies as they report on the curricular competencies in each curricular area. However, it is important that students be able to identify their strengths and areas for improvement through self-reflection and self-assessment (student voice). In taking ownership of their learning, students should be able to describe how they are developing their Core Competencies, with the help of their teacher where necessary. (sample templates and tools will be provided).
A Year of Exploration

2016-17
We are moving with purpose from a model of Summative Reporting to Parents to one of Communicating with Parents on an Ongoing Basis about their child’s learning.
NLPS Interim Reporting Guidelines for Gr. K-9, 2016-17
**NLPS Interim Reporting Guidelines**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>K-7</strong></td>
</tr>
<tr>
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</tr>
</tbody>
</table>

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**AND / OR**

- Specifics to be determined by each school context in consultation with Department of Learning Services
Summative Report

LOG: Ongoing Communication of Student Learning

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Communications</th>
<th>LA</th>
<th>Sci</th>
<th>So</th>
<th>Oth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov10</td>
<td>November-Specific Submissions to parents - Project 1, Unit 2</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec10</td>
<td>December-Adventures, Story, Number Concepts Assessment</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb1</td>
<td>Email - review of student need and strategies taken in response to meeting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CURRICULAR AIMS

<table>
<thead>
<tr>
<th></th>
<th>Total Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Performance Chart

[Diagram of student performance chart]

Teacher Signature: ___________________ Date: _______________
Internal Communication
Parent Communication
Thank you