THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
EDUCATION COMMITTEE MEETING
TO BE HELD WEDNESDAY, JUNE 13, 2012 – 6:00 PM
BOARD ROOM

AGENDA

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 - March 2012

   That the minutes of the March 7th Education Committee Meeting be approved.

7. PRESENTATIONS
   7.1 Mr. Bill Preston and Mr. Don Reimer
       RE: Community Schools

8. EDUCATIONAL UPDATE - Report from Ms. Frisson and Ms. Southwick
8.1 Report from Ms. Southwick and Ms. Frisson

8.2 Ms. Shelley Beleznay - Grade 2 Literacy Pilot

9. **CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING**

10. **UNFINISHED BUSINESS**

11. **NEW BUSINESS**

11.1 Lynn Brown - Dover Bay Students
   RE: Enquiry-based project with McGirr students

11.2 Jan Thorsen
   Joint Board/NDTA Pro D Report

11.3 Mr. Bob Esliger, District Principal - SSS
   Survey Results re Special Education/parent/principals surveys

11.4 Strategic Plan Development Meetings - Trustees to Report Out on their Experiences

12. **QUESTION PERIOD**
   Questions from the audience must be submitted in writing and given to the Board’s Executive Assistant (Cathy Kelt) for submission to the Chair. The question period is intended to enable the public to obtain clarifying information regarding a current agenda item.

   *Forms are available in the information rack near the entrance of the Board Room*
13. ADJOURNMENT
THE BOARD OF SCHOOL TRUSTEES OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE
HELD MARCH 7, 2012

PRESENT:
Trustees
K. Howland, Chair
B. Bard
J. Brennan
N. Curley
K. Howland
D. Neary
B. Robinson
T. Saunders

Staff
D. Hutchinson, Superintendent/CEO
F. Frisson, Assistant Superintendent
D. Reimer, Director of Communications
C. Kelt, Executive Assistant

ABSENT
D. Allen
S. Welch

IN ATTENDANCE
J. Smith, CUPE Rep
C. Lintott, NSAA Rep
H. Tarasewich, DPAC Rep

CALL TO ORDER
The Chair called the meeting to order at 6:00 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 to the Agenda this evening.

APPROVAL OF THE AGENDA
IT WAS MOVED BY Trustee Neary
IT WAS SECONDED BY Trustee Bard

Folio
E12/03/07-01
That the Agenda be approved.
CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES
IT WAS MOVED BY Trustee Saunders
IT WAS SECONDED BY Trustee Neary

Folio
E12/03/07-02
That the minutes of the February 8, 2012 Education Committee meeting be approved.
CARRIED UNANIMOUSLY
PRESENTATIONS

Cassandra Elphinstone - Dover Bay Student

Cassandra Elphinstone, a Dover Bay student gave an overview of an event that is being planned for March 16 to promote the environment and help encourage youth to become engaged in their communities. GAIAactivism, a youth network, is planning a Day of gathering in downtown Nanaimo. The event will start at Diana Krall Plaza with introductory speakers and then move to Maffeo Sutton Park where there will be further presentations and displays. “Our goal is to help empower youth, let them know that together they can make a difference in the world and bring awareness to the community about the need to protect the planet.”

Students from secondary schools in the district will be attending the event. More information is available on the organization’s Facebook page: http://www.facebook.com/GAIAactivism

EDUCATIONAL UPDATE - Report from Ms. Frisson and Ms. Southwick

Ms. Frisson gave the Education Committee an update on a number of educational topics.

- Educators from SD68 recently attended a Ministry of Education regional forum on curriculum assessment. The purpose was to give communities an opportunity to meet with Ministry staff and provide feedback in shaping some of the changes to public education in the future.
- March 16 is the last day for administering the Foundation Skills Assessments this year at Grades 4 and 7. Two-day marking sessions are planned for March 27 and 28.
- An update was provided about registration for Kindergarten spaces in Early French Immersion. Currently, 33 students are on the wait list for spaces in the program next year.
- Last week, the district unveiled TNT – Teens Networking Together – a community-developed safe teen network that uses social media to give youth a pro-active way to report concerns about
bullying, as well as providing them support if they are feeling scared, worried or suicidal.

- School District 68 has been an active participant in Free the Children/We Day for the past three years. This year, more than 300 students from both secondary and elementary schools participated in the one day event and are following up with social projects in their own communities and internationally.

CORRESPONDENCE
REFERRED FROM THE REGULAR BOARD MEETING

There was no correspondence referred from the February Board Meeting.

UNFINISHED BUSINESS

There was no Unfinished Business on the Agenda this evening.

NEW BUSINESS

There was no New Business on the Agenda this evening.

QUESTION PERIOD

There were no questions this evening.

ADJOURNMENT

IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Saunders

That the meeting be adjourned.

CARRIED UNANIMOUSLY

The meeting adjourned at 7:10 pm.
A Community School is the hub of the community. It is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, youth development, family support and community development leads to improved student learning, stronger families and healthier communities. The school is characterized by:
- extended services
- extended hours
- extended relationships

Key Elements of a Community School

- Early Learning Initiatives
- Community Use of School Facilities
- After School & Summer Programs
- Community & Continuing Education
- Supporting & Enhancing Student Learning
- Youth Connections
- Family Support Services
- Integrated Services With Agencies & Organizations
- Community Connections & Engagements

School District 41, Burnaby
Vision

The term “learning environment” covers not only place and space (e.g., a school, a classroom, a library, an online learning community), but the relationships that create a supportive environment for every child’s development. In the 21st century, learning environments should be seen as the support systems that organize the condition in which humans learn best—systems that accommodate the unique needs of every learner and support the positive human relationships needed for effective learning. Learning environments are the structures, tools and communities that inspire students and educators to attain the knowledge and skills the 21st century demands of us all.

“A quality education, I very early intuited, was like a three-legged stool, which balances the emotions, intellectual rigour, and social relationships – the home, school, and community.”

John Abbott’s presentation to the Headmasters’ and Headmistresses’ Conference in St Andrews, October 2011  www.21learn.org
The Partnership for 21st Century Skills has developed a vision for student success in the new global economy.

21st Century Student Outcomes and Support Systems

Learning and Innovation Skills – 4Cs
  Critical thinking • Communication
  Collaboration • Creativity

Core Subjects – 3Rs and 21st Century Themes

Life and Career Skills

Information, Media, and Technology Skills

Standards and Assessments

Curriculum and Instruction

Professional Development

Learning Environments

21ST CENTURY STUDENT OUTCOMES

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, students must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication and collaboration.

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today’s global economy.
Core Subjects and 21st Century Themes
Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills
Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today’s world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills
Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills
Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21st Century Support Systems
Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

For more information, visit the Partnership’s website at www.P21.org.
INDEX to DVD or USB drive: 20 key Resources for Community Education, Community Schools and 21st Century Learning

NOTE: These files will operate on PC or Mac computers. Videos are marked with *

Resources for Advocating for Community Education and Community Schools

1. *Community Schools and Neighbourhood Learning Centres in BC. (Video 7 min., 2012)
2. ACEbc Seeks Stories Project. Testimonials from parents, students, & others (PDF 10 pages, 2012)
3. Advocating for Community Schools and Community Education: Now is the Time. Best viewed with Internet access to take advantage of the many links. (PDF 6 pages, ACEbc 2012)
5. Principals and Community Schools. (PDF 2 pages, ACEbc 2012)
6. Superintendents and Community Schools. (PDF 2 pages, ACEbc 2012)
7. Schools & Communities - Stronger Together Randi Weingarten, Pres. AFT (PDF 1 page, May 2012)

Resources for Understanding Community Education, Community Schools and Neighbourhood Learning Centres

11. Denman Island Community School. An excellent example of the extensive range of programs, services and community development activities in a vibrant community school. (PDF slide show, 46 pages, 2011)
12. Neighbourhood Learning Centres. A short overview of the Ministry of Education’s expectations that all schools in BC will evolve into Neighbourhood Learning Centres. (PDF slide show, 15 pages, 2011)
14. *Douglas Park Community School (Video, 13 min.)

Resources for 21st Century Learning

15. *BC’s Education Plan. (BC Ministry of Education Video, 3 min.)
17. Personalized Learning. BC Ministry of Education Discussion Paper (PDF, 35 pages)
19. *Vision 2020 - Transformation in Delta Schools (Video 5 ½ min.)
20. *Renewal and Reform in B.C.’s Education System John Abbott & Minister George Abbott (Video 10 min.)

Many of these resources, and others, are available on the ACEbc web site: www.acebc.org

Don Reimer, June 6, 2012
Many Models of Community Schools
Community schools across BC today are much more varied than in the past. A few examples include:

- **Vancouver**, which implemented the first “hub” community schools model in the province in 2004. All schools in the district are served by teams of Community School Coordinators, Teachers, Youth & Family Workers and Activity Programmers. There are over 200 distinct partnerships across the 12 hubs.
- **Surrey**, BC’s largest district, which has also created “hub” schools and established dynamic, large scale partnerships with city governments and non-profits such as United Way.
- **Burnaby**, which for decades has maintained a city-school district partnership unique in BC.
- **Abbotsford**, which recently expanded long standing community school programming in partnership with active Community School societies.
- **Kootenay-Columbia**, which closed Blueberry Creek as a day school in 2002, but has continued to support community school programming.
- **Hornby and Denman Islands** and Likely Elementary Junior Secondary School, which have exemplary rural community schools, in spite of decreasing student enrollment.
- **Nanaimo** and the **Sunshine Coast**, which have strong **Family Models** in which several community schools collaborate to maximize and integrate services.

21st Century Learning
Community Schools address community needs from birth to old age, not only meeting legislated requirements, but building community capacity and sustainability.

Principals and Community Schools

New Mandates
March, 2012

Principals in British Columbia today have a greater range of responsibilities than their predecessors of just a few years ago. Not only is society changing, but legislated mandates have also greatly expanded. Early learning initiatives, community literacy plans and personalized learning are just a few examples that require schools to open their doors and minds to a wider range of programs than ever before. We believe that a community school approach is an effective way to enable principals to better address 21st Century expectations and the needs of children and families.

What are Community Schools?
Community Schools have extended hours, extended services and extended relationships. They bring the community into the school and they also serve the community. They are elementary or secondary schools with a special emphasis on the value of community involvement.

Leveraging Core Funding through Partnerships
Partnerships with non-profits, municipalities, and businesses enable community schools to leverage core funding – typically by a factor of three or more. ACEbc also maintains that multi-ministry funding is necessary to enable schools to meet the expanded mandate of the current educational system in British Columbia.

Putting Research into Practice
A community school provides an effective infrastructure to respond to the research on early childhood development and prevention-based programs for youth and families. This research shows the overwhelming returns to society that result from investing in prevention and integrating community services. Several of these research reports can be found on the ACEbc website. As principals, you are in a crucial position to transform your school into one that can have a long term impact on your community.

Making the Shift
To transform a regular school into one that has extended hours, extended services and extended relationships requires strong leadership and staffing support. For many years, most schools depended solely on government ministries — usually the Ministry of Education — for funding. However, for decades Burnaby School District has partnered with the City of Burnaby to support their community schools. Over the past few years, Surrey School District has partnered with the city, the United Way and other organizations to support their extensive Community-Schools Partnership initiative.
In one of his many articles and books, Michael Fullan wrote in 2002:

*The principal is the gatekeeper of change. There is not an improving school without a leader who is good at leading transformational improvement. Successful principals share leadership, they reach out to their parents and community and work hard to expand the professional ‘capacity’ of the teachers to develop a coherent professional community. Such leaders are relationship centred, able to develop a clear collegial value framework and individual accountability.*

**Neighbourhood Learning Centres**

[www.neighbourhoodlearningcentres.gov.bc.ca](http://www.neighbourhoodlearningcentres.gov.bc.ca)

For the past few years in BC, all new schools and major renovations to existing schools have included community space, planned in consultation with local communities. These schools are designated as **Neighbourhood Learning Centres (NLCs)**, and the community facilities are intended to be used for a variety of purposes, on a year-round basis. NLCs present great new opportunities for schools and their communities. However, staffing and program coordination will be a challenge, requiring partnerships with municipalities, businesses and non profit organizations. This is where a community school model can help.

**15 by 15 — A Comprehensive Policy Framework for Early Human Capital Investment in BC**

The requisite public policy response is a bold one. BC suffers unnecessarily high early vulnerability across income classes because it is relying on old post-war thinking to address 21st century social and economic issues.


**Making a Difference**

We encourage principals to check out the resources on the ACEbc web site, to contact ACEbc board members and community schools around the province. If you choose to begin the process of creating an effective community school infrastructure, our association would be pleased to offer support. Research has shown that community schools can make a difference, and they have been expanding in the United States for several years.

**How Do Community Schools Make a Difference?**

A major study in the U.S. done by the **Coalition for Community Schools** confirmed that community schools have a positive impact on what matters most to students, parents, communities and schools.

[www.communityschools.org](http://www.communityschools.org)

**Making the Difference: Research and Practice in Community Schools** reported that:

- Student learning improves;
- Parents and families increase their participation;
- Principals and teachers have more time for quality instruction because partners help address non-academic barriers to learning;
- Community resources support the education agenda — and the school is a resource to the community;
- Communities share accountability for student success.

A recent BCRPA report, *Addressing the After School Hours*, identified three successful after school service delivery models:

- Community Schools,
- Middle Childhood Matters tables, and
- Boys and Girls Clubs.

The common characteristics among these models are that they are all:

- Collaborative models located within communities;
- Dynamic and responsive to children’s and community needs;
- Supported by a somewhat stable funding source;
- Reliant on evidence-based programming.

[www.bcrpa.bc.ca](http://www.bcrpa.bc.ca)

For more information, please go to [www.acebc.org](http://www.acebc.org). The ACEbc website has many locally developed resources as well as links to organizations in the U.S. and beyond. There is also a Directory that can connect you to community schools across the province.

Prepared by Don Reimer for ACEbc, March 2012. Currently a board member of ACEbc, Don is a retired principal of community schools in the Prince George and Comox Valley school districts. Email: DWQB@shaw.ca
Superintendents and Community Schools

Working Smarter ... TOGETHER

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Superintendents in British Columbia today have a greater range of responsibilities than their predecessors of just a few years ago. Society is changing and legislated mandates have expanded. Early learning initiatives, community literacy plans and personalized learning are just a few examples that require schools to open their doors and minds to a wider range of programs than ever before. We believe that a community school approach is an effective way to enable the school system to address **21st Century expectations**.

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Putting Research into Practice
A community school provides an effective infrastructure to respond to the research on early childhood development and prevention-based programs for youth and families. Overwhelming returns to society result from investing in prevention and integrating community services. Superintendents are in a crucial position to transform their districts in response to research findings and 21st century directions by implementing community school **interagency models** that will have long term impacts on the whole community.

Making the Shift
To transform a regular school into one that has extended hours, extended services and extended relationships requires strong leadership and staffing support. For many years, most school districts depended solely on government ministries — usually the Ministry of Education — for funding. However, for decades **Burnaby School District** has partnered with the City of Burnaby to support their community schools. Over the past few years, **Surrey** School District has partnered with the city, the United Way and other organizations to support their extensive Community-Schools Partnership initiative.

21st Century Learning
Community Schools address community needs from birth to old age, not only meeting legislated requirements, but building community capacity and sustainability. Community Schools enable greater flexibility in all aspects of learning.
**Superintendents and Community Schools**

**ACEbc 2012**

**What can Superintendents do to Create Community Schools?**

- **Develop policies that keep school buildings open all day, year round.**
- **Incorporate community schools into the district’s vision of 21st Century Learning.**
- **Break down silos: Develop interagency strategies to advance multi-ministry funding as well as partnerships with nonprofit and business organizations.**
- **Provide professional development opportunities to prepare administrators and teachers to work more effectively with families and communities.**

**Making a Difference**

We encourage Superintendents and other district administrators to check out the resources on the ACEbc web site and to contact ACEbc board members and community schools around the province. If you choose to begin the process of creating an effective community school infrastructure, our association would be pleased to offer support. Research has shown that community schools **can make a difference**, and they have been expanding rapidly in the United States for several years.

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NLCs present great new opportunities for schools and their communities. However, staffing and program coordination will be a challenge, requiring partnerships with municipalities, businesses and non profit organizations. This is where a community school model can help.

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**Vancouver** has created a successful district-wide hub model with multiple partnerships working through twelve integrated teams centered on secondary schools and associated elementary feeder schools.

**BC Recreation and Parks Association**

[www.bcrpa.bc.ca](http://www.bcrpa.bc.ca)

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**Prepared by Don Reimer for ACEbc, March 2012. Currently a board member of ACEbc, Don is a retired principal of community schools in the Prince George and Comox Valley school districts. Email: DWQB@shaw.ca**
Community schools create an environment where kids are better able to learn and teachers can focus more on instruction.

schools and students. Syracuse home values have risen 3.5 percent since 2009, and crime is down by 7 percent, both of which have been attributed at least in part to the success of Say Yes.
WHY HAVE A COMMUNITY SCHOOL?

A Community School takes one of the largest and most under-utilized public facilities, the public school, and increases the investment by keeping it open during evenings, weekends, and during the summer for community activities.

The Community School provides a vehicle for the participation of community residents, with or without children in the school system, in the activities and efforts of their neighbourhood school and community.

The Community School encourages school staff to present the elementary and secondary school curriculum using real-life resources and issues from the community.

ADVANTAGES OF A COMMUNITY SCHOOL

- Increases the use of local public school facilities
- Maximizes communication between school and community
- Enriches and enhances learning through formal and informal activities
- Develops a neighbourhood school as a hub of community activities and services
- Provides a proven infrastructure to coordinate and integrate community social services and implement sustainable prevention-based strategies for children, youth and families.

Your ACEbc Membership enables you to:

- Meet with others active in Community Education and become part of a larger “network”
- Participate in various information and training activities
- Provide support and leadership to others in the field and practice of Community Education
- Contribute to and receive ACE Notes, our Association newsletter
- Be included in the process of furthering community education and community schools in British Columbia

Become a member of ACEbc!

For membership information and to access a variety of resources, check out ACEbc online at:

www.acebc.org

October, 2010
The ASSOCIATION for COMMUNITY EDUCATION in BRITISH COLUMBIA

ACEbc is dedicated to fostering and promoting Community Education and Community Schools in British Columbia. ACEbc has been active in British Columbia since 1975 in the areas of community education, community school development, advocacy and liaison, organization of workshops and conferences, publishing resource materials and conducting community school research.

ACEbc is a non-profit organization with membership open to individuals, groups or organizations interested in Community Education. The Association is governed by an elected volunteer Board of Directors.

www.acebc.org

What is Community Education?

Community Education is an educational philosophy, which embraces the belief that education is a lifelong process.

We believe it takes a whole community to raise a healthy child; healthy children and healthy families build healthy communities.

Community Education is an opportunity for local citizens, businesses, community organizations and other agencies to become active partners in addressing community concerns.

The community education approach brings community members together to identify and link community needs and resources in a manner that helps people to raise the quality of life in their communities.

Everyone in the community — individuals, businesses, public and private agencies — shares responsibility for the mission of building healthy, sustainable, learning communities. Life-long learning is an essential element of community education.

Community Education provides an approach to address needs and interests for all age levels in society – children, youth, families and seniors.

Photos: Blueberry Creek Community School, Castlegar BC

What is a Community School?

The philosophy of community education is typically implemented in practice through the structure of a community school. Community Schools have extended hours, extended services and extended relationships. They bring the community into the school and they also serve the community. They are elementary or secondary schools with a special emphasis on the value of community involvement.

Through multi-ministry funding and non-profit partnerships, community schools address the needs of all age groups, with programs for pre-school children, after school care, and adult education and recreation. The expanded mandate of the educational system in recent years has strengthened the potential of community schools in British Columbia.

Community schools provide effective settings to implement early childhood development programs and prevention-based programs for youth and families. Extensive research, much of it from BC studies, shows overwhelming economic and social returns to society that result from investing in prevention and integrating community services.
Pursuant to Article F.20 Professional Development of the Collective Agreement, the Association has prepared the following report to the Board of School Trustees for the period July 01, 2011 to June 30, 2012.

Expected revenue for 2011 – 2012 is $293,000. Of those funds the greatest share, $165,000, is budgeted to address the individual professional development needs of the district’s approximately 1000 teachers and teachers teaching on call. A Statement of Disbursements dated June 05, 2012 is included with this report. The middle column reflects revenue and expenditures to date.

OVERVIEW of Professional Development Activities from July 01, 2011 to June 30, 2012.

October 21, 2012 Professional Specialist Association Day (PSA)
The third Friday of October is a chance for teachers to attend the widely held specialist conferences held around the province. Although these are wonderful learning events and a chance to connect with other teachers, we know that it is not always possible to travel. To accommodate those teachers staying in Nanaimo we met at NDSS to listen to a live streamed video from the Computer Users PSA Conference. This was followed by Collaborative Group sessions where teachers signed up for the topic of their choice led by a volunteer teacher facilitator.

PSA Day Grant
The purpose of this grant of up to $3000 is to advance and promote professional learning among our members. It is intended for use on the Province wide Provincial Specialists Day held each year on the third Friday of October. For PSA Day 2011, the Music Teachers’ Local Specialist group were recipients of the grant and held an all day workshop at NDSS.

February 20, 2012 District Day:
'Connect to Learn’ was our theme for District Day. This year we had a different keynote format with the following speakers:

- Chris Kennedy: Technology and Personalized Learning
- Kieran Egan: Engaging the Imagination and Emotions of Learners
- Judy Halbert/Linda Kaser: Inquiring/Innovative Learning Communities
- Gary Anaka: Engaging the Student Brain

The keynotes and afternoon workshops were aligned to the questions that have been developed through our joint District/NDTA discussions and planning sessions as per our Imagine Day initiatives.
Individual Professional Development

Three Year Funding Cycle
We are at the end of our 3-year funding cycle. We began this new system in July 2009 as a way to make the distribution of Pro-D funds more equitable and available to more teachers. In our opinion, the 3-year funding model has been successful and will be continued.

Prior to 2009, Pro-D funds were allocated to schools according to FTE. Small schools like South Wellington with an FTE of 3.683 would receive $883.92 while Dover Bay with an FTE of 68.566 would receive $16,455.84. All schools had their own funding model according to Pro-D Policy, of how funds were distributed. In most cases, if teachers did not use their allotment, their funds could be accessed by other teachers at the school.

The scope of individual professional development activities undertaken by members this year is as varied as are the needs of education professionals. Following is a list of workshops attended. Teachers also used their funds for professional learning resources, to learn with colleagues and to observe in classrooms.

- A Cure for the Common Core - Creative Mathematics
- A Stage in Your Life
- Association of BC Drama Educators Conference
- Aboriginal Art Activities
- Aboriginal Children & Families in BC workshop series
- Adele Diamond
- Adrienne Gear – Achieving Excellence in Writing
- Aim Language Learning
- American Association for Advancement of Science Conference
- American Education Research Association Annual Meeting
- Anxiety - Practical Intervention Strategies
- Art Therapy
- Association Canadienne des Professeurs d’Immersion
- Autism Awareness
- Basketball BC Super Conference
- BC Alternate Education Conference
- BC Association of Math Teachers
- BC Association of School Psychologist Conference
- BC Music Educators Association
- BC Primary Teachers Association
- BC School Counsellors Association
- BC Science Teachers PSA Conference
- BC Social Studies Teachers Conference
- BC Association of Math Teachers Vancouver Island Regional Mtg
- BCASLPA Conference (Narrative Development)
- BC Dance Educators’ Association Conference
- BC Music Educators’ Association Conference
- BC Primary Teachers Conference
- BC School Counsellors’ Association Conference
- BC Social Studies Teachers’ Association Fall Conference
- BC Technology Education Association
- BCTF Aboriginal PSA Wellness & Our Environment
- BC Teacher-Librarian Conference
- BER Seminar "What's New in YA Lit
- Boy Smarts: Strategies for Classroom Success
- Carl Orff Canada
- Catalyst 2011 Conference BC Science Teachers’ Association
- Circles of Learning
- Cleghorn Battlefield Tour
- Cochlear Implants Workshop
- Community of Learners
- Creative Teaching Techniques
- Critical Math Content
- Crosscurrents
- Computer-Using Educators of BC
- Computer-Using Educators California
- Deep Bay Marina Field Station (visit)
- Deepening Inquiry & Building Curiosity for a Healthy Learning World
- Digital Derby - Notebook Training
- DMA Data Analysis & Marking Open Ended Math Problems
- Dr Gabor Mate - Childrens' Foundation
- Dr Gabor Mate "The Biology of Loss..How to Foster Resilience"
- Drawing Workshop/Scuba Diving
- EDPD 592 Norm and Criterionb Referenced Assessment & Intervention
- Educators of Gifted Talented & Creative Children
- Enriched Academy Smart Start for Financial Genius
- Equine Education Conference
- English as a Second Language PSA
- Essential Kayaker
- Everett Silver Tips Hockey Camp
- Excel Basketball Academy
- Exploring Ipads in the Classroom (Nick Fortin)
professional learning groups:
the funding was increased this year to meet the ever growing interest among staffs to form networks of professional learners. twenty-four groups have engaged in the following varied projects. we will be posting a summary of events throughout the year on our ndta website.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding by Design</td>
<td>To learn more about understanding (or backward design) principles and ideas for creating units and lessons using ASCD resources by Jay McTighe and Grant Wiggins</td>
</tr>
<tr>
<td>Family of Schools Transitions to Secondary</td>
<td>Work with grade 7 &amp; 8 teachers, counselors, and other interested educators about student learning/abilities/challenges.</td>
</tr>
<tr>
<td>Red Cross and Respect Ed Program</td>
<td>Arrange for professional training re: Red Cross, Respect Ed Program.</td>
</tr>
<tr>
<td>SD Math LSA</td>
<td>To support and encourage math teachers in the district by meeting once a month to discuss and demonstrate teaching resources geared to improving the numeracy of our students and guiding their transitions from grade to grade and especially from elementary/intermediate to secondary level math courses.</td>
</tr>
<tr>
<td>Developmental Writing Plan</td>
<td>To develop a detailed primary developmental writing clothesline using authentic student exemplars.</td>
</tr>
<tr>
<td>Literacy Inquiry Group</td>
<td>A book talk inquiry group to support our school’s literacy goal and project success. We intend to meet as a collective group outside of school hours and bring the discussion into our biweekly PLG conversations.</td>
</tr>
<tr>
<td>Ecoliteracy</td>
<td>In the 2010-2011 school year the Ecoliteracy Professional Learning Group explored and discussed the concept of “Ecoliteracy” using a variety of resources including our own experiences teaching in the school district. 2011 – 2012 is a continuation of that project.</td>
</tr>
<tr>
<td>Counsellor Work alike group</td>
<td>Meet as a work alike group with different interest topics e.g. anxiety reduction, peer support, compassion.</td>
</tr>
<tr>
<td>Math Manipulatives and Games</td>
<td>Learn more about using math manipulatives/games by having Jan Bruce do several inservices’ and demo sessions.</td>
</tr>
<tr>
<td>Assessment Technology</td>
<td>To evaluate and integrate standards based assessment and grading software. To evaluate how cloud computing resources (Google Apps) can be used.</td>
</tr>
<tr>
<td>Focus on Writing Quarterway,</td>
<td>In the context of literacy, our school decided to focus on writing for the 2011-2012 school year. Our PLG group has decided to look into the following titles “Writing Power” by Adrienne Gear; “No more, I’m done” by Jennifer Jacobson; and “Six Traites of Writing” by Ruth Culham.</td>
</tr>
<tr>
<td>Using Electronic Portfolios Cinnabar</td>
<td>To develop a collaborative learning group using electronic portfolios as a vehicle.</td>
</tr>
<tr>
<td>Professional Learning Group</td>
<td>To read the books – “Counting on Hope” by Sylvia Olsen and “Fatty Legs” by Christy Fenton. The book is historical fiction about residential schools on Kuper Island. We hope these books will help us understand more about the First Nations people and their past.</td>
</tr>
<tr>
<td>Kindergarten Teachers Working and Learning Together in SD 68</td>
<td>Kindergarten teachers working and learning together to implement purposeful and playful programming for Kindergarten learners.</td>
</tr>
<tr>
<td>Professional Book Club</td>
<td>Explore professional texts and latest research of teaching numeracy. The books being considered to purchase to guide our discussions are “Comprehending Math”, “Hands on Math in Action”</td>
</tr>
<tr>
<td>Supporting Teacher Librarians</td>
<td>To continue with our plan of how to support new T.L.’s – a succession plan and investigate our role as technology leads.</td>
</tr>
<tr>
<td>Professional Book Club Seaview</td>
<td>Read and discuss Mindset, the New Psychology of Success (one copy for each member). As well, 3 members would like to buy another title “Teaching with Poverty in Mind” to discuss together in a mini group.</td>
</tr>
</tbody>
</table>
## Agenda Item Number 11.2

### June 8, 2012

#### Page 5 of 6

<table>
<thead>
<tr>
<th>Topic</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Learning Communities</strong></td>
<td>Our group wishes to study &quot;Professional Learning Communities&quot; through a book club/discussion group. Over the summer we are reading “PLC in Action” Harris &amp; Jones. The goal is to gain knowledge that we can present to the staff to facilitate change in future school initiatives. As we gain understanding, we may wish to visit schools who have PLC’s already in actions.</td>
</tr>
<tr>
<td><strong>Building a Professional Learning Community (Hammond Bay)</strong></td>
<td>We are building a Professional Learning Community in our school. We will continue the work begun in 2010-2011: studying PLC’s in other district schools, organizing our own PLC, plan (days, time, how to release staff to work together etc.) and, continuing our discussions around the book “Getting Started: Reculturing Schools”.</td>
</tr>
<tr>
<td><strong>Cilaire Book Club</strong></td>
<td>Book Study “Late, Lost, Unprepared”. This book delves into the world of Executive Functioning skills explaining their role in time management, impulse control, cognitive flexibility, initiation, planning and organization. Part I of text assessing abilities. Part II – what you can do about it. School team will be strategizing as to how they can embed these skills into their teaching practise.</td>
</tr>
<tr>
<td><strong>Brechin Book Club</strong></td>
<td>As a staff we would like to purchase Adrienne Gear’s Writing Power Book. We will use the rest of the money for TTOC time to meet and discuss the book.</td>
</tr>
</tbody>
</table>

### Conversations That Move Learning Forward

This 3-part series was initiated by the NDTA Pro-D Committee and invitations were extended to District Administrators. Three - four hour workshops were led by Nancy Hinds with the intent to build on the existing professional learning culture that supports inclusive, self-directed learning communities and in our professional learning groups. The overarching purpose of the series was to enhance both the understanding and tool-kit of participants so that they may host powerful learning conversations in schools. We had 35 participants including six school administrators.

### Pro-D Reps Training

The job of Pro-D Rep in the schools is very important. Pro-D Reps, along with the committee as a whole, are responsible for organizing the three school based PD days for their staffs. This past year we had 1.5 days of training – one day is funded through the BCTF. Our intent throughout these training days is to further enhance skills of Pro-D leadership within the schools and provide frameworks for planning and sharing ideas and resources among schools in the district.

### School District 68 Imagine Day

Although BCTF/NDTA job action this past year meant that we had to set our plans aside for a District Wide Imagine Day slated for October 11, 2011, this initiative is still of great appeal and interest to teachers. We view it as a way for all educators in our school district to converse, collaborate, network and learn together. For those new to the School Board, here is a brief chronology of events that led to our Imagine Day 2010 held at Dover Bay.

**May 20th, 2010: “What is the Possibility We Want to Create Together?”**

Approximately 80 teachers (Pro-D Reps and Literacy Lead Teachers), District Staff and administrators participated in a half day training session. The funding for this was shared by the School Union Representative Training grant from the BCTF and SD 68. The intent was to plan our first ever Imagination Day by developing a list of common themes, and professional needs using the social
dialogue tool of “Open Space Technology.” We began by asking: “What can we learn today that will make a difference for our students tomorrow? From this question the following 9 BIG Questions were developed:

1. Using technology in education?
2. Building and sustaining communities that welcome each learner?
3. Creating and gathering instructional strategies that work?
4. Engaging in inquiry based teaching and learning?
5. Understanding assessment practices to deepen student learning?
6. Engaging and motivating learners?
7. Growing Professional Learning Communities?
8. Meeting the diverse needs of students academically, socially, emotionally and behaviourally?
9. Bridging the gap between grades?

September 15th, 2010
Two BCTF trainers led a group of 50 teachers and administrators in a half day training session to be Open Space facilitators for our Imagine Day. The training on this day proved to be invaluable on many levels including a joint SD68/NDTA effort to ensure that this very new way of engaging in professional discussions was understood. The funding for this was shared by the School Union Representative Training grant from the BCTF and SD 68.

September 27, 2010 – District Imagine Day
This initiative spearheaded by a district committee composed of NDTA Pro-D, Administrators and Senior staff was a professional day. Participants selected the areas of interest to engage in discussions via an Open Space social dialogue format with those trained as facilitators on September 15th, 2010. Overall, the feedback from Imagine Day was positive.

May 3rd, 2011 “Creating What We Imagine”
This was half day training session for approximately 85 pro-d reps, teacher leaders, District Staff and administrators designed Based on the information from our learning needs survey of all schools, we held a ‘mock exercise’ to prepare us for our next Imagine Day on October 11th, 2011. The funding for this was shared by the School Union Representative Training grant from the BCTF, NDTA and SD 68.

A special thanks to the Pro-D Committee (Lynne Barnes, Shelley Beleznay, Lynn Brown, Andrea Doak, Mary-Lynn Epps, Tanya Lebans, Liz McCaw, Karen Pierce, Sona Rayner and Shelley Serebin) and their dedication to Professional Learning in our School District.

Respectfully submitted,

Jan Thorsen, Chair
NDTA Professional Development Committee
### INCOME:

<table>
<thead>
<tr>
<th>Item Description</th>
<th>2010/2011 Received</th>
<th>Surplus</th>
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<tbody>
<tr>
<td>4020 SD #68 Grants</td>
<td>$286,000.00</td>
<td>$1,313.00</td>
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<tr>
<td>4200 BCTF Grants</td>
<td>7,000.00</td>
<td>7,000.00</td>
</tr>
<tr>
<td>4300 Interest Income</td>
<td>148.45</td>
<td></td>
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<tr>
<td>4350 Other Income</td>
<td>144.42</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 293,000.00 $284,979.87 8,020.13

### EXPENDITURES:

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Budgeted</th>
<th>Spent</th>
<th>Remaining</th>
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</thead>
<tbody>
<tr>
<td>5580 National/International Conferences</td>
<td>2,000.00</td>
<td>996.24</td>
<td>1,003.76</td>
</tr>
<tr>
<td>5800 PD Committee Expense</td>
<td>5,000.00</td>
<td>163.38</td>
<td>4,836.62</td>
</tr>
<tr>
<td>5810 Local Facilitator's Account</td>
<td>5,000.00</td>
<td>(4,505.63)</td>
<td>9,505.63</td>
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<tr>
<td>5820 Individual Teacher's Funds</td>
<td>165,000.00</td>
<td>93,347.16</td>
<td>71,652.84</td>
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<tr>
<td>5825 Whole School PD</td>
<td>16,000.00</td>
<td>2,465.55</td>
<td>13,534.45</td>
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<tr>
<td>5830 District PD Day</td>
<td>25,000.00</td>
<td>35,856.19</td>
<td>(10,856.19)</td>
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<tr>
<td>5840 Provincial Specialists' Assn (PSA) Day</td>
<td>8,000.00</td>
<td>3,754.68</td>
<td>4,245.32</td>
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<tr>
<td>5865 Supplemental Funds</td>
<td>30,000.00</td>
<td>6,269.25</td>
<td>23,730.75</td>
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<td>5870 Professional Learning Groups</td>
<td>20,000.00</td>
<td>5,308.42</td>
<td>14,691.58</td>
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<tr>
<td>5875 Teaching to Diversity</td>
<td>2,500.00</td>
<td>38.19</td>
<td>2,461.81</td>
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<tr>
<td>5877 PQT Inquiry</td>
<td>2,500.00</td>
<td>(2,039.28)</td>
<td>4,539.28</td>
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<tr>
<td>5880 Zonal or Interzonal Pro-D for School Based Days</td>
<td>3,000.00</td>
<td>1,000.00</td>
<td>2,000.00</td>
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<tr>
<td>5890 PD for Teachers on Call</td>
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<td>1,019.73</td>
<td>1,980.27</td>
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<tr>
<td>5900 PD for Teachers on Leave</td>
<td>1,000.00</td>
<td>300.00</td>
<td>700.00</td>
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<tr>
<td>5910 Training Teachers on Recall</td>
<td>100.00</td>
<td>-</td>
<td>100.00</td>
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<tr>
<td>5920 Bank Charges</td>
<td>500.00</td>
<td>62.00</td>
<td>438.00</td>
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<tr>
<td>5930 PD Operating Budget</td>
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<td>2,941.35</td>
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<tr>
<td>5940 School Based PD Rep Training</td>
<td>9,000.00</td>
<td>6,170.27</td>
<td>2,829.73</td>
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<tr>
<td>5950 School Based PD Committee Release</td>
<td>4,500.00</td>
<td>1,357.58</td>
<td>3,142.42</td>
</tr>
<tr>
<td>5975 Cancelled Cheques - Previous Year</td>
<td>-</td>
<td>5,147.02</td>
<td>- 5,147.02</td>
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</tbody>
</table>

**TOTAL** 307,100.00 $158,769.40 $148,330.60

Funds Received in excess of Expenditures to date 126,210.47

Bank Balance at June 16, 2011 - $309315.29

15/06/2011