

SCHOOL DISTRICT No. 23 – BOARD COMMITTEE REPORT

COMMITTEE: General Affairs Committee DATE: March 2, 2016
CHAIRPERSON: Trustee D. Butler STAFF CONTACT: K. Kaardal, Superintendent/CEO

Attendees:

Trustee M. Baxter
Trustee R. Cacchioni
Trustee D. Butler (Chairperson)
Trustee J. Fraser
Trustee C. Gorman (Absent)
Trustee L. Mossman (Absent)
Trustee L. Tiede

Staff:

K. Kaardal, Superintendent of Schools/CEO
T. Beaudry, Assistant Superintendent
L. Paul, Secretary-Treasurer
M. Essler, Executive Assistant (Recorder)

Partner Group Representation:

COPAC	Shelley Courtney, President Mimi Roth-Miller, Secretary
COTA	April Smith, First Vice-President
COPVPA	Kevin Auclair, Executive Member
CUPE	No representative
DSC	No representative

Agenda

The March 2, 2016 Agenda was approved as amended.

Report/Matters Arising

The General Affairs Committee Public Meeting Report of January 6, 2016 was received as presented.

Discussion/Action Items

1. Plan for Enhancing Student Learning

The Superintendent of Schools/CEO reviewed the Ministry of Education's replacement of the Accountability Framework with "A Framework for Enhancing Student Learning". The new Framework was co-developed with provincial education partners. The Guiding Principles for the Framework are:

1. All education partners are responsible for student learning, each with unique responsibilities
2. Focus on student learning, to ensure that each student achieves his or her potential
3. Meaningful, impactful, flexible, realistic and sustainable
4. Addresses differences in performance among groups of students – Aboriginal, children in care, students with special needs
5. Strength-, support-, evidence-, and results-based
6. Commitment to continues improvement and life-long learning
7. Continues to build confidence in public education

The Superintendent reviewed the "What's Different" and "What's Not Different" from the previous Accountability Framework. In order to provide time to prepare a new Framework, the 2015/2016 school year is a transition year and an important opportunity for continued collaboration.

The new format provides an opportunity for School Districts to create a new school planning model to:

- apply all that we know about student learning to our education system as a whole
- better align BC's K-12 accountability processes with our other educational transformation efforts (curriculum, competencies, assessment, communicating student learning, graduation program)
- to create a system-wide focus on student learning and continuous improvement

- generate a cultural shift regarding accountability – from compliance to genuine cross-partner ownership of student learning

The new format also allows local districts to build on the strengths of their current planning process. Some strengths identified through district surveys include:

- quantitative and qualitative evidence based planning focused on the learner
- school visit discussions with Trustees and District staff that provides transparency and accountability
- ensures alignment between the school and district
- communication between Trustees and parents developing shared understandings
- autonomy to engage in planning at the school level and flexibility for the District Meeting
- creates the opportunity for all partners to collaboratively engage in the school improvement process
- goal setting using an inquiry lens
- the process uses a collaborative mindset for school improvement

The proposed District response is to create a school/community and district planning process following the new framework. The proposal is to explore using an inquiry model for school planning, such as the Spiral of Inquiry as a common inquiry framework for the district. The district has a culture of inquiry including but not limited to:

1. Learning in Depth
2. the Instructional Leadership Team
3. Genius Hour
4. Harvard Learning Rounds
5. "Making Your Learning Visible"
6. COTA Inquiry Project

The proposed Spiral of Inquiry as a framework can fit all of these models into its inquiry steps. The proposed Spiral of Inquiry process for planning to enhance student learning would respect the professionalism of teachers to continue to use the inquiry approach of their choice, while providing a common language for district planning.

Using the Proposed Spiral of Inquiry

Scanning

- What is going on for our learners? How do we know? Why does this matter?
Focusing
- What does our focus need to be?
Developing a Hunch
- What is leading to this situation?
New Professional Learning
- How and where can we learn more about what to do?
Taking Action
- What will we do differently?
Checking
- Have we made enough of a difference?

The new framework requires the meaningful involvement of our partner groups. Principals will lead the consultation with the partners at the school level including teachers, parents, students and community. They will be expected to set up structures that will provide meaningful input into planning an inquiry for student success. This may include teacher inquiry, PAC sub-committees leading an inquiry in how parents can support student success and student government input into learning priorities.

Alignment: Ministry, District and Schools

Using:

- Three Provincial Framework goals:
 - o Intellectual
 - o Human and social

- o Career
- Our plan will use the District's current work on growing/aligning our instructional mindset (authentic deep learning).
- Will focus on communicating our success at developing the District's identified attributes of a learner to our community.
- Informed by teacher and school inquiry (proposed Spiral of Inquiry).

The key dates of the Framework include:

1. By March 2016: Districts develop and post their annual district and school planning process
2. By May 2016: Informed by education partner experiences and input, refine initial provincial policy and post on Ministry website
3. 2016/2017 School Year: Plans and evidence developed under the new Framework posted on each District's website

The Committee reviewed the "Proposed Enhancing Student Learning Framework Implementation Timeline". Suggested amendments included:

- a. The date for Presentation & Consultation with COPAC to be from January 2016 to June 2016.
- b. Include Conversations with COTA from April to June 2016
- c. Amend Proposed Enhancing Student Learning Implementation Plan Submission – March 2016
- d. Add & Teachers to School Principals under School Scanning – What's going on for our learners??

Outcome:

The General Affairs Committee forward to the Board of Education the following recommendation:

THAT: The Board of Education approve the proposed Plan for Enhancing Student Learning as amended at the March 2, 2016 General Affairs Committee Meeting.

Recommendations/Referrals to the Board/Coordinating Committee/Other Committees

Future Public Board Meeting:

Action Item: Draft Proposal for the Central Okanagan School District Inquiry Timeline

Items for Future General Affairs Committee Meetings

Amendments to Policy 705 – Relations with Parents of Students

Amendments to Policy 715 – Consultation with Partners in Education

Future General Affairs Committee Meetings

To be confirmed.

Questions – Please Contact:

Deb Butler, Chairperson

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Deb Butler, Chairperson