

SCHOOL DISTRICT No. 69 (QUALICUM)

## **REGULAR BOARD MEETING ADDENDA**

TUESDAY, JANUARY 24, 2017

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

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### 2. APPROVAL OF THE CONSENT AGENDA

#### e. Ministry News Releases

- Get out and play for Family Literacy Week p 1-2

### 15. POLICY

(Chair Flynn)

#### i. Board Policy 5010: Communicating Student Learning

p 3-7

*(previously titled District Assessment)*

*Recommendations:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve second reading of Board Policy 5010: *Communicating Student Learning* and its attendant Administrative Procedure at its Regular Board Meeting of January 24, 2017.

**THAT** the Board of Education of School District No. 69 (Qualicum) approve third and final reading of Board Policy 5010: *Communicating Student Learning* and its attendant Administrative Procedure at its Regular Board Meeting of January 24, 2017.



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## NEWS RELEASE

For Immediate Release  
2017EDUC0010-000098  
Jan. 19, 2017

Ministry of Education

### **Get out and play for Family Literacy Week**

VICTORIA – Reading, learning and playing together is what next week is all about for British Columbia families.

The Province is officially proclaiming Jan. 22-29, 2017, as Family Literacy Week. There are events throughout the province to help British Columbians celebrate with their families.

This year, government provided over \$2.6 million in support of community literacy to Decoda Literacy Solutions. Decoda uses this funding to support the coordination of community literacy services and initiatives throughout the province.

For the past 17 years, the Province has proclaimed Jan. 27 as Family Literacy Day. This year, the Province is extending the celebration from one day to an entire week, allowing more time for communities to hold fun literacy events. Here are some of the events happening in B.C.:

- Families in Ashcroft can test their skills in a game of literacy “Survivor” at the Ashcroft HUB from 6-8 p.m. on Jan. 23.
- Chetwynd families can have some fun playing Giant Scrabble, Jenga and other board games at the Chetwynd Public Library’s Family Games Night on Jan. 27 from 6-7:30 p.m.
- Families in Hazelton can play instruments with local musicians at the Learning Shop’s Musical Community Kitchen Night on Jan. 26, from 2:30-5:30 p.m.
- Campbell River families can attend free drop-in programs at the Sportsplex throughout the week, including family badminton, music programs and preschool sports and games. These programs are hosted by the City of Campbell River.
- In Merritt, families can attend a Family Literacy Funfair with games, crafts, face painting and storytelling. The fair will take place on Friday Jan. 27, from 3:30-6:30 p.m. at the Merritt Civic Centre, and will be followed by a parade.

For more information and a full list of Family Literacy Week events happening throughout the province, visit: [http://www.decoda.ca/wp-content/uploads/FLW\\_Events\\_Around\\_BC\\_2017.pdf](http://www.decoda.ca/wp-content/uploads/FLW_Events_Around_BC_2017.pdf)

#### **Quotes:**

##### **Mike Bernier, Minister of Education –**

“As a parent of five, I know how important it is to get out and have fun together as a family. It is great to see communities all over the province organizing events to celebrate Family Literacy Week. I encourage all families to check out what’s going on in their community and celebrate this important week together.”

##### **Andrew Wilkinson, Minister of Advanced Education –**

“Our government is investing in adult literacy programs to help British Columbians gain the skills they need to achieve their educational and life goals. Community adult literacy programs give adult learners the opportunity to learn close to home in schools and communities throughout the province.”

**Anne Cooper, board chair, Decoda Literacy Solutions –**

“Family Literacy Week helps British Columbians honour parents, literacy outreach coordinators, volunteers and community organizations that provide critical supports to families across this province. Any parent who has watched their child struggle to learn how to read, and has sat with them every night to help them over the hurdle, understands the value of family literacy programs and services.”

**Quick Facts:**

- Family Literacy Day is the largest national family literacy initiative in Canada, created in 1999 by ABC Life Literacy Canada.
- Decoda is the only provincewide literacy organization in B.C.

**Learn More:**

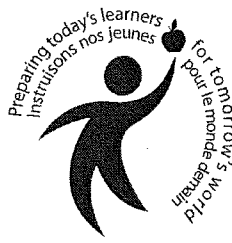
Decoda Literacy: [www.decoda.ca/literacy-in-bc/](http://www.decoda.ca/literacy-in-bc/)

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Connect with the Province of B.C. at: [www.gov.bc.ca/connect](http://www.gov.bc.ca/connect)



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 5010

#### COMMUNICATING STUDENT LEARNING (Previously titled: District Assessment)

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The Board of Education of School District 69 (Qualicum) believes that effective communication between the home and the school is central to student success.

It is the goal of the Board to ensure that schools are communicating student learning in effective ways so that:

- Parents are well informed about their child's progress as a learner
- Parents are involved as partners in a conversation about their child's progress and the best ways to support their child's personal growth and learning
- Students and parents are provided with information that is meaningful to them and helps to improve student learning **while** sustaining personal growth.

The Board recognizes that communication requires ongoing interactions and dialogue about student progress throughout the school year, involving the teacher, the student, and the parent, to provide up-to-date information about the student's learning.

This information should:

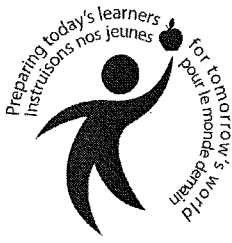
- Be descriptive, and include suggestions regarding ways that parents can support their child
- Reinforce the importance of self-assessment and goal setting
- Include feedback from multiple sources, as appropriate, including the student, teacher, peers, and parents
- Encourage students to work toward their goals, build student ownership, and make clear their role in the communication process
- Encourage students to use this information to make necessary revisions to their work and set new learning goals
- Where appropriate, take advantage of current technological tools to promote and support communicating the communication of student learning

The Board expects that this ongoing communication regarding student growth and learning will happen in a variety of ways including, but not limited to:

- Student-led and three-way conferences
- Written interim reports
- E- Portfolio reviews
- Parent/teacher conferences
- Samples and demonstrations of student work, videos, written summaries
- Formal **progress** reports

This ongoing communications with parents may be provided in a variety of ways means, including, but not limited to:

- In person meetings
- By telephone
- Via a variety of electronic means tools
- Through the use of reporting/communication applications such as FreshGrade and Scholantis



## SCHOOL DISTRICT No. 69 (QUALICUM)

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#### References:

- *Student Reporting Policy (2016)*
- *Ministerial Order 192/94, the Provincial Letter Grades Order*
- *Ministerial Order 191/94, the Student Progress Report Order*
- *Ministerial Order 190/91, the Permanent Student Record Order*
- *Ministerial Order 295/95, the Required Areas of Study Order*
- *Administrative Procedure: Communicating Student Learning*

DRAFT

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### COMMUNICATING STUDENT LEARNING

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#### KEY TERMS

**Assessment** is the process of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.

**Formative Assessments** are ongoing for the purpose of showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback.

**Summative Assessments** are assessments that take place at the end of a period of learning for the purpose of determining the extent to which learning has occurred.

**Evaluation** is the act of analyzing assessment information for the purpose of providing feedback about student learning based on a broad-range of activities and tasks.

**Reporting** student progress occurs at predetermined points in the school year. Communicating about student learning in this way is a more formal snapshot of student progress toward identified learning outcomes and both curricular and core competencies.

During the 2016-2017 school year, our District will focus on developing effective tools and strategies for communicating student learning. These efforts will be undertaken to ensure that both our formal and informal means of communicating student learning support the principles and structures of the redesigned curriculum and are congruent with the new interim reporting order. Opportunities for student, parent and staff consultation will be accorded throughout the year.

#### **Communicating Student Learning 2016-17**

Communicating student learning to parents will be a strategic focus for this school year. Teachers will be using a variety of methods to engage with parents regarding their child's learning such as:

- Parent conferences
- Student-led conversations
- Electronic or paper-based student portfolios
- Class websites
- Phone calls, emails or texts
- Newsletters
- Student agendas

The District will also support use of two new technology-based tools to assist teachers in carrying-out this work:

- **FreshGrade** and **Scholantis** - professional development **learning** opportunities will occur throughout the year to assist interested teachers with implementation and to support their work with these tools throughout the year.

Communicating student learning that is focused on formative assessment provides students and families with: clear learning intentions, criteria for success, descriptive feedback that moves learning forward, thoughtful questioning, self and peer assessment.

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## ADMINISTRATIVE PROCEDURE

### COMMUNICATING STUDENT LEARNING

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There will be two opportunities for conferencing, the first in October/November and the second in March/April.

Conferencing is a form of communicating student learning and schools will develop their own schedule and format for how they are going to provide this opportunity for students and their parents to be in conversation regarding individual student learning. Schools will communicate with parents regarding the timing and structure of these opportunities for focused conversation.

It is important to note that parents will not be limited to the scheduled conferencing opportunities. We encourage parents to initiate communication with the teacher or make an appointment at other times to discuss their child's progress with the teacher.

#### **Reporting**

Recognizing the 2016-17 school year will be a transitional and learning year for the professional staff in our District, we will take the following approaches to reporting at the elementary and secondary levels:

#### **Elementary**

In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will include a snapshot **summarize the child's achievement in the required areas of learning and include** comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.

The first reporting period will be a summary snapshot of each child's learning from September to January. The second reporting period will reflect ongoing learning from February through June. **progress report will summarize the child's achievement in the required areas of learning from September to January. The second progress report will reflect the child's progress as a learner from February through June.**

Curriculum planning and assessment are focused on the curricular competencies provided in Provincial Curriculum documents. The **progress** reports will provide information about a child's progress in meeting these outcomes.

If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.

The tool we will be using to generate these **elementary progress reports** will continue to be SSDAS.

The curriculum competencies resident on SSDAS will be reviewed and revised by a working group of teachers and principals/vice principals to support local directions and the redesigned curriculum.

A **committee and/or** working group of elementary teachers and principals/vice principals will be established to identify and shape the curricular competencies and foundational skills that teachers will be reporting student progress on. **The work of this committee and/or** working group will seek to reduce the overall number of competencies identified on these reports.

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A **committee and/or** working group of elementary teachers and principals/vice principals will work with District staff to develop processes and tools which will support students to self-reflect on their progress in the area of core competencies. This student reflection will comprise part of the final formal report in June 2017.

Our District will continue its longstanding practice of using **Performance Standards** language on report cards for K-7 students. Letter grades will not be provided unless specifically requested by a parent: **parents of children in grades 4-7.**

For the sake of consistency, the information drawn from MyEdBC to support generation of **Permanent Student Records** (as required by the **School Act**) will be changed to reflect this use of **Performance Standards** Language to communicate student learning.

#### **Secondary**

In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will include a snapshot **summary of achievement** and comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.

If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.

The tool we will be using to generate Secondary report cards will be MyEdBC.

A **committee and/or** working group of secondary teachers and principals/vice principals will work with District staff to develop processes and tools which will support grade 8-9 students to self-reflect on their progress in the area of **Core Competencies**. This student reflection will comprise part of the final formal report for each semester (or year-end reporting for linear/year-long courses).

Grade 8-9 teachers have the option of working either with **Performance Standards** language or letter grades for reporting student learning for the 2016-17 school year.

Grades 10-12 teachers will be following similar processes to past years for formal reporting while we develop options for bringing summative reporting more in line with the guiding principles of the redesigned secondary curriculum currently scheduled for implementation during the 2017-18 **2018-19** school year.

#### **References:**

- *Student Reporting Policy (2016)*
- *Ministerial Order 192/94, the Provincial Letter Grades Order*
- *Ministerial Order 191/94, the Student Progress Report Order*
- *Ministerial Order 190/91, the Permanent Student Record Order*
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- *Board Policy 5010: Communicating Student Learning*