

# EDUCATION COMMITTEE AGENDA



**January 10, 2024 – 4:00 p.m.**

## **WELCOME AND ACKNOWLEDGEMENT**

*This meeting is being held on the traditional and unceded territory of the Secwépemc People.*

1. December 6, 2023, Education Committee Report
2. School Progress Reports - verbal
3. Strategic Plan update
4. Enhancing Student Learning
5. Williams Lake Secondary Configuration
6. Future Meeting Dates:

MEETING	DATE	TIME	LOCATION
Education Committee	February 7, 2024	4:00 p.m.	Board Office
Education Committee	February 27, 2024	4:00 p.m.	Board Office
Education Committee	April 10, 2024	4:00 p.m.	Board Office
Education Committee	May 15, 2024	4:00 p.m.	Board Office
Education Committee	June 12, 2024	4:00 p.m.	Board Office

**“Learning, Growing, and Belonging Together”**



**TO: Education Committee**

**FROM: Cheryl Lenardon**

**DATE: January 10, 2024**

**RE: District Plan for Learner Success Public Engagement Update**

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## **BACKGROUND**

Now that we are into 2024, the third and final year of the District Plan for Learner Success in effect since September 2021, we are preparing to engage partners and rights holders in reviewing the priorities for the next iteration of the plan.

## **INFORMATION**

We have the opportunity to do more with public engagement in this planning cycle than we were able to do during the pandemic. We are meeting with the principals in January to set out a process for them to gather input during separate sessions with staff, students, and families to inform the next plan. They will be given the information to share about the current plan priorities, key actions, and results to date. A series of questions will solicit feedback about what is going well, what could be (the dream or ideal), and what they would like to see us focus on over the next few years toward all students being successful. Schools will hold these sessions in January and February.

We have requested a meeting with DPAC to conduct the input process with them and enlist their support to encourage parent/caregiver participation. The trustee representative at DPAC meetings will be involved.

At the February or March FNEC meeting we will conduct the same process with the Education Coordinators with the trustee representatives included.

At Local Education Agreement (LEA) meetings in February and March we will request specific feedback from the First Nations.

April we will meet with the CCTA and IUOE executive to get their input. The liaison trustees will be involved in those meetings.

In total, this will represent at least 85 unique face-to-face sessions. There will also be an online opportunity for people to get engaged, instead of, or in addition to, the face-to-face sessions.

The input from the 85 or more face-to-face sessions and the ongoing online survey will provide the basis for a public forum in May. The themes and priorities that emerged during the consultations will be shared and members of the public will have the opportunity to share their responses. The date and format are to be determined.

## **RECOMMENDATION.**

None. For information and discussion.

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**TO:** Education Committee

**FROM:** Cheryl Lenardon

**DATE:** January 10, 2024

**RE:** FESL Annual Report Feedback

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## **BACKGROUND**

The [SD 27 Framework for Enhancing Student Learning \(FESL\) annual report](#) was reviewed by the Board in September 2023 and submitted to the Ministry. A Ministry-led panel reviewed the reports from all 60 districts and provided feedback. This is a new process for the Ministry and districts. Deputy Superintendent Lenardon met virtually with panel member Kevin Godden in early December to review a draft of the feedback. The Superintendent and Board Chair will receive formal documentation of the feedback which will be shared with the full Board.

## **INFORMATION**

Overall, our report was well-received by the panel. A number of strengths were identified including thorough analysis and interpretation of multiple sources of data, strong awareness of areas of growth, and clear evidence the district has prioritized the success of Indigenous students. There was affirmation of attendance as a key goal area to be monitored for improvement. The review team noted innovative/promising practices expressed in the report including the use of the district plan strategy map to show alignment and coherence, the Take Me Outside for Learning initiative, district assessment (DART), the Indigenous Role model program, and new teacher mentoring.

Areas for further attention in subsequent reports were also identified. Although our results for children and youth in care are masked due to small numbers, we will want to speak specifically in the next report about our monitoring, targeted support, and overall outcomes for this group of students. A second note was around ongoing engagement. Our report set out the public consultation that occurred but did not clearly communicate how that consultation informed the district's next steps. We will have a lot to share about that in the next report following the public engagement cycle that will commence this month.

With a limit of 10 pages for the body of the document, we will be strategic in the next report about including elements that were not featured or would benefit from more detail. We are pleased to be in a position where we are not a district where there is concern about, at the same time as we acknowledge there is significant work still ahead. We look forward to the next opportunity to share where we are in the continuous improvement cycle.

**No Recommendation.** For information.

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**TO: Education Committee**

**FROM: Chris van der Mark, Superintendent**

**DATE: January 10, 2024**

**RE: High School Configuration in Williams Lake**

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## **ISSUE**

The need to examine the secondary delivery model in the Williams Lake area in response to secondary transition data.

## **BACKGROUND**

Currently, the high school configuration in Williams Lake consists of the Columneetza Secondary Campus for grades 7-9 and the Williams Lake Secondary Campus for grades 10-12.

This configuration emerged in 2012 following the School District's efforts to re-configure following school closures.

It should be noted that our decision to move to a middle school model coincided with a general movement in BC away from the middle school model. While some School Districts still employ a middle school model, the K-7 elementary model and 8-12 secondary model have become fairly standard.

SD27's only other secondary school, PSO, is an 8-12 secondary school.

## **DISCUSSION**

### **Perspective**

High School configuration is not a new topic for School District 27, or other Districts across BC, and Canada for that matter. Configuration discussions can be driven by population changes, financial imperatives, and even politics. Ideally, however, school districts design their school configurations around educational outcomes.

Irrespective of selected configurations, there is significant educational research (for more than 30 years) highlighting the impact (negative) of transitions on student's educational outcomes. For example, students from families who move frequently create additional "transitions" for their children to navigate. This is not to say the child will not be successful, it is simply more challenging. Similarly, schools have long noticed that minimizing transitions

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has a positive impact on learning. Elementary schools are often the best example of this as students have more stability in terms of their key adult contacts, and even within that classroom, effective teachers focus on effective, meaningful transitions between activities. It is not surprising that students transition reasonably effectively across grades within an elementary school.

Secondary school has often been more challenging, largely due to the course delivery model of 4 blocks per semester. In a very short span, students not only leave the elementary structure they have existed in for up to 7 years, but they move to a new building, often 2 or 3 times the size, full of new students from other elementary schools and with less consistent adult interaction. The transition to high school, combined with adolescence, is challenging.

In Williams Lake, we have added an additional transition for students by splitting the secondary campuses into middle and secondary. The transition is somewhat mitigated in that their cohort remains largely intact with respect to those above and below. The major variable of change in this transition is the adults and the different expectations, routines, and cultures they establish in different buildings.

### **Consideration For Change**

Why now? What's changed?

The district has undergone significant change over the past 5 years as part of a massive effort to modernize all aspects of its operation. This conversation has been on the back burner as we have not been in a place to move forward coherently and thoughtfully. Significant, foundational work had to be done with regards to our understanding of core services and how these services potentially impacted successful school completion. These efforts included a better understanding of inclusive education practices and our schools' understanding of the Act, as well as our understanding of alternate school delivery and service. This work had to be done first, and we have seen a positive impact through these efforts. Nevertheless, our data would indicate more is needed.

Critically, it is a consideration for change. There may be reasons why change in this area is not operational, but have we considered the options?

While grade-to-grade transitions in elementary school run at nearly 100%, by high school these start to drop. In SD27, grade-to-grade transitions from grade 7 to grade 12 have shown a positive trend over the past 5 years (with a notable exception during COVID) and look as follows:

	<b>ALL</b>	<b>COVID</b>	<b>INDIGENOUS</b>	<b>COVID</b>
<b>7-8</b>	98		98	
<b>8-9</b>	96	93	96	88
<b>9-10</b>	94		90	
<b>10-11</b>	95	82	91	70
<b>11-12</b>	91	81	87	70

On the surface, these transition rates may look good, especially when considered with regards to historic transition and completion rates in SD27. However, one must take into account the diminishing impact of each successive year. For example, if 98% of students transition from grade 7-8 and 96% from 8-9, the result is based on 96% of 98%, and so on. By graduation, that could result in a graduation rate of 76% without significant intervention.

**Possible Benefits**

Even a cursory glance reveals some significant benefits that would be immediate and create enhanced belonging and better student outcomes.

<b>Students</b>	<b>Staff</b>	<b>Parent/Community</b>
Choice	Choice	Choice
Relationships	Relationships	Relationships
Extracurricular	Enhanced sharing/pedagogy	Extracurricular

**Possible Implications**

<b>Students</b>	<b>Staff</b>	<b>Parent/Community</b>
Elective offerings	Change	Change
		Perceptions of age group

There are some significant structural issues that would also need to be considered, that may be prohibitive. For example, the configuration of the shop facilities is not ideal, even though it currently services both secondary sites. Similarly, there may be concerns of the schools being grade 7-12, rather than 8-12. It is unlikely surrounding schools have or will have the capacity to re-capture 250 grade 7 students.

The structural pieces (such as above) may or may not be prohibitive. In any event, we still need to be willing to examine them if we are to continue improving outcomes for students. Doing what we are doing will simply get the results we are getting. What can we do better?

**RECOMMENDATION**

**THAT** senior staff engage in focused conversations with school staff and stakeholders to surface initial responses and potential additional considerations to inform the Board’s next steps and provide a written report to the Board of Education for further discussion and decision.