

EDUCATION COMMITTEE AGENDA



April 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. February 7, 2024, Education Committee Report
2. Fitness & Conditioning 11 Course
3. Summary of Initial Feedback on Strategic Planning Priorities
4. High School Configuration Discussion - update
5. Future Meeting Dates:

MEETING	DATE	TIME	LOCATION
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”

Education Committee Meeting Report



February 7, 2024 (4:00 p.m. – 5:40 p.m.)

Trustees in Attendance: Anne Kohut (Chaired Mtg.) Mary Forbes.

TEAMS: Willow Macdonald (left at 4:47 pm), Michael Franklin, Ciel Patenaude

Regrets:

Staff: Deputy Superintendent Cheryl Lenardon, Directors of Instruction Sean Cameron, Anita Richardson, Wendell Hiltz, and Executive Assistant Jodi Symmes.

Agenda Item	Notes	Action
Acknowledgment of Traditional Territory		
1. January 9, 2024, Report	The committee reviewed the report and recommended no changes.	None.
2. School Progress Reports	Principals from Forest Grove, 100 Mile and Cataline Elementary schools (Ty Lytton, Crystal-Dawn Langton, and Dwayne Benven) presented their schools' focus on, and success in improving school attendance through intentional connection and other strategies and supports.	None. For information only.
3. BAA Hockey 11 & 12	Director of Instruction Richardson brought forward BAA Hockey 11 & 12 for review by the committee. Principal Curt Levin, and Teacher/Coach Terry Duff, presented updated BAA's on Hockey 11 and 12.	THAT the Board of Education approve the Board/Authority Authorized Courses, Hockey 11, and Hockey 12 as elective offerings in School District 27.
4. BAA Emergency Medical Responder (EMR) 12	Director of Instruction Richardson brought forward BAA Emergency Responder (EMR) 12 for review by the committee. Principal Curt Levin and Rob Cook presented the BAA outline for the new course EMR 12 which will provide students with certification for work in emergency services.	THAT the Board of Education approves the Board/Authority Authorized Course, Emergency Medical Responder (EMR) 12 as an elective offering in School District 27.

Agenda Item	Notes	Action	
5. Strategic Plan Update	Deputy Superintendent Lenardon provided the committee with an update on the progress of the District Plan for Learner Success Public Engagement and the schedule moving forward.	None. For information only.	
6. Williams Lake Secondary Configuration	Deputy Superintendent Lenardon provided a short update on conversations that have taken place among school principals around the configuration of secondary school in the Williams Lake Area. There are approximately 1600 students in grades 7-12 in the area attending two schools. Issues of transition between schools and opportunities for students are being explored. The conversation will continue.	None. We are continuing to discuss and expand the audience. Will report back as needed	
7. Provincial Cell Phone Announcement	Deputy Superintendent Lenardon provided a short update on the preliminary information the Ministry of Education and Childcare announced a series of actions intended to keep kids and young people safe from online threats. Districts will be required to be compliant by the start of the 2024-25 school year. B.C. launches concrete actions to keep kids safe, healthy BC Gov News . We are already looking at how device use is restricted in schools and how this is reflected in codes of conduct.	None. For information only.	
8. Proposed Future Meeting Dates			
MEETING	DATE	TIME	LOCATION
Education Committee	February 28, 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

TO: Education Committee

FROM: Cheryl Lenardon, Deputy Superintendent

DATE: April 10, 2024 (March)

RE: Fitness & Conditioning 11 Course

INFORMATION

SD 27 ran a special format course at Lake City Secondary prior to Spring Break. Students completed an intensive four-week course in February and March to simultaneously earn credit for the BC Ministry of Education Fitness and Conditioning 11 courses and the Canadian Fitness Education Services (CFES) **Fitness Knowledge course**—the prerequisite to all CFES instructor programs.

The course was taught by CFES trainer Kim Colgate and SD 27 educator Cheryl Lenardon. 21 students committed to four full-day Saturdays and significant independent study to meet the following outcomes:

- Learn about bones and muscles and how they function in exercise and basic movement;
- Understand the function of heart and lungs and how to care for them;
- Learn the science of burning fat, shaping, and toning muscle;
- Learn exercise physiology for strength, flexibility, and cardiorespiratory endurance;
- Ensure the principles of exercise safety are in place; and
- Absorb basic nutrition guidelines and weight management principles.

All students successfully completed the graduation program course and earned their CFES certificates. There was positive feedback from the students, and we will look at other related learning opportunities to build on this course.

Deputy Lenardon will make a brief presentation.

Recommendation.

None. For information.

TO: Education Committee

FROM: Cheryl Lenardon, Deputy Superintendent

DATE: April 10, 2024

RE: District Plan for Learner Success Public Engagement Update

INFORMATION

63 feedback sessions were held at school sites with staff, students, parents, and caregivers, and with FNEC and DPAC and 343 individuals completed the online survey.

Deputy Lenardon will provide a summary of the participation by group and the responses received to the questions about what people were excited about and additional areas they thought we should focus on.

After the review by the Education Committee the summary of the initial feedback and the themes that emerged will be shared out to the public and at CCTA and IUOE meetings for further opportunity to provide input.

This will inform the key focus areas to be confirmed by the Board in May.

RECOMMENDATION

None. For information.

TO: Education Committee

FROM: Chris van der Mark/Sean Cameron

DATE: April 10, 2024

RE: High School Configuration Discussion

ISSUE

A conversation has begun to consider opportunities to improve transition and success across high schools, specifically at the two Williams Lake secondary schools.

UPDATE

The senior team met with the school administration to get their feedback on what structures might best serve the students of our community. Fundamentally, if we were designing the best model from scratch, what would it be? Would it be what we currently have?

Both Columneetza and WL have been engaging in some informal discussions that have been expansive and insightful. It is refreshing to hear people discussing big topics in a thoughtful, professional manner rather than simply stoking fears of what they might worry about.

DISCUSSION

Given the administrator discussion had few parameters, it was not surprising to see a strong (though not universal) inclination towards a grade 8-12 model. This is also dependent upon having a k-7 model below. As noted early in the discussion, our physical sites and student population may make this prohibitive. Specific benefits from the admin perspective included:

- Less transitions at key ages
- Potential for middle school “pods” within a secondary structure
- Better continuity of learning
- Better continuity of relationships of students and staff
- Potential to build a stronger learning community over time
- Greater sense of collective responsibility
- More extracurricular activity options
- More choice for students and staff

There are questions with regards to the 7-12 model if capacity issues make the 8-12 model prohibitive. Secondary have had some informal discussions with their staff, and while there is some interest in exploring change, there is also significant trepidation. It is also

“Learning, Growing, and Belonging Together”

challenging to “re-open” this conversation, as there would have been a justification for why this model was chosen 12 years ago. Of course, conditions may have been different 12 years ago, including school closures and other factors that made the current model the best choice at the time.

RESEARCH

The board asked for some additional research, and we included the following items as a starting point.

Improving Primary to Secondary School Transitions (2023) Beatson, et al
[Improving primary to secondary school transitions: A systematic review of school-based interventions to prepare and support student social-emotional and educational outcomes - ScienceDirect](#)

Director Cameron also engaged an educational researcher, Victor Glickman (UVIC/ Learning Matrix) to provide a more detailed overview of research considering the impact of secondary school configurations on student success and transition ([See attached](#)). The consultant was not given any more direction or asked to consider the merits of a particular configuration, but rather a review of existing research on the topic. As we provided initially in our first BN on this topic:

“The research is wide-ranging and ultimately identifies trends that may or may not be applicable to all settings. In short, there is no one size fits all. Moreover, as noted last month, other factors may lead districts in directions due to other pressures, real or imagined.”

Much of the research is based on American studies and uses a k-8 example, nevertheless, Glickman’s paper confirms our initial belief:

“The findings underscore the multifaceted nature of challenges faced by students, educators, and policymakers alike, emphasizing the importance of thoughtful decision-making regarding school organization. While studies indicate potential benefits of certain grade configurations for student achievement, caution is warranted in interpreting these findings. Moreover, the research highlights the need to consider socio-emotional development, well-being, and equity in education alongside academic outcomes.”

In short, in the right conditions, with the right relationships, a given model may work, but the model will not work in all contexts or conditions.

“Van Rens et al. (2018) explore interventions for improving secondary school transitions, emphasizing positive relationships and communication among stakeholders.”

That being said, both American and BC examples cite benefits in attendance and achievement through approaches to configuration. Glickman highlights a study by Elizabeth Dhuey (2012) that “investigates how attending middle/junior high schools in British

Columbia affects academic performance compared to attending K-8 schools. Results indicate lower achievement gains in math and reading for grades 4 to 7, with significant negative impacts on grade 10 and 12 English exams”.

Another study by Malone (2020) “found that school-level pass rates for sixth- and seventh grade reading, and mathematics exams were consistently lower in middle schools than in elementary school.”

Capella (2019) went further and “discovered that attending a middle or junior high school had a detrimental impact on reading/writing competence, particularly pronounced in middle schools and among less advantaged students.”

Even with these examples, Glickman is careful to highlight researchers that advise caution in seeking academic improvement through grade configurations. A grade configuration alone is unlikely to move the bar significantly without other key shifts in practice, and more importantly, relationships.

This cannot be understated. The grade configuration may support or provide an opportunity for better transitions, but “rather than focusing solely on grade configuration, educators are encouraged to prioritize creating intellectually engaging curricula, fostering high-quality relationships, and strengthening connections with families and communities Overall, no single grade configuration guarantees student success, emphasizing the need for a multifaceted approach to improving educational outcomes.”

The emphasis on high-quality relationships becomes an even greater focus if we are either unable or unwilling to consider other changes that could help promote better transitions. If we can't or won't change the structure, what are the things we can and will do to improve relationships?

RECOMMENDATION

None. We are continuing to discuss and expand our audience. We expect to engage the CCTA, IUOE, and DPAC shortly to continue expanding this conversation. Will report back as needed.