

- What exactly is DPAC?**
- DPAC stands for District Parent Advisory Council. We are the official parent voice for School District 73 (Kamloops/Thompson).
  - Each PAC is encouraged to elect 2 DPAC reps to attend our monthly meetings.
  - We elect an executive to conduct business between meetings, but our direction is determined by our members, just like at PACs.
- What is the role of DPAC?**
- Our mandate, according to the School Act, is to advise the Board of Education on any matter relating to education in the school district. We funnel parent input to decision-makers in our district.
  - We facilitate communication – we send a lot of information out to the PACs on upcoming events and programs that might interest them.
  - We provide training and education for parents, as well as opportunities for exchanging ideas. We host speakers and put on workshops and networking events.
  - We function as a resource for individual parents and PACs as they do their work at the school level.

**Executive Committee**

**Sheri L:** Chair, **Brad G:** Vice-Chair, **Erin M** (Treasurer/Secretary) **Chris P** (Member at Large), **Don K** (Member at Large), **Kerri S** (Member-at-Large), **Megan F** (Member at Large), **Tibor B** (Member at Large), **Valerie N** (Member at Large)

## DPAC General Meeting Draft Minutes Tuesday September 17, 2019

1. **Call to order. 6:38pm. Introductions. Attendees:** Chris P (Marion Schilling), Kerri (SKSS), Katie C (Westmount)., Melinda H (Arthur Stevenson), Valerie N (Westsyde). Megan F (Aberdeen), Twyla M(Kay Bingham), Tammy B (Westsyde/Arthur Stevenson), Sheryl Lindquist (District Principal), Heather A (Juniper Ridge), Cara McKelvie (Board of Education), Rhonda Kershaw (Board of Education), Ricki A (Summit Elementary), Allisson B (District Career Education Coordinator), Tibor B (NorKam), Sharla R (Dufferin Elementary), Lisa Carson (District Education Coordinator), Erin M (Lloyd George), Sheri L (Brock)
2. **Review of the Agenda.** Motion to accept the Agenda with the addition of "Big Little Science Centre" under New Business. Moved by Erin, Seconded by Chris.
3. **EDUCATION SESSIONS:**

Communicating Student Learning – Lisa Carson, Director of Curriculum and Education for SD73. *Reporting: Pilot Update.* Communicating Student Learning is the new language for report cards. It can take several forms beside a paper-based report card. We want to have a good connection between home, student and teacher so that the three different pieces are all communicating together. There are 13 districts that have been part of a provincial pilot, including SD73. Being a part of this pilot gives us a big voice at a provincial table and allows us to communicate directly to government. We offered this last year to individual teachers and classrooms. The participating teachers had classrooms at Arthur Hatton, Arthur Stevenson, David Thompson, Kay Bingham, McGowan, Parkcrest and RLC. A survey was distributed to parents



after the pilot reporting structure last year, and we received 169 responses. One of the goals of this new reporting structure is to provide parents and students with timely, informative feedback about learning and progress. This describes learning on a whole continuum at any moment in time. We had 74% of parents/students agree that a new way of describing how a student is doing gave them timely informative feedback. The next question was about whether teachers are providing strength-based descriptive feedback focused on what the students can do and goals they are working toward. 71% of parents said they have a clear sense of what their child is working on to move forward in their learning. The next question surrounded teachers using the 4-point provincial scale (emerging, developing, proficient, extending) to communicate student progress in the different areas of learning. 75% of parents said that they understood the language on the proficiency scale and what it indicates about their children. Next question asked for reflection on how students are developing in communication, thinking and personal/social competencies. 61% of parents noticed their child/children makes connections in their learning to the core competencies. The Ministry of Ed announced in May that the pilot will continue for a second year. At this point we will proceed with another pilot year, however the whole school must participate to be included, rather than last year's model of individual classrooms. Secondary Schools are an exception - cannot require whole school participation, because once students are in the graduation program (grade 10, 11, 12) they are in the traditional reporting structure. So: What is the same as the pilot this year? Four points-of-progress and a final summative report. Points of Progress could be face to face meetings, or other updates (learning is fluid and will move throughout the year). Report using a proficiency scale rather than letter grades. We are still reporting 4 times during the school year. Once at the end of the year there must be a summary of progress. Twice a year at a minimum, there will be communication on paper. The four-point provincial proficiency scale is used in K-9 to communicate student progress in all areas of learning. A call was sent out for schools participating in wave 2. These schools will include Arthur Hatton, Arthur Stevenson, Barriere, Dallas, David Thompson, Haldane, Juniper, Kay Bingham, Logan Lake, Marion Schilling, McGowan, Pacific way, Parkcrest, Raft River, Rayleigh, RLC, Savona and several others.

**Question:** after this year, what does this look like? **Answer:** government needs to give us the finalized reporting structure, so we are not sure. We will likely be doing what we are currently doing throughout the district, however, we are not sure whether this will be in one year, two years or other. The big question is: what will happen with the grad program (grade 10-12) - they are not talking about this yet, but it may not be far off.



Discussion: More communication is never a bad thing... some teachers are already doing this and we would like to see this more system-wide.

Is there any feedback from the students who are used to seeing letter grades, but they aren't there anymore? Yes, there will be surveys done this year, likely later in the fall. This is all rolled out at a provincial level, not through the district, so we need to wait.

How will children with special needs be assessed with this new reporting structure? Answer: the IEP will lay this out and those learning goals will be followed.

**Education Session 2: Sheryl Lindquist and Allisson Badger - Career Education. Connecting students to their interests and passions: Where do you want to go? We'll get you there.** The notion of having career development as one of our "Pillars" leads into purposeful thoughtfulness about what a student wants to do next. This starts in grade 10, and continues through grade 12, and it's ground-breaking for the province. We have 23 teachers in our cohort who have been coached along for the last 18 months (grade 10 teachers). The three pillars are intellectual development, human/social development, and career development. Why career education: students understand who they are, what are their relationships, what are their passions, interests, values, skills. This helps plan a life journey. Consideration: How do we adapt to an ever-changing world? Today's kids are being prepared for careers that may not even exist yet. Planning is journey: it is ever-changing, zigzagging. We can help focus interests, values. Coaching sessions have happened with teachers and with parents. Oct 16<sup>th</sup> there will be such a coaching session for parents - parents are the number 1 coach in their child's life. Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting and deciding. Engaging in networks and reciprocal relationships can guide and broaden career life awareness and options. There are curricular competencies, core competencies (communication, thinking, personal/social), there are instructional strategies and resources for teachers. There are also capstone connections - these are conversations that students can have with universities about their skills and growth and values and provide evidence of these. Career talks are 140 talks that the teachers can access where an expert can come and link a job/learning outcome. Last year 2400 students had a career experience with one of our community partners. This strengthens partnerships to enrich the way we lead, learn and work. It helps students contextualize their learning. Career Curriculum Companion: educated citizens in an ever-changing world: Self awareness, positive community engagement and exploring possibilities. Career education is a life-long journey that is personally meaningful and goal-oriented in an ever-changing world. Who do you want to be in the world? How can you make meaningful contributions in your community? How do you make career plans in an ever-changing world? In

**Next General Mtg Oct 22 at 6:30pm at Grube. Education: "PAC 101"**



the fall, this will be expanded to elementary. This will include personal development, connections to the community, and planning.

Questions: Will this be a semester class for the grade 10s and grade 12s? Answer: Sometimes. It depends on the school. Schools can deliver the contents how they feel best suits their students, but 8 credits are required to be completed.

Does this replace CAP 10? Answer, no, it isn't a replacement so much as a complete rethinking of what CAP was - it's an enhanced, entirely new program.

Can anyone access these resources? Yes. Go to: [carcered@sd73.bc.ca](mailto:carcered@sd73.bc.ca)

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**4. Minutes from the Previous Meeting.** Moved by Katie, Seconded Melinda. All in favour.

**5. Old Business**

- a. **Aboriginal Parent engagement** (Valerie N). BCCPAC Indigenous Engagement document is attached.
- b. **Bursary Committee Update.** (Brad G). No update.
- c. **BCCPAC.** October 22<sup>nd</sup> will be a presentation on PAC 101. November 14-16 is the DPAC Leadership summit. Ministry staff will be in attendance. Very informative. Kerri is on two committees and they are starting to revamp the Leadership Manual (last update was 2004). There have been requests for engagement from the Ministry and it has been great to have our voice at the provincial level. Valerie states that she did resign from her post on BCCPAC. She felt that she will be better able to continue her advocacy and work around aboriginal issues through other channels and will keep us posted.
- d. **Advocacy for Capital Projects group** (Chris P). They addressed the provincial budget committee late last school year. Unfortunately it was the same time as game 7 of the NHL hockey finals and the group felt that the majority of our MLAs were quite distracted during our presentation. We did get out and get our voice heard that education is important. UBCM is coming up and the city has invited the school district to come and advocate for education funding. They are looking for ideas on how to move forward. Please contact Chris directly if you are interested in joining this committee which works to advocate for resources. Superintendent sends her thanks for our continued engagement on this issue. The Superintendent states that the board will be presenting at UBCM and there will be a SD73 meeting tomorrow to make sure our key messages are finalized and then the district/trustees are meeting with the city to make sure our priorities are known. For example, we would like to note that 19 schools in our SD do not have sprinkler systems because of building age.
  - *Terms of Reference Document (Draft, work in progress).* Deferred to next meeting.
- e. **DPAC Priorities for 2019/20 year, including education.**
  - Digitizing communications (Tibor). More about data collection. There is a paper-based system currently and it would be nice to try to digitize this. We could do something very elementary. Trustee Kershaw states that she did look into this last year and there were no resources at the

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time. However, there may be a way to do this now. Superintendent Sidow will look into this and report back at the next meeting.

- **App for Communication:** There is now an SD73 app that we can get for our school and our district. Go to SD73 App on the App Store. This is the best, most up-to-date place for information in our district. DPAC may be able to get on this as well. Superintendent Sidow will look into this and report back.
- **Education for Parents.** Please let us know if your PAC has an idea for DPAC sponsored parent education. We could reach out to the school district and see if we can partner on sessions and coordinate in advance. Superintendent Sidow will connect with her staff and our group. Ideas thus far:
  - Reaching disconnected students (example, Dr. Margot McKinnon's presentation on "invisible students")
  - Vaping
  - Digital safety
  - Gang prevention
  - Student version of "The Edge" (drug prevention)
- **Conference Call capability.** Superintendent will look into this.

#### 6. **New Business**

**Big Little Science Centre.** They have been displaced from the Happyvale location. In the past, because it was in a SD73 school, school students have been able to attend for free. We need to see where BLSC lands to see if this will still be the case, otherwise there may be a cost for field trips, which may be a burden for some classrooms to attend. More info to follow when it is available.

#### 7. **Treasurer's Report.**

a. **Budget for 2019/20 year.** A motion was made to adopt the Budget for the 2019/2020 school year as presented by the Treasurer. Moved by Erin. Seconded by Chris. All in Favour.

b. **June 2019 and September 2019 financials.**

All statutory legal and fiduciary obligations have been met in full and on time. Gaming Grant application outcome should be known by end of September/beginning of October. Gaming Grant year end report has been submitted. See attached.

8. **Superintendent Report.** Plan is now in place (interim) for Parkcrest students. We can now get back to our core work of teaching/learning for our students. A lot of work goes into preparing for the school year. There are about 40,000 hours over the summer to get schools ready. Staff have done a wonderful job. Enrollment up by approx. 138 students. New refreshed curriculum fully in play for k-12. New assessments (literacy 10, 12) coming up, but this is the first year there won't be an English 12 exam (it is a transition year). We are working closely with the Ministry to try to ensure the quality of education is consistent across the province. Aboriginal education: this year we are completing local education agreements with all 7 of our bands to determine funding flow for indigenous students. We are excited that

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the District marched in the Pride Parade for the first year this summer and continue SOGI work. Trades and transitions are continuing to deliver personalized, immersive, hands on experiential learning. Males are graduating at a higher rate than females for the first time ever, and we think that our Trades program has helped a lot of young people. We have almost 200 international education students this year, but unfortunately we do not have any more room to accept more students, so we must cap at 200 students. Communications has worked a lot on the MYS73 system over the summer. A note about the remarkable Staff, Families, Students and Kamloops Community who helped over the Parkcrest move after the fire – everyone worked together to accomplish a huge feat the past 11 days. It has been a remarkable, moving time, and it speaks to the heart of our community. Otherwise, our annual facilities projects over the summer included the re-opening of Westsyde elementary, several roof replacements, two new PA systems/fire alarms, multiple flooring projects and dust collection system. Question about PAC Grant: there is information about this on the webpage

9. **Trustee Report.** The school district has a business company that they are a shareholder of. This company provides courses in other countries. This business is doing well, and the company has provided a dividend back to the school district. This \$100,000 is providing the funds for a legacy grant. First intake ends Sept 30<sup>th</sup>, second intake ends Mar 31. The purpose of the grant is that PACs can apply for funding of playgrounds, cultural enhancement, recreational, public spaces or other long-term sustainability projects. The link will be forwarded out and there is a link on the SD73 webpage. **The OWL Award call for nomination** is to recognize a group or individual who has made an outstanding contribution to education in SD73 over a period of 5 years or more. Go to website to nominate someone!
10. **KTTA Report.** No report.
11. **Other Correspondence.** Nil new.
12. **Other business.** None brought forward.

2019/20 School year DPAC Meetings.

Tuesday September 17, 2019: 6:30pm-8:30pm General Meeting (20 people)

Tuesday October 22, 2019: 6:30pm-8:30pm DPAC General Meeting

Tuesday November 19, 2019: 6:30-8:30pm DPAC General Meeting

Tuesday January 21, 2020: 6:30-8:30pm DPAC General Meeting

Tuesday Feb 18, 2020: 6:30-8:30pm DPAC General Meeting

Tuesday Apr 21, 2020 6:30-8:30pm DPAC General Meeting

Tuesday may 19,2020 6:30-8:30pm DPAC General Meeting

**13. Adjournment.**

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# BC's Redesigned Curriculum

BC's curriculum has been redesigned in collaboration with BC and Yukon educators and academic specialists.



Ministry of Education

- Personalized and flexible
- Focus on core competencies (*Thinking, Communication, and Social and Personal Responsibility*)
- Focus on essential learning and Big Ideas in each subject
- Focus on literacy and numeracy foundations
- Indigenous perspectives, worldviews and content woven into all subjects and grades



## KEY SHIFTS IN REDESIGNED CURRICULUM

### BC'S REDESIGNED CURRICULUM WILL:

- Support student success for learners in our rapidly changing world
- Help teachers create learning environments that are both engaging and personalized for students

- Over 300 BC and Yukon educators and subject experts contributed to the redesigned curriculum
- K-9 curriculum was mandated for use in schools on July 1, 2016
- Grade 10 curriculum was mandated for use in schools on July 1, 2018
- Grade 11 and 12 curriculums were mandated for use in schools on July 1, 2019
- All K-12 curriculum has been translated into French
- Assessment and reporting practices and graduation requirements are being aligned to the redesigned curriculum
- The Ministry continues to support the implementation of curriculum through the development of instructional samples, outreach work, webinars and other support materials



## KEY FACTS

### CURRICULUM SUBJECT AREAS



- Math
- Science
- English Language Arts (*English and English First Peoples*)
- Languages
- Français Langue Première
- Français Langue Seconde - immersion
- Social Studies
- Physical and Health Education
- Arts Education
- Applied Design, Skills and Technologies
- Career Education

### English or English First Peoples 11 and 12 required for all students.

- Health Education has been combined with Physical Education.
- Transformation of Career Education into an 8-credit Career Life Program with flexible delivery options and a Capstone
- Social Studies has a large increase in course offerings and now any Grade 11 or 12 Socials course can satisfy that grad requirement



## KEY CURRICULUM CHANGES (Grades 10-12)



# INDIGENOUS ENGAGEMENT

## HOW YOU CAN YOU MAKE A DIFFERENCE

There are many ways to start conversations and make connections within your school and your PAC. Our suggestion is to reach out to your school's Aboriginal Education Teacher and or your Districts Indigenous Engagement Liaison. They are found on your school/district website or by asking the DPAC Chair or district staff. The most important step is simply starting the conversation and making connections! Check out our [website](#) for more information.

### Resources available through your District Aboriginal Education Department

- Family/locals/elders come to the school to share stories, resources and skills
- Elders lunch for Indigenous and non-Indigenous elders/seniors
- School District informational meetings and events such as a Powwow for all families
- A mentored student program in the wilderness doing activities that weave in the routine of gratitude in survival skills, storytelling etc.

## IDEAS YOU CAN TRY

- A territorial acknowledgment and or drum song in your daily announcements
- Labeling the traditional lands in the [language of every school](#)
- [Orange Shirt Day](#) assemblies and gatherings
- Growing traditional plants
- Outdoor educational experiences that incorporate history (salmon run)
- Creating an outdoor cultural learning space
- Including Indigenous shapes and symbols regularly in the classroom
- Including [Indigenous flags](#) within your school
- Musical instruction inclusive of Indigenous culture
- Multicultural week with costumes, explanation of customs and cultural food
- Field trips to Indigenous communities to see their cultural gardens or carving stations or any relevant projects pertaining to school criteria and interest



Your PAC and school community can follow these simple steps by reaching out to their local band, Chief and council to make positive changes

- Elder story telling
- Teaching traditional drumming
- Art that reflects the culture incorporated in school and taught in classrooms
- Local languages being spoken and taught in classrooms
- Having signage for the applicable local language
- Annual traditional food day
- Indigenous advisory council
- Holding a Blanket ceremony within the school

## ~ RESOURCES ~

### **First Nation Education Steering Committee**

FNESC has [posted resources online](#) to help better explain [Residential Schools and Truth and Reconciliation](#), and why it's so important we ensure we are including all cultures in our classroom, schools and PACs.

### **BC Tripartite Education Agreement**

For more information on BCTEA framework agreement, review the [document online](#).

### **Government of BC**

The provincial government has several pieces of information on their [website](#).

### **Government of Canada**

The federal government has [information online](#) with Indigenous Services Canada (ISC) who works collaboratively with partners to improve access to high quality services for First Nations, Inuit and Métis.



# BCCPAC'S "PAC 101"

**WHEN:**

**Before the DPAC meeting,  
Tuesday Oct 22<sup>nd</sup> 6:30pm**

**HENRY GRUBE EDUCATION CENTRE**

**PAC 101: A simple look at Parent Advisory Councils.**

- **Who makes up a PAC?**
- **What are the essential components of a meeting?**
- **How should you record minutes?**
- **How does gaming money work?**
- **What is the role of a PAC at a school?**

The BC Confederation of Parent Advisory Councils (BCCPAC), a registered non-profit and non-partisan charity, represents the parents and guardians of over 565,000 children attending provincial public schools. Recognized by government and education partners, BCCPAC is the collective voice of parents on educational issues within the public system; BCCPAC is the parent voice on provincial committees dealing with a wide range of issues, including student assessment, Indigenous education, curriculum, and school safety.

BCCPAC is governed by a volunteer Policy Board of nine directors elected annually by the membership which consists of District Parent Advisory Councils (DPAC) and Parent Advisory Councils (PAC). Through our DPAC membership, BCCPAC represents 96% of parents in the public education system in BC.

**TOP 10 REASONS  
TO BECOME A  
BCCPAC MEMBER:**

10. You can be part of the collective voice recognized by government and education partners, who involve BCCPAC as the provincial voice of parents.
9. Through BCCPAC, your PAC can advocate for systemic changes to the education system.
8. You can create change in the education system by bringing resolutions from your PAC to the Annual General Meeting for discussion and support.
7. You can participate in the nomination and election of BCCPAC Board of Directors at the Annual General Meeting
6. You can network with other member PACs to share information and successes via conference, website and forums.
5. You can keep advised of current educational issues by receiving regular communications.
4. Grab one of the many opportunities to receive leadership education from skilled experts at the annual conferences
3. Receive travel subsidies to attend the DPAC summit and conferences
2. Serve on a provincial committee and provide feedback through focus groups and surveys
1. **By becoming a member of BCCPAC you support the need for a parent voice at the Provincial Level.**

**Join Today at  
[Bccpac.bc.ca](http://Bccpac.bc.ca)**



# ADVOCATES FOR SD73

## TERMS OF REFERENCE

### **ROLE:**

A DPAC led committee to educate community stakeholders on the current effect that the lack of capital investment into School District #73 is having on the education system and in the communities throughout the district.

### **GOAL:**

To support, in a positive manor, the efforts of SD73 in getting Capital Projects approved throughout the District.

### **STRUCTURE:**

Decisions will be voted on by the group executive with the Chair only voting in the event of a tie. All executive members must be notified of an upcoming vote and a quorum will consist of at least three executive members. When possible, input will be solicited from the group at large before any votes are taken.

### **MEMBERSHIP:**

Any community stakeholder may join the group as a general or executive member. The executive shall be made up of at least three but not more than seven members each with a single vote. The executive members will consist of a Chair, a Vice Chair and up to 5 Directors.

#### Duties:

- Chair- Only a DPAC representative shall hold the position of Chair. The Chair shall preside at the meetings and provide an agenda.

Support and assist members of the group.

Ensure regular updates are made to the DPAC Executive Group.

- Vice Chair

Take on duties of the Chair when required.

Act as Treasurer for the group.

- Directors

Support the Chair and Vice Chair and take on duties as required.

**Election:**

The DPAC Executive will appoint an Acting Chair person until such time as the first general meeting is held. An election at the first general meeting will be held and any member willing to stand for a position is to put their name forward. The acting Chair will only vote in the event of a tie. Elections will be held in every even numbered year before December and after the first DPAC general meeting of the school year. Vacant Director positions can be filled between general meetings by a vote of the current executive.

**MEETINGS:**

The Executive Group will meet regularly by phone, messenger or in person when needed but not less than quarterly. General meetings will be held as required but at least once every two years.

**REPORTING:**

The Chair will provide updates to the DPAC group at the regular scheduled DPAC meetings and as requested by the DPAC Executive.

Drafted May 16<sup>th</sup> 2019



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## DPAC General Meeting Treasurer's Report Tuesday September 17, 2019

All statutory, fiduciary and legal obligations have been met in full and on time.

DPAC is beginning the school year with a balance of approximately \$10,252.91. The value is approximate, as we have not received the bank statements which ended August 31, 2019.

The bursary committee has a balance of \$5,530.30 in their Bursary account. This account receives a credit of approximately \$2.11 monthly in interest.

The general account has a balance of approximately \$4,590.21. This money is left over from a large fundraiser many years ago. We dip into it annually to pay expenses not eligible for gaming funding, or over and above the money we receive in annual gaming grants. This account is subject to an approximate \$2.00/month in bank fees.

The Gaming account was depleted at the end of last school year (which is what we want). We currently have approximately \$132.40 in this account, which will be carried forward to this year.

Gaming Grants are still being reviewed, but our application was submitted on time and we are expecting to receive our \$2500 by the end of October.

Annual Gaming Account summary Report was filed with the appropriate government site back in June for our year-end.

The draft budget for the 2019/20 school year is attached for your consideration. The treasurer moves to adopt this budget for the 2019/20 school year.

Respectfully submitted by Erin Mitchell.

## DRAFT SD#73 DPAC Budget

Projected Revenue and Expenses for year ending June 30, 2020

	General Fund	Gaming Fund	Total
<b>Revenue:</b>			
Balance Forward(July 31, 2019)	4,592.16	134.35	
Community Gaming grant (assuming approval)		\$ 2,500.00	\$ 2,500.00
	\$ 4592.16	\$ 2634.35	\$ 7,226.51
<b>Expenses:</b>			
Monthly Plan Fee (TD Bank) (12mos x 2 accts)		\$ 46.80	\$ 46.80
BCCPAC membership		\$ 150.00	\$ 150.00
BCCPAC travel expenses for 2 people	\$ 1,200.00	\$ 1200.00	\$ 2,400.00
External Speakers/presentations (ex. KELLI)	\$ 500.00		\$ 500.00
Food Safe Course (10 people @ \$90/person)		\$ 900.00	\$ 900.00
Other Parent Education (misc supplies/expenses)		\$ 300.00	\$ 300.00
	\$ 2892.16	\$ 37.55	\$ 2929.71

**Bursary Fund**

- Currently has \$5,528.19

- Disbursement anticipated in spring of 2020 for 2020/2021 school year.

<u>Gaming Account</u>	<u>Details</u>	<u>Debit</u>	<u>Revenue</u>	<u>Balance</u>
June 27, 2019	Balance Forward			\$136.30
July 31, 2019	Monthly Plan fee	\$1.95		\$134.35
<i>August 31, 2019</i>	<i>Monthly Plan fee</i>	<i>\$1.95</i>		<i>\$132.40</i>
<b>Est. Balance as of Sept 17, 2019</b>				<b>\$132.40</b>

*\*Italics indicate that debit has not yet appeared on monthly bank statement/cheque still has not been cashed by payee.*

<u>General Account</u>	<u>Details</u>	<u>Debit</u>	<u>Revenue</u>	<u>Balance</u>
June 27, 2019	Balance Forward			\$4,594.11
July 31, 2019	Monthly plan fee	\$1.95		\$4,592.16
<i>August 31, 2019</i>	<i>Monthly plan fee</i>	<i>\$1.95</i>		<i>\$4,590.21</i>
<b>Est. Balance as of Sept 17, 2019</b>				<b>\$4,590.21</b>

*\*Italics indicate that debit has not yet appeared on monthly bank statement/cheque still has not been cashed by payee.*

<u>Bursary Account</u>	<u>Details</u>	<u>Debit</u>	<u>Revenue</u>	<u>Balance</u>
June 27, 2019	Balance Forward			\$5,526.08
July 31, 2019	Monthly interest credit		\$2.11	\$5,528.19
<i>August 31, 2019</i>	<i>Monthly interest credit</i>		<i>\$2.11</i>	<i>\$5,530.30</i>
<b>Est. Balance as of Sept 17, 2019</b>				<b>\$5,530.30</b>

*\*Italics indicate that debit has not yet appeared on monthly bank statement/cheque still has not been cashed by payee.*

<b>Est. Balance as of Sept 17, 2019</b>				<b>\$10,252.91</b>
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<u>Gaming Account</u>	<u>Details</u>	<u>Debit</u>	<u>Revenue</u>	<u>Balance</u>
March 29, 2019	Balance Forward			\$2,287.12
April 3, 2019	BCCPAC Conference fees and hotel (CHQ 028)	\$1058.87		\$1,228.25
April 16, 2019	Foodsafe invoice 1901.19 (CHQ 029)	\$180.00		\$1,048.25
April 16, 2019	KISSM Donation (CHQ 030)	\$550.00		\$498.25
April 30, 2019	Monthly Plan fee	\$1.95		\$496.30
May 7, 2019	Food/Gas 1 <sup>st</sup> attendee BCCPAC (Chq 031)	\$138.94		\$357.36
May 7, 2019	Food/Gas 2 <sup>nd</sup> attendee BCCPAC (Chq 032)	\$217.16		\$140.20
May 30, 2019	Monthly Plan fee	\$1.95		\$138.25
<b>Est. Balance as of June 4, 2019</b>				<b>\$138.25</b>

*\*Italics indicate that debit has not yet appeared on monthly bank statement/cheque still has not been cashed by payee.*

<u>General Account</u>	<u>Details</u>	<u>Debit</u>	<u>Revenue</u>	<u>Balance</u>
March 29, 2019	Balance Forward			\$4,599.96
April 30, 2019	Monthly plan fee	\$1.95		\$4,598.01
May 30, 2019	Monthly plan fee	\$1.95		\$4,596.06
<b>Est. Balance as of June 4, 2019</b>				<b>\$4,596.06</b>

*\*Italics indicate that debit has not yet appeared on monthly bank statement/cheque still has not been cashed by payee.*

<u>Bursary Account</u>	<u>Details</u>	<u>Debit</u>	<u>Revenue</u>	<u>Balance</u>
March 29, 2019	Balance Forward			\$5,519.89
April 30, 2019	Monthly interest credit		\$2.04	\$5,521.93
May 30, 2019	Monthly interest credit		\$2.04	\$5,523.97
<b>Est. Balance as of June 4, 2019</b>				<b>\$5,523.97</b>

*\*Italics indicate that debit has not yet appeared on monthly bank statement/cheque still has not been cashed by payee.*

<b>Est. Balance as of June 4, 2019</b>				<b>\$10,258.28</b>
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DATE: September 9, 2019  
TO: District Parent Advisory Council  
FROM: Alison Sidow, Superintendent  
RE: **SEPTEMBER START UP REPORT 2019-2020**

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### BACK TO SCHOOL HIGHLIGHTS

The 2019-2020 school year began on September 3, 2019 with over 790 classrooms (41 portables), 47 schools and 83 buses ready to roll in SD73. With over 2,305 staff preparing for the arrival of over 15,000 students, SD73 has invested well over 40,000 hours ensuring students arrive safely to welcoming schools. We are grateful for the strong teaching and support staff who work in the District and credit our successes to their commitment and skill.

Ensuring student success is always top of mind for SD73 employees, and this month principals are reviewing school learning plans with their staffs across the district. School learning plans are designed to address identified areas for improvement in student achievement and this year all schools have identified numeracy as an area for focus. School learning plans align with the strategic priorities outlined by the Board.

School reviews completed last spring show strong growth in the majority of our schools; and, our school leaders, teachers and support staff are to be congratulated on supporting students in achieving an 88% graduation rate. We continue to strive to improve our results and have set a new target of a 90% graduation rate over the next 3 years. We are particularly proud of the success of our Aboriginal students who have increased their graduation success rate by 10% since 2014. Last year, Aboriginal graduation rates were at 78%. Our goal is equitable outcomes for all students and once again this year, improving student achievement for Aboriginal students is a priority in all schools.

The 2019-2020 school year marks the final phase of implementation of the new and revised BC curriculum. It has taken several years to get to full implementation, but with the roll-out of revised curriculum for Grades 11 and 12, students in BC are now working within the new graduation program. This year, for the first-time students in Grade 12 will be required to complete Career Life Connections 12, which includes 30 hours of a career exploration experience and a capstone presentation. Further, there is no provincial Literacy 12 or English Language 12 examination this year. Grade 12 students will be able to satisfy their English Language 12 requirement with their classroom-based mark only. This is a one-year occurrence as the new Literacy 12 provincial Assessment is scheduled to be implemented in September, 2020. Grade 12 students are encouraged to schedule an appointment to speak with their school counsellor to ensure that their courses will satisfy Graduation Program requirements.

Enrollment growth in some schools, such as Beattie Elementary Aberdeen Elementary and Logan Lake were unexpected. There were also declines in enrollment in some schools most notably, Parkcrest Elementary and Arthur Hatton Elementary.

We are monitoring enrollment at Westwold Elementary and have contacted all parents to determine if those parents who committed to attending plan to enroll their children prior to September 30<sup>th</sup>. If we do not reach the required enrollment in the next week, District staff will begin the process of discussing other options for the 4 parents who currently have their children attending the school.

The re-opening of Westsyde Elementary after its closure a decade ago is exciting news. Staff invested close to 9,000 hours and the Board close to 1 million dollars in renovations and playground improvements before the doors opened on September 3<sup>rd</sup> with approximately 176 students in grades k to 7. A grand opening barbeque for families and staff is scheduled for September 19 from 4:30-6:00 PM.

## **Curriculum and Instruction**

The BC curriculum while fully implemented this year, also has some minor revisions in the area of the Core Competencies of Communication, Thinking, and Personal and Social Responsibility. Communication now includes the goal of *collaborating*, Thinking will include *reflective thinking*, and Personal and Social Responsibility will include the goal of *social awareness*. The Curriculum and Instruction Department will assist staff in addressing these new goal areas and are available for school and individual teacher support. There are no changes this year to the assessment of the core competencies. Students are supported by staff to self-assess and set goals for further learning. Through self-assessment, a student's understanding of strengths and areas for growth become clearer to them. Like other facets of education, core competency development continues after graduation as students, through self-assessment, continue to grow and learn as they move to post-secondary education or the workplace.

Within the revised curriculum, one program, Career Education, is new to the graduation years' program. Last year, we supported Career Education at the Grade 10 level with resources, as well as with career coaches, a program aimed at providing teachers with a hands-on learning opportunity to prepare them for teaching this new course. In this school year, we will continue to support career education teachers with well-developed curricular resources for the Career Life Connections 12 course, including support for the culminating student capstone presentation.

Although we have some curricular revisions and additions, we remain steadfast in our support for improving teachers' skills at teaching foundational skills. We have a renewed focus on numeracy within our district, and we are providing support and training to lead teachers in best practices to support students in numeracy in each of our elementary schools. This support, along with a numeracy scope and sequence developed by our teachers, ensures that all learners, regardless of where they learn, will have the best opportunity for success with numeracy learning at each grade level.

This is an exciting time in education. We have the ability to learn, assess and report in ways that better meet the needs of our students. The new and revised curriculum is connected to new local and provincial assessments. These assessments are aligned to the curriculum and to better tell the story of each child's learning journey, we are participating in a provincial pilot on communicating student learning. SD73 continues to be a provincial leader in supporting initiatives that help our students learn and grow.

For more information on the updates, see [www.curriculum.gov.bc.ca](http://www.curriculum.gov.bc.ca)

## **Aboriginal Education**

In order to support the work of the Aboriginal Education Council, an administrative assistant has been hired and is working out of the Chief Louis Centre. As well, an Aboriginal Education Coordinator position has been put in place to support the work of the District Principal. This year, relationship building is key to meeting the needs of our Aboriginal students as we renegotiate Local Education Agreements with all 7 Bands. These new agreements will take effect in 2020. We will be continuing the work of reaching parity of education outcomes for Aboriginal learners and addressing reconciliation as a daily practice with the support of Aboriginal school leads and Aboriginal Education Workers in each school.

## **Inclusive Education**

The District has committed to ensuring all students experience a greater sense of school connectedness and belonging through inclusive pedagogical practices that address equity for our diverse learners. As well, we are expanding our mental health literacy programming to reaching all grades in each school in the District. We will continue implementing the response to the work of the Superintendent's Task Force on Student Safety. A new Healthy Relationship's Coordinator will integrate healthy relationship programming and support for educators in grades K-9.

The District honours the human rights of students and their families, including those students who identify as LGBTQ2S+. The District commits to the provision of education and awareness opportunities for students that focus on valuing diversity and respecting differences, as well as the topics of human rights and responses to discrimination. A new administrative procedure provides effective procedures to respond to SOGI-related discrimination, harassment and exclusion. The intent of this addition is to make schools within the District safe, respectful places for all students, regardless of sexual orientation and gender identity. This summer the District was pleased to participate in the Pride Parade in Kamloops to show our support for all students and staff in SD73.

## **International Baccalaureate**

The International Baccalaureate (IB) Programme at Norkam Senior Secondary School continues to be successful. This year 18 new registrants joined the program for a total of 46 Grade 11 and 12 students currently participating in IB. Enrollment over the last 3 years has stabilized around 50 students with all earning the Dogwood Diploma and 62.5% participants earning their IB Diploma. Last Spring Norkam Senior Secondary School underwent an evaluation process as a requirement to maintain status as an IB World School. The evaluation was successful and the feedback gained through the evaluation process has been helpful. Strategies for increasing the number of students were recommended; and, as a result in September, trades and transitions coordinators and counsellors are meeting directly with the IB Coordinator to learn more about the benefits of the program for students who are university bound. Further, NorKam Senior Secondary is working closely with the Director of Instruction for Secondary Learning Services to improve the percentage of students earning the IB Diploma.

## **Trades and Transitions**

The focus for Trades and Transitions programs for the coming year is to deliver personalized, immersive, hands-on experiential learning and trades training for students in kindergarten to grade 12. Last year three new programs were added to increase opportunities for students. Junior Dragons' Den, Girls Exploring Trades and Technology and Junior Fire Crew were offered in partnership with Community Futures Thompson Country, Community Futures, Nicola First Nations, Thompson Rivers University, and BC Wildfire. We are pleased that these programs will continue in the 2019-2020 school year.

A further focus for the Trades and Transitions (TNT) department this year is to assist in increasing elementary students' participation in Applied Design Skills and Technologies (ADST) activities. An ADST guide for teachers is being developed, as are Maker training modules for teachers to access via the new intranet. TNT will continue to promote, and to fund, elementary Maker and trades grants. A Junior Dragons Den Teacher Resource Guide has also been created and this year we will host an inaugural District-Wide Maker Challenge for elementary school teams.

TNT will continue to partner with TRU and the ITA to facilitate dual-credit Trades and Technology experience and training opportunities. Youth Work-In Trades, Youth Train-In-Trades and Trades Sampler programs continue to have strong enrollment. A focus for this year will be placed upon increasing the level of support for students who are accepted into Youth Train-in-Trades programs. This will include greater Accuplacer preparation through an analysis of individual student results with an emphasis on structuring an improvement plan, providing a campus orientation in collaboration with TRU staff, providing ongoing individual support through regularly scheduled visits while students are attending TRU, and enhanced communication with TRU staff and parents/guardians.

Partnership with TRU will also be an area of particular attention this year. TRU has requested to re-negotiate the Trades Sampler Program Agreement and the Mobile Trades Unit Agreement. Another area of interest will be the ongoing discussions by the Ministry of Education concerning the funding formula as it relates to dual-credit programs funding. If dual credit courses are no longer funded on a per course basis, this will have a significant impact on Ministry funding generated by TNT dual-credit enrollment; and, subsequently negatively impact the ability of the TNT Department's ability to facilitate the vast array of elementary and secondary programs that are currently offered.

## **International Education**

We are excited to be welcoming 259 (195.5 Full-Time Equivalent (FTE)) international students from 15 different countries across South and Central America, Europe, and Asia. International education is at its highest ever enrollment for the start of the school year, which bodes well as we continue to strive for a target of 200 FTE. The global cultural perspectives international students bring to our schools and communities is a benefit to our students and the families who support them. Throughout the summer, international education has developed enhanced marketing materials highlighting our natural surroundings in order to ensure SD73 remains attractive to students throughout the world.



## **Human Resources**

What a difference a year makes. Last September districts were scrambling to hire the necessary teachers to meet the restored class size and composition language. The Human Resources Department has continued to actively recruit and hire staff to meet the needs of the District. Emphasis has been made to find staff with the qualifications in areas of demand. Since January 2019, there have been more than 90 new staff hired, evenly split between teachers and support staff.

The district decided to post all known teaching positions in Round Two this year in an effort to provide teachers with all the information available to make their location decisions. As a result, there were fewer positions available in Rounds Three and Four which has reduced the number of classes without an assigned teacher in place for the first day of school.

The Human Resources department has developed tools to support Principals and Managers in the successful roll-out and training of four important Administrative Procedures: Employee Code of Conduct, Duty of Care, Respectful Workplace Bullying/Harassment and Sexual Misconduct. We will use the newly developed intranet to store these materials for easy access during on-boarding of new employees to the District.

## **Communications**

The majority of work this summer focused on MYSD73, our new internal communications intranet. While the framework for the intranet was completed by the end of June, further consultations with staff were required before department staff could begin entering content and building pages. Staff are now fully trained and are populating the intranet with key staff resources, procedures and documents required for work. This will greatly reduce the number of emails staff receive and more efficiently delivers information across the district. The intranet is scheduled to be ready for roll out in September. We expect that facilitating staffs' transition to MYSD73 will continue to be a major task for the department this fall.

News stories and social media continued through the summer, highlighting the agreement with the Kamloops Music Collective, two Brocklehurst students who earned high praise in the New York Times Blackout Poetry contest, Aurora Rotary's grant to expand Aboriginal Learning, and the four SD73 staff who are finalists in the Premier's Awards for Excellence in Education. The portable installment and the completion of renovations at Westsyde Elementary School were also highlighted demonstrating the value of our maintenance staff to our students, staff and families. Both newsletters were created and delivered in a new platform which provides more design stability, security and allows us to use our internal email contacts to deliver messages to our parents and staff.

A further development over the summer was the addition of a web coordinator position that was filled by Jessie Furnell. The role of the web coordinator is to support schools in using the web and managing the technology functions of the intranet, civic web, school messenger and the internet. Communication Services also now includes the print shop located at the Henry Grube Education Center. Our long-time graphic technician left the district in July, and recruiting is now underway.

With the major communication infrastructure nearly complete (District website, school websites and intranet), this year's focus will be on communication planning and strategy that will foster an inclusive, adaptable and accountable district culture, and engage parents and community stakeholders as partners in public education.

## **Facilities**

This summer we saw a tremendous amount of infrastructure work in the District totaling over \$3.5 million dollars. In addition, work at Westsyde Elementary has been going since March to have the school ready for opening, and structural upgrades to the Sagebrush Theatre are in progress. The addition of 6 new portables brings the total of portable classrooms to over 40 emphasizing the need for new schools in Pineview, and expansions at Westmount and Sahali Secondary. Design work is underway for the expansion of Valleyview Secondary. The City has made some changes to the school zones for Sa-Hali Secondary and OLPH, as well as adding a new school zone for Westsyde Elementary. These school zones have regulatory maximum speed limits of 30km/h from 8AM to 5PM on school days. The changes will come into effect as of September 3, 2019.

Projects from this summer include:

- Re-opening of Westsyde Elementary, approx. \$1,000,000
- Roof replacement at Chase Secondary, approx. \$105,000
- Roof replacement at Heffley Creek Elementary, approx. \$202,000
- Roof Replacement at South Sahali Elementary, approx. \$480,000
- New PA and fire alarm system at RL Clemitson Elementary, approx. \$110,000
- New PA and fire alarm system at Summit Elementary, approx. \$110,000
- Multiple flooring replacement projects, over \$300,000
- Woodshop dust collection system replacement at Logan Lake Secondary, approx. \$475,000
- Woodshop dust collection system replacement at Norkam Secondary, approximately \$475,000

## **Information Technology**

Over the summer the Technology Department completed workorders in schools that included preparing new equipment, transitioning students in the student information systems and supporting Summer School registration. Summer School registrations increased over the previous year for a total 451 elementary and 107 high school students.



The reopening of Westsyde Elementary has implications for the future of technology in schools. Westsyde Elementary is the pilot school for next-generation WIFI technology, which will be moving into other schools in the future providing faster and more reliable connectivity. This upgrade will also provide educators better controls over internet access. Westsyde Elementary is our first school to fully use our voice over internet protocol (VOIP) phone systems joining the ranks of the School Board Office and the Maintenance grounds. Lessons learned will be used for future VOIP deployments at other school sites.

The Board Office is in the midst of a new high-resolution video conferencing (VC) system upgrade capable of live-streaming to any device. Once completed in September, this VC will begin finding its way to other schools. Finally, the Information Technology department is working with the ministry for preparation of an upgrade to the Next-Generation-Network (NGN) scheduled in October.

### **Finance and Administration**

The District has concluded preliminary work on a project that will improve the ability for parents and students to pay for school related fees and expenses online using a computer or a smart phone. The project will allow parents to make convenient, secure payments 24/7 from the comfort of their home and the software should save time managing school expenses allowing parents to view payment history all in one place. The new software will reduce the handling of cash and improve the day-to-day management of cash by standardizing payment processing at the schools with consolidation of school-based funds and accounts at the School Board Office. A request for proposal (RFP) will be issued this fall with project implementation scheduled for early in 2020.

The District concluded Phase II of the Bus Optimization Project. Management in the transportation department worked with Ministry staff in developing plans, assessments, best practices, and policy for the operation of an efficient and effective transportation system. It is our belief that this important initiative will improve service, safety and accountability in our transportation department.

As we strive to strengthen our community partnerships, we are proud to have concluded a formal agreement with the Kamloops Music Collective, in support of ongoing opportunities for our students to experience first-rate music instruction. This initiative is a powerful learning experience and as a district, we are thrilled to be working with the Music Collective on projects like the Kamloops Interior Summer School of Music again this past summer.

With the District repurposing classroom and library spaces, District staff are working with an architect to design improved "learning spaces" in all our schools when we are required to make changes to accommodate growth in our district. Also, with the approval of the Valleyview Secondary expansion project, we are incorporating this concept where possible. (Improving learning spaces also incorporates moveable and adjustable seating as well.)

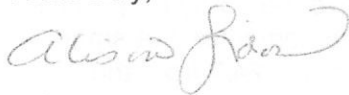
Management staff continue to improve district reporting with year two of our Financial Statement Discussion and Analysis (FSD&A) report that will accompany our Audited Financial results for 2018-2019. The District's FSD&A report provides a narrative on our financial results for the past year which improves the understanding of the district strategic plan, progress on that plan and well as narrative on operating results and reserve balance information. The improved transparency will assist readers with their understanding our District operations and budget and operating results.

## CONCLUSION

Department and school staffs are continuing to actively work to build a network of support to ensure that our District is responsive to the needs of our students and a rapidly changing world. Our strategic plan offers a road map that embraces a future where learning is personalized for each student and success is underscored by equity and excellence. The excitement of the re-designed curriculum, high-performing staff and growing enrolment provides opportunities for renewal and growth in many of our communities. At the heart of the District's strategic plan is a vision of success for students that embraces equity and excellence for each student. Our commitment is to provide a relevant, innovative and inclusive learning environment so that each student is connected to a bright future.

While our graduation rates are improving we are anxious to continue strong partnerships with our communities who are key partners in achieving even greater student success. Together, and in partnership with our families, we will continue to work tirelessly to best meet the needs of all of our students in 2019-2020 and beyond.

Yours truly,

A handwritten signature in cursive script, appearing to read "Alison Sidow".

Alison Sidow  
Superintendent of Schools