












**EDUCATION COMMITTEE OF THE WHOLE**  
Board Office, 570 Johnstone Road, Nelson, B.C.  
**TUESDAY, OCTOBER 24, 2017**  
**2:30 to 4:00 P.M.**

**A G E N D A**  
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1. **CALL TO ORDER – COMMITTEE CHAIR** 
2. **ACKNOWLEDGEMENT OF ABORIGINAL TERRITORY** 

*We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District #8.*
3. **INSERTIONS/DELETIONS TO PROPOSED AGENDA** 
4. **ADOPTION OF AGENDA**  
**Proposed Resolution:** 

The Education Committee of the Whole Agenda for the October 24, 2017 meeting be adopted as circulated.
5. **PRESENTATION**  
Nil
6. **OPPORTUNITY FOR COMMENTS BY THE PUBLIC** 
7. **ADOPTION OF SEPTEMBER 27, 2017 EDUCATION COMMITTEE OF THE WHOLE MINUTES** (p. 3-6) App. A  
**Proposed Resolution:** 

The Education Committee of the Whole Minutes from the September 27, 2017 meeting, be adopted.
8. **CORRESPONDENCE**  
Nil
9. **CELEBRATION OF LEARNING STORIES OF ACADEMIC SUCCESS, CREATIVITY AND IMAGINATION, CITIZENSHIP, RESILIENCY** 
10. **STUDENT EXPECTATIONS** (p. 7-24) App. B 
11. **QUESTION PERIOD** 

An opportunity to ask for clarification.

12. **NEXT MEETING DATE** 

The next Education Committee of the Whole Meeting is scheduled for November 21, 2016 at the Nelson Board Office.

13. **ADJOURNMENT** 

A School District No. 8 (Kootenay Lake) Education Committee of the Whole meeting was held in the Board Room, 570 Johnstone Road, Nelson, B.C. on Tuesday, September 26, 2017 at 2:32 P.M.

## **COMMITTEE MEMBERS PRESENT:**

**Trustees:** C. Bendig, H. Suttie, S. Nazaroff, B. Wright,  
B. Maslechko (arrived @ 2:57)  
C. Perkins, Superintendent of Schools  
J. Jones, Superintendent Emeritus  
L. Fehr, Director of Innovative Learning Services  
B. MacLean, Acting Director of Operations  
D. Holitzki, Director of Human Resources  
T. Malloff, KLPVPA  
S. Kalabis, KLPVPA  
A. Lawrence, KLTF  
T. Rubak, DPAC  
M. Bennett, CUPE  
A. Early, CUPE

## **VIDEO CONFERENCE**

**IN CRESTON:** C. Beebe

## **REGRETS:**

D. Lang, Trustee  
L. Trenaman, Trustee  
R. Huscroft, Trustee  
K. Morris, Secretary-Treasurer  
B. Eaton, Director of Independent Learning Services  
L. Brown, Director of Operations  
M. Wilson, DPAC

**ALSO PRESENT:** W. Makortoff, Executive Assistant

## **CALL TO ORDER**

Chair Bendig called the meeting to order at 2:32 P.M.

## **ACKNOWLEDGEMENT OF ABORIGINAL TERRITORY**

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District #8.

## **INSERTIONS/DELETIONS TO PROPOSED AGENDA**

Nil

## **ADOPTION OF AGENDA**

**Moved** by Trustee Suttie, seconded by Trustee Wright  
AND RESOLVED THAT:

The Education Committee of the Whole Agenda for the September 26, 2017 meeting be adopted as circulated.

## **PRESENTATION**

Nil

## **OPPORTUNITY FOR COMMENTS BY THE PUBLIC**

Nil

## **ADOPTION OF EDUCATION COMMITTEE MINUTES**

**Moved** by Superintendent Emeritus Jones, seconded by Trustee Nazaroff  
AND RESOLVED THAT:

The Education Committee of the Whole Minutes from the May 30, 2017 meeting, be adopted.

## **CORRESPONDENCE**

Nil

## **COMMITTEE INTRODUCTIONS**

Everyone introduced themselves in a round-table fashion.

## **CELEBRATION OF LEARNING STORIES OF ACADEMIC SUCCESS, CREATIVITY AND IMAGINATION, CITIZENSHIP, RESILIENCY**

Chair Bendig; attended the Kooteany Boundry Branch BCSTA meeting where Dr. Christopher Horsethief & Chief Louie provided powerful presentations and narratives of resiliency.

Tina Rubak; her family moved from Scandinavia last year and has a daughter with Lyme disease and was struggling to keep up with her schooling but has been able to heal and continue with her schooling with the flexible system available in SD8.

Tamara Malloff; the LVR Mountain Biking course is in full swing and everyone is absolutely loving it.

Superintendent Emeritus Jones; the September 22 District Pro-D Day was exceptional, and would like to commend the Pro-D committee and leadership of Lorri Fehr.

Michelle Bennett; the bus rodeo was very well received.

Superintendent Perkins; the bus rodeo was a wonderful celebration of learning, and I learned a lot.

Chair Bendig; Best Pro-D Day he has ever been a part of.

## **CONSENT PACKAGE – Secretary-Treasurer Morris**

Superintendent Emeritus Jones explained the principle behind the consent package to the committee

By consensus, it was decided that there was no need to add the consent package to future Education Committee of the Whole agendas at this time.

## **EDUCATION COMMITTEE OF THE WHOLE TERMS OF REFERENCE**

Chair Bendig facilitated a round-table discussion in regard to the changes to the Education Committee of the Whole terms of reference.

**Moved** by Trustee Wright, seconded by Trustee Nazaroff  
AND RESOLVED THAT:

It be recommended to the Board that the Education Committee of the Whole Terms of Reference, BE APPROVED as amended.

## **2015-2018 EDUCATION COMMITTEE OF THE WHOLE ANNUAL PLAN**

Chair Bendig facilitated a round-table discussion in regard to the changes to the Education Committee of the Whole annual plan for year three.

**Moved** by Trustee Suttie, seconded by Superintendent Emeritus Jones  
AND RESOLVED THAT:

It be recommended to the Board that the 2015-2018 Education Committee of the Whole Annual Plan – Year Three, BE APPROVED as amended.

## **LEARNING ENVIRONMENTS**

Chair Bendig provided a brief history of this committees work on Learning Environments.

Director Fehr provided a presentation to the committee in regard to the OECD Principles of Learning in the design of learning environments.

A round-table discussion was held in regard to the value of the Principles of Learning in the Design of Learning Environments poster and the First Peoples Principles of Learning poster.

**Moved** by Trustee Nazaroff, seconded by Superintendent Emeritus Jones  
AND RESOLVED THAT:

It be recommended to the Board of Education that the Principles of Learning in the Design of Learning Environments Poster and the First Peoples Principles of Learning poster be distributed for visual representation throughout the district BE APPROVED.

## **QUESTION PERIOD**

Nil

## **NEXT MEETING DATE**

The next Education Committee of the Whole Meeting is scheduled for Tuesday October 24, 2017 at 2:30 P.M. at the Nelson Board Office.

**ADJOURNMENT**

The meeting adjourned at 3:58 P.M.

Chair Bendig

Secretary-Treasurer



## School District No. 8 (Kootenay Lake)

Office of the Superintendent of Schools/CEO

Academic Success ♦ Creativity and Imagination ♦ Citizenship ♦ Resiliency

### Report to the Board of Education

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Date: December 10, 2013

Meeting Type: Regular Meeting, Public Agenda

From: Jeff Jones, Superintendent/CEO

Re: Reasonable Interpretation:  
SE-4: *Resiliency*

Purpose: Action

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#### I. RECOMMENDATION

It is recommended that:

**The Board of Education approve the reasonable interpretation for SE-4: Resiliency**

and

**The Board of Education approve the recommended measures to demonstrate incremental progress for SE-4: Resiliency**

#### II. REASONABLE INTERPRETATION

A 'reasonable interpretation' provides the Board of Education with an understanding of how its policy is being interpreted by the District, and how the District will demonstrate incremental progress is being made toward the achievement of the expectation of the Board.

SD-4: Resiliency states that:

*Each Student will learn responsible and effective means of self-advocacy.*

*Each student will be aware of stigmas as challenges to overcome and opportunities for growth.*

*Each student will understand their own social, emotional, learning and mental health challenges, and articulate a means to seek support to mitigate these challenges.*

*Each student will have the opportunity to identify with role models, and define who they want to become.*

Some define resiliency as the ability to overcome a variety of challenges. Resilient beings face challenge, and emerge with life-correcting, life-strengthening strategies. They are able to identify in themselves their strengths and areas of challenge. They use this knowledge to approach life with confidence and strong self-esteem. The Board of Education has identified a number of provisions in this domain that will support students in their development. Below, each provision is articulated along with the Superintendent's interpretation of what the Board means.

*Each student will learn responsible and effective means of self-advocacy*

Resilient individuals are confident in themselves, know and understand their strengths and challenges, and are able to seek assistance when required. This means that they are also able to recognize when help is needed, and where to go for support.

It is interpreted that the intent of the Board is that all students will have opportunity to identify their own strengths and areas of challenge. We believe the Board intends for all students to have opportunities to experience challenge and success. The Board expects that students will learn with intentionality how to access support and help when needed.

*Each student will be aware of stigmas as challenges to overcome and opportunities for growth*

Part of being a resilient individual is the ability to understand and accept that each of us is unique and distinct. A resilient person accepts this characteristic in other individuals and groups, and is able to feel comfortable with their own unique nature, mental, emotional and physical attributes – and those of others. Resilient individuals are confident in who they are, and willing to step out of their comfort zones in order to thrive in a variety of environments.

It is interpreted that the Board's intent relative to this provision is that students will be given opportunity to learn about the physical, mental, emotional and contextual challenges human beings face. It is important for students to understand how individuals have encountered their own challenges and found ways to thrive and succeed.

*Each student will have the opportunity to identify with role models, and define who they want to become*

To become resilient individuals, people need to be provided with opportunities to experience many different environments and contexts. They need to learn and experience with many different individuals and groups. They have opportunities to identify the characteristics they admire in others, and seek to develop these characteristics in themselves. Resilient individuals see in others the ways that they have overcome their challenges and rely on these examples to help inform their own lives.

It is interpreted that it is the intent of the Board that all students will be able to identify role models, and the characteristics they most admire in others. Further, that all students will have opportunities to



### III. MEASURES

The Board's intent relative to a student expectation in the domain of resiliency is laudable, and an important acknowledgement of the importance of resiliency in the development of any human being. The Board is to be commended for recognizing the importance of student resiliency as it relates to student success in our schools.

It is important as well to exercise a degree of caution, and recognize that the development of resiliency depends on the influence of family, peers, schools and communities together. Therefore, in determining whether the District is making reasonable progress in the achievement of the Board's goal we need to determine if it is the Board's intent to measure whether each student has become more resilient and/or whether the District is providing opportunities for each student to develop in this domain.

A chart attached to this report is called a "Child and Youth Resiliency Framework." Clearly this framework demonstrates the complexity we encounter when we start to consider the measurement of resiliency and when we contemplate an attempt to determine the influence the school is having on each student. Intricate personal and social systems integrate in many ways in the development of any human being in any culture. So, we need to determine whether it is reasonable for there to be an expectation for the district to determine (a) which strategies in this domain are having an impact on students, and (b) whether each student is developing in this domain. In short, although there are many instruments that help to measure the development of resiliency – are they effective indicators of the District's success in this area when so many complex and interrelated variables impact each student?

While there are a number of instruments that we could potentially access to measure "resiliency" it is the recommendation of the Superintendent that new district assessments should not be imposed. They could be costly, and would not necessarily serve the purpose of informing how the district can better meet the needs of students. Over time, and with more consultation and discussion, some new measures may emerge. In the meantime, we presently gather data that is quite informative.

The Early Development Instrument is a questionnaire that measures five core areas of early childhood development that have been identified as predictors of education outcomes, adult health and social outcomes. This is a population-level research tool that measures trends in populations rather than individual children. The school district currently uses this tool. The Middle Years Development Instrument gathers population-level data relative to the Social and Emotional Development, Connectedness, School Experiences, Physical Health and use of time after school hours. Again, this is a tool that is presently used by the District. These two instruments help the District determine areas where we can focus our resources to meet the needs of students. Together, they provide a longitudinal perspective of the overall development of students and could be framed in the domain of resilience.

Survey data can inform the District regarding experiences students are having. Further, surveys can help respond to our inquiries about whether students, in their own opinions, are developing in the areas of Social Sensitivity and Empathy,

Empowerment, Self-Control, Self-Concept and Cultural Sensitivity. We presently collect some survey data through satisfaction surveys and can augment these surveys with student surveys using software to which we already have access as a District.

Staff observations are also important indicators to which we can pay close attention. It is proposed that an interested cohort of staff members to meet on an annual basis with a focus on well-constructed questions to elicit their input.

#### **IV. CONCLUSION**

This report provides a reasonable interpretation and suggested measures for consideration by the Board of Education relative to DG-4: *Resiliency*. The topic of Resiliency in relation to supporting students in becoming individuals who are both productive and responsible is an important one, and one which elicits response from almost everybody. There is a keen interest and debate throughout the District as we learn to better understanding this complex aspect of human development. In essence, Resiliency is central to the development of every student in each of the other three Student Expectations identified by the Board of Education: Academic Success, Creativity and Imagination, and Citizenship.

**Jeff Jones**  
**Superintendent of Schools/CEO**  
**SCHOOL DISTRICT NO 8 (KOOTENAY LAKE)**

**SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**  
**REPORT TO THE REGULAR MEETING OF THE BOARD OF EDUCATION**  
**PUBLIC AGENDA**  
**September 18, 2012**

**To:** BOARD OF EDUCATION  
**From:** Jeff Jones, Superintendent of Schools/CEO  
**Re:** Reasonable Interpretation: SE-3: Citizenship  
**Purpose:** Approval

**I. RECOMMENDATION**

**It is recommended that:**

**The Board of Education approve the reasonable interpretation for SE-3: Citizenship.**

**The Board of Education approve the recommended measures to demonstrate incremental progress for SE-3: Citizenship.**

**II. REASONABLE INTERPRETATION**

A 'reasonable interpretation' provides the Board of Education with an understanding of how its policy is being interpreted by the District, and how the District will demonstrate that incremental progress is being made toward the achievement of the expectation of the Board.

SE-3: Citizenship states that:

*Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global community – within the context of our diverse rural environment.*

In February, 2012, a national survey was completed by the *Environics Institute*, in partnership with the *Institute for Canadian Citizenship*, *Maytree Foundation*, *CBC News* and the *Royal Bank of Canada*. This report provides a definition of *good citizenship*, the state of citizenship in Canada, and varying perspectives of native-born and foreign-born Canadians. The report points to an emerging consensus on the attributes of good citizenship. Two of its conclusions are:

1. Canadians believe being a good citizen means more than having a passport and obeying the law. Just as important are having an active commitment to the community and being accepting of others who are different;
2. Canadians believe that everyone—regardless of where they are born – can be a good citizen. They expect newcomers to adapt to become good citizens, but many also believe society needs to play a greater role in supporting this process.

The Board of Education's policy states an expectation that each student will be an *informed* and *involved* member of his or her local, national and global community.

Children and youth learn about citizenship by participating in local, national and international communities – in the context of well-considered learning outcomes. The provision of a learning context, in relation to activity, is essential. In other words, repeated opportunities to interact and serve in a variety of communities, in the absence of a learning purpose, does little to build a broad and fulsome understanding of oneself as a citizen. Children and youth should be given opportunity to develop critical thinking skills, and they should be encouraged to fully explore authentic issues of relevance. Citizenship education, then, requires one to:

- a) acquire knowledge and understanding about citizenship and what it means,
- b) develop analytic skills that allow one to examine issues from multiple perspectives,
- c) seek to understand issues that are relevant and authentic,
- d) develop an inclination to act, rather than merely to think,
- e) participate as a member of local, provincial, national and global communities – recognizing varied values systems.

Citizenship means caring for self, others and community, bearing in mind the developmental trajectory of human beings, and increasing levels of accountability. An effective citizen is able to respect differences and accept the obligation of making a better place for current and future generations. The work of educators is

to assist students in becoming knowledgeable, experienced individuals who establish thoughtful positions on many issues.

It is our interpretation of the Board's Policy, that the Board seeks to understand:

- a) Whether each student is a responsible citizen and is an informed and involved member in his or her local, national and global communities; and
- b) Whether we are providing opportunities for students to become responsible citizens and to develop the skills to be informed and involved members of their local, national, and global communities.

### **III. MEASURES**

It is important to recognize the shared responsibility of families, peers, schools, school districts, other social organizations and institutions, as well as their influence, in the development of children and youth. This understanding poses significant challenges in measuring the impact of intentional efforts to educate each student in the domain of citizenship education.

#### Student Input

In order to achieve identified outcomes, students must be provided with meaningful and relevant **opportunities** – inputs. A variety of opportunities designed to support the development of student education and growth through citizenship education are provided and establish efforts made by the district in this area.

An inventory of opportunities being provided for students will provide the Board of Education with a baseline of efforts in this area. The baseline will be established with three years of data (2012/2013 to 2015/2016) including data from:

- Qualitative Data – Examples of opportunities provided for students to develop in the domain of Citizenship;
- Evidence in School Growth plans that demonstrates intentional opportunities in this domain

#### Student Outcome Data

Outcome data informs us regarding student **knowledge** about citizenship, and the actions they take as informed and involved members in their communities. Student perception and data regarding student participation illustrate how students see themselves and how they are participating as citizens in and out of their school communities. Data Sources will include:

- High School Exit Survey – a survey we will develop which will gather information from students who are completing their school experience with our District, and which includes opportunities for students to share their perceptions of their educational experiences relative to the Board’s Student Expectations;
- An inventory of local, national and global volunteer efforts made by students.

#### **IV. CONCLUSION**

The purpose of this report is to provide the Board of Education with a reasonable interpretation of its Policy, SE-3: Citizenship. In addition, measures to demonstrate incremental progress in this domain are introduced. It is important to note that this is the District’s first foray into this type of reporting for accountability. Over time, the policy will be reviewed, the interpretation will be refined, and measures will be developed. The intent is to focus conversation and efforts on the Board’s established directions, and to provide a means of assessment and accountability in this regard.

Jeff Jones  
Superintendent of Schools/CEO  
SCHOOL DISTRICT NO 8 (KOOTENAY LAKE)

**SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**

**REPORT TO THE REGULAR MEETING OF THE BOARD OF EDUCATION**

**PUBLIC AGENDA**

**October 9, 2012**

**To:** BOARD OF EDUCATION  
**From:** Jeff Jones, Superintendent of Schools/CEO  
**Re:** Reasonable Interpretation: SE-2: Creativity and Imagination  
**Purpose:** Approval

**I. RECOMMENDATION**

**It is recommended that:**

**The Board of Education approve the reasonable interpretation for SE-2: Creativity and Imagination.**

**The Board of Education approve the recommended measures to demonstrate incremental progress for SE-2: Creativity and Imagination.**

**II. REASONABLE INTERPRETATION**

A 'reasonable interpretation' provides the Board of Education with an understanding of how its policy is being interpreted by the District, and how the District will demonstrate that incremental progress is being made toward the achievement of the expectation of the Board.

SE-2: Creativity and Imagination states that:

*Each student will identify and actively develop individual gifts, talents and interests in order to be actively and meaningfully engaged in learning.*

The terms *creativity* and *imagination* in the context of 21<sup>st</sup> century learning competencies, and articulated as desired skills in the world of work and further learning, evoke considerable thought, conversation and debate in many circles, not the least of which is School District 8. Ultimately, there is no single, authoritative

definition and there appears to be very few standard of measurements with respect to imagination and creativity, and one might question exactly what those that do purport to provide metrics in this domain are actually measuring.

A close examination of the policy articulated by the Board of Education has led to the interpretation that it isn't the Board's intent for the District to measure the presence of creativity and imagination in each of our students. Rather, it is our interpretation that it is the Board's intent that the conditions which promote creativity and imagination should exist in each of our learning environments throughout the District. To this end, the Board has specified that *each student will identify and actively develop individual gifts, talents and interests in order to be actively and meaningfully engaged in learning*. The expectation that *each* student will be able to understand themselves as learners and contributors, that *each* student will recognize his or her own talents and gifts, is laudable and sets a high standard for our school district.

*Each child comes into life with wonder, curiosity, awe, spontaneity, vitality, flexibility, and many other characteristics of a joyous being...It is imperative that we, as educators and parents, help preserve these genius characteristics of children as they mature into adulthood, so those capacities can be made available to the broader culture at a time of incredible change. (Thomas Armstrong)*

In order to understand the conditions that must exist to foster these skills we do need to establish a collective understanding of what we mean when we are talking about them.

One understanding of creativity and imagination is seen through an Artistic lens, and relies on a view of creation and expression through the Arts. It is our interpretation that the Board's intent extends beyond the Arts to a deep engagement in learning and creating across all curricular areas. Notwithstanding this understanding, we also believe it is the Board's intent that students be given opportunities to learn about themselves as artistic beings who are able to express their thoughts, ideas and feelings through a variety of means.

Through a scientific lens, creativity is seen as a product of imagination that ultimately leads to *products* of creative thought. Arguably, then, creativity is only represented by action – through which originality and alternative solutions are conceived; the act of making something new. Through the scientific lens, imagination and creativity erase barriers to new opportunities. We would assert that the Board intends for *each* student to have opportunity to seek multiple



solutions to varied challenges and questions with which they are faced and that, in fact, students co-construct understandings of real-world, relevant problems to solve.

Through a business lens, we learn that creativity and imagination are desired skills in today's workforce. Employers seek individuals who can find multiple solutions to challenges. Lateral thinking, or thinking creatively (outside of the box), asks employees to watch challenges from multiple perspectives and to generate solutions never before contemplated. This means that a creative individual accesses their imagination – but also possesses the inner strength to face the possibility of failure if their idea is unsuccessful. The notion that failure is acceptable is foreign to many. However,

*“...avoiding experimentation or risk – especially out of fear of what others may think – is something that will gnaw at your gut more than any ephemeral failure.”* (University of Kent website)

Another understanding of creativity and imagination is frequently reached through an intuitive lens. In this view, a complex phenomenon is simplified and identified through observed behaviors and outcomes. Most people would say they can identify the presence of creativity and imagination within a product or a person. As an example it isn't uncommon to hear a variety of phrases that indicate a person, an idea, a product or an outcome is creative, or a person is highly imaginative. Through this lens, a challenge still exists in actually defining what characteristics of a product or person are representative of creativity and imagination.

Ultimately, it is our interpretation of the Board's intent that learning environments throughout the District will:

- Allow learning with relaxed alertness and enjoyment;
- Foster play and exploration;
- Build confidence and trust;
- Reflect multiple forms of representation;
- Value failure as a condition for learning;
- Support perseverance in the pursuit of new understandings;
- Be rigorous and challenging;

Fostering imagination and creating conditions that allow creativity to flow and be represented are central to the teaching and learning relationship.

*“engaging the imagination is not something to be attended to after the hard work of learning is completed, but rather is...seen as one of the great*

*workhorses of learning, and a central workhorse at that, not a peripheral frill.” (Kieran Egan).*

### **III. MEASURES**

The contemplation of a metric or metrics to determine whether our students are becoming more imaginative, or more creative, has led to consternation, much debate and in-depth conversations for many in School District 8. In the end, we are not convinced that this is the intent of the Board of Education. Again, it is our interpretation that the Board is seeking evidence that learning environments exist in which each student can identify and develop individual gifts, talents and interests, and in which all students are meaningfully engaged in learning.

For the purposes of monitoring, it is proposed that the District provide the Board both qualitative and quantitative data that demonstrate the existence of learning conditions which recognize the natural tendencies of learners in relation to creativity and imagination, and which promote the development of creativity and imagination in our students. The data set below is a beginning. We anticipate that as we become more acquainted with this conversation, the data we access – or seek – will shift.

#### The Artistic Lens

- Percentage of students who participate in performance and visual arts classes;
- Percentage of students who participate in school productions;
- Perception data – number of students who can identify that they have had opportunities to express their thoughts, ideas, feelings and knowledge through a variety of means;
- Qualitative Data – slides, videos, student voice demonstrating expression of thoughts, ideals, feelings and knowledge through a variety of means.

#### The Scientific Lens

- Perception Data – number of students who can identify that they feel as though they have had opportunity to engage in creative problem-solving; number of teachers who feel that they are providing opportunities for students with regard to creative problem solving with relevant, real-world challenges;

- Qualitative Data – images, videos, student voice demonstrating creative solutions to real-world challenges; demonstrations of students’ original thought and solutions to real-world challenges; teacher voice and parent voice should also be included – testaments of learning environments that support conditions for student growth in this area.

### The Business Lens

- Perception Data – student’s perceptions of their ability to learn from failure, student perception of the ability to find multiple solutions to challenges;
- Qualitative Data – images, videos, student voice demonstrating the process of seeking solutions to real-world challenges.

### The Intuitive Lens

- Perception Data – Teacher observations and Parent observations – are students being given opportunity to demonstrate imagination and creativity;
- Qualitative Data – images, videos, student, teacher and parent voice demonstrating students’ understanding of their own gifts, talents and interests and observations of teachers and parents;

## **IV. CONCLUSION**

It is important that as we consider the existence of conditions that foster student creativity and imagination, we not stifle our ability to challenge our own understandings through the creation of standards; this is one of the challenges of measurement. In order for us to foster learning conditions that support students in developing their individual gifts, talents and interests and to be actively engaged in learning, we must continue to encourage a culture of curiosity throughout the District. We need to be good observers of our learners, good questioners – of our learners and of ourselves, and be flexible in our ability to shift learning opportunities to meet the changing needs of our students.

Few would argue that most teachers believe they facilitate learning conditions which allow students to understand themselves and develop in their individual ways. The Board’s expectation around Imagination and Creativity has given authenticity and credibility to conversations in which educators have been engaged for centuries. We thank the Board for focusing our efforts in this domain and look forward to ongoing work in this area.

*School District No. 8 (Kootenay Lake)*  
*Report to October 9, 2012 Regular Meeting*  
*of the Board of Education*

*“Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand.” (Einstein)*

Jeff Jones  
Superintendent of Schools/CEO  
SCHOOL DISTRICT NO 8 (KOOTENAY LAKE)

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**SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**  
**REPORT TO THE REGULAR MEETING OF THE BOARD OF EDUCATION**

**PUBLIC AGENDA**

**January 29, 2013**

**To:** BOARD OF EDUCATION  
**From:** Jeff Jones, Superintendent of Schools/CEO  
**Re:** Reasonable Interpretation: SE-1: Academic Success  
**Purpose:** Approval

**I. RECOMMENDATION**

**It is recommended that:**

**The Board of Education approve the reasonable interpretation for SE-1: Academic Success.**

**The Board of Education approve the recommended measures to demonstrate incremental progress for SE-1: Academic Success.**

**II. REASONABLE INTERPRETATION**

A 'reasonable interpretation' provides the Board of Education with an understanding of how its policy is being interpreted by the District, and how the District will demonstrate that incremental progress is being made toward the achievement of the expectation of the Board.

SE-1: Academic Success states that:

*Each student will possess the knowledge, skills and attitudes required for academic success, and be effectively prepared for live, work and further learning.*

*All learners will be challenged according to their individual potential.*

*All students will develop a confidence to advocate for their personal learning needs.*

Academic Success, broadly conceived, is the successful development of oneself in multiple domains. We recognize that each individual brings to the learning experience the context of their lives, their past experiences, their dreams, and their aspirations. Academic Success, then, is different for each person but includes a number of common characteristics. Each of these characteristics are achieved to different levels according to each individual's background, ability and motivation.

A person who is academically successful is one who:

- Takes ownership for their own learning;
- Is confident in their ability to learn;
- Seeks challenges;
- Is flexible;
- Recognizes their own areas of strength and relative weakness;
- Is goal-oriented;
- Is able to communicate in a variety of ways;
- Understands and is able to learn in a myriad of diverse environments;
- Demonstrates skills in collaboration and problem-solving;
- Is a critical thinker.

Academic Success relies on an intricate interplay amongst the Board's expectations in three other domains of student success that have been identified by the Board of Education. Citizenship, Imagination and Creativity, and Resilience are important areas of development that support each individual student toward academic success. We understand that Academic Success contemplates the development of an individual beyond the standard of achievement that is quantitative and dependent on success in a number of assessment instruments.

We also recognize that the importance of a minimum standard for graduation and completion must not be ignored. We look through one lens of Academic Success to recognize each student's success is measured against their own independent capabilities and the context of their lives. Another important lens through which we must view Academic Success is a level of achievement that must be attained. Our community expects not only that students have achieved to their potential, but that they have risen to, and exceeded, provincial requirements for graduation and completion.

The Board of Education has specified that all learners will be challenged according to their own potential. *Potential* is difficult, if not impossible, to measure. We recognize that every student comes to each learning experience with different capabilities, background and experience.

It is our interpretation that the Board of Education expects that every student will be recognized as an individual and that learning experiences will be designed, recognizing each student's current capabilities, background and experiences.

It is important that each student is able to make informed choices upon the completion of his or her K-12 learning experience, and has completed requirements that are identified by our community and other learning organizations.

### **III. MEASURES**

The following measures can provide insight into each student's academic achievement. Academic Success is determined through an analysis of many measures, including:

- Teacher Observations of Students
- Completion Rates
- FSA Data, over time
- Transition to Post-Secondary Education and Employment
- Observations during Grad Transition presentations
- % of student reading at grade level by grade 3
- Student self-perceptions (do students FEEL ready for life, work and further learning?)
- Interview data from past students (ie. Have they felt prepared to participate fully in life, work and further learning?)
- Parent Perception data
- Community data – are students perceived by the community as being ready for life, work and further learning?
- Environmental assessment – do our learning environments support each student in this domain?

### **IV. CONCLUSION**

Academic success is determined through an analysis of student achievement in relation to standards that have been set, as well as each student's development in a broad range of skills and abilities. We recognize that there are many factors that influence each student's ability to experience success in this domain. However, it is our intent to demonstrate incremental progress in this district's ability to enhance the academic experience for each student.

*Einstein said, "There comes a time when the mind takes a higher plane of knowledge but can never prove how it got there. All great discoveries have*

*involved such a leap.*” This is the lived experience of all human beings; suddenly we realize we aren’t as we were before. The demonstration of academic success relies on our belief that growth occurs in different ways. We believe that the measures proposed in this report will provide a map of our journey. We also believe that the factors identified will provide a baseline of comparison to show our progress in the domain of *Academic Success*.

Jeff Jones  
Superintendent of Schools/CEO  
SCHOOL DISTRICT NO 8 (KOOTENAY LAKE)

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