



## Cowichan Valley School District

### BOARD EDUCATION AND BUSINESS COMMITTEE MEETING

Tuesday, June 21, 2016

Held at 4:00 pm in the Board Room  
2557 Beverly Street, Duncan, B.C.

#### AGENDA

	Page
<b>1. Call to Order</b>	
We respectfully acknowledge that we are meeting on the traditional and ancestral lands of the Coast Salish people.	
<b>2. Adoption of Agenda</b>	
a. Motion to Adopt Agenda <i>"That the Board Education and Business Committee adopts the agenda of the June 21, 2016 Board Education and Business Committee meeting."</i>	
<b>3. Minutes</b>	
a. Minutes of the April 26, 2016 Board Education and Business Committee Meeting <i>"That the Board Education and Business Committee adopts the minutes of the April 26, 2016 Board Education and Business Committee Meeting."</i>	3-6
<b>4. Action List</b>	
a. Action List	7
<b>5. Petitions and Delegations</b>	
<b>6. Education</b>	
a. District Website - Glen Posey	
b. Revised Graduation Program and Examinations - Rod Allen	8-14
c. Parent-Teacher Interview Survey - Rod Allen	15-28
<b>7. Business and Operations</b>	
a. Board Evaluation - Candace Spilsbury	29
<b>8. Policy</b>	



Cowichan Valley School District

Board Education and Business Committee Meeting  
June 21, 2016

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**8. Policy**

- a. Policy Review Update - Jason Sandquist

**9. Adjournment**

- a. Motion to Adjourn  
*"That there being no further business, the meeting be adjourned."*

**MINUTES OF THE BOARD OF EDUCATION AND BUSINESS COMMITTEE MEETING  
OF SCHOOL DISTRICT NO. 79 (COWICHAN VALLEY)  
HELD ON TUESDAY, APRIL 26, 2016 AT 4:00 PM IN THE BOARDROOM**

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**PRESENT:** Trustee Rob Hutchins, Chair  
Trustees Elizabeth Croft, Barb de Groot, Randy Doman, Cathy  
Schmidt, Candace Spilsbury, Joe Thorne  
Rod Allen, Superintendent  
Jason Sandquist, Secretary-Treasurer  
Lorna Newman, Assistant Superintendent  
Sheryl Koers, Assistant Superintendent  
Karen Blow, Assistant Secretary-Treasurer  
Monroe Grobe, Director of Operations

Gina Kueber, Recording Secretary

1. **Call to Order**

Trustee Hutchins called the meeting to order at 4:00 pm and acknowledged that the meeting was taking place on the traditional and ancestral lands of the Coast Salish people.

2. **Adoption of Agenda**

a. **Motion to Adopt Agenda**

Moved by Trustee Thorne seconded by Trustee de Groot *"That the Board Education and Business Committee adopts the agenda of the April 26, 2016 Board Education and Business Committee meeting."*

CARRIED

3. **Minutes**

a. **Minutes of the March 30, 2016 Board Education and Business Committee Meeting**

Moved by Trustee Schmidt seconded by Trustee Spilsbury *"That the Board Education and Business Committee adopts the minutes of the March 30, 2016 Board Education and Business Committee Meeting."*

CARRIED

b. **Minutes of the April 7, 2016 Special Board Education and Business Committee Meeting**

Moved by Trustee Croft seconded by Trustee de Groot *"That the Board Education and Business Committee adopts the minutes of the April 7, 2016 Special Board Education and Business Committee Meeting."*

CARRIED

- c. Minutes of the April 21, 2016 Special Board Education and Business Committee Meeting

Moved by Trustee Schmidt seconded by Trustee de Groot *"That the Board of Education adopts the minutes of the April 21, 2016 Special Board Education and Business Committee Meeting."*

CARRIED

4. **Action List**

- a. Action List

The Action List was reviewed. The Superintendent noted that board communication goals will be determined from the Board's Strategic Priorities and that the District Governance Examination Audit review was complete. He is reviewing Board and Superintendent Assessment tools and will bring examples to the Board.

5. **Petitions and Delegations**

6. **Education**

7. **Business and Operations**

- a. Summary of Feedback from the Public Consultation Meeting re 2016-2017 Annual Operating Budget

The Secretary-Treasurer provided a summary of feedback received at the March 30, 2016 Public Consultation on the 2016-2017 Annual Operating Budget.

- b. Summary of the 2016-2017 Annual Budget Survey

The Secretary-Treasurer reviewed the summary of the 2016-2017 Annual Budget Survey.

- c. Draft 2016-2017 Annual Operating Budget

The Secretary-Treasurer gave a powerpoint presentation on recommendations to Trustees to balance the 2016-2017 Annual Operating Budget. He advised that Trustees have information that is not available to the public as some positions would refer to specific individuals.

Trustees discussed the expected 2015-2016 surplus amount and whether the entire amount should be brought into the budget. The Secretary-Treasurer recommends that a portion be allocated to the 2016-2017 budget, leaving room for unanticipated expenses this school year. He assured Trustees that some budget items do have contingencies built in.

Trustees discussed the sustainability of the Adult Education Program and its need for subsidy. The Superintendent noted that it would be challenging to run the program on a cost-recovery basis as the teacher workload would be huge. Vancouver Island University offers an Adult Education Program that is similar to the School District's. Trustees expressed concern about disrupting students currently enrolled in the program and committed to supporting them.

Moved by Trustee Schmidt seconded by Trustee Spilsbury *"That the Board Education and Business Committee recommend to the Board of Education that they phase out adult education by January, 2017."*

CARRIED

The Secretary-Treasurer reviewed the following items that were used to balance the budget and provided an explanation on the impact to the district:

- Wilkinson Road Jail income
- Community School Coordinator funding from Community Link Funds
- Employee Wellness program to reduce sick bank usage
- WorkSafe BC Claims Management shared service to reduce our premium costs
- Utilities budget reduction
- Custodians participating in District Closure week in March 2017
- Education Assistant positions related to Learning Diversity
- Benefit Premium holiday
- Reduction in supplies to French Immersion schools
- Deferred purchase of a Maintenance Vehicle
- Exempt Staff/Principal - Vice-Principal Compensation expense
- Leave replacement savings
- Deferred Employee Future Benefits payment
- Increase in International Student fees
- Rental Rate increase
- Clerical addition in growing elementary schools
- Custodial Staff reconciliation
- No Contingency Fund

Trustees discussed a motion made at the April 21, 2016 Special Board Education and Business Committee Meeting to conduct a review of the bus system and the viability of busing only to home schools.

Moved by Trustee Schmidt seconded by Trustee Thorne *"That the Board Education and Business Committee recommends that the Board of Education include a review of the fee structure in the busing review."*

CARRIED

The Secretary-Treasurer advised that adjusting the Student Educator Ratio to 17.8 would provide the final balance to the budget. He presented a graph on how funding protection affected the Student Educator Ratio over the past several years.

Moved by Trustee Schmidt seconded by Trustee Thorne *"That the Board Education and Business Committee recommends that the Board of Education adopt the Draft 2016-2017 Annual Budget in the amount of \$81,736,346."*

CARRIED

The Superintendent expressed his thanks to the Secretary-Treasurer and his staff for their work on preparing the annual budget. Trustee Thorne added his appreciation.

8. **Policy**

9. **Adjournment**

a. Motion to Adjourn

Moved by Trustee Schmidt seconded by Trustee de Groot *"That there being no further business, the meeting be adjourned."*

CARRIED

The meeting adjourned at 5:06 pm.

### ACTION LIST FOR BEBC MEETINGS

Description	Assigned To	Action	Disposition / Completion
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**October 27, 2015**

Board Communication Goals	Rod Allen	When the Strategic Planning process is ongoing that the Board communication goals be reviewed.	In progress
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**March 30, 2016**

Board and Superintendent Assessment Tools	Rod Allen	Staff to explore Board evaluation and Superintendent assessment tools used in other School Districts.	Done
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May 26, 2016

Ref: 187825

Dear Teachers:

Today we are pleased to share updates to the graduation program and assessment. The changes align with the redesigned Kindergarten to Grade 12 curriculum and focus on greater flexibility for you to decide how students are assessed.

The updates are based on solid research, classroom successes from around the world, and extensive consultations with teachers and education leaders in British Columbia.

Key elements remain the same, such as the 80 credits required to graduate. The graduation program is now called the *Graduation Years*, which includes new Career Education curriculum. Provincial assessment now focuses on literacy and math skills. The changes will be implemented between 2016-2018, with the first changes occurring in the 2016/17 school year.

This fall, we ask you to explore the draft 10-12 curriculum in your classrooms. Below is a summary of changes and timelines:

#### **Provincial Assessment**

- Provincial exams for Science 10, Social Studies 11 and equivalents will no longer be used; classroom assessments will be used instead.
- Students will complete two provincial assessments focused on literacy and math skills, instead of five individual provincial exams. More information will follow. (Offerings begin in 2017/18)
- For 2016/17 only, there are no changes to the Language Arts 12 provincial exam and equivalents. Exams will run as scheduled, aligned with the current curriculum—not the redesigned curriculum.

#### **Graduation Years**

- As of the 2016/17 school year, students will write two provincial assessments (literacy and math skills) before they graduate.
- Starting in the 2017/18 school year, Career Education courses become required, replacing Planning 10 and Grad Transitions.

Additional information is provided in the attached Question and Answer document and grade-by-grade transition chart regarding the *Graduation Years*.

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**Ministry of Education**  
Office of the Deputy Minister

Mailing address:  
PO Box 9179 Stn Prov Govt  
Victoria BC V8W 9H8

Telephone: (250) 387-2026  
Facsimile: (250) 356-6007



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Starting next month and continuing through October 2016, we will be asking parents for input on what they would like to know about their child's progress and how they would like to receive that information.

To help guide new graduation directions while ensuring the best learning environment for students, extensive consultation has been held with BC educators and a provincial assessment advisory group. This was built on wide-ranging previous consultations. As we move forward on this work, we will be bringing together teachers from across the province to help design the new assessments. More details on this will be shared soon.

Thank you for your essential role in creating a teaching environment that enables students to explore their interests and passions, and supports every child as they transition to their chosen life path.

Sincerely,



Dave Byng  
Deputy Minister

**Attachments:**

Changes to Provincial Assessment Chart  
Questions and Answers document

### Changes to Provincial Assessment Chart Starting in 2016/2017

Starting in the 2016/2017 school year, changes to graduation and assessment will be more closely aligned with the new curriculum and personalized learning.

This is what the changes mean for Grade 10-12 students during the 2016/2017 school year:

<b>Grade 10 students will:</b>	<ul style="list-style-type: none"> <li>• complete a Math 10, a Language Arts 10 and a Science 10 course, all with classroom assessments (no provincial exam required)</li> <li>• complete a Social Studies 11 course, with a classroom assessment (no provincial exam required)</li> <li>• write a literacy assessment and a math skills assessment before graduation</li> </ul>
<b>Grade 11 students will:</b>	<ul style="list-style-type: none"> <li>• already have completed a Math 10, a Language Arts 10 and a Science 10 course and already written the provincial exams</li> <li>• complete a Social Studies 11 course, with a classroom assessment (no provincial exam required)</li> <li>• write a literacy assessment before graduation</li> <li>• not write the math skills assessment</li> </ul>
<b>Grade 12 students will:</b>	<ul style="list-style-type: none"> <li>• already have completed a Math 10, a Language Arts 10, a Science 10 and a Social Studies 11 course and already written the provincial exams</li> <li>• complete a Language Arts 12 course and write the associated provincial exam</li> <li>• not write the literacy assessment or math skills assessment</li> </ul>

- Students who have completed courses associated with discontinued exams by June 30, 2016, will have until June 2017 to write or re-write exams.
- Students taking summer school during July and August 2016 will not be required to write provincial exams in Math 10, Language Arts 10, Science 10 and Social Studies 11 (or equivalent).
- Français langue première 10, Français langue première 12 and Français langue seconde immersion 12 provincial exam changes will be the same as their equivalents above.
- Students with a personal scenario different than the above, or with questions or concerns, should contact their school, visit <http://www.curriculum.gov.bc.ca>, or contact Service BC at the following telephone numbers:  
 In Victoria: (250) 387-6121  
 In Vancouver: (604) 660-2421  
 Elsewhere in BC: 1 (800) 663-7867

**Ministry of Education  
Questions and Answers  
New Curriculum, Assessment, Reporting and Graduation**

**HOW AND WHAT WILL STUDENTS LEARN?**

**Q: What is BC's new curriculum?**

The world is changing, and it is our duty to make sure kids are ready to succeed in that changing world. That is why we are bringing in a new curriculum in BC schools.

We are entering year two of the three-year introduction of new curriculum in BC. The new curriculum maps out what teachers teach and what students are expected to learn. Students will learn the basics of reading, writing and math skills in a way that connects them with the collaboration, critical thinking, and communications skills they will need to succeed after high school.

The new curriculum also responds to concerns from teachers about the old, inflexible curriculum. The new curriculum is focused 100 per cent on students and will prepare students for success through personalized learning. The graduation program and assessment changes will be closely aligned with the new curriculum.

**When will we be able to see the Grade 10-12 curriculum?**

New Kindergarten to Grade 9 (K-9) curriculum in draft form has been available for teachers on a trial basis this year, before being fully implemented this coming fall.

Early drafts of the Grade 10 to 12 curriculum are posted online ([curriculum.gov.bc.ca](http://curriculum.gov.bc.ca)) for teacher feedback. Revised Grade 10 to 12 curriculum will be available this summer. Teachers in Grades 10-12 (the graduation program) will have an opportunity in the upcoming 2016/17 school year to familiarize themselves with the redesigned curriculum, just as Grade K-9 teachers had this school year.

By 2017-18 the entire Grade K-12 curriculum will be used throughout the province.

**Q. Will these changes affect what courses are available for my child?**

Students will continue to have the flexibility to include dual credit, work experience, advanced placement courses, international baccalaureate courses, board authorized approved courses, distributed learning courses and apprenticeship programs that support these strategies.

**Q. How have teachers contributed to these changes?**

Significant public consultation has been done and hundreds of teachers and educators have played a very significant leadership role in the development of these changes. Teachers helped create the new curriculum and they like the curriculum's focus on big ideas and competencies. They also helped to incorporate much needed Aboriginal content into the curriculum. They strongly support aligning the new curriculum with new ways of assessing student progress.

Finally, teachers will have the freedom to move away from the 'all students will be assessed in the same way on the same day' one-size-fits-all approach.

**Q. How much input has government received in developing these changes?**

Since 2012, the Ministry has held consultations throughout the province with thousands of education partners, to help guide and inform proposed directions on these changes.

The Ministry has consulted widely with education sector representatives, post-secondary institutions, business, First Nations, municipal representatives, parents, students and employers.

Nearly 5,000 public comments were received during a nine-month engagement process and more than 200 BC teachers have been involved in the redesign of curriculum and competencies.

Consultation and ongoing conversations with education partners will continue as the changes are implemented in the classroom.

**HOW WILL WE MEASURE SUCCESS?**

**Q: How are you assessing students?**

As the new curriculum is phased in over the next three years, how students are assessed is changing as well. It will remain focused on ensuring all students have good literacy skills and are proficient in math. There will be more focus on classroom assessment as it most accurately represents student's ongoing achievement, and can reflect learning that is flexible and personalized.

Teachers will have more range to create innovative learning opportunities and greater flexibility to decide how and when students are assessed.

As well, secondary students will write a math skills and literacy assessment instead of the five provincial exams they have traditionally written. While students will still write some tests, there will be an increased focus on a teacher's classroom assessment of individual student progress.

**Q. Do these changes lower education standards?**

We are modernizing standards, not lowering them. Assessments, whether in the classroom or provincially administered assessments, will remain rigorous.

**Q. How will the math skills and literacy assessments differ from math and language arts exams in place now?**

They will be similar. However, there will be more focus on understanding and applying math and language arts skills in a variety of real life contexts.

## **REPORT CARDS**

### **Q: Will students still be issued report cards?**

Yes, report cards will still go out. But to better ensure that students are invested and engaged in their own learning, there will be an increased focus on creating an ongoing dialogue about learning between the student, teacher and parent.

The goal is for parents to have a deeper understanding of their child's progress through relevant, timely information about how their child is doing, rather than just relying on report cards alone or having infrequent parent/teacher meetings.

The new reporting structure is designed to better meet the needs of parents, students and teachers, like the new curriculum itself, it is more flexible and adaptable to the individual needs of the student.

Starting next month and continuing through October 2016, we will be asking parents for input on what they want to know about their child's progress and how they want to get that information.

## **HOW WILL THE NEW CURRICULUM PREPARE STUDENTS FOR THE FUTURE?**

### **Q: Is the graduation program changing too?**

Yes. With redesigned curriculum, assessment and reporting practices being implemented the final step is to make sure that the graduation program continues to set students up for success. The graduation program will still span Grades 10, 11 and 12 but a student's path to a high school diploma may be more varied and flexible than before.

### **Q: How many credits will students need?**

All students will still need 80 credits to graduate – 52 from required courses and 28 from electives. That has not changed.

### **Q. Are any new courses being introduced?**

Yes. Starting in the 2017/18 school year, Career Education courses will replace Planning 10 and Grad Transitions, and will be required.

### **Q. Taken together, do these changes just make it easier for students to graduate?**

We are not making the path to graduation easier – just more flexible. Teachers will be able to give students more credit for getting real-life experiences outside the classroom in business and in the community.

Students will be able to explore skills and trades opportunities on their path to graduate. To reflect the personalized learning focus of the new curriculum, students will be given more freedom to explore their interests and passions as they work toward graduation.

The reality is that, in a changing world, parents expect us to make sure kids have the skills they need to succeed. New curriculum, assessment, reporting and graduation all support the skills that students need to succeed today – before and after graduation. Skills like critical thinking, communication and collaboration are the kinds of skills employers are looking for.

**Q. How will this impact my child’s future post-secondary admission?**

Post-secondary institutions have been very involved with these changes.

The key provincial assessment that has always been used for entry into BC post-secondary institutions is a Language Arts 12 assessment. Post-secondary institutions do not have concerns about discontinuing Social Studies and Science examinations, as they are not used for entry into post-secondary.

Admission to post-secondary institutions is based on the final grade achieved in a Grade 11 or 12 course. This is not changing.

**Q: Will there be changes to the Adult Dogwood (adult graduation), or others?**

Adult graduation program requirements remain the same. Adult learners who have not yet graduated can earn credits towards either the BC Adult Graduation Diploma (Adult Dogwood) or a regular BC Dogwood Diploma.

Students will still have multiple pathways to successfully complete their Grade K-12 education:

- Adult Dogwood
- Dogwood Diploma
- Diplôme de fin d'études secondaires en Colombie-Britannique
- Evergreen Certificate where appropriate based on Individual Education Plan

**Q. How do these changes affect French language courses and exams?**

Français langue première 10, Français langue première 12 and Français langue seconde immersion 12 changes will be the same as their equivalents in English.

**Q: Will the changes affect the Scholarship Program?**

No, the Scholarship Program remains the same.

**Q. What if my child is struggling in school?**

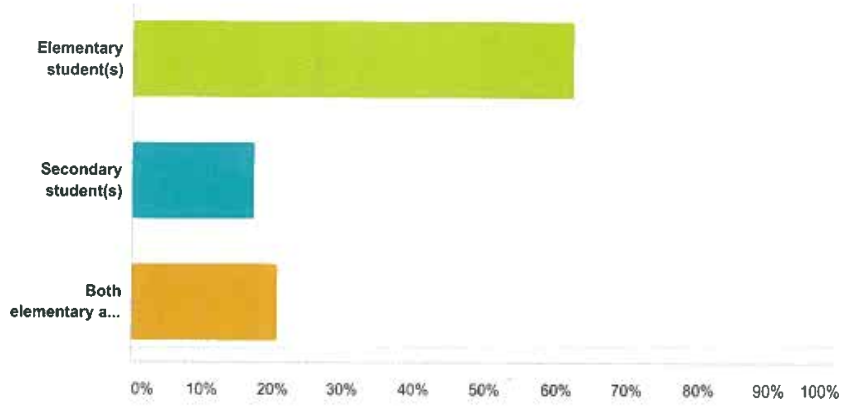
Nothing has changed, and teachers are there to help students. In fact, the new curriculum with its focus on tapping into the passions of each student, will help them take a deeper interest in what they are learning – a building block of success.

The way a student learns and how they are assessed can be tailored to build on their strengths and support their challenges.

Survey Questions for Parents re: April Parent Teacher Conferences

**Q1 I am a parent of:**

Answered: 510 Skipped: 2

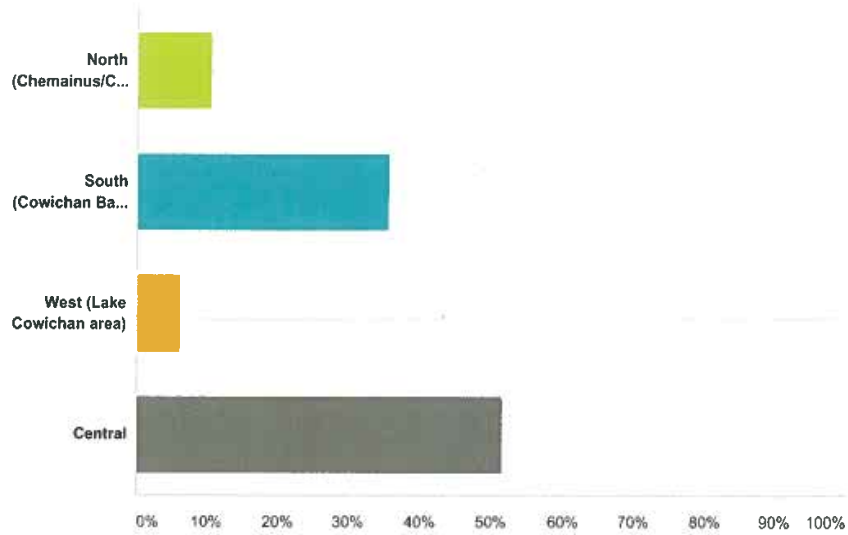


Answer Choices	Responses	
Elementary student(s)	62.16%	317
Secondary student(s)	17.25%	88
Both elementary and secondary students	20.59%	105
<b>Total</b>		<b>510</b>

Survey Questions for Parents re: April Parent Teacher Conferences

**Q2 My child(ren) go to school in the following zone(s) - Choose all that apply:**

Answered: 509 Skipped: 3



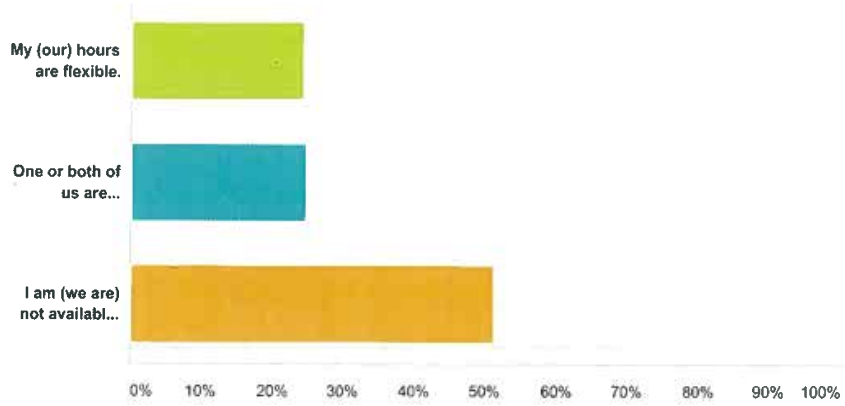
Answer Choices	Responses
North (Chemainus/Crofton area)	10.41% 53
South (Cowichan Bay to Spectacle Lake area)	35.56% 181
West (Lake Cowichan area)	6.09% 31
Central	51.47% 262
<b>Total Respondents: 509</b>	



Survey Questions for Parents re: April Parent Teacher Conferences

**Q3 I am a (we are) working parent(s) -**

Answered: 504 Skipped: 8

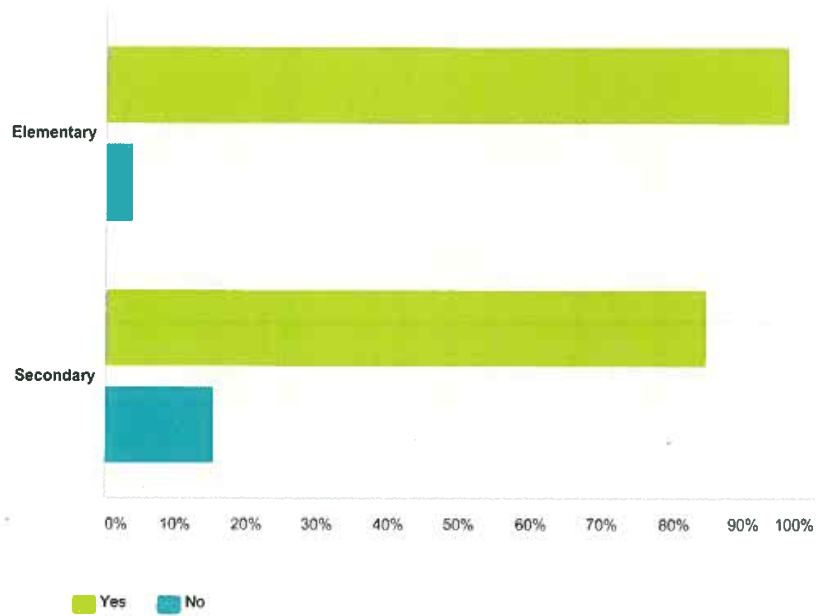


Answer Choices	Responses	
My (our) hours are flexible.	24.21%	122
One or both of us are available during the day.	24.60%	124
I am (we are) not available until after 5:00 p.m.	51.19%	258
<b>Total</b>		<b>504</b>

Survey Questions for Parents re: April Parent Teacher Conferences

**Q4 Is having a face-to-face meeting with your child's teacher important to you?**

Answered: 509 Skipped: 3

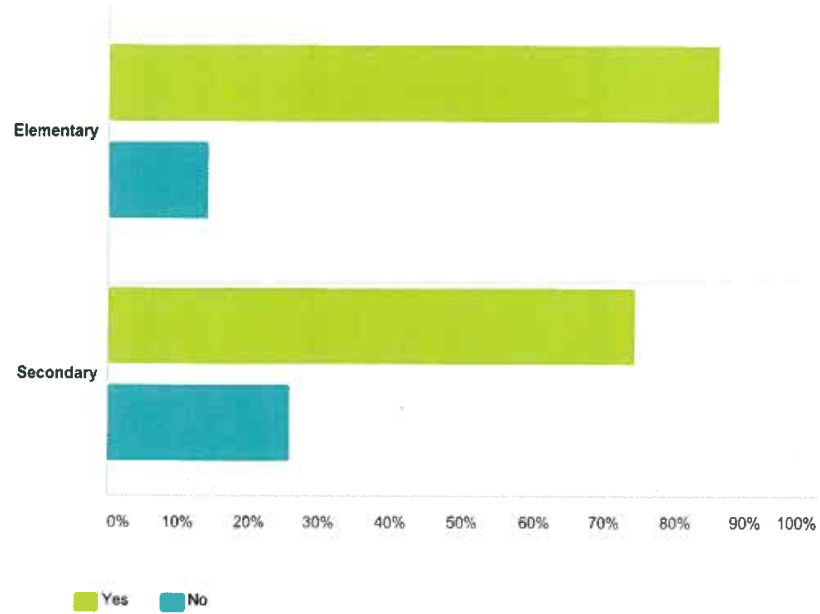


	Yes	No	Total
Elementary	96.30% 416	3.70% 16	432
Secondary	84.62% 198	15.38% 36	234

Survey Questions for Parents re: April Parent Teacher Conferences

**Q5 Did the school/teacher make it clear to you that the '1 hour' was NOT the only time available to meet with teachers?**

Answered: 505 Skipped: 7

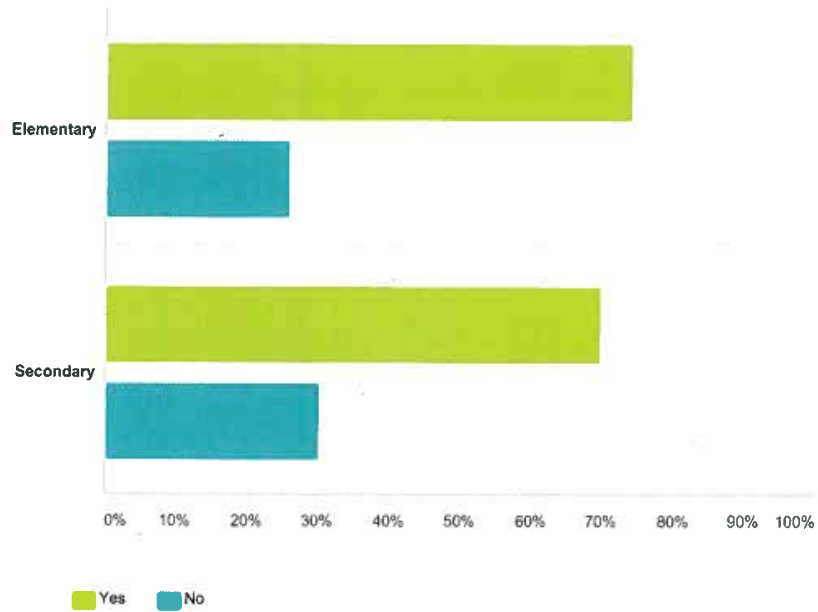


	Yes	No	Total
Elementary	85.99% 362	14.01% 59	421
Secondary	74.24% 147	25.76% 51	198

Survey Questions for Parents re: April Parent Teacher Conferences

**Q6 Were you given clear directions on how to contact your child's teacher to book another meeting if the 1-hour allotted time did not work for you?**

Answered: 505 Skipped: 7

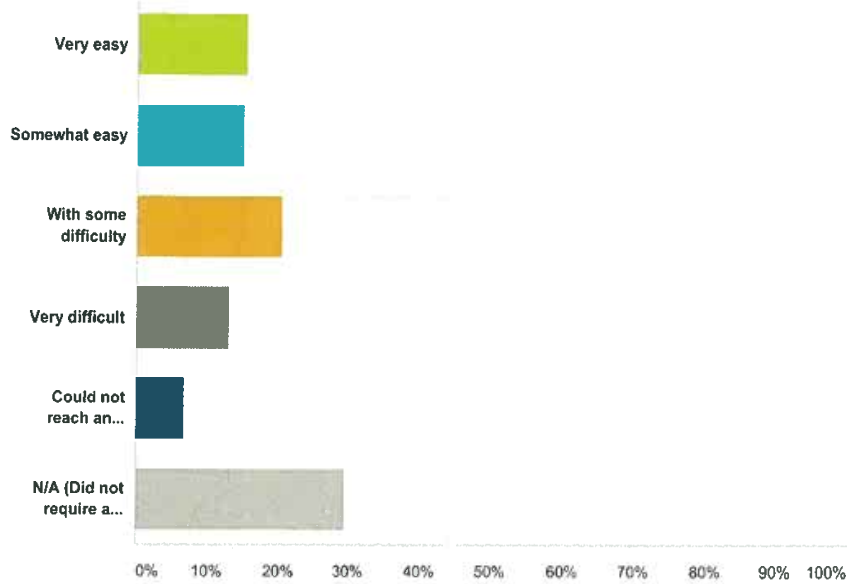


	Yes	No	Total
Elementary	74.17% 313	25.83% 109	422
Secondary	69.74% 136	30.26% 59	195

Survey Questions for Parents re: April Parent Teacher Conferences

**Q7 If you are a working parent, who is not available during the day, how easy was it to arrange a mutually agreed upon time to meet that worked for both yourself and the teacher?**

Answered: 448 Skipped: 64

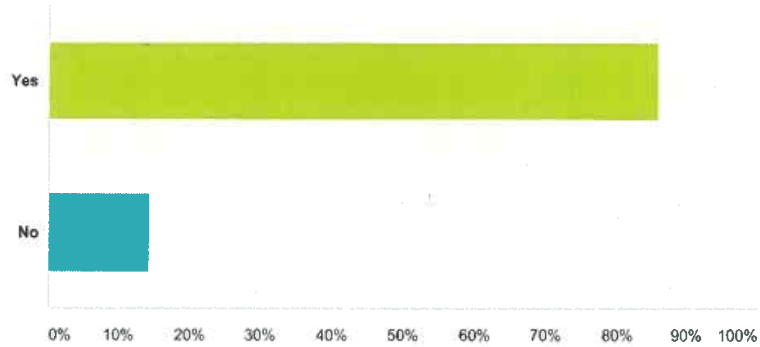


Answer Choices	Responses	Count
Very easy	15.40%	69
Somewhat easy	14.96%	67
With some difficulty	20.54%	92
Very difficult	12.95%	58
Could not reach an agreeable time	6.70%	30
N/A (Did not require a face-to-face meeting)	29.46%	132
<b>Total</b>		<b>448</b>

Survey Questions for Parents re: April Parent Teacher Conferences

**Q8 Are you aware that you can contact your child's teacher to arrange a face-to-face meeting at any time throughout the school year? (i.e. the conference does not have to happen on this day)**

Answered: 509 Skipped: 3

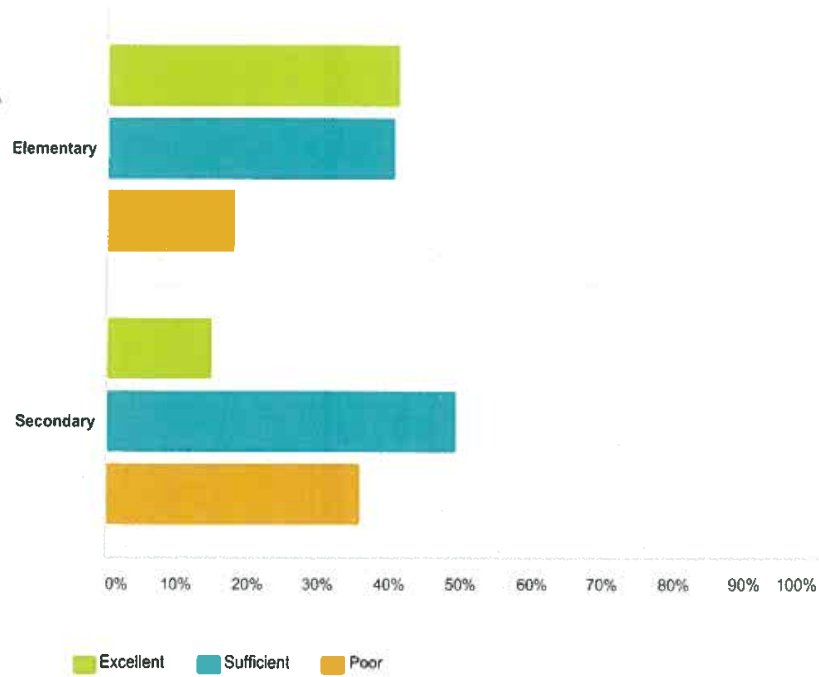


Answer Choices	Responses	
Yes	85.85%	437
No	14.15%	72
<b>Total</b>		<b>509</b>

Survey Questions for Parents re: April Parent Teacher Conferences

**Q9 Overall how would you describe the communication between you and your child's teacher?**

Answered: 504 Skipped: 8

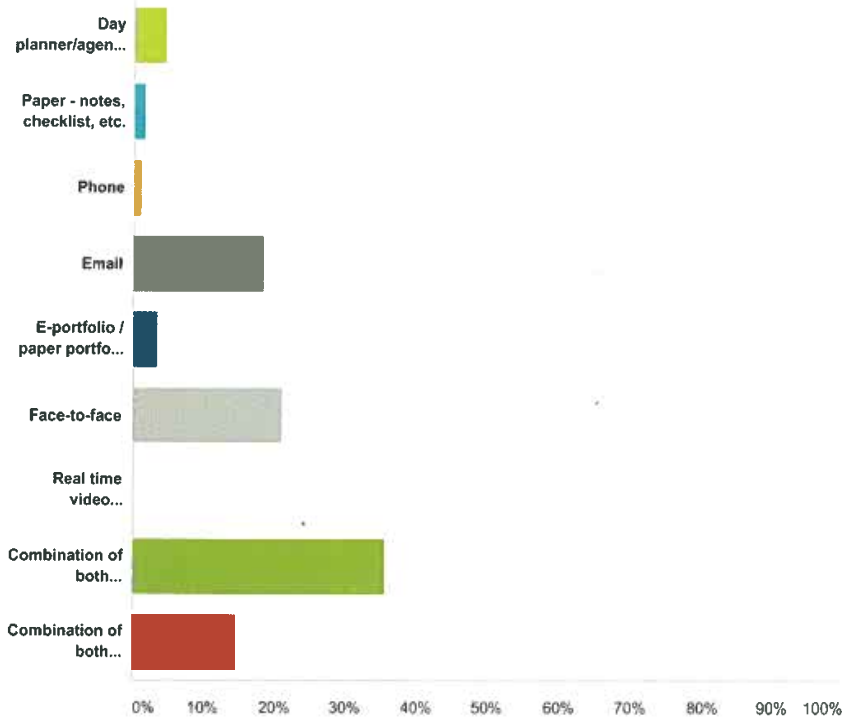


	Excellent	Sufficient	Poor	Total
Elementary	41.43% 174	40.71% 171	17.86% 75	420
Secondary	14.87% 29	49.23% 96	35.90% 70	195

Survey Questions for Parents re: April Parent Teacher Conferences

**Q10 What is your preferred way to communicate with teachers regarding your child's progress?**

Answered: 510 Skipped: 2



Answer Choices	Responses
Day planner/agenda book	4.51% 23
Paper - notes, checklist, etc.	1.57% 8
Phone	0.98% 5
Email	18.43% 94
E-portfolio / paper portfolio (*portfolio is an ongoing, purposeful collection of learning examples that shows a child's learning journey and where they are at, over the course of the year)	3.33% 17
Face-to-face	21.18% 108
Real time video conference - Skype or FaceTime	0.00% 0
Combination of both face-to-face and electronic	35.49% 181



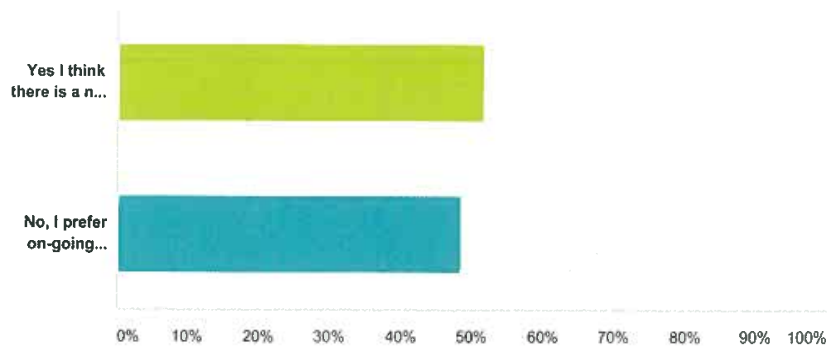
Survey Questions for Parents re: April Parent Teacher Conferences

Combination of both face-to-face and phone and/or paper	14.51%	74
<b>Total</b>		<b>510</b>

Survey Questions for Parents re: April Parent Teacher Conferences

**Q11 Do you think there is a need for a set time that is common across the District for Parent Teacher Conferences, or can it be replaced by on-going parent communications throughout the year that include two or more of the following - phone calls, emails, portfolios of work, other electronic methods or face-to-face requested meetings.**

Answered: 505 Skipped: 7

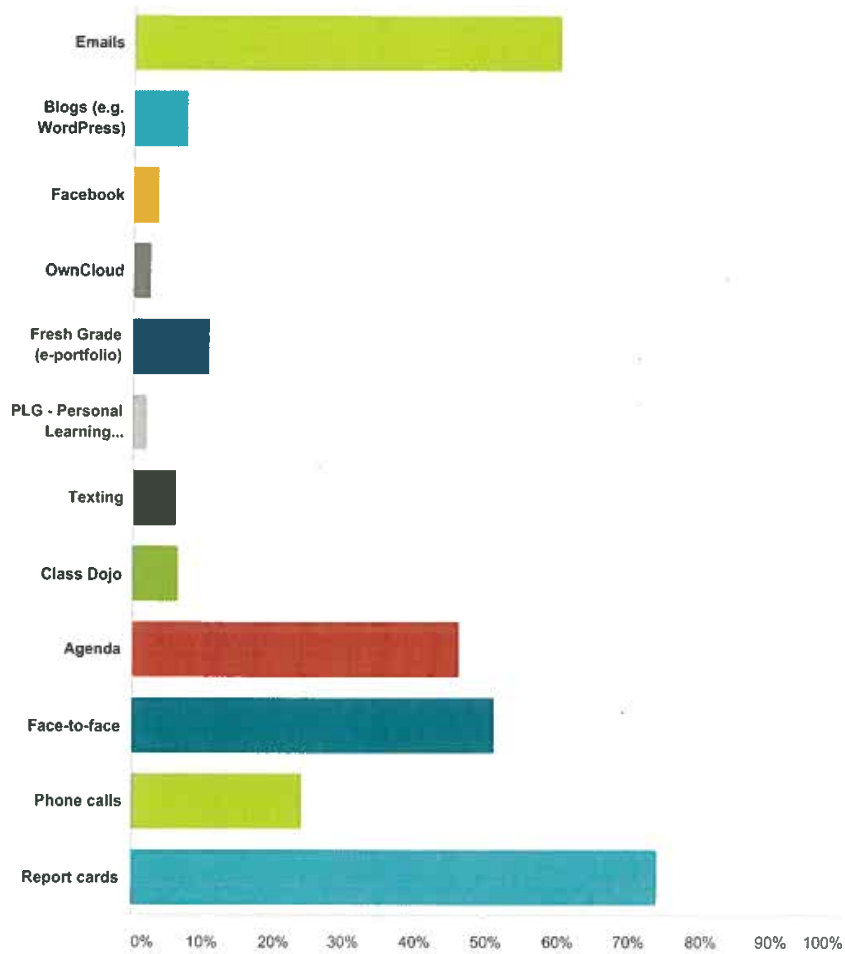


Answer Choices	Responses	
Yes I think there is a need for a common set time across the district	51.49%	260
No, I prefer on-going communications that include a face-to-face if and as requested	48.51%	245
<b>Total</b>		<b>505</b>

Survey Questions for Parents re: April Parent Teacher Conferences

**Q12 Our child's teacher(s) uses one or more of the following methods to communicate with us about our child(ren)'s learning - Choose all that apply:**

Answered: 499 Skipped: 13



Answer Choices	Responses
Emails	60.12% 300
Blogs (e.g. WordPress)	7.62% 38
Facebook	3.61% 18
OwnCloud	2.40% 12
Fresh Grade (e-portfolio)	10.62% 53

Survey Questions for Parents re: April Parent Teacher Conferences

PLG - Personal Learning Gallery (e-portfolio)	2.00%	10
Texting	6.01%	30
Class Dojo	6.41%	32
Agenda	46.09%	230
Face-to-face	50.90%	254
Phone calls	24.05%	120
Report cards	73.95%	369
<b>Total Respondents: 499</b>		

**Report to the Board of Education  
June, 2016**

**Board Evaluation**

Gaila Erickson, Director of Education Services for BCSTA, has accepted the Board's invitation to facilitate the BCSTA Board Performance Review process with our Board. The process consists of two sessions.

**Session One**

A one-hour session with Gaila to introduce and facilitate Trustees and 5 Senior Staff in answering the 100-question survey. Gaila will do a speakerphone overview, followed by each person individually answering the questions electronically. Gaila will remain connected to answer any questions. The Board has the choice of a Board Planning Session on September 22 **or** 29, 2016, 4:00 – 5:00 pm, to complete session one.

**Session Two**

Gaila will compile the data and create themes of strengths and challenges. The Board, Superintendent and Secretary-Treasurer will review the data with Gaila facilitating at a retreat. The retreat will be:

Friday night: 5:30 – 8:00 pm  
Saturday: 8:30 am – 2:30 pm

The dates Gaila is available are October 21 – 22, 2016.

Motion: *“That the Board Education and Business Committee recommend to the Board that the Board of Education establish the Board Evaluation process as outlined above.”*