Hello families,

Happy past family day!

Family messages to website:

I am going to try something new regarding the export of the weekly family messages. I am starting to put updates on the website in the form of blogs / pages. This, I believe, will assist in those being able to look at what is being put out there with their mobile devices, PDF files can be more cumbersome. Some were put out today.

Emma’s Maternity position has been posted:

More details to follow.

Play space continues to not disappoint:

|  |  |
| --- | --- |
| A group of people posing for a photo  Description automatically generated with medium confidence | A picture containing outdoor, tree, sky, ground  Description automatically generated |

Indigenous Graduation Requirement:

As part of the province of British Columbia’s commitments to truth, reconciliation, and anti-racism, School District no.8 Kootenay Lake is very proud to share the news of a provincial shift in graduation requirements beginning 2023-2024: **Indigenous Focused Graduation Requirement**. This graduation requirement will be implemented in 2023-2024 school year. An important part of the school district’s mandate is to develop the Educated Citizen, which can in turn help to promote diversity, equity, and inclusion in our schools and communities.

All students working toward a BC Certificate of Graduation (Dogwood Diploma, in both English and French) will be required to complete the new graduation requirement:

* 4 credits of Indigenous-focused coursework.
* provincial courses currently available for students to meet this requirement include: First Peoples English 10-12, BC First Peoples 12 and/or Contemporary Indigenous Studies 12.

The number of credits required to graduate has not changed and remains at 80 credits from grades 10-12. All BC post-secondary institutions accept these courses for admissions and these courses are the academic equivalent to options such as English 12 or Social Studies 11. These courses provide students the opportunity to develop deeper understandings of the cultures, histories, contemporary contexts and perspectives of Indigenous peoples in BC.

For further information, please see the following resources available online:

[Ministry of Education and Childcare, Frequently Asked Questions](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/indigenous-focused-grad-requirements/indigenous-grad-req-parent-brochure.pdf)

[New Indigenous-Focused Graduation Requirement Fact Sheet](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/indigenous-focused-grad-requirements/fnesc-educ-grad-requirement.pdf)

[Indigenous Focused Graduation Requirement, YouTube video](https://www.youtube.com/watch?v=XMrFJE5_2uk)

[Indigenous Focused Graduation Requirement, Parent Brochure](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/indigenous-focused-grad-requirements/indigenous-grad-req-parent-brochure.pdf)

[9th Teaching Standard video](https://www.youtube.com/watch?v=w4sBNxiA7YI)

Planning day Status update:

• Assemblies on the reg. (post COVID) + std increase lead role reconciliation commitment

* Second Thursday of each month, beginning at 9:15 a.m. – student lead. Mini-authentic celebration of learning.

• Increase seasonal on the land (land as pedagogy) Indigenous learning

* How has this looked in various classes this year?
	+ Bird feeders (Naomi in Anna’s class)



• Increase street data as assessment/=meaningful/value for all

* Take time to evaluate our hard goals.
* Focus on student ownership (learning plus).

• Expand std leadership roles

* Taking part in student symposium. Member of our school is a school trustee.

• Re-start conversation about ‘Art of Possibility’

* Book. Name the assumptions carrying. Changing the story so there are ways moving forward. Parent lending library (doing). Creating space and moving forward.

• Community Events – Connection, book clubs, after school clubs

* ‘Good Inside’ book study, movie night (Heather’s class fundraiser), Eco-grief parent and child night, Badminton club (Wednesday afterschool), Choir club (Wednesday’s), Basketball (Thursday’s).

• Middle years classes coming together

* Future electives? Plans in the works for next year.

• Middle years kids integrated with younger years

* Opportunity in electives? Let’s talk about this.

• Elementary classes integrating with seedlings

* In-class reading (on rotation)

• Cross-class involvement of elementary classes

* Partnered classes in writing groups and numeracy.

• More parent involvement

* Direct asks for parent volunteers to support various field trips.

• Partnerships between WFS and community organizations to generate ongoing projects student/parent involvement

* Individual classes share out.

• Increase clubs for little kids – Yes!

* Choir club on Wednesdays.

• Examination of meaning of collaboration from the WF model

* Practiced at the Retreat.

Other action items:

• Spring family night to share language

* Indigenous school wide activities (April /June)

• PAC to host info night around restitution

* April

• Assessments for kids

* Cole and Misty (& Laurie) doing our best with what is currently provided.

• Red binders for kids with behavioral issues

* Tracking continues.

• Connect with PAC

* Class campouts, class trips

• In class focus activities to teach more SE – Fill your bucket and other methodology

* Open parachute implementation

• Continue collaborating as 2-6 staff

* Doing weekly

• Collaborate middle school

• Dyslexia workshop

* Kirsten and Heather attended
	+ Volunteer Jakub, two mornings a week.

• Friday support literacy groups

* Dyslexia support one-on-one (targeted support) 4-6

• Middle school volunteer help

* Support for reading (currently, one student from Barb’s class is assisting).

• ELP (Early Literacy Profiles)

• Sensory tools for 2-6 classes

* Ordered.

Upcoming events & performances:

Seedlings Play:

Thursday, March 16th 2-2:30 p.m. (parent showing)

Dance:

Thursday, March 9th School Dance Fundraiser (Heather’s class, going to Pines)

Book Study:

Wildflower parents Erin Maconachie and Kirsten Johnson are hosting another whole school book club. This time we'll be reading 'The Whole Brain Child: 12 Revolutionary Strategies to Nurture your Child's Developing Mind' by Daniel Siegel

Sincerely,

Misty Terpstra

*she/her/hers*
Principal

Wildflower School

**Email:** misty.terpstra@sd8.bc.ca



I gratefully 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 No.8 (Kootenay Lake).

