

# BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)

## REGULAR MEETING AGENDA

Wednesday, October 9, 2019, 7:00 pm  
School Board Office, Gibsons, B.C.

Pages

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1. Call to Order
  2. Celebrating Education: Gibsons Elementary Rainbow Crosswalk - D. Luporini
  3. Public Question Period (10 minutes in total)
  4. Adoption of the Agenda  
**MOTION:** "THAT the agenda of October 9, 2019 be adopted."
  5. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings 1
    - a. Regular Meeting of September 11, 2019
    - b. Record of Closed Meeting of September 11, 2019
  6. Reports
    - a. Superintendent's Report 9
    - b. Strategic Plan Reports
      1. Goal 1.c. - Core Competencies 11
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    - c. Administrative Regulations in Circulation
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	a. R. Emerson - Educational Assistants & School Supplies - September 3, 2019	
8.	<u>Questions and Enquiries from the Public Relating to the Board Meeting</u>	
9.	<u>Next Meeting</u>	
	The next public board meeting will be held on November 13, 2019.	
a.	Committee Agendas	71
	<b>MOTION:</b> "TO approve the committee agendas."	
10.	<u>Adjournment</u>	



## MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)

Wednesday, September 11, 2019, 7:00 pm  
School Board Office, Gibsons, B.C.

TRUSTEES: P. Ruth, Board Chair, S. Leech, Vice-Chair, A. Amaral, Trustee, M. Hampvent, Trustee, S. Haines, Trustee, S. Girard, Trustee, T. Ste. Marie, Trustee, J. Carroll, Student Trustee

STAFF: P. Bocking, Superintendent, N. Weswick, Secretary-Treasurer, K. Kerr, Director of Instruction, P. Bishop, Director of Instruction, E. Reimer, Executive Assistant

1. Call to Order

The meeting was called to order at 7:00 pm.

Chair Ruth acknowledged that the meeting was taking place on the unceded territory of the Squamish Nation and welcomed those in attendance.

2. Swearing-in of Student Trustee

Secretary-Treasurer Weswick facilitated the swearing-in of incoming student trustee, Jessica Carroll, to the Board of Education of School District No. 46 (Sunshine Coast).

3. Celebrating Education: Strategic Plan Launch 2019-23 - S. Murawsky, P. Bocking and P. Ruth

Chair Ruth introduced the new Strategic Plan. Superintendent Bocking reviewed the consultation process that took place during the strategic plan development and introduced the implementation plan to achieve the goals set in the 2019-23 plan. Communications Officer, Stephanie Murawsky, reviewed the design and structure of the strategic plan in print form.

4. Public Question Period (10 minutes in total)

- A member of the public asked how the plan differed most from previous strategic plan. Chair Ruth highlighted a shift in focus from social emotional learning to student mental health. Superintendent Bocking noted the inclusion of the affirmation to indigenous people and reconciliation.

5. Adoption of the Agenda

Agenda items were reordered to allow for consideration of the audited financial statements to take place immediately following the Auditor's Report.

**Moved:** Girard

**Seconded:** Amaral

**MOTION:** ““THAT the agenda of September 11, 2019 be reordered and adopted, with the Audited Financial Statements report moved to item 7 and the remainder of the agenda renumbered.”

**Carried**

6. Auditor's Report

Richard Wilson, Incorporated Managing Partner at Crowe MacKay LLP (formerly TCG Professional Accountants LLP), presented the independent auditor’s report to the board.

**Moved:** Amaral

**Seconded:** Hampvent

**MOTION:** “THAT the Board of Education of School District No. 46 (Sunshine Coast) accept the auditor’s report as delivered on September 11, 2019”

**Carried**

7. Audited Financial Statements

Secretary-Treasurer Weswick presented the Audited Financial Statements to the board.

**Moved:** Amaral

**Seconded:** Girard

**MOTION:** “THAT the Board of Education of School District No. 46 (Sunshine Coast) approve the 2019-20 Audited Financial Statements.”

**Carried**

8. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings

- a. Regular Meeting Minutes - June 12, 2019
- b. Record of Closed Meeting - June 12, 2019
- c. Record of Special Closed Meeting - June 25, 2019

**Moved:** Haines

**Seconded:** Girard

**MOTION:** "THAT the Regular Meeting Minutes of June 12, 2019, the Record of Closed Meeting of June 12, 2019, and the Record of Special Closed Meeting of June 25, 2019, be approved."

**Carried**

9. Reports

a. Superintendent's Report

Superintendent Bocking shared two poems from the newly published Coastal Voices anthology and spoke to his written report, with the support of Directors Bishop and Kerr,

Superintendent Bocking's full report can be found in the agenda package of the September board meeting.

b. Strategic Plan Reports

1. Goal 1.a. - Student Voice / DSLT

The report was submitted as written.

c. Administrative Regulations in Circulation

Details regarding the administrative regulations in circulation can be found in the committee notes of meetings taking place in May and June of 2019. New and revised regulations will circulate for an eight (8) week period and regulations being repealed will circulate for a four (4) week period.

1. Reg. 4050 - Earthquakes

2. Reg. 5030 - Financial Reporting

d. Administrative Regulations to be Received

The following regulation(s) completed the circulation phase and were received as part of the reports provided at the board meeting.

1. Reg. 1210 - Patriotic Protocols

Superintendent Bocking noted a change from the regulation circulating, specifically that the district would no longer require flags to be lowered at night. The edit reflects a similar change in expectations at the national level.

2. Reg. 3050 - Child Protection

3. Reg. 3020 - Anaphylaxis

4. Reg. 5010- Decentralized Decision Making

e. Secretary-Treasurer's Report

Secretary-Treasurer Weswick spoke to his written report. A complete report on summer work will be provided at the Operations Committee meeting in September.

1. Financial Statement Discussion and Analysis

Secretary-Treasurer Weswick reviewed the discussion and analysis document and highlighted, among other things, the following items:

- Comparison in enrollment and staffing from prior to current year.
- Detailed analysis of the \$2 million unrestricted surplus
- Process for handling unspent staffing and unspent budgets – sustained savings result in a reduced budget in future years.
- An analysis of savings resulted from unfilled absences, noting that savings are returned to school in the form of the unrestricted budget allocation,
- Top factors bearing on future operations, including:
  - The provincial funding model review process,

- Ongoing teacher bargaining,
- Changes to the classroom enhancement fund,
- Capital funding for facility needs,
- Changing technology requirements, and
- Organizational capacity.

2. Larger Cheques Written in the Month of June, July and August 2019

The reports were provided for information.

Trustees requested additional information on the following vendors:

- Pacific Blue Cross (staff benefits provider)
- Johnathan Morgan (information to be provided)
- SMCN Consulting (relating to HVAC/dust collector systems)

f. Board Reports

1. Chair's Report

The report was submitted as written. In addition, Chair Ruth noted her attendance at the BC Cannabis open house and public information sessions relating to the low barrier housing development on School Road.

Vice-Chair Leech attended an RCMP presentation at the District of Sechelt prior to the board meeting that evening.

2. BCSTA Report

Trustee Hampvent reported that BCSTA Provincial Council is scheduled to meet at the end of October.

3. BCPSEA Report

Trustee Amaral indicated there were no items to report.

4. Student Trustee Report

Student Trustee Carroll reported that:

- Students are getting back into school routines.
- A student forum is being planned for October at the YMCA camp to discuss school culture, environment issues and facilities.
- The DSLT is contemplating changes to the format of the student talent show (SD46's Got Talent).
- Grade meetings are taking place at Elphinstone Secondary to ensure the student body is aware of the DSLT
- Plans for a Club Fair to assist in engaging students socially.
- Chatelech and Elphinstone Secondary student councils are meeting together to share ideas and further connections between the schools.

- School supplies were provided to all students at the beginning of the year.

g. Committee of the Whole Notes - June 25, 2019

The notes were submitted as written.

h. Operations Committee Notes - June 18, 2019

The report was submitted as written.

i. Receipt of Reports

**Moved:** Haines

**Seconded:** Ste. Marie

**MOTION:** "THAT the reports be received."

**Carried**

10. Correspondence

**Moved:** Hampvent

**Seconded:** Amaral

**MOTION:** "TO receive the correspondence."

**Carried**

11. Questions and Enquiries from the Public Relating to the Board Meeting

- A member of the audience indicated that the maintenance department will ensure proper disposal of Canadian flags if sent in the run. Canadian flags that have flown at parliament hill are also available by request from the Government of Canada.
- A member of the audience asked if there was anything the community could do to encourage the reinstatement of the RCMP liaison officer. Superintendent Bocking responded that he understands staffing shortages due to a lack of affordable housing has been cited as a possible struggle for RCMP officers on the Sunshine Coast. Superintendent Bocking will continue to stress the importance of a liaison officer in future discussions with the local RCMP Staff Sergeant.
- A member of the audience requested additional information on unrestricted surplus, specifically in relation to unfilled absences. Secretary-Treasurer provided additional information, noting that a maternity leave was not replaced due to lack of available staffing. Additional information was requested on the accounting estimates for the average cost of an Educational Assistant for the year. Secretary-Treasurer responded with the the average cost, which includes an estimate for accrued vacation weeks and other items such as benefits and leaves.
- A member of the press asked if there is a timeline mandated by the province for the development of a Local Education Agreement with local first nations. Superintendent Bocking responded that while there is no firm date, the agreements are priorities for both school districts and the province.
- A member of the press asked if the Environmental Action Plan, as noted in the Superintendent's Report, was a new item. Superintendent Bocking responded in the

affirmative, noting that an action plan would be brought forward to a board committee meeting in March 2020.

- A member of the press asked if the board intended to advocate for reinstatement of the RCMP liaison officer position. Chair Ruth responded that the local RCMP is aware that of the district’s desire for a continued position and would continue to advocate for reinstatement.

12. Next Meeting

The next public board meeting will be held on October 9, 2019.

a. Committee Agendas

Chair Ruth reported that the committee meetings for 2019-20 have been scheduled for the fourth Tuesday of the month, with Policy Review as a standing item on Committee of the Whole agendas.

**Moved:** Girard

**Seconded:** Hampvent

**MOTION:** "TO approve the committee agendas."

**Carried**

13. Adjournment

There being no further business, the meeting adjourned at 8:26 pm.

**Moved:** Haines

**Seconded:** Ste. Marie

**MOTION:** "TO adjourn."

**Carried**

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Pammila Ruth - Board Chair

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Nicholas Weswick - Secretary-Treasurer





**BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)  
RECORD OF CLOSED MEETING**

Wednesday, September 11, 2019, 5:00 pm  
School Board Office, Gibsons, B.C.

TRUSTEES: P. Ruth, Board Chair, S. Leech, Vice-Chair, A. Amaral, Trustee,  
M. Hampvent, Trustee, S. Haines, Trustee, S. Girard, Trustee,

STAFF: P. Bocking, Superintendent, N. Weswick, Secretary-Treasurer,  
K. Kerr, Director of Instruction, P. Bishop, Director of Instruction, E.  
Reimer, Executive Assistant (Recording Secretary)

REGRETS: T. Ste. Marie, Trustee

The meeting was chaired by Vice-Chair Leech.

**Call to Order**

The meeting was called to order at 5:01 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Approval of Minutes of Prior Meetings**
- **Information / Action Items**
  - Personnel
    - Exempt Compensation
    - Bargaining Update (Trustee Haines recused herself for reports relating to bargaining)
    - Staff Issue
  - Property
    - Property Update
  - Legal/Liability
    - BCHRT Update
    - Civil Claim
- **Financial Audit**
- **Items for Disclosure**
  - There were no items for disclosure

**Adjournment**

The meeting adjourned at 6:14 p.m.

Pammila Ruth  
Board Chair

Nicholas Weswick  
Secretary-Treasurer



# REPORT TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)

## SUPERINTENDENT'S REPORT

Submitted by Superintendent Patrick Bocking  
October 9<sup>th</sup>, 2019

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### 1. CIRCLE OF CARE: STUDENTS

- a. The **Kindergarten Survey of Learning** takes place each September. Skills including literacy, numeracy, fine motor development, speech and language development are all assessed and then communicated with kindergarten teachers. Parents are notified by VCH of any dental, vision, or hearing concerns that are identified. (1b)
- b. Students, families and staff **participated in Terry Fox Runs** across the district in September. Not including this year, Sunshine Coast Schools have organized and participated in 257 Terry Fox runs and raised \$157,048.46 for cancer research! (1c, 1f, 1g)
- c. Students participated in **Clubs Day at Chatelech Secondary School** – giving an opportunity to explore personalizing their educational experience and becoming actively involved in their school and wider community allowing for reflection of the **Core Competency of Personal Awareness and Responsibility**. (1c)
- d. Things are off to a great start with our **Train in Trades Auto Service Technician** program at Chatelech Secondary and our **Professional Cook Program** at Elphinstone Secondary! (1l)

### 2. CIRCLE OF CARE: STAFF

- a. **Mental Health First Aid Certification** for staff and community will be offered in the month of November (4<sup>th</sup> and 18<sup>th</sup>). We have a new staff member trained who will be delivering the course. (2a)
- b. Friday, October 4<sup>th</sup> was **World Teacher Day**. This was an opportunity for our district to celebrate the work of our teachers and all other staff who strive to support and inspire our students every day. (2a)
- c. The **Family Engagement Dinner** takes place on October 10<sup>th</sup>. The focus is on developing cultures of connection and impact with the parents of our students. (2e)

### 3. CIRCLE OF CARE: COMMUNITY

- a. DPAC and PAC's have all had or will soon have a presentation on the Board's **Strategic Plan** and an orientation to the new district website. (3a)
- i. In the spirit of reconciliation and the vision of the **Orange Shirt Day** movement, the shíshálh Nation shared their shíshálh design for use in the 2019 Orange Shirt Day event. Tony Paul, a shíshálh artist and residential school survivor, developed the 2019 design. (Affirmation, 3c)
- b. The **Nicholas Sonntag Marine Education Centre (NSMEC)** offered an open house to interested teachers. In addition, our partnership includes an opportunity to our grade 3 students to learn about biodiversity, learning how to identify different populations and communities within an ecosystem. Students are introduced to the

- concept of energy transfer through an ecosystem, demonstrating the interconnectedness of marine food chains and food webs. (1i, 3c)
- c. A group of **International Students** met with our International Students' coordinator, Barry Krangle, to talk about how they are adjusting to their new life here on the Sunshine Coast. (3g)

# REPORT TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)

## STRATEGIC PLAN REPORT: CORE COMPETENCIES

Submitted by Director Kerr

October 9<sup>th</sup>, 2019

- 1c Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of **Core Competencies**.

### Background:

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens. Students develop Core Competencies when they are engaged in the "doing" – the Curricular Competencies – within a learning area. As such, they are an integral part of the curriculum. While they manifest themselves uniquely in each area of learning, the Core Competencies are often interconnected and are foundational to all learning.

### Discussion:

- Before students enter school the development of Core Competencies begins at home and then continues throughout their life. Students encounter opportunities to develop their competence in formal and informal settings. They move from demonstrating competence in relatively simple and highly supported situations, to demonstrating independence in more complex and varied contexts. Competency development does not end with school graduation but continues in personal, social, educational, and workplace contexts.
- Core Competencies emphasize that learning is not just within the time and space of school, but a way of being that is life long and in all areas
- Teachers have been using the core competencies as the "invisible curriculum" for years – the new curriculum has made it visible and valued its importance with the redesign.
- The Core Competencies make the curricular competencies more meaningful and relevant to students
- Student voice is critical with the core competencies – self-reflection, the knowing of themselves.
- The Competency Based (CB) IEP. How do we align the IEPs of our students to reflect student voice, agency, and be strength based?
- A rich, meaningful and inclusive educational experience is at the heart of the new curriculum and CB-IEP's. The inclusion of student voice within the planning and

implementation process is encouraged and students and parents are invited to attend meetings and offer input into their Learning Profile section of the document:

- ✓ My Interests
  - ✓ My Learning Preferences
  - ✓ What You Need to Know About Me
- Students, parents and the school team also work together to include a child's strengths and stretches in 3 areas: Personal, Social and Intellectual.

**Next steps include:**

- Monthly Student Support Teacher Meetings
- Engage Sharepoint for Resources
- Visits to school sites for training
- Metro CB Working Group
- Collaborative Sessions for Student Support Teacher, Classroom Teachers and Educational Assistants to work with new IEP Format
- Information at Staff Meetings
- Innovative Ways to Engage Parents/Students in process
- Innovative Ways to Show Reflection and Learning of Students K-12

# REPORT TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)

## STRATEGIC PLAN REPORT: POSITIVE PARTNERSHIPS

Submitted by Superintendent Bocking

October 9<sup>th</sup>, 2019

2e Our staff will engage in **positive partnerships** with students and their families.

*“No school can work well for children if parents and teachers do not act in partnership on behalf of the children’s best interests. Parents have every right to understand what is happening to their children at school, and the teacher has the responsibility to share that information...Such communication...is not possible without mutual trust between parent and teacher.”*

*— Dorothy H. Cohen*

### **Background:**

The Ministry of Education provides information on school and district performance on a variety of measures. Full information can be found at, <https://studentsuccess.gov.bc.ca>. Demographic, academic, human and social data can be found on the student success site. Further, the Ministry of Education provides specific provincial direction regarding the basics of how teachers are to report information to parents through the Student Progress Report Order (July 2019) and the Provincial Letter Grades Order (July 2019). Beyond this information and these expectations, the onus is on the district and the schools to communicate effectively with our students’ families to optimize the relationship and deepen our students learning.

### **Discussion:**

At the district level, our new website is very user friendly specifically to ensure clear and positive communication with our families and our community. Meetings have been held recently or will be in the near future with DPAC and all PACs so that our families are aware of the changes and encouraged to review the site in more detail. The same meetings have been opportunities for PACs and DPAC to be clear on the substance of the Strategic Plan 2019 – 2023, as well as the accountability aspects of the plan.

The Family Engagement Committee has organized the first session of the Parent Learning series for October 10<sup>th</sup>, 2019.

Our Early Learning Team has a long history of connecting directly with our students’ parents from infancy to kindergarten. Parents participate in SPARK!, KinderSPARK!, SPARK! 10, Imagination Library, StrongStart and gradual kindergarten entry. This early start of respect for parent voice and skill ensure a positive start for our students and their families.

At the school level, teachers and principals work hard to ensure clear communication is in place. In addition to important initiatives in many of our schools such as FreshGrade (an interactive online tool to support ongoing communication between student, parent and teacher), our schools provide an open-door philosophy to our parents. Should questions arise, our administration assistants, teachers and principals respond quickly and efficiently to queries. Schools also arrange for many events such as September, “Meet the Teacher” gatherings, Spring Fairs, celebrations that welcome families such as the Terry Fox Runs, concerts, Wonder Walks, and classroom activities. Secondary schools support opportunities for parents to become familiar with their children’s new schools through transition evenings.

In our district we have a belief in, “**Every door is the right door.**” When our staff is approached by a member of the public we all ensure that the person with the best knowledge of the situation is found to respond to questions from students, parents and our community.

**Next steps include:**

- Family engagement series
- Integrating DPAC with Strategic Plan goals
- Further planning for connections through the Family Engagement Committee



# ADMINISTRATIVE REGULATIONS

**TITLE:** RESEARCH STUDIES IN SUNSHINE COAST SCHOOLS

**CATEGORY:** EDUCATION

**NUMBER:** 1240

**CIRCULATING UNTIL DECEMBER 3, 2019**

**I. Rationale:**

University and research institutions may wish to conduct research with our students or staff. In the interests of supporting and building knowledge of best educational practice the following procedures are provided.

**II. Procedures**

A. Research proposal requests will be accepted from teachers, graduate students, or faculty members. Research requests will not be accepted from marketing companies.

B. Researchers affiliated with a university must ensure that their completed research proposal requests are accompanied by a letter or certificate from the appropriate ethical review committee at their university. All completed proposal requests, need to be sent first to the Superintendent of Schools. Once researchers have received written approval for their work by the Superintendent, then notification of this approval and the research proposal package shall be sent to the school Principal. Principals, in consultation with staff and students, always have the option to decline research, despite approval from the Superintendent and the University Ethics Boards.

C. Completed proposal packages should contain copies of the proposed research instruments, parent permission letter (if applicable), and certificate or letter of ethical acceptability. Submissions that are not complete will not be considered.

D. Research that entails disclosure of personal information in the District's possession (e.g.: access to student files) requires further attention. In these cases, researchers need to complete the School District No. 46 "Terms and Conditions relating to the Disclosure of Personal Information for Research or Statistical Purposes". This will be reviewed by the Superintendent's Office to ensure adherence to the Freedom of Information and Protection of Privacy requirements.

E. Upon completion of the research, an abstract of the completed report must be sent to the Superintendent.

**III. Criteria**

A. The Superintendent will only approve research studies in which care is taken:

1. with contentious or personal topics that may be considered by students or

## ADMINISTRATIVE REGULATIONS

**TITLE:** RESEARCH STUDIES IN SUNSHINE COAST SCHOOLS

**CATEGORY:** EDUCATION

**NUMBER:** 1240

**CIRCULATING UNTIL DECEMBER 3, 2019**

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parent/guardians to be an invasion of privacy.

2. with demands upon the time of participating students, teachers, or principals is reasonable;

3. to ensure that potential contribution to the improvement of educational well-being of district staff and students is addressed.

B. Whenever students (under the age of 19) are involved in proposed external research, parent/guardian permission letters are required (informed consent). Parents/guardians must be informed of the purpose of the study, type of activity the child will be involved in, the nature of any questionnaires, interviews or test and the amount of time required by the research project.

C. Teacher and/or principal permission letters which provide informed consent are required for all external research studies which involve teachers and/or administrators.

D. The anonymity of students and teachers who cooperate in research studies must be maintained.

E. Audio recordings, pictures, video recordings of student performance must have written consent from parents/guardians and teachers.

**Received:**

**References:**

# ADMINISTRATIVE REGULATIONS

**TITLE: REVIEW OF EDUCATIONAL MATERIALS**

**CATEGORY: EDUCATION**

**NUMBER: 1250**

**CIRCULATING UNTIL DECEMBER 3, 2019**

**I. Rationale:**

The Board believes that everyone in the educational community has a right to a voice regarding the materials utilized in our schools for the education of students. This regulation outlines the process for an individual or group having a concern about a particular educational material in a school.

**II. School Level Challenges**

The following procedures shall be followed when a teacher, teacher-librarian or principal receives a challenge to an item in a school or classroom collection.

A. The school principal shall be notified and shall coordinate the school response.

B. The complainant shall be provided with a copy of the form entitled "Inquiry into Suitability of a Learning Resource" and asked to file his/her objection in writing. A copy of the completed form will be provided to the Superintendent's office.

C. A school-based committee consisting of the principal, the teacher-librarian, a member of the Parents Advisory Council (P.A.C.) and, if applicable, a teacher who has used the resource in a classroom, will meet with the complainant to review his/her challenge as outlined on the completed form. The school-based committee will complete its work within one (1) month of receipt of the written objection.

D. Minutes will be kept of this meeting and a copy provided for the Superintendent's office.

**III. District Level Challenges**

The following procedures shall be followed when the Superintendent receives a challenge that has not been resolved at the school level.

A. The complainant will outline the nature of the concern and provide an indication to the Superintendent that there is significant public objection to the material.

B. If the Superintendent believes that the applicant has provided sufficient evidence of significant public objection to the material, the superintendent will appoint an ad hoc district media review committee to hear the complaint and to make a recommendation to the Superintendent.

C. This committee will consist of:



## ADMINISTRATIVE REGULATIONS

**TITLE:           REVIEW OF EDUCATIONAL MATERIALS**

**CATEGORY:    EDUCATION**

**NUMBER:       1250**

**CIRCULATING UNTIL DECEMBER 3, 2019**

1.     A parent selected by the P.A.C. of a school other than that involved in the dispute;
  2.     A school principal or vice-principal other than that of the school involved in the dispute;
  3.     A teacher-librarian of a school other than that involved in the dispute;
  4.     A teacher of the grade level at which the resource is used, if applicable, and if that teacher is from a school other than that involved in the dispute;
  5.     At the discretion of the Superintendent, a student of a school other than that involved in the dispute selected by the District Student Leadership Team.
- D.     The committee will select its own chairperson who will be responsible for presenting the final report to the Superintendent's office.
- E.     At the earliest opportunity, the media review committee will:
1.     Examine the materials referred to it;
  2.     Read the written complaint and the minutes of the school-based meeting(s);
  3.     Check the general acceptance of the materials by reading reviews if any are available;
  4.     Judge the material in its entirety and not on a passage out of context;
  5.     Invite the complainant to attend a meeting to elaborate on his/her views;
  6.     Invite the person(s) responsible for the selection to attend a meeting to present his/her views;
  7.     Determine if the material conforms with the expectations in Administrative Regulation 1270 - Selection of Learning Resources;
  8.     Review written briefs and/or, at the discretion of the committee, invite others to present their views on the material being challenged;
  9.     Prepare a report with a recommendation for the Superintendent.
- F.     While the media review committee is considering the challenged material, the material will remain in the school.
- G.     The media review committee will report to the Superintendent within two (2) months of the notification to the Superintendent's office in 2(a).
- H.     The timelines in these regulations may be extended by permission of the Superintendent.

## ADMINISTRATIVE REGULATIONS

**TITLE:** REVIEW OF EDUCATIONAL MATERIALS

**CATEGORY:** EDUCATION

**NUMBER:** 1250

**CIRCULATING UNTIL DECEMBER 3, 2019**

- 
- I. The media review committee will present its findings and recommendations to the complainant and the school prior to reporting to the Superintendent who will decide.
  - J. The complainant may appeal the Superintendent's decision to the Board of School Trustees which will make the final decision.

**Received:**

**References:** Board Policy 11.3, 11.4, 11.5, 11.20



# ADMINISTRATIVE REGULATIONS

**TITLE:** SELECTION OF LEARNING RESOURCES

**CATEGORY:** EDUCATION

**NUMBER:** 1270

**CIRCULATING UNTIL DECEMBER 3, 2019**

**I. Rationale:**

There is a wide range of potential materials available to our educational staff. In order to ensure an excellent educational experience for our students, teachers and principals shall select learning materials based on the guidelines below.

**II. Objectives of Selection**

A. “Learning Resources” is a term, which can refer to any person(s) or any material (whether acquired or locally produced), with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources include textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, filmstrips, flash cards, games, globes, kits, machine-readable data files, maps, microfilms, models, motion pictures, periodicals, pictures, regalia, slides, sound recordings, transparencies, video recordings and all online resources.

B. The primary objective of learning resources is to support, enrich and help to implement the educational programs of the school. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.

C. It is the responsibility of professional staff:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop, under guidance, the practice of critical analysis and to make informed judgments in their daily lives;
4. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community;

# ADMINISTRATIVE REGULATIONS

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5. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

### III. Criteria for Selection of Learning Resources

A. Learning resources shall:

1. support and be consistent with the general educational goals of the province and district and the aims and objectives of individual schools and teachers.
2. meet high standards of quality in factual content and presentation.
3. be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.
4. have aesthetic, literary and/or social values.
5. have a physical format and appearance that is suitable for their intended use.
6. be developed by competent authors and producers.
7. be chosen to foster respect for and an understanding of the contributions made to our civilization by minority and ethnic groups.
8. not reflect negative stereotypes unless to demonstrate the issue itself.
9. shall provide a stimulus for creativity.
10. be designed to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society.
11. represent differing points of view on controversial subjects with the goal of providing a balanced collection or argument.
12. clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.



# ADMINISTRATIVE REGULATIONS

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13. be placed on the selection of Canadian learning resources (i.e. book and non-book learning materials by or about a Canadian person, about a region or event, and/or published or produced in Canada).

#### **IV. Procedures for Selection of Learning Resources**

- A. Professional staff shall evaluate the existing collection, assess curricular and recreational needs, and use reputable professionally-prepared selection tools and other appropriate sources.
- B. Principals, teachers, students, district personnel and community persons shall be involved as appropriate.
- C. In the case of learning material dealing with sensitive and controversial matters, staff shall exercise good professional judgment.
- D. Gifts shall be judged by the same criteria outlined for the selection of regular resources and will be accepted or rejected on that basis.
- E. Materials that are no longer appropriate or accurate shall be discarded.
- F. Locally developed texts shall be presented to the Superintendent for approval.
- G. Objections to the use of a particular text or other learning resource shall be handled in accordance with the Regulation 1250 - Review of Educational Materials.

**Received:**

**References:**



# ADMINISTRATIVE REGULATIONS

TITLE: STUDENT RECORDS

CATEGORY: EDUCATION

NUMBER: 1300

CIRCULATING UNTIL DECEMBER 3, 2019

## I. Rationale

Student records shall be maintained in a consistent manner throughout the district. They shall be stored in such a way as to permit easy access and retrieval, and in a manner which maintains their confidentiality and security. The information below is copied, with minor annotations, from <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/classroom/permanent-student-record> and is provided for reference noting that the Ministry may change expectations from time to time.

## II. Permanent Student Record

A Permanent Student Record is required for each student enrolled or registered in the British Columbia public education system.

A Permanent Student Record is to document the history of a student's education program. The Permanent Student Record must be retained by school districts for 55 years after a student has withdrawn or graduated from school and stored according to school district policy.

The Permanent Student Record consists of the following **two** parts:

1. **Form 1704**, and
2. A minimum of the two most recent years of Student Progress Reports (including documentation to support orally communicated letter grades) **or**: an official copy of the Transcript of Grades.

A **Student File** shall be established and maintained for each student enrolled in the public education system. The Student File will contain copies of current records used in the planning and administration of the student's education program. For convenience, school districts may choose to store permanent student records in the Student File. The content of a Student File will differ with each individual student. However, at a minimum, the Student file will contain the following:

- current student record inclusions as listed on form 1704
- a copy of the student's current Student Learning Plan (if applicable)
- a copy of the student's current IEP (if applicable)

After a student has withdrawn or graduated from the education system, records contained in a Student File shall be retained according to school district policy. **TBD**

Information should be updated as it changes and the student progresses through the British

# ADMINISTRATIVE REGULATIONS

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Columbia school system. The school principal for each child is responsible for updating Permanent Student Record form 1704.

Data for Permanent Student Record Form 1704 may be stored in electronic and/or paper format.

If Permanent Student Record Form 1704 data are stored in electronic format:

- the electronic format must be Ministry certified.
- the school must be capable of recreating the data in case of a system failure.
- printouts must represent the fields in the same order as on the form.
- printouts should read as one of the following:  
 \*\*Copy Only---Master resident at school\*\*,  
 \*\*Obsolete Copy---Record Transferred\*\*, or  
 \*\*Master Copy---Do Not Destroy\*\*.
- printouts should clearly display the date and time of production, and the school and system from which they have been produced.
- the form must be printed and stored when the student leaves the British Columbia school system.

## A. Form Completion Instructions

The following instructions are guidelines for completing all the fields on the Permanent Student Record Form 1704.

### 1. Medical Alert

Indicate when a Medical Alert is in effect:

- You may use a removable sticker or pencil check for paper format.
- List the medical alert and the expiry date (if applicable) under the Student Record Inclusions section.
- Attach an emergency procedure plan (if applicable).
- The following medical alert conditions should be entered:
  - diabetes
  - epilepsy with a history of seizures in the past two years
  - allergy (only those which produce an anaphylactic type response, needing hospitalization and/or adrenaline at once by school staff) See Anaphylaxis Protection Order M232/07
  - blood clotting disorders
  - serious heart conditions

Any other condition which may require emergency care may be added after consultation with

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the senior public Health Nurse, supervisor, or Medical Health Officer.

Situations that may interfere with student performance, health or behaviour should be included; i.e., hearing aids, medication prescribed by the doctor (asthma, hyperactivity), cerebral palsy, cystic fibrosis.

Students in Kindergarten to Grade 3 with **severe** allergies to substances found in the school environment that require preventive and/or treatment action by school staff should be included.

## 2. Legal Alert

Indicate when a Legal Alert or Court Order is in effect:

- You may use a removable sticker or pencil check for paper format.
- List the court order and the expiry date (if applicable) under the Student Record Inclusions section (e.g., custodial rights, restraining orders, instructions re. access to student and/or student records).
- When a court order is no longer in effect enter the date the order was rescinded in the expiry space.

## 3. Student Information

- **Legal Name**
  - Enter the name(s) that appears on the student's birth certificate or other legal document. If a legal name change has been filed enter the new legal name.
- **Usual Name**
  - Enter a usual name if the student requests to be called by anything other than a legal name (e.g., nickname, middle name or different surname, etc.).
  - Complete only the sections that are different.
- **P.E.N.**
  - Enter the nine digit Personal Education Number assigned to the student by the Ministry of Education.
- **Gender**
  - Check the appropriate box.
- **Birthdate**
  - Enter the year, month, and date of birth (e.g., 1989 08 24).
- **Birth country**
  - Enter the country of birth.
- **Initial Entry from**
  - Students may enter a British Columbia school from the home or a school outside the province. Enter in the 'initial entry from' box

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- **Verification box**

- Upon a student's initial entry to a British Columbia school, it is the responsibility of an administrative office or designate to verify the student's names, birthdate, and placement data and ensure the box is checked.

#### 4. Record of Schooling

This section will begin upon initial entry of the student into the school system

- **Ministry School Code**
  - Enter the eight digit school code
- **District Name**
  - Enter the district name (e.g., Greater Victoria)
- **Name of School**
  - Enter the name of the school in full (e.g., Cedar Grove Elem.).
- **Grade/Entry Date**
  - Enter the grade and date when the student first enrolled at this school
- **Exit Date/Grade**
  - Enter the grade and date when the student withdrew from the school
- **Reason for exit**
  - Enter; "transferred", "withdrew", "graduated", or "deceased"

#### 5. Student Record Inclusions

Inclusions are documents (or copies of documents) that are used to help plan or support the individual student's education program. Not all students will have inclusions. Documents listed as inclusions are kept in the student file and will be transferred if the student moves to another school. For all inclusions list the document date, title, and expiry date or date rescinded (if applicable). If the space for inclusions becomes full, it may be necessary to create a second portion and tape it to the form for future additions.

The following inclusions must be listed on the PSR form:

- Health services information as indicated by a medical alert.
- Support services information (e.g., psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities).
- Court orders as indicated by the legal alert.
- Other legal documents e.g., name change or immigration document.
- Notification that a student is on an Individual Education Plan (IEP)
- Notification that a student is registered as a Home Schooler.

The following inclusions may be listed on the PSR form:

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- Records of information which an educator deems relevant to the educational program of the student.
- Award information (Ministry awards information must include year, date, and serial number).

Student Progress Reports and Student Learning Plans are also kept in the student file but are **not** to be listed on the PSR form in the inclusion section.

## 6. Achievement/Attendance Record

Achievement and attendance can be entered:

- manually by handwriting, typewriting, or computer generated strips.
- electronically.

Indicate any course(s) completed by an IEP.

### a) *For grades K-3*

- Enter description of performance scale, if applicable given the current Reporting Order, with reference to learning outcomes set out in the curriculum.
- Enter days absent in each school year.
- Use the extra lines if a student has been retained.

### b) *For grades 4-7*

- Enter a final letter grade , if applicable given the current Reporting Order, for every course taken in a school year.
- Enter days absent in each school year.

### c) *For grades 8-10*

- Enter a final letter grade for every course. Enter the full name of the course or use the official Ministry course code.
- Enter the percent for each Grade 10 course required for graduation
- Enter days absent in each school year.

### d) *For grades 11-12*

- For each course, enter the final letter grade, per cent, and credit value. Enter the full name of the course or use the official Ministry course code.
- Enter days absent.
- Check box if graduation requirements are met, and indicate the year completed.

## III. Definition of Permanent Student Record:

## ADMINISTRATIVE REGULATIONS

**TITLE:** STUDENT RECORDS

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A. "Permanent Student Record" means a record that includes the following:

Form 1704, completed in accordance with the Ministry of Education "Permanent Student Record Completion Instructions," which are effective at the time of completion.

B. the student progress reports for the two most recent years, or a copy of the Transcript of Grades, issued by the Ministry of Education,

C. where letter grades are not set out in a student progress report for a student in grades K through 7, a written record of the student's progress shall be included as per the current Ministry Reporting Order.

#### IV. **Permanent School Records**

A. The principal shall ensure that the Permanent Student Records for each student enrolled in the school is maintained up-to-date in accordance with current Ministry of Education directives. The names and forms of all tests, and the dates they were administered, should be recorded; however, only the results of group tests, not individualized tests, shall be recorded on the Card.

B. A student's Permanent Student Records shall be transferred to another B.C. public school without delay upon receipt of a documented (written/electronic) request from the principal of the receiving school.

C. If a documented (written/electronic) request for a Permanent Student Record is received from the principal of an educational institution outside the province or an independent school, only a COPY of the card shall be sent.

D. The principal shall ensure that the Permanent Student Record of a student who has left the British Columbia public school system shall be retained on file in the school for at least twelve months. At the end of the school year immediately following this period, the Card shall be sent to the School Board Office for permanent storage or until such time as the student enrolls in another B.C. public school.

E. The Secretary-Treasurer shall ensure that the Permanent Student Record of each former student in the district who has not subsequently enrolled in another B.C. public school is stored centrally for fifty-five (55) years.

F. Permanent Student Record cards shall be stored in the safe/or fire proof cabinet of the



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school in which the student is enrolled.

G. Elementary Permanent Student Records from feeder schools shall be transported to the secondary schools on the last day of school each year.

**V. Graduation Documents**

A. The principal shall ensure that the Transcript of Grades of each graduating student is retained on file in the school for at least twelve (12) months. At the end of the school year immediately following this period, the Transcript shall be sent to the School Board Office for permanent storage.

B. The Secretary-Treasurer shall ensure that the Transcript of Grades of each graduate of the district is stored centrally for a minimum of fifty-five (55) years with the Permanent Student Record cards.

C. The secondary schools are to ensure that Passports to Education are to be forwarded to graduating students three months after graduation.

D. Graduation diplomas are to be given out to students as soon as they arrive, usually with the Passports to Education.

**VI. Student Registration Form**

A. Students will be registered using ONLY the school district form. Principals should ensure that the registration date is entered on the form.

B. Principals are responsible for ensuring that the following are presented and entered on the form:

1. for students new to the B.C. school system, proof of age (provincial Birth Certificate, Immigration Papers, CARE Card; Passport or notarized proof of age);
2. for students not born in Canada, proof of citizenship or landed immigrant or refugee status (such proof may include Birth Certificate; Passport or Citizenship or Immigration Papers.)

Note: CARE Card cannot be used as proof of citizenship or immigration.

3. The form shall be stapled to the right side of the student file folder.

**VII. Student Files (Permanent Student Record)**

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NUMBER: 1300

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- A. The principal shall ensure that all significant information and records (with the exception of the Permanent Student Record Card) relating to the development of a student is contained in one school file. Raw data, working records, and materials that are the professional working material of the teacher, school, or district should be stored separately; however, it is essential that a full and complete record of a student's development be maintained in the student's file.
- B. The criterion for determining the appropriateness of information to be included in a student's file should be: What do the educators working for the benefit of this student now and/or in the future need to know to help him/her best?
- C. Copies of report cards, summaries of results, and recommendations arising from group and/or individual testing, referrals to and reports from special services, notes regarding parent reviews of the files and summaries of unusual parent-teacher interviews should be included. Each document should be dated and signed by the person making the entry. The Student Registration Form is to be stapled to the right side of the student folder.
- D. At the end of each school year the documents relating to that year should be critically reviewed. Those deemed to be important and relevant should be collated in chronological order (most recent on top) and stapled together with a note indicating the school name, the school year, and the student's grade placement, signed and dated by the person doing the review and collation. All other documents should be removed from the file and destroyed.
- E. The information contained in a student's file shall only be accessible to other professional agencies when a written request has been made by the legal parent/guardian or legal representative of the student, or by the student if he/she is an adult, except where permission has been explicitly granted by the Superintendent or where the release of such records is required by statutory declaration or by court order.
- F. Files shall be stored in locked filing cabinets located in a secure area of the school. They shall not be stored in classrooms.
- G. Copies of report cards, academic transcripts, and statements of standing, once prepared, shall be provided upon request to the legal parent/guardian and/or student or legal representative of the student.
- H. Copies of report cards, academic transcripts, and statements of standing may be provided to other parties where a written request has been made by the legal parent/guardian

## ADMINISTRATIVE REGULATIONS

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or legal representative of the student, or by the student if he/she is an adult. Letters of reference, or letters which summarize and interpret file contents may also be provided if similarly requested. However, copies of documents requiring interpretation shall not be provided to other parties, except where permission has been explicitly granted by the Superintendent, or where the release of such records is required by statutory declaration or by court order.

I. Other than as noted above, personal information such as student addresses and telephone numbers, email addresses, photographs, etc., shall not be divulged by schools without permission of the student or the parents.

J. Student records may be released to the board's insurer to the extent necessary to meet any claims and shall be disclosed to a person who is planning for the delivery of, or delivering, health services, social services, or other support services to that student or child.

K. All other information contained in a student's file shall be accessible to the legal parent/guardian or student or legal representative of the student, through the principal, in conference with professional staff qualified to interpret the data in their proper and intended context.

L. Parents do not have access to a record prepared by a person if that person is the only person with access to the record e.g. counsellors' notes or, a record of a child abuse/neglect report or information that forms the basis of such a report.

### VIII. Transfer/Storage of Files

A. Each school shall maintain a record of details involved in the transfer of the student files for which it is/was responsible for a period of at least 12 months after the student leaves. At the end of the school year immediately following this period, a copy of this record of transfer shall be forwarded to the School Board Office where the Secretary-Treasurer shall be responsible for its storage. Individual schools may keep their own copy of the record if desired. The records shall include: student name, date of birth, name and address of receiving school, date of transmission, and signature of the person processing the transmission of the file.

B. The storage and/or transmission of a student's file is the responsibility of the school in which the student is enrolled and for a period of at least twelve (12) months after the student leaves. At the end of the school year immediately following this period, the student's file shall be forwarded to the School Board Office where the Secretary-Treasurer shall be responsible

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for its storage until the end of the school year during which the student has his/her twenty-first (21st) birthday. At that time if a student has a transcript that shows he/she graduated, the file shall be destroyed. If, on the other hand, the transcript shows that the student did not graduate, the last two years of Student Progress Reports shall be pulled and placed with the Permanent Student Record Card for storage, and the rest of the file destroyed. (This regulation does not apply to student PR cards. See Regulation B.5.)

C. If the student file contains an IEP, the most recent IEP will be retained until the student has his/her twenty-fifth (25<sup>th</sup>) birthday. If the student file contains a psychological educational assessment, the report will be retained until the student has his/her twenty-fifth (25<sup>th</sup>) birthday.

**Received:**

**References:** Permanent Student Record Order 082/09

## ADMINISTRATIVE REGULATIONS

**TITLE:** COMMUNICATION PROTOCOL FOR OUTSIDE THERAPISTS AND CONSULTANTS

**CATEGORY:** PERSONNEL

**NUMBER:** 2030

**CIRCULATING UNTIL DECEMBER 3, 2019**

**I. Rationale:**

Recognizing the need for school based and home based teams to work together effectively, this protocol aims to facilitate communication and partnership between school district staff and outside therapists/consultants. This protocol addresses ways of working together to combine the various unique perspectives, understanding and skills to accomplish goals that might not be achieved independently. Under this protocol, professionals will share information and agree upon a communication plan to address questions and issues that might arise regarding the progress of a student. The classroom teacher(s) should be an integral part of the process, along with the school based team. The following guidelines are offered to clarify roles and responsibilities and to maximize the benefits to the student.

**II. Process:**

A. Outside therapists/consultants who wish to liaise with school staff and/or observe a student, must contact the school principal or student support services teacher to book a time and allow a reasonable number of working days to make suitable arrangements. In every instance, the student support services teacher, a teacher, the vice-principal or the principal must authorize and monitor the visits.

B. The Communication Protocol form is to be completed at an initial meeting of all interested parties: parents, school staff, district staff, and outside therapists/consultants. This protocol records how services will be communicated and coordinated in accordance with the student's educational goals as outlined in the Individual Education Plan (IEP).

C. The student support services teacher is responsible for arranging observations/liason sessions for all outside therapists and consultants. These arrangements should always involve the agreement of the school principal, the classroom teacher and the parents.

D. The goal(s) of the observation need to be discussed, clarified and agreed prior to observation. The focus must be solely upon the student's responses to the techniques involved in specific intervention practices and upon refinement of technique rather than evaluation of staff performance.

E. It is best practice for student observations to include brief meetings before and immediately after each session. The outside therapist or consultant will be accompanied by student support services teacher during the observation period. Following the observation period, the outside therapist or consultant should provide some written notes for the student

## ADMINISTRATIVE REGULATIONS

**TITLE:** COMMUNICATION PROTOCOL FOR OUTSIDE THERAPISTS AND CONSULTANTS  
**CATEGORY:** PERSONNEL  
**NUMBER:** 2030 **CIRCULATING UNTIL DECEMBER 3, 2019**

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support services teacher to share as soon as possible with the rest of the IEP team.

F. Outside therapists or consultants may demonstrate and model effective intervention techniques to school staff, and they may undertake periodic reviews with school staff members. However, their own private therapy sessions with students may not take place on school premises and they may not act in the role of a teaching assistant.

G. Parents and, at the parents' request, outside agencies, may make recommendations relevant to the development of the IEP. However, in accordance with the School Act, responsibility and accountability for the IEP resides with the school and district staff as specified in the *School Act*.

H. All verbal and written communication between parents, teachers, district staff and outside therapists/consultants is to be shared respectfully at a place and time that is suitable to all involved. Furthermore, other students are not to be identified or named in reports, observation notes, or verbal discussion.

I. Frequency of classroom/school visits is to be determined by the principal and the student support services teacher in consultation with parents, in accordance with the IEP. Visits must not unduly disrupt the educational programs of the student or the other students in the class or the school.

J. Therapists/consultants visiting classrooms and/or schools in School District No. 46 (Sunshine Coast) must be respectful of the confidential nature of all discussions as well as respectful privileged, confidential information gained through meetings or general access in the school.

**Attachment:** *Communication Protocol Form*

**Received:**

**References:**

# ADMINISTRATIVE REGULATIONS

**TITLE: SELECTION AND APPOINTMENT OF DISTRICT EXECUTIVE STAFF**

**CATEGORY: PERSONNEL**

**NUMBER: 2120**

**CIRCULATING UNTIL DECEMBER 3, 2019**

**I. Rationale:**

Students, staff and the community deserve a culture of learning, innovation and support to be their best in all that they do. A senior executive staff that is experienced, fully trained and prepared to engage effectively with students, staff, the community and the Board is a requirement to fulfill the vision and mission of the Board. A clear process for doing so supports the Board's capacity to meet this objective.

**II. Superintendent selection:**

**A. Steps:**

1. The Board is the hiring committee for the Superintendent. The Board may engage the services of a search consultant and shall be assisted by the Secretary-Treasurer, or their designate, throughout the process.
2. The Board may review the Policy: Role of the Superintendent, the Strategic Plan and other policy and governance documents as they relate to the role of the superintendent.
3. The Board may consult with stakeholder groups including students, staff, and parents regarding each group's priorities for the Superintendent.
4. The Board will develop a description for the position which will be promoted locally, provincially, and nationally, using the most efficient and effective resources and strategies.
5. The Board shall review applications and develop a short list of candidates for in-person interviews.
6. The Board shall interview the short-listed candidates.
7. The Board shall request the input of the partner groups. A summary of the partner groups' impressions shall be reviewed by the Board prior to a final Board decision.

**III. Executive staff other than the Superintendent:**

**A. Steps:**

## ADMINISTRATIVE REGULATIONS

**TITLE:** SELECTION AND APPOINTMENT OF DISTRICT EXECUTIVE STAFF

**CATEGORY:** PERSONNEL

**NUMBER:** 2120

**CIRCULATING UNTIL DECEMBER 3, 2019**

1. The Superintendent, or designate, shall coordinate the advertising, short-listing, and selection process.
2. The Board shall review any new assignments or the renewal of a current executive assignment and the associated qualifications before any competition is held. Any senior executive vacancies identified for external/internal competition will be recruited locally, provincially, and nationally, using the most efficient and effective resources and strategies.
3. The Selection Committee shall consist of the Superintendent, another member of the executive staff, two trustees, an elementary principal and a secondary principal.
4. The Superintendent shall invite representatives of partner groups and personnel with whom the executive staff member would be working, to participate in a secondary meeting with the candidates. Their input shall be considered by the hiring committee.
5. Prior to interviews, short-listed candidates may be invited to tour the district office and other facilities, as appropriate, and have an opportunity to meet key members of the school district community.
6. The successful candidate will have met essential criteria related to the posting including, but not limited to:
  - a) Training, professional and academic qualifications and certifications.
  - b) A high degree of previous success in creating a culture of care, learning and professional connection in public education.
  - c) Highly effective public relations, employee relations and interpersonal skills.
  - d) Initiative, loyalty to the organization and potential for further growth and development.
7. Individuals involved in the hiring process who are in a conflict of interest shall declare the conflict and remove themselves as soon as they become aware of the conflict.

**Received:**

**References:** Policy 2.7, 11



S D N O . 4 6 ( S U N S H I N E C O A S T )

DATE 01-Oct-2019 08:57 AM

SUMMARY - ISSUED CHEQUE REPORT - CHEQUE LIMIT : 10,000.00

PAGE 1

START DATE: 01-Sep-2019 TO END DATE: 30-Sep-2019

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	CHEQUE AMOUNT
-----						
ON-LINE CHEQUES : ISSUED BETWEEN 01-Sep-2019 AND 30-Sep-2019						
00LCET3971	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Sep-19	10,200.00
00LCET3972	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Sep-19	13,425.00
00LCET3973	0001	*****	23290	MUNICIPAL PENSION PLAN	06-Sep-19	24,076.47
00LCET3976	0001	*****	28094	RECEIVER GENERAL FOR CANADA	11-Sep-19	33,921.59
00LCET3977	0001	*****	28094	RECEIVER GENERAL FOR CANADA	11-Sep-19	14,423.39
00LCET3981	0001	*****	28093	RECEIVER GENERAL FOR CANADA	18-Sep-19	200,000.00
00LCET3983	0001	*****	16719	MINISTER OF FINANCE	12-Sep-19	176,727.47
00LCET3984	0001	*****	23290	MUNICIPAL PENSION PLAN	23-Sep-19	52,776.01
00LCET3986	0001	*****	28094	RECEIVER GENERAL FOR CANADA	25-Sep-19	14,909.12
00LCET3988	0001	*****	28094	RECEIVER GENERAL FOR CANADA	25-Sep-19	77,237.10

TOTALS FOR BANK - 0001 617,696.15

TOTAL NUMBER OF CHEQUES 10

TOTAL NUMBER OF CHEQUES WITH MICR 0

COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Sep-2019 AND 30-Sep-2019

2117000001	0001	0000053412	12012	BC HYDRO & POWER AUTHORITY	04-Sep-19	11,744.78
2117ET0002	0001	*****	11050	APPLE CANADA INC. C3120	04-Sep-19	15,304.80
2117ET0011	0001	*****	14493	CORPORATE EXPRESS CANADA, INC.	04-Sep-19	32,202.96
2117ET0022	0001	*****	23257	MORNEAU SHEPELL LTD.	04-Sep-19	48,945.06
2117ET0030	0001	*****	33005	WESTERN CAMPUS RESOURCES	04-Sep-19	56,496.40
2117ET0031	0001	*****	34000	XEROX CANADA LTD	04-Sep-19	39,909.16
2118000005	0001	0000053434	13917	ENGINEERED AIR	11-Sep-19	34,751.36
2118000006	0001	0000053435	16768	ENTITY MECHANICAL	11-Sep-19	136,025.65
2118000020	0001	0000053449	29035	SECHELT INDIAN BAND	11-Sep-19	63,628.00
2118000030	0001	0000053459	29162	VANCOUVER SCHOOL BOARD	11-Sep-19	12,975.23
2118ET0007	0001	*****	14493	CORPORATE EXPRESS CANADA, INC.	11-Sep-19	16,677.22
2118ET0033	0001	*****	15516	SMCN CONSULTING INC.	11-Sep-19	13,072.50
2120000001	0001	0000053462	16452	BLACKBEAN CREATIVE	18-Sep-19	12,145.78
2120ET0003	0001	*****	11050	APPLE CANADA INC. C3120	18-Sep-19	17,263.68
2120ET0009	0001	*****	14493	CORPORATE EXPRESS CANADA, INC.	18-Sep-19	11,282.27
2120ET0029	0001	*****	14685	MACK KIRK ROOFING & SHEET METAL LTD.	18-Sep-19	13,518.75
2121000004	0001	0000053483	15619	CROWE MACKAY LLP	25-Sep-19	16,065.00
2121000007	0001	0000053486	13917	ENGINEERED AIR	25-Sep-19	34,328.00
2121ET0019	0001	*****	15097	EDUCAN SCHOOL FURNITURE	25-Sep-19	11,897.15
2121ET0064	0001	*****	30172	THIRDWAVE BUS SERVICES	25-Sep-19	55,261.49
2121ET0080	0001	*****	34000	XEROX CANADA LTD	25-Sep-19	53,975.39

TOTALS FOR BANK - 0001 707,470.63

TOTAL NUMBER OF CHEQUES 21

TOTAL NUMBER OF CHEQUES WITH MICR 8

GRAND TOTAL 1,325,166.78

CANCELLED TOTAL 0.00

NET GRAND TOTAL 1,325,166.78

GRAND TOTAL NUMBER OF CHEQUES

31

GRAND TOTAL NUMBER OF CHEQUES WITH MICR

8

WARNING: NUMBER OF CHEQUES DOES NOT MATCH NUMBER OF CHEQUES WITH MICR

# REPORT TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)

## BOARD REPORT

Submitted by Chair Pammila Ruth  
October 9<sup>th</sup>, 2019

## VISION

**We are a community engaged in lifelong learning and educational excellence.**

There are a few changes to the Board Report this month. In addition to just the Chair reporting updates, the trustees themselves will have a voice in their own official activities. Our trustees work hard to walk the talk of our vision, mission and value statements. Through-out the year, trustees engage in numerous committee meetings and workshops as well as attend PAC meetings, participate in functions, and celebrate community activities. This will be an opportunity for them to report back to the whole board within a timely manner and to share community celebrations and keep the board aware of any current issues. As this is still the 'beginning of the year' and the first implementation of this reporting, it is still a work in progress. It will contain more content as more activities happen.

September 12<sup>th</sup>-16<sup>th</sup> : Trustee Girard attended Cedar Grove Elementary PAC, Trustee Ruth attended Elphinstone Secondary PAC, Trustee Haines attended Pender Harbour Secondary PAC and Trustee Hampvent was invited to the Roberts Creek Elementary Family Picnic. Trustee Girard gathered information at the Climate Action Forum while Trustee Hampvent participated in the Longhouse Cultural Evening event. Both of these community events were true testaments to our vision statement.

September 17<sup>th</sup>-21<sup>st</sup>: Trustees Girard and Ruth were invited to, and greatly enjoyed, the Langdale Elementary Open House/Picnic while Trustee Girard stayed on to attend her first official PAC Meeting of the year.

September 21<sup>st</sup>-27<sup>th</sup>: The board committee day on the 24<sup>th</sup> was fully attended by all trustees, except Trustee Leech, who was out-of-country. The day was a big success in my opinion, as most trustees stayed throughout and meetings were well attended by staff as well. Chair Ruth participated in a province-wide conference call with all district chairs, BCSTA President Stephanie Higginson, and Minister of Education, Rob Flemming on the 26<sup>th</sup>. Trustee Hampvent and Trustee Ruth both attended last month's DPAC meeting where the new Strategic Plan was introduced. Our origami designed hand-out was distributed as well as the silicone SD46 bracelets.

At month-end, Trustees Leech and Ruth attended the agenda setting meeting with senior staff. This was also Orange Shirt Day, and SD46 represented well! Our trustees shared selfies of themselves in their t-shirts. Trustee Haines won hands-down with her wearing her t-shirt at work, operating mask and all!

October 1<sup>st</sup>-9<sup>th</sup>: Trustee Ruth attended Gibsons Elementary PAC, Trustee Amaral attended the West Sechelt Elementary PAC meeting, and Trustee Girard attended Cedar Grove Elementary PAC. Trustee Haines sat at the Madeira Park Elementary PAC meeting in place of Trustee Girard, but Trustee Girard forwarded her liaison report to the PAC. Trustee Ruth joined Trustee Leech and Superintendent Bocking in a meeting with Town of Gibsons Mayor Beamish and Councillor Croal for informational exchanges in regards to mutual interests; student voice, social housing and the like. Lastly, Chair Ruth was present at the Premier's Awards for Excellence in Education ceremony in Victoria.

Again, there will be much more happening through-out the months as we go forward. My goal, as stated, is to open up more dialog on the goings on in our schools and community. I invite the trustees to elaborate on their 'reports' and for others to inquire in more detail.

## **9.1 Delay of Enrolment of International Students in Provincial Medical Services Plan**

**SUBMITTED BY:** *Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)*

### **BE IT RESOLVED:**

that BCSTA request the Provincial Ministers of Finance, Health and Education delay the requirement for international students to register in the MSP program until the 2020/21 school year.

### **RATIONALE:**

On August 1, 2019, the Province announced that international students will be required to pay monthly health care coverage fee of \$37.50 effective September 1, 2019 and going up to \$75.00 effective January 1, 2020.

Boards of education have already made decisions about fees for international students for 2019/20 and about enrolment of international students in either private insurance plans or MSP based on the cost information available before June 30, 2019.

In order to allow boards to implement the new health care fee without negatively impacting operating budgets, it is requested that the Province delay the mandatory enrolment of international students in MSP until September 2020.

### **REFERENCE:**

- [Government of BC News Release: International students continue to contribute to BC Health care as MSP premiums eliminated](#)
- [Questions and Answers: Health fee for international students](#)

**This is an action motion and does not change or contradict any existing Foundational or Policy Statement.**



## 9.2 Vape Awareness and Vape Cessation Resources for Youth

**SUBMITTED BY:** *Board of Education of School District No. 58 (Nicola-Similkameen)*

### **BE IT RESOLVED:**

that BCSTA urge the Ministry of Health, Ministry of Education and Health Authorities:

- to make resources for youth on vape health implications and vape cessation widely available, and
- to revise current resources and services for smoking cessation to specifically include vaping and youth.

### **RATIONALE:**

In the last month, Health Canada issued an advisory for individuals “who use vaping products to monitor themselves for symptoms of pulmonary illness (e.g., cough, shortness of breath, chest pain) and to seek medical attention promptly if they have concerns about their health.” (September 20, 2019 Update on potential risk of pulmonary illness associated with vaping products)

An Ontario teenager was put on life-support in what public health officials say is likely the first reported case of illness linked to vaping in Canada.

In the US, the Centers for Disease Control and Prevention issued an official health advisory regarding severe pulmonary disease associated with using e-cigarette products. “As of September 11, 2019, there were 380 confirmed and probable cases of lung disease associated with e-cigarette product use, or vaping, were reported from 36 states” and one U.S. territory. Six deaths have been reported from 6 states. (CDC Media Statement, September 12, 2019 “CDC, states update number of cases of lung disease associated with e-cigarette use, or vaping”)

Waiting until AGM to consider this motion could result in the very real possibility of school youth developing severe chronic medical issues. Dealing with this issue now allows sufficient time for Government to budget sufficient resources to deal with this health crisis prior to tabling Budget 2020.

The use of vape pens and e-cigarettes has dramatically increased in the last few years as noted in the [Canadian Tobacco, Alcohol and Drugs Survey](#) (CTADS) and [Canadian Student Tobacco, Alcohol and Drugs Survey](#) (CSTADS). Among people who have never smoked cigarettes, 41% who had reported using e-cigarettes were 15 to 19 years of age.

The McCreary Centre Society 2018 [BC Adolescent Health Survey](#) (BC AHS) shows that 21% of BC students in grades 7-12 had used a vaping product with nicotine and 19% had used a vaping product without nicotine in the past 30 days (McCreary Centre Society Results of the 2018 BC Adolescent Health Survey, page 48). In the BC Interior, 29% of grades 7-12 students had used a vaping product with nicotine and 24% had used a vaping product without nicotine (McCreary Centre Society Results of the 2018 BC Adolescent Health Survey, page 48).

## 9.2 Vape Awareness and Vape Cessation Resources for Youth

With the current advisories on vaping, most are targeted at parents and adults. Currently, many smoking cessation services and supports do not reference vaping or youth.

### REFERENCES:

- [New West Record, September 8, 2019, "Canadian officials monitor reports of vaping-linked illnesses in the U.S."](#)
- [Government of BC Smoking Cessation Program](#)
- [Health Canada, September 20, 2019 Update on potential risk of pulmonary illness associated with vaping products](#)
- [Government of Canada, 2017 Canadian Tobacco, Alcohol and Drugs Survey.](#)
- [McCreary Centre Society Results of the 2018 BC Adolescent Health Survey](#)
- [Centers for Disease Control, August 30, 2019 Health Advisory: Severe Health Advisory Pulmonary Disease Associated with Using E-Cigarette Products](#)
- [Centers for Disease Control, Outbreak of Lung Injury Associated with E-Cigarette Use, or Vaping](#)
- [Centers for Disease Control, September 12, 2019 Media Statement: CDC, states update number of cases of lung disease associated with e-cigarette use, or vaping](#)
- [Smoke Free Teen: How to Quit Vaping](#)
- [East et. al, "The Association Between Smoking and Electronic Cigarette Use in a Cohort of Young People", Journal of Adolescent Health, 2018 May; 62\(5\): 539–547.](#)
- [University of Waterloo, 2019 Canadian Student Tobacco, Alcohol and Drugs Survey BC Factsheet.](#)
- [CNN, High schools embrace 'vape detectors' in fight against bathroom vaping.](#)

**This is an action motion and does not change or contradict any existing Foundational or Policy Statement.**





**BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)  
COMMITTEE OF THE WHOLE NOTES**

Tuesday, September 24, 2019, 11:15 a.m.  
School Board Office - Gibsons, BC

TRUSTEES: P. Ruth (Committee Chair), A. Amaral, S. Girard, S. Haines, M. Hampvent, T. Ste. Marie

STAFF: P. Bocking, Superintendent, N. Weswick, Secretary-Treasurer, K. Kerr, Director of Instruction, P. Bishop, Director of Instruction, J. Shelemey, SCTA President, S. Mackenzie, CUPE Local 801, S. Knauff, CUPE Local 801, L. Leskie, CUPE Local 801, E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: S. Leech, Trustee

1. Call to Order

The meeting was called to order at 11:15 a.m. by Chair Ruth.

2. Website and Branding Overview

Communications Officer, Stephanie Murawsky, demonstrated the district's newly designed website to the committee. Ms. Murawsky noted that the web designer made an effort to use local students and community imagery on the site. The district calendar has been embedded on the front page of the website to allow for broader communication of district events. The website has the ability to translate to different languages using an icon in the lower right hand corner of the page. Ms. Murawsky also reviewed the district's new branding manual, which echoes the look and feel for the new website and the design of the strategic plan.

3. Implementation Plan: Year 1

Superintendent Bocking shared the implementation plan for year one of the 2019-2023 Strategic Plan. An excerpt of the presentation is attached to these notes for reference.

Detailed reports on each of the strategic plan goals will continue to take place at committee and board meetings throughout the year, based on the schedule set out in the communication plan.

Chair Ruth reported that the BC Ferries Advisory Committee had requested a trustee appointment. Trustee Haines indicated her interest in the committee.

*The committee paused for lunch for 30 minutes before moving to the next agenda item.*

4. Regulations for Review:

a. 2120 – Selection and Appointment of Executive Staff

Superintendent Bocking reviewed changes to the regulation based on feedback provided at the May Committee of the Whole. The committee reviewed the proposed formation of the selection committee for executive staff and shared concerns regarding the total number of members on the committee. Superintendent Bocking indicated that the formation of the committee is similar to that currently used for the hiring of principals and vice-principals.

b. 2030 – Communication Protocol for Outside Agencies

Director Kerr reviewed changes to the regulation and noted that the majority of edits reflected changes to titles and current terminology.

c. 3170 – Physical Restraint of Students

There were no suggested changes to the regulation as it meets the current guidelines outlined by the ministry, as such the regulation will not enter the circulation phase.

5. Policy Review (standing item)

a. Role of Board Committees

The committee reviewed the policy in light of recent changes to the format of board committees for the 2019-20 school year. The committee debated removing the terms of reference for the Policy Standing Committee and discussed including additional language in the terms of the Committee of the Whole, where policy discussions will take place as a standing item for the coming year. The committee agreed to further consider changes and revisit the policy at the October Committee of the Whole. Trustees were invited to submit proposed changes to the policy in advance of that meeting for consideration.

6. Communication Plan (standing item)

The communication plan was updated to reflect the goals in the new strategic plan. There were no additional changes to the plan.

5. Adjourn

The meeting adjourned at 1:59 p.m.



**1a** Our *students' voices* will be respectfully heard and acted upon.

**1b** Our students will thrive in their *early years, and throughout their education*, within schools, families, and communities that inspire learning, respect, and connection.

**1c** Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of the *Core Competencies*.

**1d** Our students will be *literate*. They will be effective communicators, critical thinkers, and engaged citizens.

**1e** Our students will be *numerate*. They will have the skills and tenacity to interpret and apply mathematical understandings in flexible, functional, and creative ways.

**1f** Our students will develop and apply *social and emotional skills* to successfully live, work, and play together. They will have the resilience and attitude to deal with life's challenges and to manage their *mental health*.

**1g** Our students will develop and apply skills and habits to support their *physical health*.


**1h** Our students will explore *Indigenous* cultures in our community and the *diversity of cultures* in the world.

**1i** Our students will have the knowledge and skills to contribute to the *care of our planet and its changing climate*.

**1j** Our students will have the *digital literacy* skills to enhance and communicate their learning, and to responsibly navigate technology.

**1k** Our students will actively participate in expanded *fine arts* programs.


**1l** Our students will *graduate* with specific life skills to enable them to navigate their personal future directions.



## CIRCLE OF CARE: STUDENTS

**1a** Our *students' voices* will be respectfully heard and acted upon.

- Grade 11 Forum
- Indigenous Student Connections
- Student Review of Learning Survey Data





## CIRCLE OF CARE: STUDENTS

1b

Our students will thrive in their **early years, and throughout their education**, within schools, families, and communities that inspire learning, respect and connection.

- SPARK! Re-Design - Pedagogy of Play, Joy & Fulfillment
- Strengthening Early Years to Kindergarten
- Family Resource Programs



## CIRCLE OF CARE: STUDENTS

1c

Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of the **Core Competencies**.

- Competency Based IEP- Support for Student Support Teachers, Classroom Teachers
- Core Competencies embedded in Curricular Competencies K-12
- Innovative strategies to communicate/share the Core Competency learning of our students.





## CIRCLE OF CARE: STUDENTS

1d

Our students will be **literate**. They will be effective communicators, critical thinkers, and engaged citizens.

- Powerful Understandings Series with Adrienne Gear
- Playful Approaches to Literacy & Learning
- Summer Support: WonderWheels 2 & Summer Reading



## CIRCLE OF CARE: STUDENTS

1e

Our students will be **numerate**. They will have the skills and tenacity to interpret and apply mathematical understandings in flexible, functional, and creative ways.

- Secondary Math CAMP – with Marc Garneau
- Intermediate Math CAMP – Manipulatives & Engagement
- Primary Math CAMP – Assessment & Playful Approaches





## CIRCLE OF CARE: STUDENTS

1f

Our students will develop and apply **social and emotional skills** to successfully live, work, and play together. They will have the resilience and attitude to deal with life's challenges and to manage their **mental health**.

- Partnership with BCCH Mental Health Literacy Team Project
- Mental Health Literacy - Secondary Focus
- K year: play and well being focus



## CIRCLE OF CARE: STUDENTS

1g

Our students will develop and apply skills and habits to support their **physical health**.

- Comprehensive Plan for delivery of Sexual Health Curriculum
- Comprehensive Plan for reduction of vaping (grade 5-12)
- Walk/bike to school program







## CIRCLE OF CARE: STUDENTS

1h

Our students will explore **Indigenous** cultures in our community and the **diversity of cultures** in the world.

- Elders in the Schools Handbook/Program under development
- Caring Careers and Hospitality Program for Gr. 4-12 has begun
- Culture Baskets made and being introduced in elementary schools



## CIRCLE OF CARE: STUDENTS

1i

Our students will have the knowledge and skills to contribute to the **care of our planet and its changing climate**.

- Environmental Action Plan
- Student-led environmental initiative
- Environmental Education Professional Development





## CIRCLE OF CARE: STUDENTS

1j

Our students will have the **digital literacy** skills to enhance and communicate their learning, and to responsibly navigate technology.

- G Tools taught to all Gr 8 by TL , SST, and Tech C Accessibility Tools Teacher Workshop Sept 27/EA Oct 25 Scope & Sequence of Technology skills in ADST/BC Digital Framework
- Digital Media Training for Teachers Course online/inhouse



## CIRCLE OF CARE: STUDENTS

1k

Our students will actively participate in expanded **fine arts** programs.

- Fine Arts Plan
- Community Partnerships (Sechelt Arts Centre)







## CIRCLE OF CARE: STUDENTS

- 11 Our students will **graduate** with specific life skills to enable them to navigate their personal future directions.
- Support new Career Life Connection and Capstone Curriculum
  - Hands on Career Fair at School
  - Expand Elementary ADST opportunities
  - Transitioning from school to the workplace!



## STAFF

- 2a Our staff will be a **healthy and inspired team** in which everyone feels respected for their individual gifts, skills, and contributions.
- 2b Our staff will be **fully supported** for the work that we ask of them and that they ask of themselves through research-based **professional development**.
- 2c Our staff will apply a deep understanding of **inclusive education** practices.
- 2d Our staff will be **leaders** in their work.
- 2e Our staff will engage in **positive partnerships** with students and their families.





## CIRCLE OF CARE: STAFF

2a

Our staff will be a **healthy and inspired team** in which everyone feels respected for their individual gifts, skills, and contributions.

- Focus on Connections



## CIRCLE OF CARE: STAFF

2b

Our staff will be fully supported for the work that we ask of them and that they ask of themselves through research-based **professional development**.

- Indigenous Education Pro D
- Staff Survey: Professional Development needs





## CIRCLE OF CARE: STAFF



Our staff will apply a deep understanding of **inclusive education** practices.

- Participate in Alternative Education Working Group to examine delivery model and supports – Metro
- Universal Design for Learning - comprehensive plan for management and use of google read and write
- Competency Based IEPs - Comprehensive Plan for professional learning for Student Support Services Teachers, Classroom Teachers and Principals and Vice Principals



## CIRCLE OF CARE: STAFF



Our staff will be **leaders** in their work.

- Teacher In Charge Training
- Support for teachers new to the district
- Student Teacher placement support





## CIRCLE OF CARE: STAFF

2e

Our staff will engage in **positive partnerships** with students and their families.

- PAC visits re: Strategic Plan/ Website
- DPAC consultation on + partnerships



3a

Our district will effectively **communicate** with students, staff, and the community.

3b

Our district will actively engage in **visioning and planning** with local governments.

3c

Our district will pursue opportunities that **enhance collaboration and deepen partnerships** throughout our local and global community.

3d

Our district will support comprehensive **environmental initiatives**.

3e

Our **district facilities** will be safe, engaging, and energy efficient.

3f

Our district will ensure safe and efficient **transportation strategies** for our students.

3g

Our district will recruit students from around the world to live and learn with us in a welcoming **international student program**.



## CIRCLE OF CARE: COMMUNITY

3a

Our district will effectively **communicate** with students, staff, and the community.

- District Website & Strategic Plan Launch - PAC Presentations
- Branding Guide – Email Signatures
- Family Engagement Dinner Learning Series



## CIRCLE OF CARE: COMMUNITY

3c

Our district will pursue opportunities that **enhance collaboration and deepen partnerships** throughout our local and global community.

- NSMEC
- Community Schools Contract





## CIRCLE OF CARE: COMMUNITY

3d

Our district will support comprehensive **environmental initiatives**.

- Environmental Action Plan
- Facilities Efficiencies



## CIRCLE OF CARE: COMMUNITY

3f

Our district will ensure safe and efficient **transportation strategies** for our students.

- Working with VCH to Support for Active School Travel







## CIRCLE OF CARE: COMMUNITY



Our district will recruit students from around the world to live and learn with us in a welcoming **international student program**.

- Collaboration with SD48
- International Program Committee established
- Diversify numbers of agents and countries



## THANK YOU









**BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)  
EDUCATION COMMITTEE NOTES**

Tuesday, September 24, 2019, 2:00 p.m.  
School Board Office - Gibsons, BC

TRUSTEES: A. Amaral (Committee Chair), P. Ruth, S. Girard, S. Haines, M. Hampvent, T. Ste. Marie

STAFF: P. Bocking, Superintendent, N. Weswick, Secretary-Treasurer, K. Kerr, Director of Instruction, P. Bishop, Director of Instruction, J. Shelemey, SCTA President, S. Mackenzie, CUPE Local 801, S. Knauff, CUPE Local 801, L. Leskie, CUPE Local 801, E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: S. Leech, Trustee

1. Call to Order

The meeting was called to order at 2:06 p.m. by Trustee Amaral.

2. Positive Partnerships (2.e.)

*Our staff will engage in **positive partnerships** with students and their families.*

Superintendent Bocking, supported by Directors Kerr and Bishop, reported on community partnerships that enhance learning and student success in School District No. 46. They highlighted the following partnerships:

- Nicholas Sonntag Marine Education Centre,
- Capilano University,
- Vancouver Community College,
- Healthy School Committee,
- Child and Youth Mental Health (CYMH),
- Vancouver Coastal Health,
- Sunshine Coast Community Schools,
- Sunshine Coast Community Services,
- Various agencies involved in VTRA (Violent Threat Risk Assessments),
- Connections with local parent groups.

The district's Parent Engagement Committee has planned a dinner learning series for PACs and DPAC, to facilitate engagement and provide tools for working together.

2. Core Competencies (1.c.)

*Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of the **Core Competencies**.*

Director Kerr reported on the connections between the redesigned curriculum and student core competencies and reflected on ways in which students share their learning, through student led conferences and through the use of FreshGrade.

The committee was provided information on changes to the Individual Educational Plan (IEP) model that shifts the focus to the student's core competencies by highlighting students' strength and challenges, both socially and intellectually. Director Kerr reported that competency based IEPs allow an opportunity for students to advocate for themselves and shifts the conversation from traditional IEP meetings.

Next steps include:

- Planning monthly student support teacher meetings.
- Initiating training at school sites.
- Taking part in the Metro Competency Based working group.
- Planning collaborative sessions for student support teacher and classroom teachers to work with competency based IEP format.
- Sharing information at staff meetings.
- Looking at innovative ways to engage students and their parents in the process.

3. Regulations for Review:

a. 1240 – Research in Schools

Superintendent Bocking reported that a rationale had been added to the regulation and minor edits made for clarity and to avoid redundant language.

b. 1250 – Review of Educational Materials

Superintendent Bocking reviewed the process outlined in the regulation and commented on edits, which included the addition of a rationale, minor edits for clarification, and changes to the formation of the review committee.

c. 1270 – Selection of Learning Resources

Superintendent Bocking reported that, other than minor edits to remove redundant language and the inclusion of a rationale, no significant changes had been made to the regulation.

d. 1300 – Student Records

Superintendent Bocking reported that language from the ministry's regulation had been embedded into the regulation.

5. Adjourn

The meeting adjourned at 2:45 p.m.



**BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)  
OPERATIONS COMMITTEE NOTES**

Tuesday, September 24, 2019, 9:30 a.m.  
School Board Office - Gibsons, BC

TRUSTEES: M. Hampvent (Committee Chair), S. Haines, P. Ruth

STAFF: P. Bocking, Superintendent, N. Weswick, Secretary-Treasurer, K. Kerr, Director of Instruction, R. Collison, Manager of Facilities and Transportation, Phil Luporini, District Principal of Technology, S. Mackenzie, CUPE Local 801, S. Knauff, CUPE Local 801, L. Leskie, CUPE Local 801, E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: S. Leech, Trustee

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1. Call to Order

The meeting was called to order at 9:34 a.m. by Trustee Hampvent.

2. Summer Work Report

Facilities Manager, Rob Collison, highlighted work completed over the summer break – a detailed account can be found in the written report included in the September Operations Committee agenda package.

In addition, Mr. Collison shared the following data:

- Solar array at Langdale Elementary was generating more energy than used by the school during the period of April to September.
- Solar array at Pender Harbour Secondary was generating more energy than used by the school during the period of May to September.
- The district's overall building energy usage has dropped by 42% since 2011.
- The district's overall carbon emissions per square metre has dropped 48% since 2011.
- Energy reduction efforts have resulted in a total avoided energy cost of approximately \$2.43 million since 2011.

The committee applauded the district's ongoing efforts to reduce carbon emissions and overall energy usage and suggested that the information be shared with the Environmental Committee, to consider as part of their action plan.

3. Regulations for Review:

a. 3090 – Food in Schools

Director Kerr indicated that further consultation with community partners, the Healthy School Committee and District Parent Advisory Council would occur prior to

recommending changes to the regulation. The revised regulation will be presented to the Operations Committee after consultations have taken place.

4. Local Government OCP and Zoning Referrals (standing item)

a. Gambier Island Local Trust - OCP & LUB Referral

As the referral was received after the final Operations Committee meeting for the 2018-19 school year, and the board's interests were clearly unaffected by the proposed changes, the district responded on behalf of the board during the summer hiatus.

Secretary-Treasurer Weswick requested guidance on how the board would like such referrals handled in the future and offered that in cases where the district's interests are clearly unaffected, such as in small subdivision referrals, or where the board has already shared a position, as in the case of previous cannabis referrals, that staff could use best judgement in order to reply within the referrals requested timelines. The committee discussed the potential of developing a decision making matrix to assist in the process.

b. District of Sechelt – Questa Subdivision

Secretary-Treasurer Weswick indicated that the district's interests were unaffected by the subdivision proposal.

c. District of Sechelt – Dunton Subdivision

Secretary-Treasurer Weswick indicated that the district's interests were unaffected by the subdivision proposal.

d. Town of Gibsons – Supportive Housing Referral

Board Chair Ruth reported that the referral was received during the summer months and a response regarding student safety was provided in the interim as the committee had not had an opportunity to discuss the referral in detail. Since that time, the board chair and district staff have attended several information sessions regarding the proposed low-barrier development.

The committee discussed the referral and the response provided and determined that no additional response was required at this time. The committee chair agreed to highlight the referral at the October board meeting to allow an opportunity for full board input and discussion.

e. Town of Gibsons – BC Cannabis Referral

The application was withdrawn and a response was not deemed necessary.

The committee discussed the need for ongoing student education on the dangers of substance abuse and vaping, and supporting the student body in making good decisions.

The committee suggested including supportive data in any future responses to related referrals to support the board's position for a strong buffer zone between school sites and cannabis operations.

The committee suggested the matter be considered by the board as a whole. Board Chair Ruth agreed to discuss at agenda setting.

f. District of Sechelt – Rosina Giles Way and Teredo Street Subdivision Referral

The committee determined that the district's interest were unaffected by the application.

5. Adjourn

The meeting adjourned at 10:42 a.m.



Board of School Trustees  
School District #46  
Box 220  
Gibsons, B.C.  
V0N 2W0

September 3, 2019

Dear Trustees;

As there is inadequate time allowed, and strict structure of question periods at Board Meetings, I will address my concerns in this letter.

I would like to emphasize that my previous letter was not about how much an EA is compensated, rather their hours do not create viable, sustainable employment. I do not know where the Secretary-Treasurer got the \$19.00+ plus figure he used in his report but I find it reflects what is paid at Community Living in recent job advertisements. Those people deserve a raise for their duties, commitment and responsibilities. I am not questioning the wages you have negotiated with CUPE.

What I am saying is EAs do not have consistent and reliable hours of employment. Couple that with designated holidays where an employee is expected to use vacation or unpaid time, 9 to 10 month employment, time-durated postings and factoring in the practice of paring down to the exact minute in a day creates a job that one cannot support one-self or a family.

To increase the number of EA's does not solve this dilemma. It makes it worse. The workday needs to be reconfigured for a majority of EA's, giving them viable work hours and schools the extra support they could use. A child is on the school grounds approximately 6+ hours a day. An EA could easily do valuable work for those 6 hours. It may not work for all EA positions but should happen for the majority.

I urge all Trustees to become familiar with the work these employees do and work toward giving them stability. As a taxpayer it is what I would like an institution I fund to work toward. If you have funds to buy school supplies at \$50 a student you obviously have funds to put towards staffing.

On the subject of school supplies. I racked my memory for a year I paid \$150 for school supplies for my three children in a time where supplies were more expensive than today. I could not come up with a year. I cannot remember a time as a PAC member or an employee that we let a student go without supplies.

I see the advertisements locally that supplies are in stock. I feel very sorry for those businesses that would have had to place their orders in the early spring. The district was not a good corporate citizen not giving them adequate lead in time. I heard multiple parents totally unaware of not having to buy supplies, especially those at the high school level. I observed a comment from one student saying only 2 pencils

and three pens. I understand the rationale of rationing but note parents will probably augment whatever you supply. Communication, but that is a topic for another letter. However, I have some questions that hopefully you will answer.

- 1) How are supplies to be handed out – classroom use only or given to student to take back and forth to home?
- 2) What happens at end of year to the supplies? Are they sent home with student? Or are they retained and reused the following year. Reusing was the practice in our home and many supplies are reusable over a number of years. One would hope with the District's commitment to recycling this would be the case. This should also lead to lower costs in future years.
- 3) From what I have heard it is a classroom-by-classroom, school-by-school order. Would it not be better to have a standard application that would see more complex sourcing and higher central purchasing power leading to money savings? Or you could buy local supporting the local economy.
- 4) Was thought given to what is actually to be used on a yearly basis. My experience, and I know from talking to other theirs too, in following school supplies purchasing lists many items purchased where not used or only used once or twice.

I will ask those people I know, employees, parents and school students about their use of district brought school supplies. I hope you personally do too. I feel this money could have been better spent elsewhere but you made the decision. You obviously feel that all educational areas are adequately covered. For the past 20 years or so the District has stated that educational dollars did not cover expenses. People lost jobs; programs were cut and belts tightened. Reading EA letters from the June Board meeting there are still areas that are not being adequately covered. As you follow this path I will expect accounting and money effectively spent. Precedents are hard to undo, so I hope you are all willing to undo this one in future in favour of putting funding where it is better spent.

Lastly, school based budgets. As per district instructions, I will contact the schools that intake students from Roberts Creek. I will ask to be included in their budget discussions when they take place in the spring. However, it would be far easier and more transparent if their budgets were posted on their school websites and they advertised when input will be taken. This could also take place on the District website. Taxpayer dollars should be transparent.

Thank you

Yours truly



Ruth Emerson

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**SCHOOL DISTRICT 46 - SUNSHINE COAST**  
*Excellence in all we do!*

**BOARD COMMITTEE MEETING SCHEDULE**  
 2019-2020

<b>MONTH</b>	<b>OPERATIONS COMMITTEE</b>	<b>COMMITTEE OF THE WHOLE</b>	<b>EDUCATION COMMITTEE</b>
September 24, 2019	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
<b>October 22, 2019</b>	<b>9:30 to 11:00 AM</b>	<b>11:15 to 1:45 PM</b>	<b>2:00 to 3:30 pm</b>
November 26, 2019	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
December 17, 2019	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
January 28, 2020 (SLC)	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
February 25, 2020	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
March 10, 2020	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
April 28, 2020	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
May 26, 2020	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
June 23, 2020	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
<b>OCTOBER AGENDAS:</b>	<ol style="list-style-type: none"> <li>1. Preliminary Budget Timelines</li> <li>2. Cameras on Buses</li> <li>3. Regs for review:               <ol style="list-style-type: none"> <li>a. 3110 – Head Lice</li> <li>b. 3300 – Menstrual Products</li> <li>c. 4150 – Soccer Nets</li> <li>d. 4170 – Use of Board Property for Licensed Child Care</li> </ol> </li> <li>4. Local Government OCP and Zoning Referrals (standing item)</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate (3.a.)</li> <li>2. External Committee Reports</li> <li>3. Visioning and Planning (3.b.)</li> <li>4. Policy Review (standing item)               <ol style="list-style-type: none"> <li>a. Role of Board Committees</li> </ol> </li> <li>5. Communication Plan (standing item)</li> </ol>	<ol style="list-style-type: none"> <li>1. Middle Years Development Index (MDI)</li> <li>2. Literacy (1.d.)</li> <li>3. Digital Literacy (1.j.)</li> <li>4. Regs for review:               <ol style="list-style-type: none"> <li>a. 1290 – Student Leadership</li> <li>b. 1360 – Waivers and Informed Consent</li> </ol> </li> </ol>

*All board committee meetings are scheduled for the fourth Tuesday of the month, unless otherwise noted.*