



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

**REGULAR MEETING AGENDA**

October 14, 2014 at 7:00 p.m.

At the School Board Office, Gibsons, B.C.

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**1. Call to Order**

**2. Swearing-in of Student Trustee**

**3. Presentations**

- a. Celebrating Education: Student Writing Anthology – J. Lussier and J. Davidson

**4. Public Question Period (10 minutes in total)**

**5. Adoption of the Agenda**

**6. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings**

- a. Regular Meeting – September 9, 2014 ..... Pg. 3-6  
b. Record of Closed Meeting – September 9, 2014 ..... Pg. 7-8  
c. Record of Special Closed Meeting – September 17, 2014 ..... Pg. 9

**7. Reports**

a. Executive Reports

- i. Strategic Plan Update: Technology Plan ..... Pg. 10  
ii. Superintendent's Report ..... Pg. 11  
    1. Achievement Contract ..... Pg. 12-29  
iii. Secretary-Treasurer's Report ..... Pg. 30  
iv. Information Items:  
    1. Larger Cheques Written in the Month of September 2014 ..... Pg. 31  
v. Grad Survey Prize Draw  
vi. Administrative Regulations Circulating - *until December 8, 2014*  
    1. Regulation 2820 – Student Leadership ..... Pg. 32  
    2. Regulation 4410 - Honoraria ..... Pg. 33-34

b. Board/Committee Reports

- i. Board Report ..... Pg. 35  
ii. Education Committee Notes – September 24, 2014 (*motion*) ..... Pg. 36-37  
iii. Operations Committee Notes – September 18, 2014 ..... Pg. 38  
iv. Committee of the Whole Notes – September 23, 2014 ..... Pg. 39-47  
v. Board Evaluation Working Session Notes – July 2, 2013 ..... Pg. 48-50

MOTION: “TO receive the reports.”

**8. Correspondence**

- a. R. Emerson – School-Community Teaching/demonstration garden ..... Pg 51-53  
b. BCPSEA – September 25, 2014 ..... Pg 54  
c. Deputy Minister Byng – Capital Cost Sharing (Ref: 177019) ..... Pg 55  
d. Minister Fassbender – September 24, 2014 (Ref: 177290) ..... Pg 56

**Correspondence continued**

e. Assistant Deputy Minister Allen – September 15, 2014 (Ref: 177373).....Pg 57

MOTION: “TO receive the correspondence.”

**9. Questions and Enquiries from the Public Relating to the Board Meeting**

**10. Next Meeting**

The next public board meeting will be held on November 18, 2014.

*(Note: The November meeting has been moved to the third Tuesday of the month, due to the statutory holiday.)*

MOTION: “TO approve the committee agendas.”

**11. Adjournment**

<b>COMMITTEE MEETINGS 2014 – 2015</b>			
MONTH	EDUCATION School Board Office	OPERATIONS School Board Office	COMMITTEE OF THE WHOLE School Board Office
September	24	18	23
October	22	30	28
November	26	20	25
December	16	18	16
January	28	15	27
February	25	19	24
March	26	19	24
April	22	23	28
May	27	21	26
June	24	18	23

**Agendas for Upcoming Meetings:**

Education Committee – October 22, 2014 from 1:00-2:30 pm at the SBO

1. Community Resource Centre’s Progress Plan – A. Titcomb (*presentation*)
2. Careers – P. Luporini (*presentation*)
3. Grad Survey (*report*)
4. Program Coordinator Role – D. Barnum

Operations Committee – October 30, 2014 from 12:30-2:00 pm at the SBO

1. Preliminary Budget Timelines
2. Environmental Sustainability
3. Emergency Preparedness and Disaster Response

Committee of the Whole – October 28, 2014 from 1:00-2:30 pm **CORRECTION: 9:30-11:30 am at the SBO**

1. Strategic Plan Term Wrap-up
2. Policy Review: Policy 3 - Role of the Trustee



**MINUTES OF THE SPECIAL MEETING OF THE  
BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

Held on Tuesday, September 9, 2014  
At the School Board Office, Gibsons, B.C.

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PRESENT: TRUSTEES: B. Baxter (Chair), L. Pratt (Vice-Chair), L. Dixon, D. Mewhort,  
G. Russell, S. White, C. Younghusband

STAFF: P. Bocking, Superintendent of Schools  
G. Kitchen, Assistant Superintendent of Schools  
N. Weswick, Secretary-Treasurer  
E. Reimer, Administrative Assistant (Recording Secretary)

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#9. Call to Order

The meeting was called to order at 7:02 p.m.

#10. Presentations

There were no presentations.

Chair Baxter opened the meeting by acknowledging that it was taking place on the traditional territory of the Squamish Nation and acknowledged those in attendance, including members of the District Student Leadership Team.

#11. Public Question Period

A member of the audience shared concerns regarding planned changes to the Pender Harbour Secondary bus route. She indicated that under the new route, students residing in Halfmoon Bay would be looking at approximately one hour and 20 minutes of travel time per day. Chair Baxter indicated that further discussion would take place.

#12. Adoption of the Agenda

**MOTION:** Pratt/Younghusband

“THAT the agenda of September 9, 2014 be adopted.”

Carried.

#13. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings

**MOTION:** White/Pratt

“THAT the minutes of the Regular Meeting of June 10, 2014, the minutes of the Special Meeting of August 27, 2014 and the Record of the Closed Meeting of June 10, 2014, be adopted as presented.”

Carried.

#14. **Reports**

a. Executive Reports

i. Strategic Plan Update:

1. Learning Environments: Safe and Welcoming Schools

Superintendent Bocking spoke to his written report.

ii. Other Reports:

1. Superintendent's Report

The report was provided as written. Superintendent Bocking highlighted a new child sized long house at the Sechelt Learning Centre. He further highlighted the hiring of David Barnum for the position of Coordinator of Transitions.

Assistant Superintendent Kitchen provided information regarding the current labour dispute and indicated that the school district is discussing how best to support students when schools re-open.

Clarification was requested as to the term of Mr. Barnum's position. Superintendent Bocking clarified that it will be an ongoing position with the district. Clarification was requested regarding the use of the child sized longhouse as well as the learning environments and curriculum with which it would be used. Superintendent Bocking provided a response.

Trustee White requested an update on the new Gibsons Elementary School. Secretary-Treasurer Weswick indicated that the occupancy permit is expected to be issued in the week of September 15-19, 2014.

Assistant Superintendent Kitchen listed the steps being taken to ensure a smooth transition back to school once the labour dispute ends. He noted that, despite all efforts, there would be challenges due to the unique nature of the start of the school year.

a. Administrative Regulations to be Received:

Superintendent Bocking and Secretary-Treasurer Weswick spoke to the new and revised regulations.

**MOTION:** White/Mewhort

“THAT the Board of Education of School District No. 46 (Sunshine Coast) receive Regulation 5350 (How to Communicate with Us), Regulation 5630 (Maintaining a Respectful Workplace) and Regulation 3850 (Use of Board Property by a Licensed Child Care Provider).”

Carried.

2. Secretary-Treasurer's Report

a. Audited Financial Statements

Secretary-Treasurer provided an overview of the financial statements. He noted that 1.2 million of the unrestricted surplus has been distributed back to schools under direction of a board motion from the special meeting of August 27, 2014.

**MOTION:** Russell/Pratt

“THAT the Board of Education of School District No. 46 (Sunshine Coast) approve the 2013/14 Audited Financial Statements, as presented.”

Carried.

b. Shared Services

Secretary-Treasurer Weswick shared planned responses to a BCSTA survey and asked trustees for additional input.

iii. Information Items

1. Larger Cheques Written in the Month of June, July and August 2014

The report was provided as written.

b. Board/Committee Reports

i. Board Report

The report was provided as written. Chair Baxter shared a motion that was passed at the board’s closed meeting earlier that evening:

*“THAT the Board of Education for School District No. 46 (Sunshine Coast) urge BCPSEA/the provincial government and the BCTF to jointly request that Vince Ready publicly release a report with non-binding recommendations on how both parties can change their bargaining positions to reach an agreement as soon as possible, including the consideration of arbitration and what, if any, conditions around arbitration might be appropriate.”*

**MOTION:** Dixon/Mewhort

“THAT the letter to the Ministry and BCTF be an open letter, copied to local newspapers.”

Carried.

ii. Board Evaluation Working Session Notes

Chair Baxter noted that the meeting notes from the previous year’s board evaluation were missing from the meeting package and would be provided at the October meeting.

**MOTION:** Russell/Pratt

“TO receive the reports.”

Carried.

#15. Correspondence

a. SCR D – Youth Funding Fall Meeting

b. M. Coulter – Public Education

**MOTION:** White/Mewhort

“THAT the correspondence be received.”

Carried.

#16. Questions and Enquiries from the Public Relating to the Board Meeting

- Clarification requested on acronyms EDCO and ERAC, as listed in the responses to the BCSTA Shared Services survey. Secretary-Treasurer Weswick clarified that EDCO stood for the Educational Cooperative Purchasing group, a consortium of 25 school districts and post secondary institutions, and that ERAC stood for the Educational Resource Acquisition Consortium, a separate purchasing consortium that offers discount pricing to members for software licensing and other offerings.

#17. Next Meeting

The next public board meeting will be held on October 14, 2014.

**MOTION:** Younghusband/Pratt

“TO approve the committee agendas”

Carried.

#18. Adjournment

**MOTION:** White/Younghusband

The meeting adjourned at 7:40 p.m.

Carried.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary-Treasurer



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

**RECORD OF CLOSED MEETING**

Held on Tuesday, September 9, 2014  
At the School Board Office, Gibsons, B.C.

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PRESENT: TRUSTEES: B. Baxter (Chair), L. Pratt (Vice-Chair), L. Dixon,  
D. Mewhort, G. Russell, S. White, C. Younghusband

STAFF: P. Bocking, Superintendent of Schools  
G. Kitchen, Assistant Superintendent of Schools  
N. Weswick, Secretary-Treasurer  
E. Reimer, Administrative Assistant (Recording Secretary)

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**Call to Order**

The meeting was called to order at 5:00 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Approval of Minutes of Prior Meetings**
- **Information / Action Items**
  - Personnel
    - Bargaining
      - CUPE 801
      - SCTA
  - Property
    - Sechelt Learning Centre
    - Irvine's Landing Sub-Lease
  - Contract
    - Bus Contractors
- **Items for Disclosure**
  - The motion regarding bargaining was disclosed at the public meeting that same evening.

“THAT the Board of Education for School District No. 46 (Sunshine Coast) urge BCPSEA/the provincial government and the BCTF to jointly request that Vince Ready publicly release a report with non-binding recommendations on how both parties can change their bargaining positions to reach an agreement as soon as possible, including the consideration of arbitration and what, if any, conditions around arbitration might be appropriate.”

Carried.

**Adjournment**

The meeting adjourned at 8:15 p.m.

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Chairperson

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Secretary-Treasurer

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

**RECORD OF SPECIAL CLOSED MEETING**

Held on Thursday, September 18, 2014

At the Town of Gibsons, Council Chambers in Gibsons, B.C.

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PRESENT: TRUSTEES: B. Baxter (Chair), L. Pratt (Vice-Chair), L. Dixon,  
D. Mewhort, G. Russell, S. White, C. Younghusband

STAFF: P. Bocking, Superintendent of Schools  
G. Kitchen, Assistant Superintendent of Schools  
N. Weswick, Secretary-Treasurer  
E. Reimer, Administrative Assistant (Recording Secretary)

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**Call to Order**

The meeting was called to order at 12:01 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Information / Action Items**
  - Personnel
    - Teacher Bargaining Tentative Agreement
- **Items for Disclosure**
  - There were no items for disclosure.

**Adjournment**

The meeting adjourned at 12:23 p.m.

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Chairperson

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Secretary-Treasurer

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

**Strategic Plan Report: Technology**  
Submitted by Superintendent Patrick Bocking  
October 14, 2014

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*“Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important.” – Bill Gates*

**Background:**

***Strategy 1, Student Achievement:***

*School District No. 46 will emphasize educational excellence, lifelong learning and student achievement in every facet of our operations and decision-making by ... adopting a measured approach to technology, supported by a District Technology Plan, that is intended to improve access to current technology and enhance educational opportunities.*

**Discussion:**

The Technology Committee has adopted a District Technology Plan following discussion, research and collaboration to best meet the needs of our students. Key elements include:

- Wireless networks have been updated with new access points at all sites. Adjustments are made throughout the year to ensure students and staff are able to access wireless services throughout school sites.
- Destiny Library and electronic books will be available this year.
- The regulation outlining appropriate use of the Internet is now an official regulation (Regulation 1600). Staff continue to work to keep students informed regarding Internet safety.
- iPad software and security software are constantly changing and security applications continue to improve.
- All teachers have new laptop computers.
- Open source software is considered on an individual basis.
- Training and technology support to staff continues.
- A website is being developed to provide additional information and resources for technology within the school district.

**Next Steps:**

Staff were surveyed to assess technology needs and 200 responses were received. The Technology Planning Committee will review the survey results and produce appropriate plans to move forward with our next steps as a district to ensure that we are responsive to the needs of our students.

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

**Superintendent's Report**  
October 14, 2014

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**1. Academic Programming**

- a. The **Automotive Technician program** is a new ACE-IT program being offered this year at Chatelech Secondary. Thirteen students are registered for this program. Carpentry and Culinary Arts ACE-IT programs take place in the second semester.
- b. The **Kindergarten Survey** is being collected in our elementary schools. The data from this survey allows staff to understand our youngest learners very quickly and helps us to engage with our community partners to support our students in matters related to their learning.
- c. **Creating Results for Young Readers (CR4YR)** is continuing this year. Teachers in the primary grades work with facilitators to focus on students who are experiencing challenges learning to read. The teachers learn about and develop strategies to accomplish our district goal of all students reading at grade level.
- d. The **elementary SPIDER program** has moved to the annex building at Davis Bay Elementary School. Enrolment is currently up to 70 students.
- e. **Aboriginal education** in the district is continuing to provide rich support for our students. We are guided by our draft Enhancement Agreement to ensure that aboriginal students have cultural experiences and learn in an environment that reflects themselves as a distinct group.
- f. **WE DAY**: This year we have 72 students attending WE DAY on October 22<sup>nd</sup>. Many of our schools are embracing Free the Children in many ways through activities that support student responsibility and leadership.
- g. The **Association for Community Education in British Columbia** is celebrating its biannual conference on the Sunshine Coast this April, sponsored by School District No. 46. The theme for the conference is *The Heart of the Matter* – Discussions and presentations will include Social Emotional learning opportunities for students that promote mental health.

**2. Operational**

- a. **MyEducationBC** is being rolled out this year. Staff are learning about this student information system at the elementary level this term, with the secondary level being supported for the second term.



# ACHIEVEMENT CONTRACT 2015 – 2017



*Sunshine Coast School District*  
*July 2014*



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# INTRODUCTION

We are pleased to present the 2015– 2017 District Achievement Contract for School District No. 46 (Sunshine Coast). This document summarizes our goals, relevant data, annual and three-year targets and reviews our plans for achieving those targets.

We believe in ambitious targets and have set our sights high. These targets are determined based on the belief that all children can learn given the right supports while also taking into account our history, culture and capacity.

The Board of Trustees, senior administration, principals and vice-principals work in partnership with our Aboriginal communities, community agencies, the Ministry of Education, the Sunshine Coast Teachers' Association and the Canadian Union of Public Employees Local 801.

Due to a labour situation with our teachers in 2014, we do not have all sources of data to fully complete this report. However, we are very pleased to note the many exciting and innovative practices taking place in our schools that fully support student achievement.

The Sunshine Coast is a beautiful length of B.C. coastline stretching from Langdale to Egmont. Our 3,000 students are served in nine elementary schools and four high schools. In addition to regular school programming, we are proud of the support that we provide to our students and their families through Early Learning initiatives, distance learning, alternative programming, student support initiatives and Aboriginal language and cultural programs.

Sincerely,



Patrick Bocking, Superintendent



## Vision

Our Vision is a community engaged in lifelong learning and educational excellence.

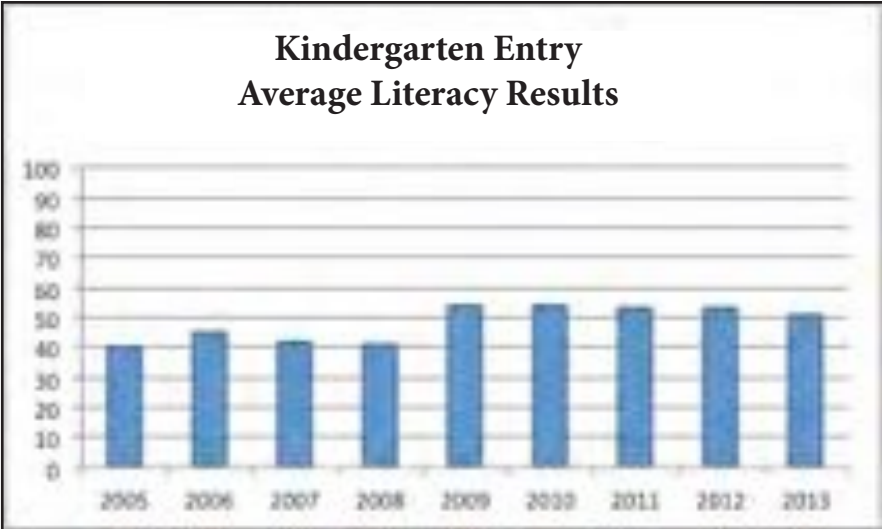
## EARLY LEARNING

<p><b>Rationale</b></p>	<p>We believe that...</p> <ul style="list-style-type: none"> <li>• The early years of development set the base of competence and coping skills that affect learning, behaviour and health throughout life.</li> <li>• It is important to build a 'continuum of support' designed to connect parents to the research, strategies and resources that will support families with children newborn to five years old. This continuum of support is designed to foster connections between children and their families, their communities and their schools to support early and lifelong learning.</li> <li>• Nurturing relationships, responsive interactions and opportunities to engage in literacy activities and play will support and optimize early development and learning. Children thrive when families thrive.</li> <li>• The majority (75% – 80%) of vulnerable families are imbedded within the middle class, thus early years strategies must be universally available. Programs must be accessible, affordable and equitable.</li> <li>• The early years represent a unique window in the life cycle during which physical, socio-emotional and cognitive potential is especially malleable. Research shows that investing early pays off over time by generating very high rates of return for children, their families and society.</li> </ul>
<p><b>Background</b></p>	<p>In 2005, our school district had concerns about the literacy skills of students entering Kindergarten. Results of district research and high numbers of students requiring special services led us to explore strategies to develop family literacy supports prior to Kindergarten entry. Family literacy supports such as the SPARK! program, Ready, Set, Learn and later StrongStart initiatives were introduced. A continuum of support was developed for family literacy, beginning prenatally and extending into the early primary grades. This continuum of support is designed to increase the accessibility and availability of services. Geographically, our district is spread out along a ribbon-like highway that hugs the coastline. Early Learning Hub models are being developed within our larger town centres and outreach programs are servicing our smaller neighbourhoods and more remote populations.</p>
<p><b>Goal</b></p>	<p>To improve the literacy levels of incoming Kindergarten students.</p>





## EARLY LEARNING

<b>Data Summary</b>			
<b>Data Analysis</b>	<p>Our district literacy results of the Kindergarten skills survey indicate significant improvement since 2005. Graphs show a 12% improvement since our baseline measure of 40%. Results for the past three years remain stable at approximately 52%.</p>		
<b>Three Year Targets</b>	<b>June 2015</b>	<b>June 2016</b>	<b>June 2017</b>
<b>Progress on Target</b>	<i>Please see the annual Superintendent's Report</i>		
<b>Strategy / Action</b>	<p>Increase the average literacy score of incoming Kindergarten students by:</p> <ul style="list-style-type: none"> <li>Promoting family literacy in our Early Learning programs. This year a new program called SPARK!10 was added to the family literacy supports we offer in our district. In SPARK!10 all Grade 10 students in the district develop an understanding of the uniqueness of the early years and the factors that impact future health, learning and behaviour. This approach ensures that all students who graduate from the district have an understanding of how to best support young children.</li> <li>Providing literacy materials and supports to families who attend Early Learning programs (e.g. Imagination Library books, Song &amp; Rhyme posters, etc.). A book lending initiative was implemented this year in all of our StrongStart programs. A Summer StrongStart Outreach WonderWheels Bookmobile was also piloted this year and will continue for 2014.</li> <li>Promoting involvement in our Early Learning Programs (prenatal registration, use of attendance incentives, advertising and promotion strategies).</li> </ul>		



## EARLY LEARNING

<b>Strategy / Action</b>	<ul style="list-style-type: none"><li>• Increasing the accessibility and availability of services and supports for families with children newborn to five years old. This year we were able to implement:<ul style="list-style-type: none"><li>• StrongStart in Sechelt in the summer</li><li>• StrongStart in Sechelt and Roberts Creek on Saturdays</li><li>• Summer StrongStart WonderWheels Bookmobile</li><li>• Expanding partnerships with the Aboriginal Community</li><li>• This coming year, plans are underway to continue these initiatives and to add Summer StrongStart in the Halfmoon Bay community.</li></ul></li><li>• Developing an Early Learning Hub in the Gibsons area and support and expand our existing Early Learning Hub in Sechelt.<ul style="list-style-type: none"><li>• We will increase our interagency involvement in our Early Years Hubs and provide increased coordination of Early Years services. The school district also allocated space for Licensed Group Childcare, including infant-toddler and care for preschool-age children in both our Gibsons and Sechelt Hubs.</li><li>• The goal is to complement the school district Early Years Programs currently offered in each site (e.g. SPARK! and StrongStart) with licensed childcare and increased interagency involvement in order to create one-stop Early Years Hubs offering multiple services under one roof for families.</li></ul></li></ul>
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# LITERACY

<p><b>Rationale</b></p>	<p>We believe that ...</p> <ul style="list-style-type: none"> <li>• Children’s ability to read and write develops with careful planning and instruction.</li> <li>• Children need regular and active interactions with print.</li> <li>• Teachers understand the developmental continuum of reading and are skilled in a variety of assessment and instructional strategies that support individual children’s learning.</li> <li>• Positive experiences in the primary grades help to motivate students as they experience the purpose and value of learning to read.</li> <li>• Students need a variety of instructional strategies to support their literacy skills.</li> <li>• Intermediate and secondary students require us to teach literacy in a way that is responsive to their needs.</li> <li>• Schools utilize a variety of structures to meet the needs of all learners, particularly our most vulnerable readers.</li> </ul>
<p><b>Background</b></p>	<p>We have continued to build on the consistency of the BC Performance Standards and to refine our use of formative classroom reading and writing assessment tools. Through the structures within our district that support professional inquiry, teachers’ reflective thinking and conversations about classroom practice and student learning continue to grow. We value our partnership with community groups to support literacy initiatives. Our Sunshine Coast culture is very supportive of literacy and we look forward to embracing this community strength as we move forward.</p>
<p><b>Goal</b></p>	<p>To ensure that every student reads at his or her grade level.</p>
<p><b>Data Summary</b></p>	<p>School-based data is not available for 2014</p>





# LITERACY

<b>Data Analysis</b>	<p>The Kindergarten Screening Survey continues to show a trend of improvement between 2008 and 2014. These scores represent students' literacy understanding of the alphabet and phonological and phonemic awareness.</p> <p>Classroom and Foundation Skills Assessment supports our concern with the reading levels of our students through the elementary years. Regardless, we are determined to raise the reading skills of students who are not meeting or exceeding expectations. This is the primary literacy focus for this Achievement Contract.</p>		
	<b>June 2015</b>	<b>June 2016</b>	<b>June 2017</b>
<b>Three Year Targets</b>	90% of all students will meet or exceed the expectations in reading appropriate for their age, ability and grade.	94% of all students will meet or exceed the expectations in reading appropriate for their age, ability and grade.	97% of all students will meet or exceed the expectations in reading appropriate for their age, ability and grade.
<b>Progress on Target</b>	<i>Please see the annual Superintendent's Report</i>		
<b>Strategy/ Action</b>	<p>To improve reading levels for all of our students we will:</p> <ul style="list-style-type: none"> <li>• Support teachers to build common understanding of effective and purposeful reading instruction and assessment practices.</li> <li>• Establish consistent district formative reading assessments.</li> <li>• Ensure consistent dialogue about reading at the school and district leadership levels.</li> <li>• Collaborate more fully with our English as a Second Dialect and Aboriginal Education Support teachers to support our Aboriginal learners in their reading.</li> <li>• Actively solicit and engage parents and teachers as partners in education.</li> <li>• Partner with Student Support Services to build on a "pull in" model of support for vulnerable readers.</li> <li>• Promote the importance of summer reading and encourage the participation of families in district and community sponsored activities and events.</li> <li>• Implement year three of the "Changing Results for Young Readers" model and implement year one of an intermediate and secondary model.</li> <li>• Support, for a third year, the District Literacy Committee Project – "Coast Reads" – to promote literacy within our schools and throughout the community.</li> </ul>		



# LITERACY



## ABORIGINAL – ENHANCEMENT AGREEMENT GOALS

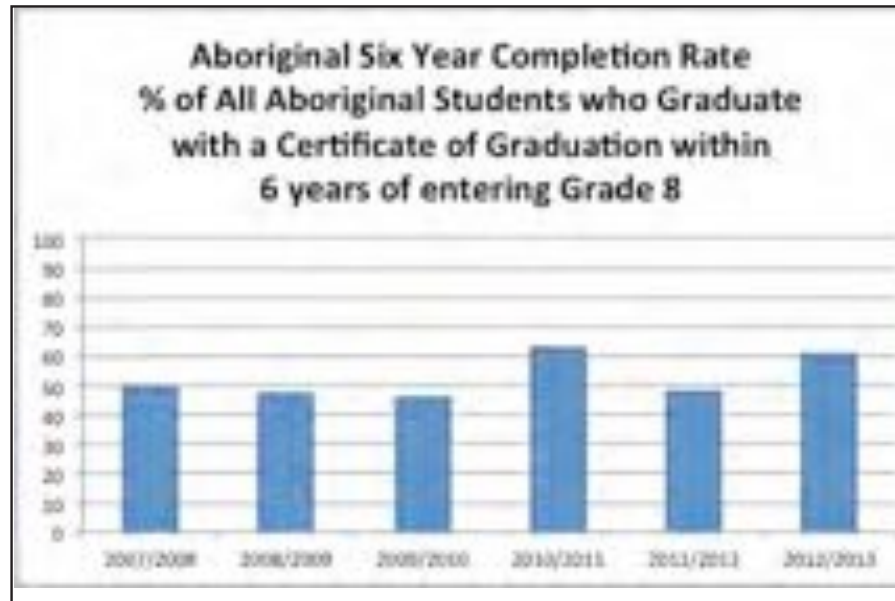
<b>Rationale</b>	<p>We believe that...</p> <ul style="list-style-type: none"> <li>• All people in schools and the school district are true partners with First Nation, Métis and Inuit people in the education of their children.</li> <li>• If we all work in partnership with the community to address the factors affecting the health and well-being of Aboriginal children and adolescents, we help to break down many of the barriers impacting success in school.</li> <li>• Aboriginal learners are capable of reaching the highest levels of success in school and in life.</li> <li>• First Nation, Métis and Inuit languages and cultures are critical components of quality educational programming.</li> <li>• Students are motivated to stay in school when they see themselves and their culture reflected respectfully and accurately in the school, the staff and the curriculum.</li> <li>• Students are motivated to graduate when they have an optimistic vision for a meaningful life.</li> </ul>
<b>Background</b>	<p>We are a district honoured to be operating on the traditional territories of two First Nations. The current context includes: the self-governing <i>shíshálh</i> Nation and the <i>Skwxwú7mesh</i> Nation, with an average of eight to ten students of <i>Skwxwú7mesh</i> ancestry attending Sunshine Coast schools; and an average of 340 students of self-declared First Nations (status and non-status), <i>Métis</i> or Inuit ancestry. We are proud of our collaborative working relationship with the Education Department of the <i>shíshálh</i> Nation and we have sought educational and cultural protocol advice from the <i>Skwxwú7mesh</i> Nation. The Aboriginal Education Advisory Circle provides a forum to discuss Aboriginal educational issues and welcomes representatives of all Aboriginal communities. The annual Nurturing the Learning Spirit forums give voice to the needs of students. Annual direct consultation with parents gives respect, honour and voice to families. The Aboriginal Programs and Services in the district respond collaboratively to the needs of students.</p>
<b>Goals</b>	<ol style="list-style-type: none"> <li>1. To increase the number of opportunities for Aboriginal and non-Aboriginal students to engage in culturally based learning.</li> <li>2. To increase the number of Aboriginal students graduating and transitioning to post-secondary, trades and training programs.</li> </ol>





# ABORIGINAL – ENHANCEMENT AGREEMENT GOALS

## Data Summary



## Data Analysis

Graduation rate has risen over the last five years from 47% to 60.6%. There is a need for continued intensive intervention and support at points of transition such as from Grade 7 to Grade 8, Grade 9/10 to the Graduation Program and from Graduation to Post-Secondary opportunities.



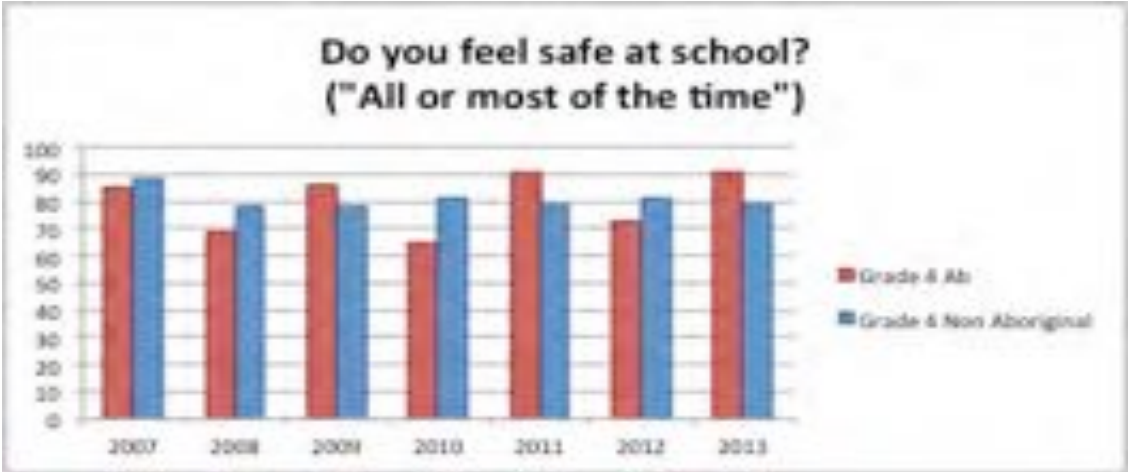
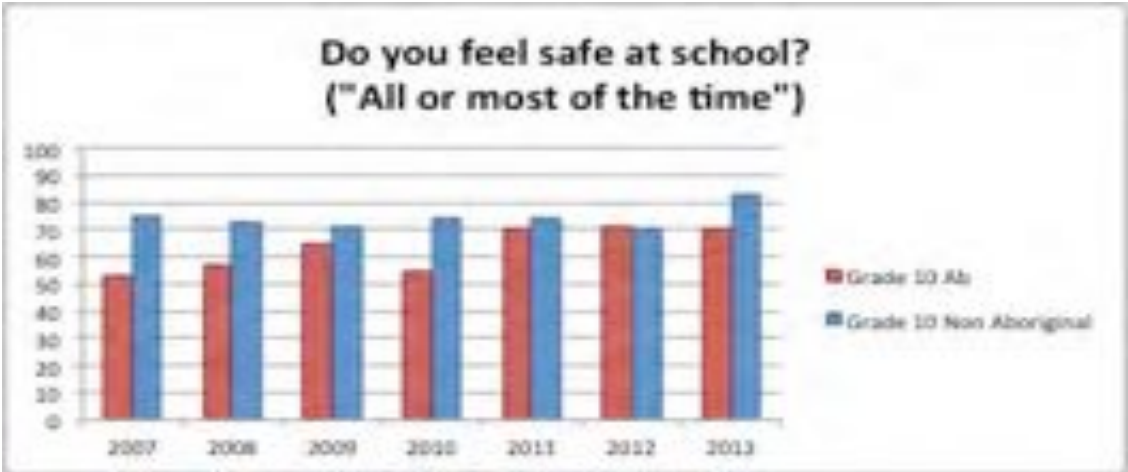
## ABORIGINAL – ENHANCEMENT AGREEMENT GOALS

	June 2015	June 2016	June 2017
<b>Three Year Targets</b>	Increase graduation rates of Aboriginal students to 70%.	Increase graduation rates of Aboriginal students to 77%.	Increase graduation rates of Aboriginal students to 85%.
<b>Progress on Target</b>	<i>Please see the annual Superintendent's Report</i>		
<b>Strategy/ Action</b>	<p>To increase the number of Aboriginal students succeeding academically through their school years, graduating and making successful transition to post-secondary opportunities, we will:</p> <ul style="list-style-type: none"> <li>• Implement the draft Enhancement Agreement (2013-2018) strategies to increase the academic and personal growth for all Aboriginal students including: <ul style="list-style-type: none"> <li>- engagement with students, parents and Aboriginal communities;</li> <li>- engagement with school and district staff through collaboration on support services and opportunities for professional learning;</li> <li>- engagement with community partners to address early childhood development, literacy, social and health factors impacting Aboriginal Children and youth;</li> <li>- an increased presence of <i>shíshálh</i> cultural advisors and the infusion of language and culture in schools, in collaboration with the Sechelt Indian Band Education Department and people of other Aboriginal cultures;</li> <li>- an increase in diverse training and career-focused opportunities for Aboriginal students.</li> </ul> </li> </ul>		





# SOCIAL RESPONSIBILITY

<p><b>Rationale</b></p>	<p>We believe that...</p> <ul style="list-style-type: none"> <li>• Students and staff learn best in an environment in which they feel welcome, valued and safe.</li> <li>• Students will be more successful in life if they respect their peers, adults and their personal impact on the world.</li> <li>• Our schools are safe. Survey results confirm this for most students, but not all.</li> <li>• Through dialogue and support we can establish safe schools for all of our students and staff.</li> </ul>																								
<p><b>Background</b></p>	<p>There are many influences that impact the feeling of safety of our students. Some of these influences are obvious and include bullying behaviours and school environments that may not be sufficiently welcoming for all cultural groups. We are proud of our support in the past for social media training for students and parents. We value the community partners who work with us on social responsibility issues. We address substance abuse directly in a variety of ways in our schools. We understand that we must be assertive in moving forward with the entire school community for our shared responsibility of ensuring safe learning environments for all.</p>																								
<p><b>Goal</b></p>	<p>To ensure all students feel welcome and safe in their school.</p>																								
<p><b>Data Summary</b></p>	<p><b>Satisfaction Survey</b></p>  <table border="1"> <caption>Grade 6 Safety Survey Data (2007-2013)</caption> <thead> <tr> <th>Year</th> <th>Grade 6 Ab (%)</th> <th>Grade 6 Non-Aboriginal (%)</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>85</td> <td>90</td> </tr> <tr> <td>2008</td> <td>70</td> <td>80</td> </tr> <tr> <td>2009</td> <td>85</td> <td>80</td> </tr> <tr> <td>2010</td> <td>65</td> <td>85</td> </tr> <tr> <td>2011</td> <td>90</td> <td>80</td> </tr> <tr> <td>2012</td> <td>75</td> <td>85</td> </tr> <tr> <td>2013</td> <td>90</td> <td>80</td> </tr> </tbody> </table>	Year	Grade 6 Ab (%)	Grade 6 Non-Aboriginal (%)	2007	85	90	2008	70	80	2009	85	80	2010	65	85	2011	90	80	2012	75	85	2013	90	80
Year	Grade 6 Ab (%)	Grade 6 Non-Aboriginal (%)																							
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	 <table border="1"> <caption>Grade 10 Safety Survey Data (2007-2013)</caption> <thead> <tr> <th>Year</th> <th>Grade 10 Ab (%)</th> <th>Grade 10 Non-Aboriginal (%)</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>55</td> <td>75</td> </tr> <tr> <td>2008</td> <td>60</td> <td>75</td> </tr> <tr> <td>2009</td> <td>70</td> <td>75</td> </tr> <tr> <td>2010</td> <td>55</td> <td>75</td> </tr> <tr> <td>2011</td> <td>70</td> <td>75</td> </tr> <tr> <td>2012</td> <td>70</td> <td>75</td> </tr> <tr> <td>2013</td> <td>70</td> <td>85</td> </tr> </tbody> </table>	Year	Grade 10 Ab (%)	Grade 10 Non-Aboriginal (%)	2007	55	75	2008	60	75	2009	70	75	2010	55	75	2011	70	75	2012	70	75	2013	70	85
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## SOCIAL RESPONSIBILITY

<b>Data Analysis</b>	Satisfaction Survey information indicates that district priority areas should be focused on student well-being at school. There is a disparity at the mid-high school level for students' feelings of safety, particularly for Aboriginal students.		
	<b>June 2015</b>	<b>June 2016</b>	<b>June 2017</b>
<b>Three Year Targets</b>	84% of all students will respond "all of the time" or "most of the time" to the question: "Do you feel safe at School?"	88% of all students will respond "all of the time" or "most of the time" to the question: "Do you feel safe at School?"	95% of all students will respond "all of the time" or "most of the time" to the question: "Do you feel safe at School?"
<b>Progress on Target</b>	<i>Please see the annual Superintendent's Report</i>		
<b>Strategy/ Action</b>	<p>To ensure that our schools are safe for all of our students we will:</p> <ul style="list-style-type: none"> <li>• Encourage Roots of Empathy programs in our schools.</li> <li>• Expect a Social Responsibility goal in each school growth plan that supports students' sense of safety.</li> <li>• Discussion with the District Student Leadership Team on safety at school.</li> <li>• Focus efforts to be inclusive to all students as supported through our Gender Identity Regulation.</li> <li>• Focus support through Aboriginal counselors at the secondary level to work with Aboriginal youth and their families.</li> <li>• Engage parents in the dialogue about safe schools through website communication, workshops and District Parent Advisory Council discussion.</li> </ul>		





## COMPLETION RATES

<p><b>Rationale</b></p>	<p>We believe that...</p> <ul style="list-style-type: none"> <li>• Every student has the potential to graduate with a Dogwood Diploma or Evergreen Certificate or an Adult Graduation Diploma.</li> <li>• Students require a range of options and opportunities to graduate.</li> <li>• We have innovative staff prepared to meet the needs of our learners. Students are motivated to graduate when they have an optimistic vision for a meaningful life.</li> </ul>																					
<p><b>Background</b></p>	<p>Over the years we have seen graduation levels fluctuate. With decreasing enrolment moving through the high schools, we are recognizing that courses that may have been offered in the past are not receiving enough student requests to still offer the program. We continue to consider innovative programming to meet the needs of all learners. Through our Distance Learning program (SPIDER) a greatly expanded work experience and ACE-IT offering and other new initiatives, we have addressed the needs of many of our students in the past and continue to look for other opportunities in the future for our students.</p>																					
<p><b>Goal</b></p>	<p>To improve the completion rates of all our students.</p>																					
<p><b>Data Summary</b></p> <p>The proportion of students who graduate within six years from the first time they enrol in Grade 8</p>	<div style="text-align: center;">  <table border="1" style="margin: auto;"> <caption>6 Year Completion Rates (%)</caption> <thead> <tr> <th>Year</th> <th>% (All Students)</th> <th>% Aboriginal Students</th> </tr> </thead> <tbody> <tr> <td>2007/08</td> <td>80</td> <td>48</td> </tr> <tr> <td>2008/09</td> <td>78</td> <td>46</td> </tr> <tr> <td>2009/10</td> <td>80</td> <td>45</td> </tr> <tr> <td>2010/11</td> <td>81</td> <td>63</td> </tr> <tr> <td>2011/12</td> <td>80</td> <td>46</td> </tr> <tr> <td>2012/13</td> <td>83</td> <td>62</td> </tr> </tbody> </table> </div>	Year	% (All Students)	% Aboriginal Students	2007/08	80	48	2008/09	78	46	2009/10	80	45	2010/11	81	63	2011/12	80	46	2012/13	83	62
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## COMPLETION RATES

<b>Data Analysis</b>	The six year rate indicated a gentle upward trend. We are pleased to note an increased Aboriginal student graduation rate last year.		
	<b>June 2015</b>	<b>June 2016</b>	<b>June 2017</b>
<b>Three Year Targets</b>	Graduation rates for all students will be at least 87%.	Graduation rates for all students will be at least 90%.	Graduation rates for all students will be at least 95%.
<b>Progress on Target</b>	<i>Please see the annual Superintendent's Report</i>		
<b>Strategy/ Action</b>	<p>Increase the 'Six Year' graduation completion rate through the following actions:</p> <ul style="list-style-type: none"> <li>• Survey our students to help understand some of the struggles facing them to graduate. This will help us to develop programs to identify, monitor and support students at risk for not graduating.</li> <li>• Utilize technology and our Distributive Learning programs to offer alternatives for meeting graduation requirements.</li> <li>• Provide more flexibility and choice for students to reach graduation by offering more programs that are beyond the regular academic stream such as ACE-IT Carpentry, Automotive and Professional Cooks training, SSA programs.</li> <li>• Expand our work experience options for students by adding a work experience teacher for 2014/2015.</li> <li>• Develop a database for all non-graduating students after their fifth year to track, monitor and support students to adult learning environments until each student graduates.</li> <li>• Ensure a specific focus is maintained at each school on students who are at risk of leaving formal education.</li> </ul>		



# LINKS

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## Website Links

### Ministry of Education

[www.gov.bc.ca/bced](http://www.gov.bc.ca/bced)

### BC Ed Plan

[www.bcedplan.ca](http://www.bcedplan.ca)

### SD No. 46 Provincial Data

[www.bced.gov.bc.ca/reporting](http://www.bced.gov.bc.ca/reporting)

### School District No. 46 (Sunshine Coast)

[www.sd46.bc.ca](http://www.sd46.bc.ca)

### SD No. 46 Early Learning Site

[www.sd46earlylearning.ca](http://www.sd46earlylearning.ca)

### SD No. 46 Community Literacy Plan

[www.sd46.bc.ca/](http://www.sd46.bc.ca/)

### Sunshine Coast Aboriginal Education Website

[www.allnationscoast.net/](http://www.allnationscoast.net/)

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

**Secretary-Treasurer's Report**  
October 14, 2014

---

**GES Construction Update**

Gibsons Elementary School (GES) is open to students and is a safe environment for students, staff and the public. Educational program requirements are being met, and students are learning.

The District and School have compiled a list of frequently asked questions related to the GES build. This list has been published on the District website and shared through the school's internal communications protocol, and is attached to this report. The major demolitions work has been completed and the site of the old school is being cleared.

As additional areas in the school are able to be occupied, the building inspector is revising the partial occupancy permit after confirming that safety issues do not exist. The gymnasium is still targeted for completion at the end of October and landscaping and parking areas are targeted for completion in December. Mechanical systems are functional, but will need to be balanced and adjusted for the next few months to ensure it is operating as efficiently as possible.

DATE 02-Oct-2014 10:45 AM

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

PAGE 1

START DATE: 01-Sep-2014 TO END DATE: 30-Sep-2014

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	AMOUNT
-----						
ON-LINE CHEQUES : ISSUED BETWEEN 01-Sep-2014 AND 30-Sep-2014						
00LCET2279	0001	*****	28093	RECEIVER GENERAL FOR CANADA	04-Sep-14	31,116.20
00LCET2282	0001	*****	28094	RECEIVER GENERAL FOR CANADA	04-Sep-14	39,325.38
00LCET2283	0001	*****	28094	RECEIVER GENERAL FOR CANADA	17-Sep-14	29,808.93
00LCET2285	0001	*****	23290	MUNICIPAL PENSION PLAN	02-Sep-14	24,691.87
00LCET2286	0001	*****	23290	MUNICIPAL PENSION PLAN	12-Sep-14	19,900.00
00LCET2288	0001	*****	30209	TEACHERS' PENSION PLAN	12-Sep-14	43,069.33
00LCET2295	0001	*****	23290	MUNICIPAL PENSION PLAN	29-Sep-14	10,846.97
TOTALS FOR BANK - 0001						198,758.68
TOTAL NUMBER OF CHEQUES						7
TOTAL NUMBER OF CHEQUES WITH MICR						0
COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Sep-2014 AND 30-Sep-2014						
1805000003	0001	0000044982	23268	MINISTRY OF PROVINCIAL REVENUE	03-Sep-14	39,981.25
1805ET0004	0001	*****	26207	PACIFIC BLUE CROSS/MSA	03-Sep-14	40,144.76
1806000010	0001	0000044994	12517	NATURAL POD	05-Sep-14	11,114.98
1807000001	0001	0000045007	14259	BOUYGUES BUILDING CANADA INC.	17-Sep-14	944,847.53
1807000009	0001	0000045015	30209	TEACHERS' PENSION PLAN	17-Sep-14	27,818.02
1808000013	0001	0000045028	28049	ROOF TECH 2000 CONSULTANTS LTD.	24-Sep-14	11,567.18
TOTALS FOR BANK - 0001						1,075,473.72
TOTAL NUMBER OF CHEQUES						6
TOTAL NUMBER OF CHEQUES WITH MICR						5
GRAND TOTAL						1,274,232.40
CANCELLED TOTAL						0.00
NET GRAND TOTAL						1,274,232.40
GRAND TOTAL NUMBER OF CHEQUES						13
GRAND TOTAL NUMBER OF CHEQUES WITH MICR						5

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



School District No. 46 (Sunshine Coast)

# Administrative Regulations

**EDUCATION – *Circulating until December 8, 2014***

**2820**

## STUDENT LEADERSHIP

### Background

Student Voice allows a direct link between the current educational experience of students and the Board on matters immediately before the Board on an ongoing basis.

### District Student Leadership Team (DSLST)

- Two students (normally one in grade 11 and one in grade 12) from Pender Harbour, Chatelech, Sunshine Coast Alternative and Elphinstone Secondary Schools will meet with the Superintendent or designate at least every two months to discuss matters of interest to students.
- A process will be developed by the DSLST to nominate a member of the DSLST to be Student Trustee for the academic year.
- Should the nominee be unable to complete his/her term, the DSLST will nominate another student to fulfill the role of the Student Trustee for the balance of that school year.

### Student Trustee

- The Student Trustee shall be recommended to the Board each school year by the DSLST, where possible at the October board meeting.
- The Chair of the Board or designate will mentor the student trustee.
- The Student Trustee shall have the same opportunities for participation in meetings of the Board and its committees as an elected Trustee. However, the Student Trustee is not a member of the elected Board, and, therefore, cannot attend closed meetings. Further, the Student Trustee cannot vote on matters before the Board.
- The Student Trustee must try to attend all regular meetings of the Board, normally in Gibsons.
- The Student Trustee shall report to the DSLST the activities and priorities of the Board.
- The Student Trustee shall act in accordance with the Bylaws and Policies of the Board.
- The Student Trustee shall prepare a written report for the June Board meeting to describe his/her experiences as a Student Trustee for his/her term of office.

**Date adopted:** TBD

**Revised:**

**Reference:**

Board Policy 2.8

**Supt. Signature:**





# Administrative Regulations

**FINANCE – *Circulating until December 8, 2014***

**4410**

## HONORARIA

School District No. 46 (Sunshine Coast) from time to time gives a small gift or payment (honorarium) in appreciation for services without a normal fee. The services involved vary, but are generally associated with presentations or guest speakers at school or district-sponsored functions.

### 1. Definition

“Honorarium” is defined as a token of appreciation (small gift or payment) given to an individual for services performed for which formal payment is not required. The arrangement between the individual and the School District is informal. It does not involve a contract and invoicing is not required.

### 2. Procedure

- a) In general, tokens of appreciation (i.e.: cup, pen, etc.) are the preferred method of honoraria, but it is understood that from time to time it is necessary to give a small monetary reward.
- b) **Gift certificates and gift cards are not an approved form of honoraria and should not be purchased under any circumstance.** All monetary honoraria must be approved by the Administrator responsible for the program or activity and an account provided to process payment.
- c) The amount of an honorarium should not be geared to lost fees or wages, expenses or other opportunity costs incurred by the service provider, but to the amount of recognition appropriate for the service provided. Honoraria are in the range of \$50 and in no case should exceed \$200 for any one occurrence.
- d) If monetary honorarium is to be paid to an individual, the guidelines are as follows:
  - Monetary honoraria are paid by cheque through Accounts Payable.
  - Approved requests must be made via cheques requisition to the Accounts Payable Finance Assistant.
  - In order to process a request for an honorarium, the following information must

**Date adopted:** June 8, 2010  
**Revised:** Oct. 12, 2010, January 2011

**Reference:**  
Policies 1.3.(v), 12

**Supt. Signature:**



School District No. 46 (Sunshine Coast)

## Administrative Regulations

**FINANCE – *Circulating until December 8, 2014***

**4410**

### HONORARIA (continued)

be provided with the cheque requisition: the recipient's full name, address, and social insurance number, as well as information regarding the function for which the honorarium is required and an account number.

- School district employees who have been paid honoraria during the calendar year will receive a T4A, issued by Finance, showing the income as taxable regardless of the amount received.
- Individuals not employed by the district who have been paid honoraria during the calendar year will receive a T4A, issued by Finance, showing the income as taxable if cumulative payments received are in excess of \$500.00.

**Date adopted:** June 8, 2010  
**Revised:** Oct. 12, 2010, January 2011

**Reference:**  
Policies 1.3.(v), 12

**Supt. Signature:**

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

**Board Report**  
October 14, 2014

---

**September 11 – SCR D Transportation Meeting:** Trustee White attended this meeting as board liaison. During a transit report to the SCR D Infrastructure Committee, there was discussion on the possibility of free/subsidized student bus fares. It was determined not to be financially viable at this time, representing an estimated \$80,000 in lost revenue, but the SCR D will continue to consider it. The Chair of the SCR D reported of a school district that has allocated its transportation funding to this purpose. Area A Director Frank Mauro and Don Legault from the Ministry of Transportation and Infrastructure continue to discuss a crosswalk to Madeira Park Elementary (where kids cross to the outdoor classroom). Mr. Legault reported that Chaster Rd. near Cedar Grove would be paved soon- completed in October I asked a question about the flexibility of bus schedules to better transport students among the secondary schools on the harmonized schedule. The SCR D did consult with Chatelech and Elphinstone principals in mid-spring on bus scheduling. In general there is a goal to increase the frequency of the bus schedule by 30 minutes, but it requires more ridership--hopefully in a couple years. *SW*

**September 11 – SCR D Youth Program Financing Special Meeting:** Chair Baxter, attended the SCR D special meeting on youth program financing. *BB*

**September 18 – Sunshine Coast Community Services Society:** Chair Baxter attended the 40<sup>th</sup> anniversary celebration of the Sunshine Coast Community Services Society. School District No. 46 (Sunshine Coast) has worked and continues to work in partnership with the SCCSS in several areas. *BB*

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Trustees are attending school Parent Advisory Committees as they start up this month to welcome parents back to fall and regular activities in the school district. The Board of Education is happy to welcome teachers, support staff and students back to school. We want to express huge appreciation for the patience of our whole school community as we all struggled through an unpredictable September and delayed start of our school year. Our district has come through this time with very positive relationships with our teachers and support staff and we all look forward to a year of great accomplishments.

We are also very happy to welcome the new District Leadership Team to the Board meeting and look forward to the swearing in of their selected Student Trustee for 2014/15.



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

**EDUCATION COMMITTEE NOTES**  
**Held on Wednesday, September 24, 2014 at 1:00 p.m.**  
At the School Board Office – Gibsons, BC

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**PRESENT:** TRUSTEES: Christine Younghusband, Chair; Greg Russell, Betty Baxter  
STAFF/OTHERS: Patrick Bocking, Superintendent; Greg Kitchen, Assistant Superintendent; Nicholas Weswick, Vanessa White, District Principal; Phil Luporini, District Principal; Erica Reimer, Recording Secretary; Carolyn Smith, Marnie Baba, Sharon MacKenzie

**REGRETS:** Lori Dixon, Trustee; Carolyn Spence, Principal; Louise Herle; Lee-Ann Ennis

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Called to order at 1:00 pm

1. Achievement Contract

Superintendent Bocking spoke to the *2014-2017 Achievement Contract* provided in the meeting package and noted that the contract had been submitted to the Ministry in draft format, as the reporting timelines did not allow for board approval prior to submission. He further clarified that if approval is not received from the board at the October meeting, the contract would be resubmitted as necessary.

The 2014-2017 Achievement Contract summarizes the district's goals to support students in learning, provides data on past trends and summarizes plans to achieve those goals.

Superintendent Bocking reviewed the contract with committee members:

- *Early Learning:* To improve the literacy levels of incoming Kindergarten students.
- *Literacy:* To ensure that every student reads at his or her grade level.
- *Aboriginal Enhancement Agreement:* To increase the number of opportunities for Aboriginal and non-Aboriginal students engage in culturally based learning; and to increase the number of Aboriginal students graduating and transitioning to post-secondary, trades and training programs.
- *Social Responsibility:* To ensure all students feel welcome and safe in their school.
- *Completion Rates:* To improve the completion rates for all our students.

A suggestion was made to consider including simple information that describes the tools used to measure success for reading levels. Committee members engaged in a discussion.

**Recommendation:**

“That the Board of Education of School District No. 46 approve the *2014-2017 Achievement Contract* at the October Regular Board Meeting.”

2. Draft Regulation – Student Leadership

The committee reviewed the draft regulation and the following suggestions were made:

- Include a timeline for the student trustee to be appointed to the board.
- Consider rewording in order to clarify that the student trustee should attend all regular board meetings, however is not required to attend public committee meetings.

It was noted that trustees appreciated the opportunity to interact with students from all secondary schools at the Student Forum, which the District Student Leadership Team organized in the previous school year.

3. Technology Plan (presentation)

District Principal Phil Luporini provided a report and indicated that:

- Wireless network have been updated with new access points at all sites. Adjustments are made throughout the year to ensure students and staff are able to access wireless services throughout school sites.
- Destiny Library and electronic books will be available this year.
- The regulation outlining appropriate use of the Internet is now an official regulation (Regulation 1600). Staff continue to work to keep students informed regarding Internet safety.
- iPad software and security software are constantly changing and security applications continue to improve.
- Open source software is considered on an individual basis.
- Training and technology support to staff continues. Staff were surveyed to assess technology needs and 200 responses were received. The Technology Planning Committee will review the survey results.
- A website is being developed to provide additional information and resources for technology within the school district.

The committee discussed the website and provided suggestions for additional resources.

4. Parent Engagement

The next District Parents' Advisory Council (DPAC) meeting is scheduled for October 30<sup>th</sup> at Chatelech Secondary School. Parents are encouraged to attend school PAC meetings and DPAC meetings. Parents are also encouraged to follow the School District and DPAC on Facebook for current information. David Barnum will be working to help assess the district's needs with a view to enhance and promote parent engagement. Trustees noted that parent coffee gatherings that take place in at least two elementary schools are examples of an effective approach in engaging parents who might not otherwise be able to attend PAC meetings.

Adjourned at 2:30 pm

**Next meeting:** October 22, 2014 at the School Board Office



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

**OPERATIONS COMMITTEE NOTES**  
**Held on Thursday, September 18, 2014 at 12:30 p.m.**  
At the Gibsons Library Meeting Room – Gibsons, BC

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**PRESENT:** TRUSTEES: Dave Mewhort, Chair; Lori Pratt; Greg Russell; Betty Baxter;  
Silas White

STAFF/OTHERS: Greg Kitchen, Assistant Superintendent; Nicholas Weswick,  
Secretary-Treasurer; Phil Luporini, District Principal; Carolyn Smith, Marnie Baba,  
Sharon MacKenzie, Janice Budgell, Tracey Bond

**REGRETS:** Patrick Bocking, Superintendent

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Called to order at 12:31 pm

1. Joint Use Update

Secretary-Treasurer Weswick spoke to his written report. The committee indicated that the direction staff is taking is positive and discussed the proposed zero-cost exchange of rental facilities. Next steps involve an SCR and SD46 staff meeting to review the proposal and trustee input to finalize the Joint Use Agreement to then bring to the Joint Use Committee for approval.

2. Facilities – Summer Work Update

The report was reviewed and received.

3. Regulation 4410 (Honoraria)

The committee reviewed the amended regulation and no amendments were suggested.

4. Surplus Funds Allocation

The report was received as an informational item.

Adjourned at 1:20 pm

**Next meeting:** October 30, 2014 at the School Board Office



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

**COMMITTEE OF THE WHOLE**

**Held on Tuesday, September 23, 2014 at 9:30 a.m.**

**At the School Board Office – Gibsons, BC**

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**PRESENT:** TRUSTEES: Betty Baxter, Chair; Lori Dixon; Dave Mewhort; Silas White; Lori Pratt; Christine Younghusband  
STAFF/OTHERS: Patrick Bocking, Superintendent; Greg Kitchen, Assistant Superintendent; Nicholas Weswick, Secretary-Treasurer; Erica Reimer, Recording Secretary  
**REGRETS:** Trustee Greg Russell

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The meeting was called to order at 9:36 a.m.

1. Strategic Plan Review

a. Implementation Update

Superintendent Bocking provided a brief update on the ministry update received at the BCSSA Conference in August and a thorough review of the implementation of the 2012-2015 Strategic Plan. The complete presentation is attached to these notes.

The committee provided the following feedback for consideration:

- Consider deepening the partnership with Iris Griffith Field Studies & Interpretive Centre.
- Consider building on student interest in existing or previous environmental courses (i.e: organic gardening and culinary tourism) to develop an environmental program at the secondary level.
- Continue emphasizing the benefits to international education when discussing environmental education opportunities in the next strategic plan.
- Review funds in restricted surplus.
- Acknowledge partners in education (ie: Habitat for Humanity and Coast Cable) and define community partnerships in order to provide a model for future partnerships.
- Review website structure to ensure we are meeting users' expectations.
- Distribute information on the district's emergency response plan in a clear and accessible format.

- Address financial misconceptions about small neighborhood schools by sharing information regarding small community supplements. Include information relating to small community supplements in the trustee orientation package.

b. Process Review

Superintendent Bocking noted that discussions and community input will aid in the development of the 2015-2019 Strategic Plan.

2. Communications Plan

Superintendent Bocking circulated a communications plan for the school year that lists discussion topics and reports to future board and committee meetings. The communications plan provides a timeline for the agenda setting committee and clarifies the reporting process.

Adjourned at 11:35 am.

**Next meeting:** October 28, 2014 at the School Board Office



## Strategic Plan Update

September 23, 2014



### Minister of Education

- \* Every student: what is their future and what are the learning outcomes? This is the “One Thing”
- \* BC is a recognized leader: aboriginal learning
- \* Minister as champion for education locally and beyond
- \* Ethics: will state own opinion but wants to hear others
- \* Caring: working together in communities to meet all needs
- \* Collaboration: Need teachers, p’s, super’s, parents, etc.

### Minister of Education

- \* Co-governing: how does that work?
- \* Change: trepidation or anticipation? This is our choice
- \* Challenges: excited particularly once labour issue is completed
- \* DM: Dave Byng

### Ministry Staff: key points

- \* Curriculum: K to 9 now responding to feedback
- \* 10, 11, 12: More complicated due to post grad and provincial assessments. Getting templates out this fall for feedback
- \* Working with partner groups on RSA. LOTS of collaboration
- \* Decentralization: challenging conversation
- \* Innovation Zone
- \* PLC’s as an M.O.

### Ministry Staff

- \* School Plans, Achievement Contracts, Superintendent’s Report on Achievement
- \* Working this fall on the accountability framework (Sept. 15)
- \* Funding: How can the funding model best support learning?
- \* special needs?
- \* does per pupil funding make sense?

### Ministry Staff

- \* Information Services
- \* Transcripts, etc.
- \* \$40/day and implementation: Ministry of Finance initiative
- \* Share Services delivery: increasing

## Districts Sharing

- ★ SLD 71 - Jrv a trade
- ★ <https://www.youtube.com/watch?v=80jYx13YrY&feature=youtu.be>
- ★ SLD 11: Professional Capacity Development: refigging staffing: Interesting approach based on Curriculum design, Instruction Assessment and Reporting, SLD Numerous role changes
- ★ Employee Absences: Victoria
- ★ Essential 8: Prince George. "Money is not an excuse for inaction"

## Board of Education

- ★ Election November 15
- ★ Strategic Plan Update 2012 - 2015
  1. Student Achievement
  2. Relationship Building
  3. Learning Environments
- ★ New Strategic Plan to be developed in winter and spring for new Board

## Strategic Plan: How are we doing?

- ★ 2012 - 2015 Plan
- ★ New Strategic Plan to be developed in winter and spring
- ★ Input needed!

## 1(a) Accessible Achievement Contract

- Presented and used regularly with DPAC, Principals, referenced in committees
- Written in non-educational language
- Consistent and focused
- Data driven



## 1 (b) Career and Apprenticeship Programs

- ★ Culinary and Carpentry A.C.I. 11 programs
- ★ Adding Automotive 2014
- ★ Many more work experience opportunities
- ★ Partnership with SIB (SS)
- ★ Adult opportunities: offered



## 1(C) Early Learning

- ★ Developing Early Learning hubs: GJES and SLC
- ★ Supporting daycare expansion
- ★ SPARK! 10: done and shared at BCSIA
- ★ Partnering with community to meet needs of families



## 1(d) Technology Planning

- \* Actively using District Technology Plan
- \* Data Analysis position enhancing service
- \* WiFi bandwidth improvement
- \* BYOD access improvements



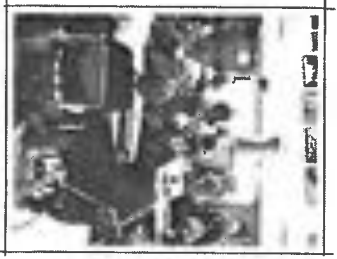
## 1(e) Environmental Learning and Community Engagement

- \* First Year Success: Nature Primary Program
- \* Schools are considering opportunities: PHS
- \* More activity outside at many schools: gardens, classrooms, habitat study, nature studies



## 1(f) Culture of professional sharing

- \* Leadership encouraging of trying new ideas
- + Leadership meetings planned to include group work and sharing
- + Learning Together teams
- \* Social media: Facebook, Twitter, LinkedIn, Blogs



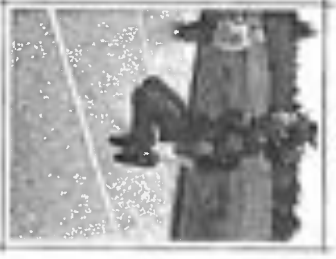
## 1(g) Budgeting model to support Student Success

- \* Ongoing dialogue regarding best use and management of funds
- + Model adjusted to support higher needs students and smaller schools
- + Review of facilities for use by community



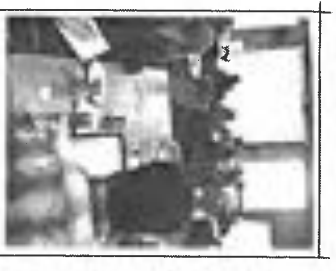
## 1(h) Professional Growth Planning

- \* Year On (0.8%) for Principals, Vice Principals of new professional growth model
- \* Delayed discussion regarding teachers' PDP due to labour issues
- \* Many other workshops, etc., going on



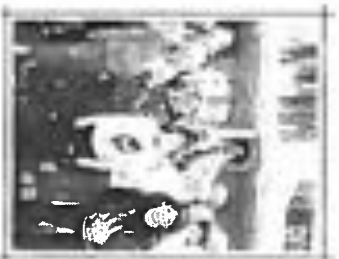
## 1(i) Acknowledgement and Celebration

- \* Social media
- \* Local media
- \* Student forum
- \* All events (grants, service, retirement, concerts, etc.)
- \* This report



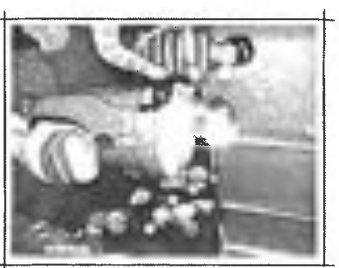
## 2 (a) Communication and Leadership

- \* Engaging Principals/Vice Principals in district committees
- \* BCSSA conference
- \* Social Media
- \* Active DPAC/PACs
- \* News
- \* Newsletter



## 2(b) Community Partners to Support Vulnerable Students

- \* Expanding Early Learning HUB model
- \* Early Learning Planning Table
- \* Community Schools Configuration Evolution
- \* Progress Plan participation
- \* SCVAAC



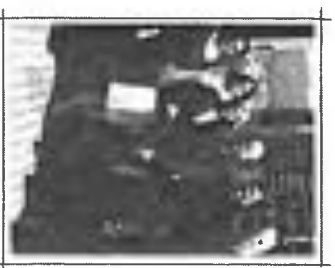
## 2 (c) Promoting Facilities/ Ground for Community Use

- \* Draft Joint Use Agreement with SCRD
- \* Various opportunities expanded upon: (RCTES garden, Catholic School of Music, etc.)
- \* Support for ongoing partnerships (PIHSS pool)
- \* SLCA and GFS: Daycare



## 2 (d) Advocating for Community Planning

- \* Board active at provincial and local level
- \* Various BCSTA motions at AGM
- \* Active presence at Intergovernmental meetings
- \* Letters to Minister, etc.



## 2 (e) SLB and Squamish relationships

- \* Positive dialogue between SLB, schools and district
- \* Direct support for innovative programs
- \* Squamish involvement in JES rebuild
- \* I.A. not signed but we are ready and using draft in A.C.



## 2 (f) Joint Use with SCRD

- \* Meetings held and draft in hand for revisions.



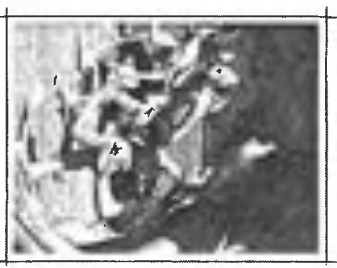
## 2 (g) Partner with Capilano U.

- \* Active discussions re.
- \* Ensuring students recognize what Capilano University offers
- \* Dual credit
- \* International Education
- \* Environmental Education



## 2(h) Budget Consultation Process

- \* Ensuring compliance with by-law
- \* Open to a very public process of information and input
- \* School level budget discussions



## 2(i) Promote Public Education and SD46

- \* Positive messaging through traditional and social media
- \* Website development
- \* Significant impact at BCSTA
- \* Active DPAC and PAC's



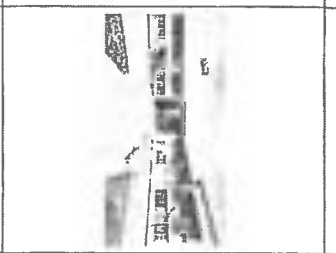
## 2 (j) Board Evaluation

- \* Annual meeting for this purpose based on role of the Board



## 3 (a) A new Gibsons Elementary School

- \* Anticipate entry for September 2014



## 3 (b) International Program

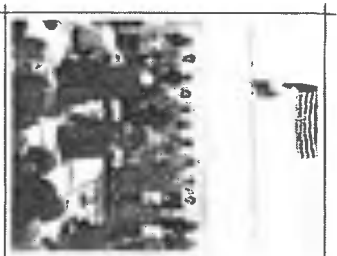
- \* Website Development
- \* Regular contact with recruiters
- \* Investigation of emerging opportunities





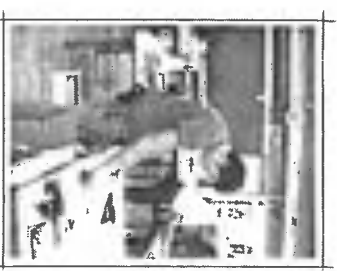
### 3 (c) Health and Safety

- \* Health and Safety District Committee
- \* Emergency preparation discussions at Leadership, DPAC, PAC's and Board
- \* Regular review of plans and work with community partners



### 3 (d) Safe and Welcoming Schools

- \* ERASIE training
- \* Positive messaging in all schools
- \* Regulation re Sexual Orientation
- \* Social Responsibility Goals



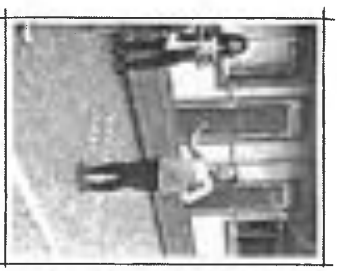
### Achievement Contract

- \* Continuing a very successful focus
- \* Limited data at the end of 2013/2014



### 3 (e) Addressing Overcrowding

- \* Following up from West School consultations regarding boundary changes
- \* Always watching trends and adapting as needed



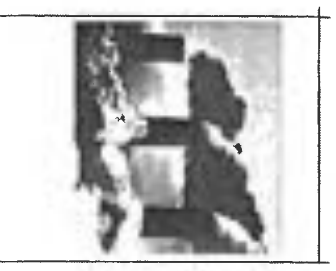
### 3 (f) Neighbourhood Schools

- \* Reviewed various scenarios for costing, particularly Davis Bay Elementary School
- \* Ongoing budgetary implications of maintaining all schools and balancing with Board direction regarding local schools



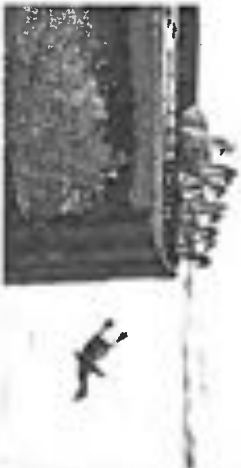
### 3 (g) Reducing Carbon Emissions and Energy Consumption

- \* Publicize Carbon Neutral Action Plan
- \* Various facilities upgrades: lighting, insulation, electronic monitoring, etc.



## Next Steps

**The first step to getting anywhere is deciding you're no longer willing to stay where you are.**



Looking forward to discussions and community input to the 2015 - 2019 (?) Strategic Plan



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

**COMMITTEE OF THE WHOLE**

**- CLOSED WORKING SESSION NOTES -**

**Held on Tuesday, July 2, 2013 at 5:30 p.m.**

At the Sita's Spag House – Gibsons, BC

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**PRESENT:** Silas White (Chair), Betty Baxter, Lori Pratt, Lori Dixon, Dave Mewhort, Christine Younghusband, Nicholas Weswick, Greg Kitchen, Patrick Bocking, Erica Reimer (Recording Secretary)

**REGRETS:** Greg Russell

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The meeting was called to order at 5:39 p.m.

1) Board Evaluation

The results of the Board Evaluation Survey, which had been completed by trustees over the course of the month, were used as a discussion point. Some trustees noted that the ranking system used in the survey was confusing as the highest rank (“5. The Board provides leadership to other jurisdictions in this goal area”) could apply even if the Board hadn’t met the goal in question.

In addition to the comments on the survey, trustees provided the following feedback, notes and/or suggestions:

- *1.4.1 - Ensure the school district operates with a clear set of Values, a Vision and a Mission Statement that are reflective of our community, and our students' needs.*
  - Values, vision and mission statement are clear.
  - Opportunity to seek feedback regarding community and students’ needs from PAC groups and student trustees.
- *1.4.2 - Develop, carry forward and regularly evaluate a Strategic Plan that sets direction and other planning for School District No. 46 (Sunshine Coast).*
  - Discuss progress on the Strategic Plan at Committee of the Whole working session, in addition to reports received at Board meetings, to better evaluate progress.
  - Request that Senior Administration clearly point out links between operational items and Strategic Plan goals.
  - Evaluate the plan itself, in addition to the evaluation of progress made towards the plan, on a yearly basis to determine if it suits the needs of the district.
- *1.4.3 - Adopt and review policies and long-term planning that establish a clear assignment of roles, responsibilities, accountability and evaluation among the Board and senior administration.*
  - The district would benefit from long-term succession and facilities planning.
  - Improve evaluation of roles and responsibility of trustees by clearly defining the role of the trustee. Emphasize accountability and reporting back to the board.

- Ensure polices are timely - consider revitalizing policy committee.
- Engage in group exercises to foster respect and learn boundaries, hold a meeting focused on communications.
- *1.4.4 - Protect the integrity of the community, students and public education by fostering an atmosphere of trust, respect and confidence free of discrimination, harassment, and any financial or ethical impropriety.*
  - Hold closed working sessions to reflect or discuss sensitive issues.
  - Discuss and clearly define the role of trustee.
  - Further discussion suggested.
- *1.4.5 - Make decisions as a corporate body, with individual trustees having no authority to direct staff, or act or speak for the Board or school district.*
  - Improve internal communications among trustees.
- *1.4.6 - Adopt an annual budget.*
  - Consider splitting the three readings of the budget over two meetings.
  - Request that school budgets be shared at the board level, separate from adoption of the district budget.
- *1.4.7 - Select and evaluate the Superintendent of Schools.*

Completed. No feedback.
- *1.4.8 - Take responsibility for the appointment and reassignment of key administrative personnel, including principals and vice-principals, after being presented with recommendations from the Superintendent.*
  - Clarify policy to define responsibility for hiring - suggestion that the responsibility for hiring go to the Superintendent with the Board acting in a consultative role.
- *1.4.9 - Comply with other statutory responsibilities such as the appointment of an auditor, and submission of Achievement Contract, School Growth Plans, School Calendar and Capital Plan.*
  - School Growth Plans are now presented as part of the Trustee School Tour. The format has been working well for Trustees, Principals and students.
- *1.4.10 - Emphasize strong and balanced communications in support of the Board's Vision, Mission, Values and Strategic Plan, informing the community about (a) education issues; (b) services, programs and processes; (c) local and provincial goals, plans and policies; and facilitating community involvement in district and school planning.*
  - Suggestion to use Coast Cable to promote the district, for budget communications and televised round table discussions.
- *1.4.11 - Create appropriate partnerships with other agencies to facilitate effective and efficient delivery of education and other services to the citizens of the Sunshine Coast.*
  - Partnerships are emerging, setting the basis for future work.
- *1.4.12 - Promote the continuity of governance capability by training and developing its trustees, including prompt orientation of new members.*

- Trustee Orientation was helpful.
- Professional development allows for education, networking and team building.
- Provide feedback to BCSTA regarding structure of their meetings.
- Allocate percentage of PD funds to local training/professional development.

2) Strategic Plan Review

Review has taken place over the course of the year. Further discussion needed on International Education and Trades/Apprenticeships.

The meeting adjourned at 8:48 p.m.



Board of School Trustees

September 26, 2014

School District 46  
Gibsons, B.C.

Dear Trustees:

Re: School-Community Teaching/demonstration garden

That is how the September issue of Boot Tales describes it. I have written you twice and made inquiries to the Regional District. To date I am none the wiser as to why the undeveloped piece of Roberts Creek school property must be leased to develop a community garden. I am also none the wiser on who is actually going to be responsible for developing, financing and maintaining this concept.

What is the process and accountability that needs to be followed from the School District's perspective to lease property to another party? According to the SCRCD it is the School District's lease format and the SCRCD will *place* the garden under their recreational supervisor's umbrella, who, will have little or nothing, to do with operations. The SCRCD could not identify who the sub-leaser would be but indicated it may be the Roberts Creek Community School. Why does a community school need to lease property on school grounds? What I don't understand is who is the driver in wanting a lease. The Regional District or the School District?

I was told a grant was applied for and it was unsuccessful. So where is the money coming from? The SCRCD says they support in concept only, as they do for other volunteer activities, but does not indicate they will fund.

There is no list of volunteers or organizations lined up for such a long-term activity. The original motion was to support the concept of a garden. That was some years back and quite likely many of those people have moved on. Teachers come and go, so some may want to participate and others not. Principals come and go and organizing and maintaining volunteers is not a duty I think they should be adding on. I was told that this is what the parents of Roberts Creek School want. So I am asking? Where is the RCPAC's plan, dedicated committed hours and plan of action? Again, why the need to lease the land? I was told the RCPAC only passed this particular idea at a spring PAC meeting.

Ideas are great but the execution and maintenance of the idea is a totally different undertaking. So far there is nothing but ideas. Many of the organizations' who support the project in principle have not given committed support, may or may not be part of the Roberts Creek Community and most are non-profit or volunteer organizations with fluctuating membership. I was surprised one of the names given was the Sunshine Coast Alternative School. Was this their PAC? Because if it was their staff I have a problem with their role.

The land was originally lobbied to increase the school space, and when the house removed should have been cleaned up and added to the playing area. That is what I expected to happen. No response at the time was given to my verbal question but eventually was told the principal did not want to supervise and there was no money. Apparently there was no interest but I am not sure how this was determined and with which parties. The present school field and playing space is small, one of the smallest on the coast. I note lots of usage so why are you leasing away the chance to enlarge this space? Has anyone even looked at increasing the usable field space?

There is a major congestion problem in lower Roberts Creek and at the school. Everyone wants to park along the side the school. Roberts Creek Road has become extremely busy and the area near the commercial base congested. This makes this corner of the school a very undesirable place to create any space that will increase traffic and parking problems. Even the concept of transporting soil and plants to that area is problematic. The school buses stop the flow of traffic on the road. A garden, if developed, should be at another location at the school or even the Community Hall properties. Rainbow Pre-school was encouraged to locate behind the school where there is acreage. A garden would be well served at the rear of the school or where rear portables were removed. This would encourage parking away from the roadway. There is ample space for a garden, but not flat playing space.

Clearly communicated to me is the need for an enlarged playing area is no longer required or desired by the local school population. I do know the space in front of Roberts Creek School often looks neglected and overused. Maybe the community is better served by a larger playing space. I certainly see lots of people playing baseball, soccer, basketball, running around the field, under the trees and using the swings.

Outside of the generic motion, I have seen no debate at the School Board level as to future use of this property. The Chairs of the Board have responded to my letters that I take as the will of the Board as a whole, but I have seen nothing but concepts.

How can school property be leased away when there is a viable use for the property that would enhance the school and community? How can the property be leased away to unknown people with no concrete plan in place? One has to ask what is the process and what exactly is the advantage of leasing. There is also the fact that a community garden can be established without leasing at all.

Lots of questions with no answers and no discussion. I would expect a more formal process from a government body leasing public property. A community member asked me if everyone would have a chance to bid on leasing that land? What is the process this school board will be following to establish that a) leasing as the best option; b) best use of property and c) stability and sustainability of the proposed concept. No one has even looked at another location for a community garden concept, nor come forth with concrete financial figures. Money is required to proceed.

As has been made abundantly clear to me my past volunteer efforts no longer are applicable. I may no longer be a parent with children at the school but I am a taxpayer residing in Roberts Creek near the school and downtown core. I worked hard for many years to get a better school facility and increased playing space. When I started this conversation the present school district was unaware they owned the property and it was not donated land. I do care about the congestion in the downtown Roberts Creek core and am dismayed that the Regional District will encourage more congestion. I am also disappointed that the Regional District has put its weight behind an uncommitted demonstration garden vs. a chance to have more open space in downtown Roberts Creek. Maybe it is time to for them too to look at the advantages of increased playing field space vs. a garden with limited access.

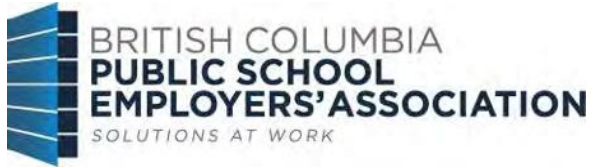
The people, whomever they are, making the community garden request will move on. Whether people come behind them to fill in the responsibilities is a leap of faith. A community garden in that spot may or may not be the best fit. Playing surface may still be the better and more desired option. Therefore it is important to look at the issue in depth.

Yours truly,



Ruth Emerson  
Roberts Creek

CC – SCRD Board of Directors



September 25, 2014

By Email

Ms. Betty Baxter, Chair  
Board of Education  
School District No. 46 (Sunshine Coast)  
PO Box 220  
Gibsons, BC V0N 1V0

Dear Ms. Baxter:

On behalf of the British Columbia Public School Employers' Association, I am writing to express our sincere thanks to the Board of Education of School District No. 46 (Sunshine Coast) for your input and support throughout the negotiation of the Provincial Collective Agreement with the BC Teachers' Federation.

Boards of Education contributions were invaluable to this process and assisted the employers' team in reaching a negotiated collective agreement over the course of a demanding set of negotiations and a protracted labour dispute. It's integral to a successful bargaining process that we have the input and insight trustees, both at the table and "behind the scenes," to provide a view into the educational and operational implications of collective agreement provisions and proposals. In particular, thank you for supporting the participation of Alan Chell and Silas White on the employers' bargaining committee. Their thoughtful comments and considered observations greatly assisted the employers' team in reaching an agreement. This is a significant achievement for the sector, and Alan and Silas played an important role in that success.

Thank you again, and we look forward to continuing our work together to provide the best possible educational experience for BC students.

Sincerely,

Michael Marchbank  
Public Administrator

Mike Roberts  
Interim CEO



September 18, 2014

Ref: 177019

To: All Board Chairs

I am pleased to inform you that government has amended the capital cost sharing policy for school districts under the Cash Management Strategy.

Seismic projects are no longer subject to the cost sharing requirement, prone to all school districts achieving a total of \$700 million in cash deposits in Provincial Treasury's Central Deposit Program (CDP) by December 31, 2014, and all 13 school districts with seismic projects in the capital plan reaching and maintaining at least 50 percent of their cash/long term investments in the CDP.

School districts continue to be expected to contribute available cash balances to non-seismic capital projects up to a maximum of fifty percent of the project cost, and the long-standing policy of using Ministry restricted capital balances as the first source of funding for capital projects remains unchanged. School district cash balances will continue to be the source of funding used to cover any project cost increases beyond Project Agreement budgets.

I would like to thank you for the tremendous cooperation in achieving this outcome that benefits all British Columbia taxpayers. I would particularly like to extend my thanks to the executive of the BC Association of School Business Officials who worked very closely with Ministry staff over the past several months to increase school district CDP deposits to \$591 million, as of June 30, 2014.

Once again, I appreciate the collaborative relationship we have in our education system and look forward to working with you on these and other initiatives.

Yours truly,

Dave Byng  
Deputy Minister

pc: All Superintendents of Schools  
All Secretary-Treasurers





September 24, 2014

Ref: 177290

Betty Baxter, Chair  
School District No. 46 (Sunshine Coast)  
**Email: [bettybaxter@dccnet.com](mailto:bettybaxter@dccnet.com)**

Dear Ms. Baxter:

Thank you for your letter sharing your views about the recent job action. I greatly appreciate you taking the time to bring your concerns to my attention.

As you know, a negotiated settlement has been reached between the BCTF and BCPSEA with an historic six-year contract with teachers—both sides should be congratulated for their efforts in reaching a deal.

Government has found a way to give teachers a fair raise, improve classroom composition, and address class size, all without raising taxes. The settlement is also an important step in building a better relationship with the BCTF.

We can now have meaningful and productive discussions with teachers, parents, and our education partners in the years to come as we continue to transform our world-class education system.

In the meantime, educators are confident that schools can deliver full education programs and meet all curriculum and learning outcomes within the remaining school calendar timeframe.

Thank you again for taking the time to write.

Sincerely,

Peter Fassbender  
Minister



September 15, 2014

Ref: #177373

Dear Colleagues:

The Office of the Auditor General (OAG) is conducting a performance audit of the Ministry's programs, policies, and initiatives to improve outcomes for Aboriginal students. Although the focus of the audit is on the Ministry's responsibilities, the audit will include visits to four school districts to gather evidence of how the Ministry's policies are being implemented at the local level.

The OAG will also be speaking with superintendents in a selection of other school districts, and with provincial stakeholders, such as the First Nations Education Steering Committee, the BC School Superintendents Association, the BC Teachers' Federation, and the BC School Trustees Association.

Accordingly, a representative from the OAG may contact you. He or she will provide further information at that time. If you have any questions at this point, please ask Jennifer McCrea, Ministry of Education, [jennifer.mccrea@gov.bc.ca](mailto:jennifer.mccrea@gov.bc.ca), and Jessica Schafer, Office of the Auditor General, [jschafer@bcauditor.com](mailto:jschafer@bcauditor.com).

Thank you for your assistance. The resulting OAG report will be issued to the legislature and the public in the spring of 2015.

Sincerely,

Rod Allen  
Assistant Deputy Minister  
Learning Division