



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

REGULAR MEETING AGENDA

October 12, 2016 at 7:00 p.m.
At the School Board Office, Gibsons, B.C.

1. **Call to Order**
2. **Swearing-in of Student Trustee**
3. **Public Question Period** (10 minutes in total)
4. **Adoption of the Agenda**
5. **Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings**
 - a. Regular Meeting – September 14, 2016..... Pg. 3-6
 - b. Record of Closed Meeting – September 14, 2016..... Pg. 7
6. **Reports**
 - a. **Executive Reports**
 - i. Strategic Plan Update:
 1. Goal 1.g. – Student Sustainable Practices & Outdoor Education..... Pg. 8-9
 2. Goal 2.d. – Parent Communication..... Pg. 10-12
 - ii. Superintendent’s Report..... Pg. 13
 1. Administrative Regulations in Circulation (until December 2, 2016):
 - a. Regulation 2840 – Student Reporting..... Pg. 14-21
 - b. Regulation 6700 – Physical Restraint and Seclusion of Students..... Pg. 22-25
 2. Administrative Regulations to be Repealed:
 - a. Regulation 3150 – Building Project..... Pg. 26
 - b. Regulation 3180 – Computer Room Bookings..... Pg. 27-28
 - c. Regulation 3370 – Elections..... Pg. 29
 - d. Regulation 3390 – Furnishings..... Pg. 30
 - e. Regulation 3650 – School Equipment and Supplies..... Pg. 31
 - iii. Secretary-Treasurer’s Report
 1. Enrollment Report
 - iv. Information Items:
 1. Larger Cheques Written in the Months of September 2016..... Pg. 32
 - b. **Board/Committee Reports**
 - i. Board Report..... Pg. 33
 1. Select Standing Committee on Finance and Government Services..... Pg. 34-36
 2. BCSTA Report
 3. BCPSEA Report
 4. Student Trustee Report
 - ii. Committee of the Whole Notes – September 27, 2016..... Pg. 37-38
 - iii. Policy Committee Notes - September 27, 2016 (*motions and bylaw*)..... Pg. 39-44
 - iv. Operations Committee Notes – September 22, 2016..... Pg. 45
 - v. Education Committee Notes – September 28, 2016..... Pg. 46-47

MOTION: “TO receive the reports.”

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

8. Next Meeting

The next public board meeting will be held on November 9, 2016.

MOTION: “TO approve the committee agendas.”

9. Adjournment

COMMITTEE MEETINGS 2016 – 2017				
MONTH	EDUCATION COMMITTEE	OPERATIONS COMMITTEE	POLICY COMMITTEE	COMMITTEE OF THE WHOLE
September	28 from 3:30– 5 pm	22 from 12:30 – 2 pm	27 from 11:30 – 1 pm	27 from 9:30 – 11:30 am
October	26 from 3:30– 5 pm	20 from 12:30 – 2 pm	25 from 11:30 – 1 pm	25 from 9:30 – 11:30 am
November	23 from 3:30– 5 pm	17 from 12:30 – 2 pm	22 from 11:30 – 1 pm	22 from 9:30 – 11:30 am
December	14 from 3:30– 5 pm	15 from 12:30 – 2 pm	13 from 11:30 – 1 pm	13 from 9:30 – 11:30 am
January	25 from 3:30– 5 pm	19 from 12:30 – 2 pm	24 from 11:30 – 1 pm	24 from 9:30 – 11:30 am
February	22 from 3:30– 5 pm	16 from 12:30 – 2 pm	28 from 11:30 – 1 pm	28 from 9:30 – 11:30 am
March	29 from 3:30– 5 pm	30 from 12:30 – 2 pm	28 from 11:30 – 1 pm	28 from 9:30 – 11:30 am
April	26 from 3:30– 5 pm	20 from 12:30 – 2 pm	25 from 11:30 – 1 pm	25 from 9:30 – 11:30 am
May	24 from 3:30– 5 pm	18 from 12:30 – 2 pm	23 from 11:30 – 1 pm	23 from 9:30 – 11:30 am
June	28 from 3:30– 5 pm	15 from 12:30 – 2 pm	27 from 11:30 – 1 pm	27 from 9:30 – 11:30 am

All committee meetings take place at the School Board Office, unless otherwise noted.

Agendas for Upcoming Meetings:

Education Committee – October 26 from 3:30-5:00 pm at the SBO

1. Strategic Plan: 1.b. Reading / 2.b. Reading Teachers
2. Middle Years Development Instrument (MDI)
3. Summative Report Cards
4. Curriculum (*standing item*)
5. Parent Engagement (*standing item*)

Operations Committee – October 20 from 12:30-2:00 pm at the SBO

1. Strategic Plan: 2.j. Sustainable Practices
2. Joint-Use Review
3. Preliminary Budget Timelines
4. Regulation 4450 – Purchasing

Policy Committee – October 25 from 11:30-1:00 pm at the SBO

1. Trustee Volunteering Policy
2. Trustee Email Policy
3. Whistleblower Policy

Committee of the Whole – October 25 from 9:30-11:30 am at the SBO

1. External Committees Report
2. Truth and Reconciliation Report
3. BCSTA Aboriginal Education Committee Questions
4. Communication plan (*standing item*)



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

Held on Wednesday, September 14, 2016
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: B. Baxter (Chair), L. Pratt (Vice-Chair), L. Dixon, D. Mewhort,
P. Ruth, C. Younghusband
STAFF: P. Bocking, Superintendent of Schools
P. Bishop, Director of Instruction
V. White, Director of Instruction
N. Weswick, Secretary-Treasurer
E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: Trustee G. Russell

#1. Call to Order

The meeting was called to order at 6:59 p.m.

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

#2. Presentations:

a. Celebrating Education: Getting Schools Ready for Learning

Secretary-Treasurer Weswick shared information on work performed by custodial and maintenance staff over the summer months. Custodial staff completed a deep clean at all sites leaving school sites ready for students return. Several maintenance projects were completed including the replacement of windows at Langdale Elementary and renovations to the counselling area and art room at Elphinstone Secondary School. Director Bishop provided information on how the ongoing renovation of the Elphinstone library would enhance the learning environment through the creation of learning commons.

#3. Public Question Period

- There were no questions.

#4. Adoption of the Agenda

MOTION: Pratt/Mewhort

“THAT the agenda of September 14, 2016 be adopted.”

Carried.

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

MOTION: Ruth/Pratt

“THAT the minutes of the Regular Meeting of June 14, 2016, the Special Meeting of July 5, 2016, the Record of Closed Meeting of June 14, 2016 and the Record of the Special Closed Meeting of June 21, 2016 be adopted.”

Carried.

#6. Reports

a. Executive Reports

i. Superintendent's Report

Superintendent Bocking spoke to his written report and highlighted that:

- Roberts Creek Elementary teacher, Michelle Lillyana, has co-authored a book entitled “*Awakening Joys for Kids*”,
- Music Teachers Sara Douglas and Tom Kellough will lead a musical theatre group for a second year. Students will perform the Gilbert and Sullivan production of *Pirates of the Penzance*,
- A new “walking field trip” notice is being used at all schools to enable and support environmental education opportunities in the local area,
- International students visiting from Korea attending an international school in Osaka, Japan are taking part in a short-term cultural exchange.

Trustee Ruth shared parent concerns regarding the wording of field trip permission forms. Director Bishop shared information on an upcoming conference in China that he and Principal Brisebois plan to attend.

1. Administrative Regulation to be Received

a. Regulation 3550 – Rental of School Facilities

Secretary-Treasurer Weswick reported that the revised regulation has completed the circulation phase and highlighted significant changes:

- Access to gyms at Elphinstone Secondary and Chatelech Secondary is now aligned.
- Change to priorities for use to align with the proposed Joint-Use Agreement.
- Removed redundant language and clarified booking priority for minor ball, eliminating the need for regulation 3900 (Use of School Playing Fields).
- Rate increase for custodial coverage for events that take place when a custodian is not typically working.
- Rate increases for gyms and food rooms.
- Booking fees and rental rates are listed in a separate document.

2. Administrative Regulations to be Repealed

a. Regulation 3900 – Use of School Playing Fields

The regulation was repealed due to clarified processes being included in the Rental of School Facilities Regulation.

b. Regulation 5700 – Salaries and Benefits for Non-Union Staff

The regulation was repealed due to ministry changes relating to compensation for exempt employees.

ii. Secretary-Treasurer's Report

Secretary-Treasurer Weswick spoke to his written report and highlighted new guidelines relating to utilization and school capacity in the updated capital plan requirements. Trustees discussed changes to the capital plan requirements and requested information from prior seismic mitigation reports. Secretary-Treasurer Weswick indicated that all schools requiring structural seismic mitigation have been remediated.

1. Audited Financial Statements

Secretary-Treasurer Weswick reported back on the results of the financial audit and detailed changes to the restricted and unrestricted surpluses. It was noted that changes to the unrestricted surplus allocation process have been positively received and allow schools more latitude in planning.

Richard Wilson of TCG Chartered Accountants provided additional information on the results of the audit and shared that no significant deficiencies were reported.

MOTION: Mewhort/Pratt

“THAT the Board of Education of School District No. 46 (Sunshine Coast) approve the 2015-16 Audited Financial Statements”

Carried.

iii. Information Items:

1. Larger Cheques Written in the Month of June, July and August 2016

The report was submitted as written.

b. Board/Committee Reports

The report submitted as written.

1. BCSTA Provincial Council

Trustee Mewhort clarified the requirements for motions to BCSTA Provincial Council.

2. BCPSEA Report

Trustee Younghusband invited feedback and input to for the upcoming BCPSEA advisory committee meeting on October 3.

ii. Committee of the Whole – June 21, 2016

The notes were submitted as written.

iii. Operations Committee – June 16, 2016

The notes were submitted as written.

iv. Education Committee Notes – June 20, 2016

The notes were submitted as written.

MOTION: Mewhort/Ruth

“TO receive the reports.”

Carried.

#7. Correspondence

- a. M. Nielsen (MOAE) – *Open the Doors* / Adult Basic Education (Ref: 102299)
- b. Min. Bernier – Administrative Savings and Budget Pressures (Ref: 188078)
- c. Min. Bernier – Rural Education Enhancement Funding (Ref: 188843)

MOTION: Pratt/Ruth

“TO receive the correspondence.”

Carried.

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

- A member of the audience requested additional information on the new career coordinator position. Director Bishop clarified that the coordinator would replace the previous careers facilitator position.
- A member of the press asked for information on costs for the renovations at Elphinstone Secondary. Secretary-Treasurer Weswick provided a response, reporting that the Annual Facilities Grant grant for the project totals approximately \$300,000.
- A member of the press asked if the new Transportation Funding would be used to maintain routes in the Pender Harbour Area. Chair Baxter reported that an application for the funding would be made in September and that consultation on the use of those funds would be part of the amended budget process.
- A member of the public speculated if the reduction in sick leave, reported in the Financial Audit presentation, correlated with a lack of availability of replacements for support staff. Secretary-Treasurer Weswick replied that some of the cost savings are more likely attributed to reduced illness rather than a lack of replacement for support staff.

#9. Next Meeting

The next public board meeting will be held on October 12, 2016.

MOTION: Pratt/Mewhort

“TO approve the committee agendas as presented.”

Carried.

#10. Adjournment

MOTION: Mewhort/Ruth

The meeting adjourned at 8:17 p.m.

Carried.

Chair

Secretary-Treasurer



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

RECORD OF CLOSED MEETING

Held on Wednesday, September 14, 2016
At the School Board Office – Gibsons, B.C

PRESENT: TRUSTEES: B. Baxter (Chair), L. Pratt (Vice-Chair), L. Dixon, D. Mewhort,
P. Ruth, C. Younghusband

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

REGRETS: Trustee G. Russell

Call to Order

The meeting was called to order at 5:18 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Financial Audit**
- **Approval of Minutes of Prior Meetings**
- **Information / Action Items**
 - Personnel
 - Exempt Staff Compensation Update
 - Executive Team Contracts
 - Students
 - Student Issue Update
- **Correspondence**
 - R. Wilson – Audit Planning Report
 - J. Knauss – Provincial Graduation Exam Results 2015
- **Items for Disclosure**
 - Motion to approve the auditor's Report to the Board

Adjournment

The meeting adjourned at 6:02 p.m.

Chairperson

Secretary-Treasurer

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

Strategic Plan Report: Sustainable Practices and Outdoor Education

Submitted by Superintendent Bocking
October 12, 2016

Goal 1.g.: Students will experience, respect and enhance the natural world by actively participating in sustainable practices and outdoor education.

Let your walks now be a little more adventurous. - Henry David Thoreau

Background:

Environmental education can result in longer attention spans, more creativity, higher levels of self confidence, greater academic success, improvements in cognitive development, self discipline, imaginative and creative expression, language skills and social interactions. Here on the remarkably beautiful Sunshine Coast our students experience the wonders of nature as a normal part of their learning.

Discussion:

Some key environmental education initiatives include:

- Our schools are supporting learning spaces and gardening through Strategic Plan-based mini grants, PAC funds or their own budgets. Composters, pails and shovels and irrigation supports are being purchased as well as sheltering structures for protection from the rain and sun.
- A district-wide permission form for walking field trips enables our teachers to easily take advantage of learning opportunities near their schools without cumbersome forms.

The NEST program at Davis Bay Elementary now has three primary divisions and one intermediate division. The school is working closely with the community to envision the future of the school campus to meet the needs of students as well as the Davis Bay community.

Next Steps:

While we are very proud of our progress to date, we continue to deepen opportunities for students. To that end we are planning the following:

- Reviewing school by school the current status for environmental education.
- Sharing in the *EduCoaster* and in social media the exciting initiatives that are taking place.
- Developing materials and supports for “Garbology” in all interested schools.
- Ensuring that our regulations support experiential learning.
- Teachers will have the opportunity to learn from experts about being outside with their students: how to plan, ensure safety and learning.

- Create an Atlas of Learning for the Sunshine Coast, an online resource for teachers to access the bountiful opportunities for exploring the outdoors.
- Ensure we are working in partnership with our facilities department in our commitment to sustainable living, learning and working.

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

Strategic Plan Report: Parent Communication

Submitted by Superintendent Bocking

October 12, 2016

Goal 2.d.: Our staff will interact with our students' parents positively and with full information freely shared using efficient and responsive strategies.

Parents are the ultimate role models for children. Every word, movement and action has an effect. No other person or outside force has a greater influence on a child than the parent.

-Bob Keeshan

Background:

The parents of our students are our greatest support in meeting the goals of our district. Through them our students have more opportunities to be physically active, to read and enjoy learning more, to participate in extracurricular activities, to be socially involved outside of school and to deeply value their education. The key to this relationship is having an excellent two and three way (including the student is critical) communication structure with them.

Discussion:

The Ministry of Education's Reporting Order supports districts to maintain the tried and true reporting strategy including three (two in secondary) report cards per year (semester). Also required are two informal contacts with parents from teachers. In addition, the new reporting order permits an alternative form of communication, which is ongoing between teacher, parents, and the student. Five of our schools participate in an Innovation Grant project, sponsored by the Ministry of Education, to delve more deeply into the possibilities of online portfolios (SD46 is using FreshGrade) to enhance communication with parents. A summative report at the end of the year is also a requirement. Please see the attached letter to parents for an outline of the options for communication.

In addition to this innovative approach, staff continue to interact regularly with parents through email, Facebook, website, phone calls and in-person visits.

Parent Advisory Councils meet monthly, usually, to review issues that are of importance to parents at each school, to discuss the school growth plan and to plan events. The District Parent Advisory Council meets monthly as well to share ideas amongst PAC's and to ensure good communication between parents, the Board, and senior administration. DPAC has supported parent education events including, "What's Up with our Kids' Mental Health?" on October 19th at 6 p.m. in the Chatelech theatre.

The Parent Engagement Committee has developed a bi-monthly Parent Newsletter to share current district information with parents.

Next Steps:

The Parent Engagement Committee is committed to reviewing the data from its recently completed survey of parents to consider how to best address the opportunities for engaging parents more deeply in the education of their children.



OFFICE OF THE SUPERINTENDENT

September 21, 2016

Dear Parents / Guardians:

The Ministry of Education has recently redesigned the Grades K-9 curriculum and assessment to fit with the needs of today's world. This curriculum is being implemented in the 2016-2017 school year. To allow for improved flexibility in sharing your child's learning we have developed a new student progress reporting process.

In School District 46, teachers will select from two choices: *Reporting Option A* will be a portfolio reporting strategy and *Reporting Option B* will maintain the present system of informal reports and term report cards. This means that in each of our schools, it is likely that both options will be present: some classes will use *A* and some will use *B*.

<i>Reporting Option A</i>	<i>Reporting Option B</i>
<ul style="list-style-type: none"> • Continuous ongoing evidence and communication of student progress and learning. • Parent teacher conference two times a year paired with a summary report based on student progress. • Ongoing descriptive evaluation paired with a performance scale. Letter grades (Grades 4 to 9) provided upon parental request for the summative year-end report. • Allows the use of online technology (e.g. FreshGrade) to facilitate ongoing communication. 	<ul style="list-style-type: none"> • Report cards issued to parents three (elementary) to four (secondary) times a year. • Parent teacher conference two times a year based on the students' term report cards. • Descriptive evaluation paired with a performance scale (grades K-3), and letter grades (grades 4-9) for the term and the summative year-end reports.

Regardless of the option that is chosen by the classroom teacher, you will receive clear indicators of your child's progress throughout the year. All of our staff value your engagement and welcome ongoing communication with you. If you have any questions about your child's progress please speak to your child's teacher or principal.

Sincerely,

Patrick Bocking
 Patrick Bocking
 Superintendent of Schools

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

Superintendent's Report
October 12, 2016

1. Students

- a. **Terry Fox Runs (1e).** The vast majority of district students participated in Terry Fox Run activities this past September. These events support physical wellness as well as the determination of spirit that comes from the example set by Terry Fox.
- b. **Playground (1e, 1d).** Students are enjoying beautiful playground equipment at Gibsons Elementary. The grand opening is on October 27th at 2:15.
- c. **Careers (1k).** Cheryl Wilson is the new District Career Coordinator. She is visiting all schools to meet students and staff to make connections around Work Experience and Secondary Apprenticeships opportunities with local employers.

2. Staff

- a. **Mental Health and supporting parents (2d).** There will be a mental health panel evening for parents at CSS Theatre Oct. 19th 6-8pm. Many thanks to DPAC for supporting this activity.
- b. **Data Collection (2e, 2g).** Big thanks to Student Support Teachers and school and district principals, for all their hard work on 1701 data collection. Accurate data collection ensures that we receive appropriate funding to support our students.
- c. **Gender Identity (2h).** Counselors and Community Services participated in a Vancouver Coastal Health Transgender Health touchback workshop to review plans for the upcoming year.
- d. **Professional staff (2e).** Staff will be learning with fellow educators at the "Reimagining Public Education Discourse in BC" series of workshops over the next two years.

3. Community

- a. **International Students (3c).** Elphinstone Secondary staff, Gibsons Elementary staff and coast families welcomed a visiting group from the Korean International School of Japan.
- b. **Community Schools (3e).** Community Schools are moving forward with supporting vulnerable students in many ways including literacy and academic support, nutrition and social growth activities in partnership with our schools.



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STUDENT REPORTING

A. Objectives of Reporting

Effective student reporting procedures ensure that student progress is reported regularly and effectively to parents and that accurate records of student progress is maintained.

B. Reporting Procedures

1. As per the Policy Statement provided by the Ministry of Education effective July 1st, 2016, teachers will have the option of two reporting frameworks, A or B.

Option A:

During the school year, principals must provide parents of students with a minimum of five reports describing students' school progress. Rather than focusing on formal and informal reporting to parents, reporting will be timely and responsive throughout the year. District checklists will be developed to ensure compliance with Ministerial Order 191/94, the Student Progress Report Order. Reporting will include a written summative report at the end of the school year or semester.

Summative reporting for Grades K-3

At the end of the school year, principals shall provide a written summative report to parents. Summative reports will provide descriptive written comments that address the student's progress in relation to the learning standards of the curriculum in all areas of learning as set out Ministerial Order 295/95, the Required Areas of Study Order

Summative reporting will also include student self-assessment of core competencies, with teacher support.

Summative reporting for Grades 4-9

At the end of the school year or semester, principals shall provide a written summative report to parents that address the student's progress in relation to the learning standards of the curriculum in all areas of learning as set out in Ministerial Order 295/95, the Required Areas of Study Order. Parents will receive letter grades upon request.

Date adopted: November 1997
Revised: July 15, 2002

Reference: Board Policy 4.3.3

Supt. Signature:



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Summative reporting will also include student self-assessment of core competencies, with teacher support as appropriate for the student.

Option B:

Principals will provide students with a minimum of five reports describing students' school progress. Three of the reports will be formal written reports, one of which must be a summative report at the end of the school year or semester.

The two informal reports to parents may include: telephone calls, student-led conferences, parent-teacher conferences, use of journals, e-mails, and other means. Schools and teachers determine how they will informally communicate with parents.

Grades K-3

For the following areas of learning, the three formal reports will include a performance scale and descriptions of progress in relation to the learning standards set out in the curriculum:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education.

For the following areas of learning, the summative formal report at the end of the year will also include descriptions of progress in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support.

Date adopted: November 1997
Revised: July 15, 2002

Reference: Board Policy 4.3.3

Supt. Signature:



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Grades 4 – 5

For the following areas of learning, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education
- For Grade 5, a second language.

For the following areas of learning, the summative report will also include written comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support as appropriate for the student.

Grades 6-9

In Grades 6-9, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum for the following areas of learning:

- English Language Arts
- Social Studies
- Mathematics
- Science
- Physical and Health Education
- Arts Education

Date adopted: November 1997
Revised: July 15, 2002

Reference: Board Policy 4.3.3

Supt. Signature:



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- Applied Design, Skills and Technologies
- Career Education
- For Grades 6, 7 and 8, a second language.

The summative report at the end of the school year or semester will also include student self- assessment of core competencies, with teacher support as appropriate for the student.

Grades 10 – 12

The Interim Student Progress Reporting Guidelines for Grades K-9 do not apply to Grades 10- 12. Nevertheless, reporting to parents should be timely and responsive throughout the school year.

In Grades 10 to 12, formal reports will include letter grades and/or percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards or learning outcomes set out in the curriculum for each course or subject and grade.

When students are meeting the Prescribed Learning Outcomes of the Graduation Transitions Program, a comment of "Meeting requirement" will be made on the term and final reports. A comment of "Not meeting requirement" will be made at any time when students are not meeting the Prescribed Learning Outcomes of the Graduation Transitions Program. Where a "Not meeting requirement" comment is made, a further comment is made to outline a plan for the student to meet the requirement.

Upon successful attainment of the Graduation Transitions Program, "Requirement Met (RM)" will be recorded on the student's transcript.

All formal reports should contain a description of student behaviour, including information on attitudes, work habits, effort and social responsibility.

Students with Special Needs (all grades)

Where students with special needs are expected to achieve or surpass the learning standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress. Where it is determined that a student with special

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Revised: July 15, 2002

Reference: Board Policy 4.3.3

Supt. Signature:



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needs is not capable of achieving the learning standards or learning outcomes of provincial or Board Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her Individual Education Plan (IEP). Reporting to parents will be in relation to these specific individual goals as they relate to each locally developed non-credit course in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

Students on Modified Curricula (all grades)

For students with special needs who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the School Based Team.

If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or Board Authority Authorized curriculum standards and core competencies.

ELL and FLL Students (all grades)

Where an English language learner is following the learning standards or learning outcomes of the provincial curriculum or a local program, regular reporting procedures are used to show progress. Where these students are not following the learning standards or learning outcomes of the curriculum, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.

Use of the Letter Grade "I"

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. The "I" may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

Date adopted: November 1997
Revised: July 15, 2002

Reference: Board Policy 4.3.3

Supt. Signature:



School District No. 46 (Sunshine Coast)

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When an "I" reporting symbol has been assigned:

- students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problems students are having and possible solutions; and
- teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes. An "I" may be communicated in a variety of ways, including: through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.

The "I" letter grade must be converted to another letter grade or percentage:

- before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "I" reporting symbol;
- when letter grades are recorded on the permanent student record card; and,
- before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on students'
- transcripts of grades.

An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned, or as a result of failing a provincially examinable course.

C. Requirements for All Written Student Progress Reports

In addition to the above, summative reports (Option A) and all formal written student progress reports (Option B) for students in kindergarten through grade 12 shall contain:

- a. The school's name, address and telephone number;
- b. The student's name;
- c. A definition of all letter grades used in the report (Section D of this Regulation);
- d. The number of days that the student was absent during the reporting period;
- e. The number of days that the student was late during the reporting period;
- f. A description of the student's behaviour, including information on attitudes, work habits and effort;

Date adopted: November 1997
Revised: July 15, 2002

Reference: Board Policy 4.3.3

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION – Circulating until Dec. 2, 2016

2840

- g. The name of the teacher involved in preparing the report, and the signature of the principal or other administrative officer;
- h. A place for the signature of the parent acknowledging receipt of the report;
- i. A statement that the report is on a form ordered by the minister or on a form approved by the Board;

D. Letter Grades Definitions and Assignment of “I” (In Progress or Incomplete)

Summative and formal term reports:

A= The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject and grade.

B= The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.

C+ = The student demonstrates good performance in relation to expected learning outcomes for the course or subject and grade.

C = The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.

C- = The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade.

I = (In Progress or Incomplete) The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes. An "I" letter grade may only be assigned in accordance with section 3.

F = (Failing) The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade. The letter grade "F" may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade.

W = (Withdrawal) Upon request of the parent of the student or, when appropriate, the student, the principal, vice principal or director of instruction in charge of a school may grant permission to a student to withdraw from a course or subject.

Date adopted: November 1997
Revised: July 15, 2002

Reference: Board Policy 4.3.3

Supt. Signature:



School District No. 46 (Sunshine Coast)

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EDUCATION – Circulating until Dec. 2, 2016

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RM = (Requirement Met) The student has met the learning outcomes set out in the applicable educational program guide for Graduation Transitions, listed in the Ministerial Order 333/00, the Educational Program Guide Order. Requirement Met may only be used for Graduation Transitions.

Summative Reports may also include the following:

SG = (Standing Granted) Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal or director of instruction in charge of the school. Standing Granted may not be used for a course with a Required Graduation Program Examination. Standing Granted may not be used for Graduation Transitions.

TS = (Transfer Standing) May be granted by the principal, vice principal or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice principal or director of instruction in charge of a school may assign a letter grade on the basis of an examination of those records.

References:

- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Regulation 265/89, the School Regulation

Date adopted: November 1997
Revised: July 15, 2002

Reference: Board Policy 4.3.3

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

EMERGENCIES - Circulating until Dec. 2, 2016

6700

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

The Board recognizes that it has a responsibility to ensure that the public school provides a safe environment for all of its students and employees.

It is expected that school personnel will implement positive behaviour supports and interventions, behaviour plans, emergency or safety plans and other plans to prevent and de-escalate potentially unsafe situations.

Parents and, where appropriate, students will be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.

It is further recognized that, in exceptional circumstances, it may be necessary to apply physical restraint or seclusion when a student presents imminent danger of serious physical harm to self, others and/or property.

A. Definition of terms, as provided in Ministry of Education Provincial Guidelines (June 3, 2015)

1. "Physical restraint" is a method of restricting another person's freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others.

The provision of a "physical escort", i.e. temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical

2. "Seclusion" is the involuntary confinement of a person, alone in a room, enclosure, or space, which the person is physically prevented from leaving.

Behaviour strategies such as 'time out', used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'. The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

Date adopted: December 20, 1999

Revised:

Reference: Provincial Guidelines – Physical Restraint and Seclusion in School Settings (June 3, 2015)

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

EMERGENCIES - Circulating until Dec. 2, 2016

6700

B. Principals of Restraint and Seclusion

1. Employees will not endanger their own safety in employing physical restraint.
2. The intervention or restraint technique shall be appropriate to the intellectual, physical and emotional development of the student(s). Restraint and seclusion are not meant to be used as a disciplinary measure or to force compliance in an educational setting.
3. Physical restraint must be viewed as a temporary measure. Restraint or seclusion is required when the threat is immediate and where less restrictive interventions have been ineffective in ending imminent danger or serious physical harm.
4. It is recognized that there may be emergency situations when physical restraint may be appropriate even though more moderate control measures have not been used (e.g. a student is in the process of causing harm to another person).
5. All school staff members shall be encouraged and given opportunities to take training in positive behaviour interventions and supports, and de-escalation techniques (CPI). Staff working in specialized behaviour support programs will be expected to maintain CPI certification, as per the specific job description.
6. School personnel who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others are expected to have been trained in crisis intervention and the safe use of physical and restraint and seclusion (CPI).

C. Procedures for Physical Restraint and Seclusion

The procedures involve the three basic steps of restraint and/or seclusion, debriefing and documentation.

1. Physical restraint should be conducted:
 - (a) Without the use of mechanical devices.
 - (b) After a verbal warning to the student: the restrainer shall normally explain what is going to be done before restraint occurs.

Date adopted: December 20, 1999

Revised:

Reference: Provincial Guidelines – Physical Restraint and Seclusion in School Settings (June 3, 2015)

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

EMERGENCIES - Circulating until Dec. 2, 2016

6700

- (c) With controlled, unemotional and reassuring statements that give reasons for the restraint and/or seclusion and describing the necessary behaviour for ending the restraint and/or seclusion.
- (d) With the least amount of force to protect the student and restrainer.
- (e) With the least amount of disturbance to the rest of the class.
- (f) In the presence of another adult when possible.
- (g) With the assistance of other adults as needed.
- (h) Never in a manner that could, in any way, cause harm to the student, i.e. never restricts the breathing of the student, never places a student in a prone position (face down on their stomach) or supine position (face up, on their back).

It is critical that:

- (a) Any space used for the purpose of seclusion will not jeopardize the secluded student's health and safety.
 - (b) Any student placed in seclusion is to be continuously visually observed by an adult who is physically present throughout the period of seclusion. All health and safety policies and regulations including WorkSafe BC regulations shall be followed.
2. School personnel be able to communicate with the student in the student's primary language or mode of communication be present at all times. Debriefing should occur as soon as possible with involved school personnel, parents or guardians of the student, and where possible, with the student so that all parties understand the situation and to examine:
- (a) What happened,
 - (b) What could have been changed, and
 - (c) Preventative and response actions to be taken in the future.
3. Documentation, using "Physical Restraint and Seclusion Record" must be completed as soon as possible after an incident involving restraint and/or seclusion and:
- (a) Notification to the principal as soon as possible after the incident, and, in any event, prior to the end of that school day.
 - (b) Direct communication between the principal or designate and the parent(s) shall be initiated within the same day.
 - (c) Notification by the principal to the Director of Instruction for Student Support Services as soon as possible after the incident/always prior to the end of the school

Date adopted: December 20, 1999

Revised:

Reference: Provincial Guidelines – Physical Restraint and Seclusion in School Settings (June 3, 2015)

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

EMERGENCIES - Circulating until Dec. 2, 2016

6700

- day on which the incident has occurred.
- (d) Notification by the Director of Instruction to the Superintendent or designate as soon as possible after the incident/always prior to the end of the school day on which the incident has occurred.
 - (e) If an incident results in violence against staff, a Violent Incident Form will also be completed and submitted.
4. In cases where a student's behaviour could potentially cause harm to self or others, the student's educational planning includes development of:
- (a) An Individualized Education Plan (IEP) outlining the student's learning outcomes, required learning support services, and instructional and assessment methods, that is reviewed regularly, and at least, annually.
 - (b) A formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures that are in place.
 - (c) An emergency or safety plan detailing emergency and safety procedures regarding the use of physical restraint and /or seclusion, and confirming the formal training of personnel.
 - (d) Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others – to inform the development of behaviour intervention plans.
5. A review/revision of prevention/intervention strategies must occur in cases where there is:
- (a) Repeated use of physical restraint and/or seclusion for an individual student.
 - (b) Multiple use of physical restraint and/or seclusion occurring within the same classroom.
 - (c) Repeated use of physical restraint and/or seclusion by an individual staff member.

Date adopted: December 20, 1999

Revised:

Reference: Provincial Guidelines – Physical Restraint and Seclusion in School Settings (June 3, 2015)

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

FACILITIES

3150

BUILDING PROJECTS

1. A specific architect or architectural firm shall be selected for each major building project
2. A committee appointed by the principal shall develop a set of educational specifications for each major building project
3. The committee shall work with the Director of Facilities or the architect, whichever is appropriate, to establish the form in which the specifications will be developed.

REPEALED

Page 1 of 1

Date adopted: January 1996
Revised:

Reference:

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

FACILITIES

3180

COMPUTER ROOM - BOOKING GUIDELINES

1. Room bookings should be done through the office of each school/community school.
2. A fee of:
 - a. \$25.00 per hour for non-profit organizations;
 - b. \$50.00 per hour for commercial enterprises (same as Cap. College);
 - c. An additional charge of \$25.00 for internet access may be assessed.
3. A custodian must be in the school during the workshop or computer camp. C.U.P.E. has a minimum four (4) hour callout. The school must arrange for normal security provisions.
4. Any software installed must be legal [i.e. one (1) original copy for each work station.]
5. Where software must be installed on the computers, a school district technician or the Technology Manager must be present. The technician will oversee the installation and make sure that passwords/computer security software remains intact and that there is no unauthorized access to the system. The technician will record the condition of the computers prior to the booking. A minimum administrative fee of \$75.00 will be assessed for any work performed up to three (3) hours and an additional fee of \$25.00 per hour for each additional hour of work done by the technician. The technician will also oversee the de-installation of any software at the end of the sessions and make sure the computers are in good working order.
6. The company or individual responsible for the workshop must ensure that the computers are in good working order after the workshop. Should equipment need fixing or replacing as a result of the workshop, the company or individual will assume any costs incurred.
7. School district equipment must remain on-site at all times.
8. Related equipment (overhead projectors, video display projectors, etc.) may be rented at an additional cost.
9. Should additional technical support be required, these services may be purchased from the district.

Page 1 of 2

Date adopted: September 15, 1998
Revised:

Reference:

Supt. Signature:



School District No. 46 (Sunshine Coast)
Administrative Regulations

FACILITIES

3180

COMPUTER ROOM – BOOKING GUIDELINES (continued)

10. If the workshop requires internet access, all participants must read and sign the School District Acceptable Use Policy.
11. A security deposit may be required.

REPEALED

Page 2 of 2

Date adopted: September 15, 1998
Revised:

Reference:

Supt. Signature:



School District No. 46 (Sunshine Coast)
Administrative Regulations

FACILITIES

3370

ELECTIONS

When schools are being used for federal or provincial elections, school principals may request that the Electoral Officer provide one or more additional security person(s) to:

- Maintain order;
- Ensure that all visitors to the polling site keep within the confines reserved for voting and not stray into unauthorized areas;
- Supervise parking so that bus zones are kept clear and traffic is supervised so that students are kept safe.

The additional security person(s) should wear a badge or other means of identification while on school grounds.

REPEALED

Page 1 of 1

Date adopted: April 19, 2002
Revised:

Reference: Board Policy 1.3

Supt. Signature:

Administrative Regulations

FACILITIES

3390

FURNISHINGS IN SCHOOLS

Furnishings mean any chesterfields, chairs, pillows, etc. brought into the school for student use.

A. Area Rugs:

- a) Must be purchased by the school;
- b) Must have bound edges;
- c) Must be taped down or have non-slip underlay to prevent tripping;
- d) Must be 28 oz. commercial grade;
- e) School pays for cleaning;
- f) Must be professionally cleaned annually.

B. New School Furnishings for Student Use:

- a) Furniture must be purchase new by the school;
- b) Must be made from non-absorbable material, i.e. leather, vinyl;
- c) Must be able to be wiped and sanitized;
- d) Must meet commercially approved standards.

Date adopted: January 9, 2007

Revised:

Reference:

Supt. Signature:

Administrative Regulations

FACILITIES

3650

SCHOOL EQUIPMENT AND SUPPLIES

1. Supplies and services shall be purchased wherever the best value can be found. When quotations are sought, the lowest bid shall be accepted if the quality is satisfactory.
2. The Secretary-Treasurer shall determine if purchases shall be by formal tender.
3. Purchases shall be covered by a purchase order signed by the principal and countersigned by the Secretary-Treasurer if the amount of the purchase exceeds \$10,000. Such orders shall indicate the preferred source of supply, the budget account and (on the second and subsequent copies) the estimated cost.
4. To minimize the number of purchases raised, annual requirements shall be estimated and ordered at one time.
5. If an item must be delivered before a purchase order can be issued, explicit approval shall be obtained from the Secretary-Treasurer, and a subsequent confirming order issued.
6. Site supervisors shall maintain and up-to-date inventory of building contents.

Page 1 of 1

Date adopted: January 1996

Revised: Jul 15/02; Apr 3/08

Reference:

Supt. Signature:

DATE 06-Oct-2016 12:41 PM

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

PAGE 1

START DATE: 01-Sep-2016 TO END DATE: 30-Sep-2016

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	CHEQUE AMOUNT

ON-LINE CHEQUES : ISSUED BETWEEN 01-Sep-2016 AND 30-Sep-2016						
00LCET2862	0001	*****	23290	MUNICIPAL PENSION PLAN	09-Sep-16	28,702.32
00LCET2863	0001	*****	28093	RECEIVER GENERAL FOR CANADA	06-Sep-16	35,564.28
00LCET2864	0001	*****	28094	RECEIVER GENERAL FOR CANADA	06-Sep-16	28,387.92
00LCET2865	0001	*****	28094	RECEIVER GENERAL FOR CANADA	06-Sep-16	16,271.01
00LCET2866	0001	*****	28094	RECEIVER GENERAL FOR CANADA	19-Sep-16	11,915.72
00LCET2867	0001	*****	28094	RECEIVER GENERAL FOR CANADA	19-Sep-16	31,673.43
00LCET2871	0001	*****	23268	MINISTRY OF PROVINCIAL REVENUE	15-Sep-16	20,264.00
00LCET2872	0001	*****	23268	MINISTRY OF PROVINCIAL REVENUE	15-Sep-16	26,882.00
00LCET2874	0001	*****	30209	TEACHERS' PENSION PLAN	12-Sep-16	38,878.44
00LCET2884	0001	*****	28093	RECEIVER GENERAL FOR CANADA	26-Sep-16	150,000.00
00LCET2890	0001	*****	23290	MUNICIPAL PENSION PLAN	26-Sep-16	52,024.46
TOTALS FOR BANK - 0001						440,563.58
TOTAL NUMBER OF CHEQUES						11
TOTAL NUMBER OF CHEQUES WITH MICR						0
COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Sep-2016 AND 30-Sep-2016						
1935000001	0001	0000048785	12012	BC HYDRO & POWER AUTHORITY	14-Sep-16	12,499.31
1935000023	0001	0000048807	15510	SAFE GUARD CONTRACTING LTD.	14-Sep-16	31,649.10
1935000041	0001	0000048825	33196	WOLSELEY CANADA INC.	14-Sep-16	54,076.90
1935ET0047	0001	*****	26207	PACIFIC BLUE CROSS/MSA	14-Sep-16	56,872.27
1936000001	0001	0000048827	13558	ARCHIE JOHNSTONE	21-Sep-16	101,853.06
1936000016	0001	0000048842	15483	MARATHON SURFACES INC.	21-Sep-16	66,716.75
1936ET0004	0001	*****	15581	ARI FINANCIAL SERVICES T46163	21-Sep-16	18,222.00
1936ET0026	0001	*****	14685	MACK KIRK ROOFING & SHEET METAL LTD.	21-Sep-16	85,820.17
1936ET0043	0001	*****	30105	TOM'S SIGNS	21-Sep-16	17,176.00
1936ET0051	0001	*****	34000	XEROX CANADA LTD	21-Sep-16	27,000.71
1937ET0061	0001	*****	15516	STEPHEN MCNICHOLLS CONSULTING INC.	28-Sep-16	22,575.00
1937ET0063	0001	*****	29376	SUNSHINE COAST TEACHERS ASSOCIATION	28-Sep-16	85,571.55
TOTALS FOR BANK - 0001						580,032.82
TOTAL NUMBER OF CHEQUES						12
TOTAL NUMBER OF CHEQUES WITH MICR						5
GRAND TOTAL						1,020,596.40
CANCELLED TOTAL						0.00
NET GRAND TOTAL						1,020,596.40
GRAND TOTAL NUMBER OF CHEQUES						23
GRAND TOTAL NUMBER OF CHEQUES WITH MICR						5

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

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

Board Report
October 12, 2016

Our Vision: A community engaged in lifelong learning and educational excellence.

Many have seen our vision statement in our strategic plan and on School District No. 46 materials. Each year as we report on our strategic plan goals and review the implementation plan for the following year, the vision is always echoing in minds of all trustees. How are we supporting our community to engage in life long learning and how are we continuing to reach for educational excellence?

Each discussion by the board needs to help answer these questions. This fall we are celebrating our partnerships within the community and continue to support our teachers and educational assistants in transitioning to the new curriculum. Each of our committees focuses on specific goals within the strategic plan. Please don't hesitate to attend a committee meeting if you have a particular item that interests you or to ask any trustee how we are reaching our vision. We'd love to get your feedback.

Board Activities: September 2016

September 14 – DSLT/Trustee Dinner: The Board had a pizza dinner with the new District Student Leadership Team and had a general discussion with students about the role of the Board and the importance of the student trustee at the board table. We are very excited to welcome our student trustee for 2016/17 at tonight's meeting.

September/October Board activities have been relatively quiet for September but will increase in October with BCSTA council meetings and Board and Superintendent meetings with Ministry representatives late in October.



BOARD OF EDUCATION

Delivered via email: FinanceCommittee@leg.bc.ca

October 6, 2016

Select Standing Committee on Finance and Government Services
Room 224, Parliament Buildings
Victoria, B.C., V8V 1X4

Dear Chair Hamilton and Committee Members,

Thank you for the opportunity to submit input for the 2017–18 provincial budget deliberations. We appreciate the committee’s careful discussion and the inclusion of public input.

School District No. 46 (Sunshine Coast) includes coastal communities of Langdale and Gibsons northwest through Roberts Creek, Sechelt and Halfmoon Bay to Pender Harbour and Egmont. Like elsewhere in British Columbia, there is evidence in our district of decreased resources for public education. Through careful strategic planning, tremendous community support and level enrolment numbers for the past couple of years, our district has consistently balanced our budget and provided outstanding educational opportunities for our students. To continue to offer excellence in all we do, we respectfully submit the following for your consideration.

Funding Stability

In 2016 The Ministry of Education has continued a recent trend of sudden and surprising policy changes for funding re capital projects, small rural schools and transportation. Although it was a great relief to see the end of administrative savings requirements, this and other positive funding announcements have been made mid year well after we have done extensive community consultation and made difficult decisions re the allocation of limited resources. This is disrespectful of our communities and of the tremendous efforts of staff to meet Ministry imposed deadlines for budget and calendar. We need increased funding for operational costs, such as Hydro increases, Next Generation Network, MSP premium increases, and WorkSafe BC premiums. These costs have been downloaded to the local level with a big impact on our budget. These pressures and the unpredictability of Ministry decisions impede community confidence in public education and strong relationships within our district with community partners.

Like other school districts we have aging facilities and there is increasing uncertainty regarding funding for capital projects and upgrades available. Once again, we request that the Ministry of Education increase funding for public education in British Columbia, establish that funding once per year and avoid policy changes within the school year. We need clarity regarding capital funding provided by the Ministry of Education. The past few years have seen several policy changes and created great uncertainty. A predictable multi-year funding model would help us to plan and implement facility replacements and upgrades in a much more efficient and inclusive manner.

New Curriculum Implementation

We appreciated the contribution announced in the fall of 2015 for funding support for the training of teachers on the new curriculum. Personalized learning, trades and technology and English language

support are areas that need stable funding in addition to the training of teachers in the new curriculum. We recognize that these requests have been made in the past and the need is still rising every year. Given that teachers will be implementing a new curriculum for the next few years, funding for new curriculum materials would help immensely to move through this major change to our education system. Greater and consistent funding for professional learning is essential and it must include more than teaching staff. Education assistants are important players in the support of students. Additional funds to train Education Assistants in the new curriculum would ease the transition.

Investment in Special Education

Our district regularly spends more money than we receive from the Ministry to ensure the needs of our most vulnerable students are met. The most severe structural deficit in the K–12 funding formula is the targeted funding we receive compared to the costs of sufficiently supporting students with needs that cannot be met with a regular program. The Learning Improvement Fund does not cover the shortfall. The proportion of special needs and vulnerable students has been rising on the Sunshine Coast (confirmed by provincial audits and UBC’s Early Development and Middle Years Development Indicator data).

We recognize and support the Ministry of Education’s study of self-regulation as an effective intervention for special needs students. This approach should be adopted as a universal classroom practice. Student mental health is a growing concern throughout the province. Preventative measures to help young people cope with these issues, particularly stress and anxiety are far more cost effective than trying later to support them as adults who lack coping strategies. As a rural district we do not have access to specialists such as psychiatrists to help youth. Greater funds dedicated to prevention in the early years would be a big step forward.

In contrast, the cancellation of funding available for specialized equipment makes it more difficult to support students on an individualized basis.

Adult Basic Education

We recommend reinstating tuition free upgrading for adult basic education. When adults want to upgrade to improve their prospects for good employment we want to support them however we can. The tuition requirement puts one more hurdle in front of these students and adds administrative load of regulating and collecting fees to our district.

Aboriginal Education

A commitment to implementing the actions of the Truth and Reconciliation Commission regarding indigenous people in Canada is a worthy step for every stakeholder in public education. We are proud of our district’s program for Aboriginal Education but recommend funding to allow school districts from across the province to move further ahead in helping communities learn and change by implementing the education related points proposed in the TRC recommendations.

To improve our delivery of fine education our province needs improved government investment. Public education for the children and families of the province is best way to assure a prosperous, healthy future.

Thank you for your consideration.

Sincerely,



Betty Baxter
Board Chair

pc: Trustees, Board of Education of School District No. 46 (Sunshine Coast)
Patrick Bocking, Superintendent of Schools
Nicholas Simons, MLA, Powell River-Sunshine Coast
All Boards of Education via BCSTA



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

COMMITTEE OF THE WHOLE

Held on Tuesday, September 27, 2016 at 9:30 a.m.

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

PRESENT: TRUSTEES: Betty Baxter (Chair), Dave Mewhort, Lori Pratt, Pammila Ruth, Greg Russell, Christine Younghusband

STAFF/OTHERS: Patrick Bocking, Superintendent, Paul Bishop, Director of Instruction; Nicholas Weswick, Secretary-Treasurer; David Barnum, District Transitions Coordinator; Kirsten Deasey, Early Learning Coordinator; Vanessa White, Director of Instruction; Carolyn Smith, Marnie Baba, CUPE Local 801; Diane Wagner, Recording Secretary.

REGRETS: Trustee L. Dixon

The meeting was called to order at 9:30 a.m.

1. Implementation Plan: Year 2

Superintendent Bocking provided a summary of the four-year implementation plan of the Strategic Plan goals and identified work planned during Year 2 of the plan. Handouts were distributed and district staff shared information on various activities taking place in support of the plan's goals.

Highlights included:

- CARE Project: this initiative will bring together school teams to meet once a month to talk about reading supports and to share mindsets and values around reading.
- Update on Financial Planning initiatives.
- Superintendent Bocking and Director White will present on gender equity at an upcoming BCSSA meeting.
- Several newsletters and pamphlets have been developed. The first parent engagement newsletter has been published and distributed.
- A district wide transportation review is planned for the 2016/17 year.
- The draft Joint-Use Agreement will be distributed to committee members for review and presented at the October Operations Committee meeting for consideration.
- Principal Brisebois and Director Bishop are attending an international education conference in China.
- An Intergovernmental Meeting has been called for October 11, 2016.
- Community School coordinators and principals are scheduled to meet and will be creating an informational pamphlet for publication in the fall.
- District Principal Mahlman is working on the Enhancement Agreement. A longhouse visit by CUPE staff is also in the works.
- Elphinstone Secondary is piloting a dual credit English 100 course
- In January 2017, Capilano University will be offering full year university courses on the coast.

2. Submission to the Select Standing Committee on Finance and Government Services

Chair Baxter requested feedback from the committee in preparation for this year's submission to the Select Standing Committee.

Comments included:

- Social and Emotional funding to be highlighted.
- Focus on Early Years to support the students before they arrive.
- Funding to support downloaded costs, e.g.: the provincial network.
- Highlight the need for additional funding to train EAs for the new curriculum, outside of non-instructional days.
- Improve Student Mental Health support.
- Request for parent education funds.

Chair Baxter will draft a letter based on input from the committee.

3. Communication Plan

Superintendent Bocking invited comments on the communication plan.

The meeting adjourned at 11:30 a.m.

Next Meeting: October 25, 2016 from 9:30 to 11:30 a.m. at the School Board Office.



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

POLICY COMMITTEE

Held on September 27th, 2016 from 11:30-1:00 p.m.
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Lori Pratt, Chair; Betty Baxter, Greg Russell, Christine Younghusband, Dave Mewhort, Pammila Ruth

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of Instruction; Nicholas Weswick, Secretary-Treasurer; Vanessa White, Director of Instruction; Sarah Bradley, DPAC; Carolyn Smith, Marnie Baba, CUPE Local 801; Diane Wagner, Executive Assistant (Recording Secretary)

REGRETS: Trustee L. Dixon

The meeting was called to order at 11:40 a.m.

1. Conflict of Interest Policy

The committee discussed the submitted adjustments to the draft policy. The committee agreed to further revise the policy by amending 8.1 to specify that a trustee must recuse themselves after declaring a conflict of interest and leave the room/or terminate the call if attending the meeting electronically.

RECOMMENDATION:

“That the Board approve the new Conflict of Interest Policy as attached.”

2. Appeals Bylaw Yearly Review

The committee engaged in a yearly review of the Appeals bylaw, as required in the bylaw itself. The committee discussed the appeal process as well as the regulation and pamphlet describing “*How to Communicate with Us*”. The committee agreed to two updated to ensure consistency with the *School Act*.

70. The School Act requires that the Board set up a procedure enabling a student or his/her parents/guardians to appeal any decision made by ~~a Board employee~~ an employee of the Board that significantly affects the education, health or safety of the student...

70.3 If the appeal to the Superintendent cannot be resolved to the satisfaction of the complainant, ~~the Board will then listen to the appeal within a reasonable time limit~~ the board will review the complaint and listen to the appeal within 45 days of its official receipt at a board meeting, as per Section 11(7) of the *School Act*.”

RECOMMENDATION:

“That the revised Appeals Bylaw (70) be read for a first time.”

“That the revised Appeals Bylaw (70) be read for a second time.”

“That the revised Appeals Bylaw (70) be read for a third time, passed and adopted.”

3. Local Purchasing Policy

Secretary-Treasurer Weswick reported that the government’s procurement policies do not allow for the discrimination of vendors based on location. It was recommended by staff that the policy be amended or repealed. The committee discussed the recommendation and was unable to come to a consensus.

RECOMMENDATION:

The committee agreed that two options should come to the board table for consideration:

1. That the policy be repealed in its entirety.
2. That the board replaces the existing policy with a statement that reads:
“Whenever possible, the Board of Education of School District No. 46 (Sunshine Coast) will solicit bids from local vendors.”

The meeting adjourned at 1:00 p.m.

Next Meeting: October 25, 2016 from 11:30 to 1:00 p.m. at the School Board Office.

8 CONFLICT OF INTEREST

A trustee is a fiduciary, and is therefore subject to the highest duties of good faith and undivided loyalty to the Board; a trustee is required to act at all times in the best interests of the Board as a whole, without regard to his/her personal interests. Trustees have an obligation to avoid conflicts of interest, to remain in a position to provide an unbiased, even-handed and disinterested consideration of matters that come before the Board, and cooperate with other Board members to administer the Board's affairs in a judicious manner. A trustee must avoid personal conflicts of interest, and must avoid using his/her position for personal benefit. Trustees have a shared public duty to carry out their responsibilities and advance the work of the Board with diligence.

The Board recognizes that conflicts can arise in many different ways, including direct or indirect pecuniary conflict of interest, conflict of interest arising by virtue of predetermination of a matter coming before the Board, and conflict of interest arising by virtue of a personal interest arising from the particular circumstances or relationships of individual trustees.

As per policy 4, the Role of Chair is to protect the integrity of Board process and Board cohesion, and (as per policy 4.1) hold the Board to its rules.

- 8.1 If a Trustee has any conflict of interest in any matter and is present at an open or closed meeting of the Board at which the matter is considered, the Trustee shall:
- a) disclose his or her conflict of interest and the general nature of the conflict of interest;
 - b) not take part in the discussion of or vote on any question in respect to the matter and recuse themselves by leaving the meeting;
 - c) in the case of electronic participation, the trustee shall recuse themselves, e.g. terminate the call; and
 - d) not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect to the matter. [*School Act* s.58 (1&2)]
- 8.2 If a conflict of interest of a Trustee is not disclosed as required above by reason of the Trustee's absence from the meeting, the Trustee shall disclose the conflict of interest and otherwise comply with the requirements at the first meeting of the Board attended by the Trustee after the meeting referred to above. [*School Act* s.58 (3)]
- 8.3 The requirements of paragraphs 12.1 to 12.3 do not apply to any pecuniary interest referred to by the School Act as exempt from the disclosure requirements of the School Act. [*School Act* s.59]
- 8.4 "Pecuniary interest" means, with respect to a Trustee, an interest in a matter that could monetarily affect the Trustee and includes an indirect pecuniary interest referred to in section 55 of the School Act. [*School Act* s.55 & 56]
- 8.5 The pecuniary interest of a spouse or of a parent or child of the Trustee shall, if known to the Trustee, be deemed to be also a pecuniary interest of the Trustee. [*School Act* s.57]
- 8.6 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it shall be recorded in the minutes of the meeting. If a meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not

the general nature of that interest, shall be reported and recorded in the minutes of the next meeting that is open to the public. [*School Act s.50*]

Board Policy:

Revised:

70 APPEALS BYLAW

The *School Act* requires that the Board set up a procedure enabling a student or his/her parents/guardians to appeal any decision made by an employee of the Board that significantly affects the education, health or safety of the student. The Board expects its employees to make any necessary decisions regarding students but appreciates that those affected may not always agree, hence the need to provide for appeals. For the purpose of this bylaw, the failure to make a decision may be considered as a decision in that a non-decision may have a significant effect on a student.

Objectives

- To provide a means of appealing decisions.
- To safeguard the rights of students and their parents and to ensure their fair treatment.
- To ensure that procedural and administrative fairness and due process have been adhered to and conform to Board policy.

- 70.1 The Board requires that an appeal of any decision made by its employees which significantly affects the education, health or safety of a student be heard first at the school level and then, if necessary, at the district administrative level on a consultative basis per administrative regulations.
- 70.2 If the Administrative Regulation 5350 (How to Communicate with Us) fails to satisfy the student and/or parent/guardian bringing the appeal, he/she/they may appeal to the Superintendent of Schools. The basis of the appeal to the Superintendent is to be filed in writing.
- 70.3 If the appeal to the Superintendent cannot be resolved to the satisfaction of the complainant, the Board will review the complaint and listen to the appeal within 45 days of its official receipt at a board meeting, as per Section 11(7) of the *School Act*.
- 70.4 The Superintendent or designate will prepare a report for the School Board concerning the matter and will provide a copy to the complainant.
- 70.5 The appeal will be heard in-camera at the next Closed Meeting of the Board.
- 70.6 The complainant and/or his/her advocate have the right to appear before the Board. At least forty-eight (48) hours prior to the meeting the complainant must notify the Superintendent of who will be attending the meeting.
- 70.7 The Board may request the presence of the complainant or any person who was involved in the matter giving rise to the appeal before the Board or in the dispute resolution efforts to date. At least forty-eight (48) hours prior to the meeting the complainant will be advised who will be attending the meeting.
- 70.8 The scope of the review shall be based on the criteria that:
- (a) the policies of the School Board have been followed;
 - (b) the administrative regulations of the school district have been followed;
 - (c) relevant information was considered by administration and the decision under appeal has been based on that evidence;
 - (e) the procedures followed have been fair to the complainant.

- 70.9 The Board will deliberate in the absence of all persons who were involved in the dispute or dispute resolution efforts to date.
- 70.10 The Board shall make a decision on the matter in question as soon as feasible after listening to the appeal and shall give written reasons for the decision to the complainant. Such decision shall be final.
- 70.11 No person shall penalize or otherwise discriminate against a person who brings a complaint, gives evidence or otherwise assists in the investigation, inquiry or reporting of a complaint to the administration or Board.
- 70.12 Information about the appeals procedure provided to a complainant and/or their advocates shall contain information about how to access the office of the Ombudsman and when it is appropriate to do so.
- 70.13 The Board shall conduct an annual review of this bylaw.

Board Policy: December 2010
Revised: April 2015



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

**OPERATIONS COMMITTEE NOTES
Held on September 22nd, 2016 from 12:30-2:00 pm**

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

PRESENT: TRUSTEES: Dave Mewhort (Chair), Lori Pratt, Greg Russell, Betty Baxter

STAFF/OTHERS: Patrick Bocking, Superintendent; Nicholas Weswick, Secretary-Treasurer; Rob Collison, Manager of Facilities and Transportation; Phil Luporini, District Principal of Technology and Data Management; Lee-Ann Ennis, Ruby Lake Lagoon Society; Michael Jackson, Ruby Lake Lagoon Society; Carolyn Smith, CUPE Local 801, Marnie Baba, CUPE Local 801; Erica Reimer, Executive Assistant (Recording Secretary)

REGETS: Allyson Fawcus, DPAC, Louise Herle, SCTA President

The meeting was called to order at 3:40 p.m.

1. Long Range Facilities Plan – Draft Plan

Secretary-Treasurer Weswick reviewed local area demographics and enrolment projections, capacity utilization and building condition assessment results. He further clarified the purpose of the Long Range Facilities plan, a ministry requirement that confirms facilities needs, identifies capital priorities (i.e. capacity/enrolment/space projects, building condition, seismic) and demonstrates effective management of facilities.

It was noted that feedback gathered through the Learning Spaces public consultation phase was not included in the plan itself, as it did not conform to the ministry's requirements. However, the information was included as an appendix to the plan to honour conversations with the community and provide guidance to the board.

Capital initiatives identified in the plan include expansion of West Sechelt Elementary to address growth in the area and the replacement of the Sunshine Building at the Sechelt Learning Centre site. It was noted that consultation would be initiated prior to advancement on either project. There was discussion of further long term visioning for the Sechelt Learning Centre site prior to a Project Agreement for the Sunshine Building.

Secretary-Treasurer Weswick shared that he would be meeting with the ministry to discuss the draft plan and clarify utilization rates at district sites. He further noted that revisions to the plan might be identified as an outcome of that meeting. The committee agreed that the agenda setting committee would dictate whether the plan should come back to the committee or directly to the board.

The meeting adjourned at 2:00 p.m.

NEXT MEETING: Thursday, October 20 from 12:30 to 2:00 pm at the School Board Office.



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

EDUCATION COMMITTEE NOTES
Held on September 28th, 2016 from 3:30-5:00 pm
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Christine Younghusband (Chair), Pammila Ruth, Betty Baxter

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of Instruction; Vanessa White, Director of Instruction; Carolyn Spence, Principal; David Barnum, Curriculum and Transitions Coordinator; Kirsten Deasey, Early Learning Coordinator; Louise Herle, SCTA President; Erica Reimer, Executive Assistant (Recording Secretary)

REGETS: Trustee L. Dixon

The meeting was called to order at 3:40 p.m.

1. Regulation 2840 – Student Reporting

Superintendent Bocking reviewed changes to Regulation 2840 (Student Reporting) in order to align with changes to the ministerial reporting order. The revised regulation provides two reporting options and details the requirement of each. Superintendent Bocking reported that due to changes in the curriculum and the ministerial reporting order, the intent of the updated regulation would be put into effect immediately. Revised report cards will be brought forward to the October committee meeting, for approval at the November board meeting.

2. Regulation 6700 – Physical Restraint of Students

Director White reviewed changes to Regulation 6700 (Physical Restrain and Seclusion of Students). The ministry recently provided a best practices guide to districts and requested that all districts review their own practices to align with the ministry's recommendations. Director White noted that updates to the regulation address seclusion of students, and make use of positive behaviour supports and de-escalation techniques. The committee made suggestions for changes, including B.5. (CPI training), C.3. (specify use of violent incident form when required) and other housekeeping items.

3. Strategic Plan: Student Sustainable Practices and Outdoor Education

Goal 1.g.: Our students will experience, respect and enhance the natural world by actively participating in sustainable practices and outdoor education.

Superintendent Bocking reported shared a list of schools that had submitted applications for the district's "Excellence in Education" grants and reported that recipients are required to report back on their projects in December.

- A "walking field trip" permission form has been standardized and provided to all schools in order to facilitating local field trips and outdoor education opportunities.

- The Environmental Education Committee continues to provide mentorship to teachers who wish to provide outdoor learning opportunities to their classroom. A survey has been developed to identify teachers who have expertise in outdoor learning.
- The Davis Bay Elementary greenhouse project is moving forward and requirements for a sprinkler system are being considered.
- NEST instructor, Jenny Groves, continues to work on the development of the Nicholas Sonntag Marine Education Centre.
- The Nature Based Experiential Learning field program, in partnership with SFU, continues in its second year.

4. Report: Collaborating About Reading Engagement (CARE) Project

Kirsten Deasey and David Barnum reported on the newly developed CARE project that involves 46 educators across the district meeting monthly to collaborate on reading engagement. Over the course of the year, guest speakers will attend the monthly meetings to share their expertise, including Faye Brownlie, Miriam Threhearne and Adrienne Gerr. Educators involved in the CARE project will receive 2 half days of release time to mentor and collaborate with teachers at their own schools.

5. Curriculum (standing item)

David Barnum advised the committee that the implementation year for K-9 is underway and that the draft curriculum for grades 10-12 is available on the ministry's website. The district has scheduled a Non-Instructional Day after the winter break to support the new curriculum. Information was shared regarding designated funding to support teachers in the transition to the new curriculum. To date approximately half of the funds have been used. Any unspent funds will be reallocated to other curriculum purposes as of February 1, 2017. The math committee has met and will be surveying teachers to gather information on teachers needs.

Chair Younghusband requested that the agenda setting committee consider a future report on how the curriculum is unfolding by way of a first hand report from a cluster of teachers.

6. Parent Engagement (standing item)

The first DPAC meeting of the year took place on September 22nd at Chatelech Secondary and a parent newsletter was distributed. Positive feedback was received regarding the Parent Engagement Committee.

The meeting adjourned at 5:05 p.m.

NEXT MEETING: Monday, October 24 from 3:30-5:00 pm at the School Board Office.