



COMMITTEE OF THE WHOLE AGENDA

Tuesday, September 24, 2019, 11:15 a.m.

School Board Office - Gibsons, BC

	Pages
1. Call to Order	
2. Website and Branding Overview	
3. Implementation Plan: Year 1	
4. Regulations for Review:	
a. 2120 – Selection and Appointment of Senior Executive	1
b. 2030 – Communication Protocol for Outside Agencies	6
c. 3170 - Physical Restraint of Students	11
5. Policy Review (standing item)	
a. Role of Board Committees	16
6. Communication Plan (standing item)	18
7. Adjourn	

Title: **Selection and Appointment of District Executive Staff**
 Category: **Personnel**
 Number: **2120**

I. Rationale:

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

II. Superintendent Selection

A. Steps:

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

III. Executive staff other than the Superintendent

A. Steps

1. The Superintendent or designate shall coordinate the advertising, short listing and selection process.



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

Received:

References: Policy 11



Title: **Selection and Appointment of Senior District Executive Staff**
 Category: **Personnel**
 Number: **2120**

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

II. Superintendent Selection

A. Steps:

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

III. Executive staff other than the Superintendent

A. Steps

1. ~~When a competition occurs, the~~ The Superintendent or designate ~~will~~ shall coordinate the advertising, short listing and selection process. ~~process except when the Superintendent's position is being recruited. In that case, the Board~~ Board may designate another member of the senior executive to coordinate the process or the Board ~~Board~~ may engage an external resource person.



ADMINISTRATIVE REGULATIONS

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~~I. As vacancies occur, processes will be in place to allow the~~The Board shall \ the opportunity to review any new assignments or the renewal of a current executive~~the assignment and the associated qualifications before any competition is held.~~

2. Any senior executive vacancies identified for external/internal competition will be recruited through postings at each School District No. 46 (Sunshine Coast) facility as well as locally and provincially~~locally, provincially, and/nationally using a variety~~the most efficient and effective~~of resources and strategies.~~

II. The Selection Committee shall consist of the Superintendent, another member of the executive staff, two trustees, an elementary principal and a secondary principal.

~~III.3. The Board~~Superintendent shall~~may~~ invite representatives of ~~school administration,~~ partner groups and personnel with whom the executive staff ~~member would~~will be working, to participate in a secondary the selection meeting with the candidates.~~process. Their input shall be considered by the hiring committee. as appropriate.~~

~~IV.1. When a competition occurs, the Superintendent or designate will coordinate the advertising, short listing and selection process except when the Superintendent's position is being recruited. In that case, the Board may designate another member of the senior executive to coordinate the process or the Board may engage an external resource person.~~

V.4. Prior to interviews, shortlisted candidates may be invited to ~~meet with the Board and executive staff,~~ tour the district office and other facilities as appropriate and have an opportunity to meet key members of the school district community.

~~VI. Interviews for senior executive positions will be conducted by the Board~~Board and assisted by the senior executive staff. Representatives from school administration, partner groups and staff in the department(s) under the supervision of the position will, as appropriate, be invited to observe and to provide feedback following the interviews.



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~~VII.~~IV. The successful candidate will have met essential criteria related to the posting including, but not limited to:

- A. Training, professional and academic qualifications and ~~certification~~certifications.
- B. ~~Proven experience and a high degree~~A high degree of previous success in creating a culture of care, learning and professional connection in public education.
- ~~C. Demonstrated excellence in managing and leading in public education~~
- ~~D.~~C. ~~Highly e~~Effective public relations, employee relations and interpersonal skills
- ~~E.~~D. Initiative, loyalty to the organization and potential for further growth and development

~~VIII.~~V. Individuals involved in the hiring process who are in a conflict of interest~~who find themselves in conflict of interest~~ shall declare the conflict and remove themselves ~~at the outset of the process~~as soon as they become aware of the conflict.

Received:

References: ~~Board~~ Policy 2.7, 1140



Title: **Communication Protocol for Outside Therapists and Consultants**
Category: **Personnel**
Number: **2030**

I. Rationale:

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

II. General:

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

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

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

Title: **Communication Protocol for Outside Therapists and Consultants**
Category: **Personnel**
Number: **2030**

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

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

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

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

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

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

Title: **Communication Protocol for Outside Therapists and Consultants**

Category: **Personnel**

Number: **2030**

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

Attachment: *Communication Protocol Form*

Received:

References:



Title: **Communication Protocol for Outside Therapists and Consultants**
Category: **Personnel**
Number: **2030**

I. **Rationale**

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

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

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

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

Title: **Communication Protocol for Outside Therapists and Consultants**
Category: **Personnel**
Number: **2030**

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

VI. It is best practice for student observations to include brief meetings before and immediately after each session. The outside therapist or consultant will be accompanied by special-education student support services teacher during the observation period. Following the observation period, the outside therapist or consultant should provide some written notes for the special-student support services education teacher to share as soon as possible with the rest of the IEP team.

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

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

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

Title: **Communication Protocol for Outside Therapists and Consultants**

Category: **Personnel**

Number: **2030**

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

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

Attachment: *Communication Protocol Form*

Received:

References:



Title: **Physical Restraint and Seclusion of Students**
 Category: **Health and Safety**
 Number: **3170**

I. Rationale:

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.

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

- A. “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.
- B. 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.
- C. The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.
- D. “Seclusion” is the involuntary confinement of a person, alone in a room, enclosure, or space, which the person is physically prevented from leaving.
- E. 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.

III. Principles of Restraint and Seclusion



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- A. Employees will not endanger their own safety in employing physical restraint.
- B. 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.
- C. 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.
- D. 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).
- E. All school staff members shall be encouraged and given opportunities to take Crisis Prevention Institute (CPI) training in positive behaviour interventions and supports, and de-escalation techniques. Staff working in specialized behaviour support programs or with identified students will be expected to maintain CPI certification, as per the specific job description.
- F. 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).

IV. Procedures for Physical Restraint and Seclusion

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

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

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3. 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.
4. With the least amount of force to protect the student and restrainer.
5. With the least amount of disturbance to the rest of the class.
6. In the presence of another adult when possible.
7. With the assistance of other adults as needed.
8. 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), never uses floor restraints.

B. It is critical that:

1. Any space used for the purpose of seclusion will not jeopardize the secluded student's health and safety.
2. 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.

C. 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:

1. What happened,
2. What could have been changed, and
3. Preventative and response actions to be taken in the future.

D. Documentation, using "Physical Restraint and Seclusion Record" must be completed as soon as possible after an incident involving restraint and/or seclusion and:

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1. Notification to the principal as soon as possible after the incident, and, in any event, prior to the end of that school day.
 2. Direct communication between the principal or designate and the parent(s) shall be initiated within the same day.
 3. 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 day on which the incident has occurred.
 4. 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.
 5. If an incident results in violence against staff, a Threat / Violent Incident Form will also be completed and submitted.
- E. In cases where a student's behaviour could potentially cause harm to self or others, the student's educational planning includes development of:
1. 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.
 2. A formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures that are in place.
 3. 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.
 4. 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.
- F. A review/revision of prevention/intervention strategies must occur in cases where there is:
1. Repeated use of physical restraint and/or seclusion for an individual student.

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2. Multiple use of physical restraint and/or seclusion occurring within the same classroom.
3. Repeated use of physical restraint and/or seclusion by an individual staff member.

Received:

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



5 ROLE OF BOARD COMMITTEES

The Board may meet as a Committee of the Whole and will appoint Standing Committees and Ad Hoc Committees to help carry out its governance responsibilities in accordance with its Procedural Bylaw. Consequently, committees:

- 5.1 Are constituted to directly assist the Board by preparing policy alternatives, considering implications and recommending possible actions to be taken by the Board.
- 5.2 Shall support the work of the Board and will only speak or act for the Board if given the authority for specific, time-limited purposes.
- 5.3 Shall operate within the Terms of Reference approved by the Board, except when given other assignments by Board motion.
- 5.4 Shall be managed by Committee chairs. Every agenda item must be either assigned by the Board, or by the Board's agenda setting committee.
- 5.5 Should provide a means of receiving stakeholder/community input, when appropriate, in an open, inviting and efficient manner.
- 5.6 May serve as venues for staff, external or trustee presentations, within each committee's Terms of Reference.
- 5.7 Shall be appointed by the Chair annually at the January regular Board meeting.
- 5.8 Shall include but not be limited to:

- (i) Education Standing Committee

Terms of Reference: The Education Committee shall review and consider the governance of education issues including curriculum; programs; education policy; student assessment; and student achievement.

- (ii) Operations Standing Committee

Terms of Reference: The Operations Standing Committee shall discuss, review and make recommendations on governance issues including the annual budget consultation and development; the long-range facilities plan and policies on facility use; personnel; sustainability policies; and transportation services. Local government land-use and planning referrals will be reviewed when community consultation is needed and timeframe for feedback permits.

- (iii) Policy Standing Committee

Terms of Reference: The Policy Standing Committee shall review existing policies and consider amendments or new policies to enhance the effectiveness of Board governance.

- (iv) Superintendent Evaluation Committee

Terms of Reference: The Superintendent Evaluation Committee shall be responsible for promoting professional growth and development through ongoing dialogue with the Superintendent, providing opportunities for reflection and collaboration. The Committee shall be chaired by the Board Chair, and will include all trustees. Its meetings, called in coordination with the Superintendent Evaluation Cycle, will be Closed Sessions due to personnel matters.

- (v) Trustee Honorarium Committee

Terms of Reference: The Chair will strike a committee at the beginning of the second year of each Board's term, at a minimum, to review trustee honorariums and the committee shall bring recommendations to the Board on or before the regular Board meeting in March of that year.

(vi) Committee of the Whole

Terms of Reference: The Committee of the Whole shall consider board orientation and evaluation; review the Governance section of board policies and bylaws; strategic planning and public consultation; appeals bylaw review and review school calendar and school growth plans each year. The Committee of the Whole shall act as the Audit committee for the school district. The Committee of the Whole is also the forum where the Board as a whole may discuss emerging issues in the structure and planning of provincial education and educational organizations and authorities, e.g.: BCPSEA, BCSTA or Ministry of Education consultations or initiatives.

Board Policy: December 2010

Revised: December 2013, February 2015, September 2015, December 2015, December 2017, April 2019



		AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
REGULAR BOARD MTG	Strat Plan		N/A 1 (a) Student Voice / DSLT	Vision 1 (c) core competencies 2 (e) positive partnerships 3 (b) visioning and planning	Mission 1 (d) literate 1 (j) digital literacy 3 (a) communicate	Affirmation 1 (h) indigenous cultures & diversity 3 (g) international student program	Ethics 1 (b) early years 1 (g) physical health 2 (a) healthy & inspired team
	Recurring		F/S Approval Student Trustee Appointment	BCSTA Prov Council Motions Enrolment Report	Board Elections	Committee Appointments PAC Appointments BCSTA AGM & Prov Motions BCPSEA AGM Motions	
	Other		Strategic Plan Presentation				
COMMITTEE OF THE WHOLE	Strat Plan		Implementation Plan (Year 1) 3 (b) visioning and planning	3 (a) communicate		2 (a) healthy & inspired team	
	Recurring			External Committees Report		School Growth Plans	Draft School Calendar Review School Visit Debrief Communication (standing)
	Policies		Communication (standing) Role of Board Cmtes (JU)	Communication (standing)	Communication (standing)	Communication (standing)	
	Other						
EDUCATION COMMITTEE	Strat Plan		2 (e) positive partnerships 1 (c) core competencies	1 (d) literate 1 (j) digital literacy	1 (h) indigenous cultures & diversity 3 (g) international student program	1 (b) early years 1 (g) physical health	1 (f) mental health 2 (c) inclusive education
	Recurring			MDI			
	Other						
OPERATIONS COMMITTEE	Strat Plan						
	Recurring		Summer Work Review	Prelim. Budget Timelines	Budget discussion		Amended Budget Joint Use Update
	Other		Zoning Referrals (standing)	Zoning Referrals (standing)	Zoning Referrals (standing)	Zoning Referrals (standing)	Zoning Referrals (standing)
OTHER		Annual Report to Community	DSLTT/Trustee Dinner BCPSEA Symposium	General Election Supt Evaluation Cmte	Intergovernmental Meeting Trustee Academy		School Visits BCPSEA AGM Supt Evaluation Cmte
CONSULTATIONS					Preliminary Budget Consults.	Preliminary Budget Consults.	Preliminary Budget Consults.

Legend: **Moved** **Removed** **Added**

		FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
REGULAR BOARD MTG	Strat Plan	Inclusion 1 (f) mental health 2 (c) inclusive education	Collaboration & Equity 1 (e) numeracy 2 (b) professional development 2 (e) family engagement 3 (c) partnerships	Innovation 1 (i) care of our planet 2 (d) leaders 3 (d) environmental initiatives	Respect & Responsibility 1 (k) fine arts 3 (f) transportation strategies	Celebration 1 (l) graduate 3 (e) district facilities	
	Recurring	Amended Annual Budget	School Calendar	BCSTA AGM Motions School Allocation Rates Min. Approved Projects / Capital Plan Bylaw	Budget Approval / Bylaw SSCFGS Submission	District Report to Ministry Budget Approval (if required) Five-Year Capital Plan Motion	
	Other				Trustee Eval. Process	Strat Plan - Communication plan	
COMMITTEE OF THE WHOLE	Strat Plan		1 (i) care of our planet 2 (d) leaders 3 (d) environmental initiatives				
	Recurring	School Calendar Recommendation		SSCFGS Discussion		Strat Plan Review - Year 1	Board Evaluation
	Policies	Communication (standing) Appeals Bylaw Review	Communication (standing)	Communication (standing)	Communication (standing)	Communication (standing)	
	Other	Risk Management			Trustee Eval. Process	Strat Plan - Communication plan	
EDUCATION COMMITTEE	Strat Plan	1 (e) numeracy 2 (b) professional development 2 (e) family engagement		1 (k) fine arts	1 (l) graduate		
	Recurring				District Report to Ministry	Untargeted Donations?	
	Other						
OPERATIONS COMMITTEE	Strat Plan	3 (c) partnerships		3 (f) transportation strategies	3 (e) district facilities		
	Recurring	Prelim. Budget Considerations Prelim. Budget Discussion Enrolment Projections Zoning Referrals (standing)	Staffing Timelines Funding Announcement Zoning Referrals (standing)	Budget Summary AFG Plan Zoning Referrals (standing)	Five-Year Capital Plan Budget (if required) Zoning Referrals (standing)	Emergency Preparedness Zoning Referrals (standing)	
	Other			<i>Defer scheduling to end of month</i>			
OTHER		Review March cmte schedule BCSTA AGM Motion Deadline	Partners in Learning	Student Forum Service Recognition BCSTA AGM Supt Evaluation Cmte	Bursary Tea Intergovernmental Meeting Trustee Honorarium Cmte	Retirement Celebration Grad Ceremonies ACE-IT Ceremonies	
CONSULTATIONS		Draft School Calendar Circulation					

Legend: **Moved** **Removed** **Added**