

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

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

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

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

REGRETS: S. Leech, Trustee

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1. Call to Order

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

2. Website and Branding Overview

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

3. Implementation Plan: Year 1

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

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

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

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

4. Regulations for Review:

a. 2120 – Selection and Appointment of Executive Staff

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

b. 2030 – Communication Protocol for Outside Agencies

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

c. 3170 – Physical Restraint of Students

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

5. Policy Review (standing item)

a. Role of Board Committees

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

6. Communication Plan (standing item)

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

5. Adjourn

The meeting adjourned at 1:59 p.m.



- 1a Our **students' voices** will be respectfully heard and acted upon.
- 1b Our students will thrive in their **early years, and throughout their education**, within schools, families, and communities that inspire learning, respect, and connection.
- 1c Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of the **Core Competencies**.
- 1d Our students will be **literate**. They will be effective communicators, critical thinkers, and engaged citizens.
- 1e Our students will be **numerate**. They will have the skills and tenacity to interpret and apply mathematical understandings in flexible, functional, and creative ways.
- 1f Our students will develop and apply **social and emotional skills** to successfully live, work, and play together. They will have the resilience and attitude to deal with life's challenges and to manage their **mental health**.
- 1g Our students will develop and apply skills and habits to support their **physical health**.
- 1h Our students will explore **Indigenous** cultures in our community and the **diversity of cultures** in the world.
- 1i Our students will have the knowledge and skills to contribute to the **care of our planet and its changing climate**.
- 1j Our students will have the **digital literacy** skills to enhance and communicate their learning, and to responsibly navigate technology.
- 1k Our students will actively participate in expanded **fine arts** programs.
- 1l Our students will **graduate** with specific life skills to enable them to navigate their personal future directions.



## CIRCLE OF CARE: STUDENTS

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

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





## CIRCLE OF CARE: STUDENTS

1b

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

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



## CIRCLE OF CARE: STUDENTS

1c

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

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





## CIRCLE OF CARE: STUDENTS

1d

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

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



## CIRCLE OF CARE: STUDENTS

1e

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

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





## CIRCLE OF CARE: STUDENTS

1f

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

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



## CIRCLE OF CARE: STUDENTS

1g

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

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







## CIRCLE OF CARE: STUDENTS

1h

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

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



## CIRCLE OF CARE: STUDENTS

1i

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

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





## CIRCLE OF CARE: STUDENTS

1j

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

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



## CIRCLE OF CARE: STUDENTS

1k

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

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







## CIRCLE OF CARE: STUDENTS

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

- Support new Career Life Connection and Capstone Curriculum
- Hands on Career Fair at School
- Expand Elementary ADST opportunities
- Transitioning from school to the workplace!



## STAFF

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





## CIRCLE OF CARE: STAFF

2a

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

- Focus on Connections



## CIRCLE OF CARE: STAFF

2b

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

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



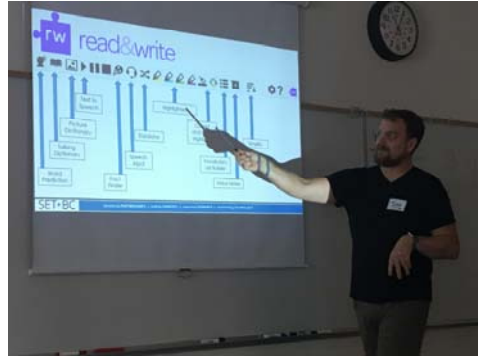


## CIRCLE OF CARE: STAFF

2c

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

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



## CIRCLE OF CARE: STAFF

2d

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

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





## CIRCLE OF CARE: STAFF

2e

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

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



3a

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

3b

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

3c

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

3d

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

3e

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

3f

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

3g

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



## CIRCLE OF CARE: COMMUNITY

3a

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

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



## CIRCLE OF CARE: COMMUNITY

3c

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

- NSMEC
- Community Schools Contract





## CIRCLE OF CARE: COMMUNITY



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

- Environmental Action Plan
- Facilities Efficiencies



## CIRCLE OF CARE: COMMUNITY



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

- Working with VCH to Support for Active School Travel







## CIRCLE OF CARE: COMMUNITY



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

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



## THANK YOU

