

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

REGULAR MEETING AGENDA

Wednesday, December 11, 2019, 7:00 pm
School Board Office - Gibsons, BC
494 South Fletcher Road
Gibsons, BC

	Pages
1. <u>Call to Order</u>	
2. <u>Celebrating Education: Student Voice - Student Trustee J. Carroll</u>	
3. <u>Public Question Period (10 minutes in total)</u>	
4. <u>Adoption of the Agenda</u>	
MOTION: "THAT the agenda of December 11, 2019 be adopted."	
5. <u>Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings</u>	1
a. Regular Meeting Minutes - November 13, 2019	
b. Record of Special Closed Meeting - November 5, 2019	
MOTION: "THAT the Regular Meeting November 13, 2019 and the Record of Special Closed Meeting of November 5, 2019, be approved."	
6. <u>Reports</u>	
a. Superintendent's Report	5
b. Strategic Plan Reports	
1. Goal 1.h. - Indigenous Cultures	7
c. Administrative Regulations in Circulation	
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e.	Secretary-Treasurer's Report	
	1. Larger Cheques Written in the Month of November 2019	45
f.	Board Report	47
	1. Committee Appointments	49
	2. BCSTA Report	
	3. BCPSEA Report	
	4. Student Trustee Report	
g.	Committee of the Whole Notes - November 26, 2019	51
h.	Education Committee Notes - November 26, 2019	55
i.	Operations Committee Notes - November 26, 2019	57
j.	Receipt of Reports	
	MOTION: "THAT the reports be received."	
7.	<u>Questions and Enquiries from the Public Relating to the Board Meeting</u>	
8.	<u>Next Meeting</u>	
	The next public board meeting will be held on January 8, 2019 at the Sechelt Learning Centre.	
a.	Committee Agendas	61
	MOTION: "TO approve the committee agendas."	
9.	<u>Adjournment</u>	



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

Wednesday, November 5, 2019, 4:30 pm
School Board Office, Gibsons, B.C.

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

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

Regrets: T. Ste. Marie, Trustee; K. Kerr, Director of Instruction;

The meeting was chaired by Vice-Chair Leech.

Call to Order

The meeting was called to order at 4:35 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Information / Action Items**
 - Personnel
 - Teacher Bargaining – Mediator’s Report
- **Items for Disclosure**
 - There were no items for disclosure

Adjournment

The meeting adjourned at 5:11 p.m.

Pammila Ruth - Board Chair

Nicholas Weswick - Secretary-Treasurer



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

SUPERINTENDENT'S REPORT

Submitted by Superintendent Patrick Bocking
December 11th, 2019

1. CIRCLE OF CARE: STUDENTS

- a. Over two hundred students enthusiastically travelled to **We Day** in Vancouver. The annual celebration of young people making local communities and the world a better place to live is boisterous, exciting and motivating! (1a)
- b. Students enjoyed tournaments this month. Grades 4/5 played Triple Ball and Grade 6/7's competed in volleyball. Many thanks to staff and volunteers for providing this exciting opportunity. (1g)
- c. Careers staff attended the Career Education Society conference in November. Sessions attended included Career Life Connections and Career Life Experience, Capstone and Ministry priorities. (1L)

2. CIRCLE OF CARE: STAFF

- a. Teachers, educational assistants, principals, maintenance and finance staff learned together about the board's **Strategic Plan** and collaborated on applying the plan to their school and personal professional growth plans. (2a)
- b. The EdTalent 2019 **Recruitment fair** in Toronto provided an opportunity to promote our district for prospective teachers. (2a)
- c. Teachers acquired new skills from Surrey educator Mark Garneau recently. In addition to excellent, collaborative professional development, Mr. Garneau shared with resources to support parents regarding numeracy learning. The material is available on the district Engage site. (2b)
- d. Grade 4-7 Teachers participated in an afterschool **professional development** session to support our youth with Vaping Prevention Curriculum provided by the BC Lung Association. (2b)
- e. Our schools are alive with many celebrations of the festive season. Trustees and the public are most welcome to attend these events and to celebrate the season with students, staff and parents. (2e)

3. CIRCLE OF CARE: COMMUNITY

- a. Minister of Education, Rob Fleming, brought the great news to West Sechelt Elementary School that a **six-classroom addition** will be funded along with a **neighbourhood learning centre and a day care!** Students, staff and community partners were thrilled with the news. (3a)

- b. We have an **SD 46 snowman** at the Tim Horton's in Gibsons! The annual tradition showcases festive celebration from many community businesses and organizations.
- c. Our Sunshine Coast Mental Health and Substance Use Local Action Team are actively **visioning and planning** our Substance Use Panels for our grade 7 students in the new year. We were awarded the DASH Grant to support this initiative. (3c)
- d. A group of 16 students and their teacher visited from Sacred Heart School in Moga, India to visit Sunshine Coast schools and the community. (3g)

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

STRATEGIC PLAN REPORT: INDIGENOUS CULTURES

Submitted by Superintendent Bocking
December 11th, 2019

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

“Education is what got us here, and education is what is going to get us out.”
- Justice Murray Sinclair

Background:

School District 46 has a proud tradition of working in close partnership with the Sechelt Indian Band and the Squamish Nation. Additionally, staff in all of our schools work with determination, understanding and compassion to ensure that each of our students achieves success in their learning and in their communities.

Discussion:

- The structures in place begin with the Board’s Strategic Plan Affirmation, *The Board affirms its commitment to Indigenous Peoples and Reconciliation by building relationships and deepening understanding o Indigenous history, worldviews, and ways of knowing.*
- The Indigenous Education Team supports all staff to ensure that Indigenous students have the supports they require to attain success, and that all of our students understand indigenous worldviews, history, and ways of knowing.
- District staff and school principals review the academic success of students on an ongoing basis as the data becomes available. From this, they determine areas of improvement in our learning opportunities.

Data Interpretation:

- EDI data indicate significant vulnerabilities for our youngest students in most scales except for language and cognitive development.
- Foundation Skills Assessment (FSA) indicates that our indigenous students are mostly achieving above the 75th percentile for Indigenous students in BC in literacy and numeracy.
- Indigenous students are not consistently performing on the FSA at the same level as “all our students” in literacy and numeracy.
- After many years of steady improvement in Indigenous completion rates, district completion has declined this year.

Next Steps:

- Each Indigenous student's specific learning profile is carefully considered by Indigenous Education staff and school staffs.
- Careful analysis of the academic and completion data is taking place and will be discussed at the Education Committee in January. From this review further plans regarding professional development and student support will be confirmed.
- Elders in Schools program with handbook support for school staffs is being prepared.
- Cultural baskets are available to all schools to support learning about Indigenous culture.
- English First People's is at Elphinstone Secondary School for the first time this year.

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT LEADERSHIP

CATEGORY: EDUCATION

NUMBER: 1290

CIRCULATING UNTIL FEBRUARY 3, 2019

I. Rationale:

Student Voice allows for a direct link between the current educational experience of students, school and district administration, and the Board.

II. District Student Leadership Team (DSLTL):

A. Two students (normally one in grade 11 and one in grade 12) from Pender Harbour, Chatelech, Sunshine Coast Alternative and Elphinstone Secondary Schools will meet with the Superintendent or designate at least every two months to discuss matters of interest to students.

B. A process will be developed by the DSLTL to nominate a member of the DSLTL to be Student Trustee for the academic year.

C. Should the nominee be unable to complete his/her term, the DSLTL will nominate another student to fulfill the role of the Student Trustee for the balance of that school year.

III. Student Trustee:

A. The DSLTL shall name a Student Trustee to the Board in June of each school year for the subsequent school year.

B. The Chair of the Board or designate will mentor the student trustee.

C. The Student Trustee shall have the same opportunities for participation in meetings of the Board and its committees as an elected Trustee. However, the Student Trustee is not a member of the elected Board, and, therefore, cannot attend closed meetings. Further, the Student Trustee cannot vote on matters before the Board.

D. The Student Trustee must try to attend all regular meetings of the Board, normally in Gibsons.

E. The Student Trustee shall report to the DSLTL the activities and priorities of the Board.

F. The Student Trustee shall report to the Board on the activities and priorities of the DSLTL

G. The Student Trustee shall act in accordance with the Bylaws and Policies of the Board.

H. The Student Trustee shall prepare a written report for the June Board meeting to describe his/her experiences as a Student Trustee for his/her term of office.

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT LEADERSHIP

CATEGORY: EDUCATION

NUMBER: 1290

CIRCULATING UNTIL FEBRUARY 3, 2019

Received:

References: Board Policy 2.8

ADMINISTRATIVE REGULATIONS

TITLE: WAIVERS AND INFORMED CONSENT

CATEGORY: EDUCATION

NUMBER: 1360

CIRCULATING UNTIL FEBRUARY 3, 2019

I. Rationale:

The function of informed consent is to provide information to parents regarding curricular and extracurricular activities. It also provides an opportunity for parents to advise the school of any concerns they may have related to their child's participation in an activity.

Informed consent shall be used by School District No. 46 as a condition of participation by students in certain curricular and extracurricular activities. Specifically, informed consents are signed by a parent or guardian to indicate their consent to the proposed activity of an extracurricular, off-site curricular, or an on-site curricular activity that is considered by the school as medium to high risk.

II. Procedures:

A. Low-risk activities:

1. Schools may use a general consent form to cover off-site curricular activities of a low risk nature, such as field trips to cultural activities, local businesses and industrial sites, community visits, musical productions and courses that include frequent low risk activities.
2. A general consent form may be used on an annual or by course basis for this purpose as long as:
 - a) parents/guardians are given notice of each activity as it approaches;
 - b) the general consent provides a possible list of the low risk activities to which they are consenting;
 - c) both the general consent form and notice shall describe transportation arrangements.

B. High-risk activities:

1. Higher risk off-site curricular and extracurricular activities require more detailed and individualized consent forms. By signing the consent form, the parent/guardian agrees that the activities described, including normal associated risks, are appropriate for his/her child.
2. Such forms are specific to the activity and describe inherent risks.
3. Specifically, the consent form will include:
 - a) specific means of transportation;

ADMINISTRATIVE REGULATIONS

TITLE: WAIVERS AND INFORMED CONSENT

CATEGORY: EDUCATION

NUMBER: 1360

CIRCULATING UNTIL FEBRUARY 3, 2019

- b) the nature of the supervision being provided;
- c) a description of the activity, including inherent risks;
- d) identify the date, time and duration of the activity.

4. When a curricular or extracurricular activity is planned that extends several days or is considered by the school principal to be a high-risk activity, the consent form shall also include:

- a) address and telephone number to the location of the activity or, where necessary, the cell phone number of the supervising teacher for emergency contact;
- b) a detailed itinerary, including any options that may be available for the students, unsupervised periods and remoteness from medical facilities;
- c) a more detailed description of the risks that are inherent to the activity.

5. When a course is offered that involves higher than normal associated risks (e.g. a senior level physical education course, an outdoor physical education course) the activities and attendant risks shall be described to parents/guardians early enough so that an alternative course selection can be made.

C. Waivers

1. Waiver forms shall be used for extracurricular activities involving high risk activities. These will usually be activities that private operators would require waiver forms for, such as river rafting, rock climbing, skiing, etc.

2. Where outside facility providers require waiver forms as a condition of providing services, the school shall insure that parents/guardians receive notice of this fact before they consent to their child's participation in the activity.

Received:

References:

ADMINISTRATIVE REGULATIONS

TITLE: REFERENCE CHECKS AND SEARCH OF CRIMINAL RECORDS: PROSPECTIVE EMPLOYEES AND VOLUNTEERS

CATEGORY: PERSONNEL

NUMBER: 2110

CIRCULATING UNTIL FEBRUARY 3, 2019

I. Rationale:

The District believes in providing a safe working and learning environment for staff and students. It is the obligation of managers to review applications and conduct reference checks of prospective employees or volunteers to confirm that they conform to our need for safety.

II. Reference Checks:

A. Applicants for employment:

1. Before an applicant for employment is appointed, a representative of the Board shall conduct a reference check with previous employers, supervisors, instructors and/or other sources relevant for the position to be filled. All responses shall be recorded in writing and shall be as complete as possible.
2. The Human Resources Department at the Board Office shall keep a record of all such reference checks.

III. Search of Criminal Records:

A. For all existing and prospective employees, trustees, and contractors working with children, as defined in section 1 of the *Criminal Records Review Act*:

1. This group shall have a "Vulnerable Sector" criminal record check completed as provided by the *Criminal Records Review Act*. This criminal record check is completed by the Human Resources Department.
2. Members of the BC Teachers Federation (BCTF) will have their criminal records check completed by the Teacher Regulation Branch (TRB).

B. For volunteers:

1. Requests for searches of the criminal record shall be made on the form provided by the Board for this purpose. The consent of the subject of the search shall be obtained in writing on this form and it will be the responsibility of the applicant to deliver the request, in person, to the R.C.M.P. detachment in the applicant's present area of residence.
2. Requests for criminal record searches shall specify the location for which the

ADMINISTRATIVE REGULATIONS

TITLE: REFERENCE CHECKS AND SEARCH OF CRIMINAL RECORDS: PROSPECTIVE EMPLOYEES AND VOLUNTEERS

CATEGORY: PERSONNEL

NUMBER: 2110

CIRCULATING UNTIL FEBRUARY 3, 2019

applicant has applied.

3. The volunteer will be required to pick up the results. The results are to be delivered to the Human Resources Department in confidence.

4. The results will be reviewed by the Human Resources Manager or designate.

5. If the record provides no reason why the applicant should not be in the school, the applicant shall be advised in writing. The record shall be returned to the applicant and a copy of the record or a note will be kept in the Board office files to the effect that a criminal records search was conducted revealing no areas of concern.

6. If the record gives information the Human Resources Manager considers detrimental to their presence in the school, they will contact the applicant. Clarification and further action will be determined at that time.

7. In all cases the final disposition of the criminal record search document shall be with the applicant, not with the Board.

8. The criminal record check is considered valid for a period up to 5 years from the date of the search.

IV. Appeal of Criminal Records:

A. If the applicant should consider the record to be incorrect, the official shall advise the applicant to take the matter up with the R.C.M.P.

B. If the R.C.M.P. on researching the record further concludes the record was in error, the applicant may request a revised/corrected record be furnished to the Board.

Received:

References: *Criminal Records Review Act*

ADMINISTRATIVE REGULATIONS

TITLE: SEXUAL ORIENTATION AND GENDER IDENTITY

CATEGORY: HEALTH AND SAFETY

NUMBER: 3200

CIRCULATING UNTIL FEBRUARY 3, 2019

I. Rationale:

School District No. 46 (Sunshine Coast), provides an environment for all members of the school community to work and learn, free from discrimination and harassment while promoting proactive strategies and guidelines to ensure that all students, employees and families are welcomed and included in all aspects of education and school life and are treated with respect and dignity.

II. General:

A. In order to create a school and district culture that supports diversity, all members of the school community shall model respectful and inclusive conduct and refuse to tolerate any form of discrimination. School District 46 embraces and upholds the Ministry of Education SOGI initiatives and is in alignment with all policies and procedures as referenced on the Ministry of Education SOGI 123 website (www.SOGIeducation.org).

B. As such, the District will appoint a District SOGI Lead and will support each school to have a SOGI School Lead. In addition, a District SOGI Committee will be supported by the Board and District.

C. The Board and District shall provide learning opportunities for school communities to increase their knowledge and tools in developing a broad understanding of SOGI and the impact on students. Training shall allow staff to appropriately deliver the curriculum, learn appropriate and respectful language, handle discrimination, and support individual needs.

D. Schools will support developmentally appropriate activities and provide resources that promote knowledge and skills in developing respect for, as well as eliminating discrimination against LGBT2SQ+* people.

E. Students will be included and accommodated for in all extra-curricular activities regardless of their sexual orientation or gender identity, including support to set up a Gender-Sexuality Alliance/Gay-Straight Alliance or similar club.

F. Schools will include in their Codes of Conduct specific reference to discrimination on the basis of gender identity, gender expression or sexual orientation.

G. Schools will provide support for the LGBT2SQ+* youth in their school communities by:

ADMINISTRATIVE REGULATIONS

TITLE: SEXUAL ORIENTATION AND GENDER IDENTITY

CATEGORY: HEALTH AND SAFETY

NUMBER: 3200

CIRCULATING UNTIL FEBRUARY 3, 2019

1. Ensuring students have the right to confidentiality of their official and/or preferred sex, gender, and name. In class: Staff will not expose sexual orientation, gender identity, and/or gender expression of students.
2. Students have the right to self-identification, which includes the name by which they wish to be addressed and their preferred pronouns that correspond to their gender identity.
3. Students may express their gender identity or gender expression through their manner of dress. If dress codes exist, they should be as inclusive as possible, which may include removing pronouns.
4. Schools will focus on integrated and inclusive activities. Where gender segregated activities continue to exist, students will have the option to be included in the group that corresponds to their gender identity or, in the case of gender non-conforming students, the group they would like to participate in.
5. Students will be included and accommodated for in all extra-curricular activities regardless of their sexual orientation or gender identity/expression, including support to set up a Gay-Straight Alliance.

G. The Board, in the regular course of reviewing policy, regulations and other district documents, will ensure that language is representative of the diversity of our LGBT2SQ+ community.

H. Given the potentially sensitive nature of the content that may arise when supporting students, it is expected that all volunteers working with the LGBT2SQ+ student population sign and abide by the SD46 Volunteer Code of Conduct.

**NOTE: LGBT2SQ+* is used to refer to lesbian, gay, bisexual, trans, two-spirited, queer, questioning, intersex, asexual, pansexual, non-binary et al.*

Received:

References: Policy 20

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT SUBSTANCE USE

CATEGORY: HEALTH AND SAFETY

NUMBER: 3240

CIRCULATING UNTIL FEBRUARY 3, 2019

I. Rationale:

Both the *Tobacco and Vapour Control Act*, Section 2.2, and the *Cannabis Act* clearly define the laws regarding smoking, the use of tobacco and vapour products and the use of cannabis on school property. The Board of Education of School District No. 46 (Sunshine Coast) recognizes that in order to provide the greatest opportunity for healthy student growth and development, the school environment must be free from the use of tobacco, alcohol, cannabis and other impairing substances. The Board shares responsibility with students, parents and the community for addressing problems associated with the use of such substances. The Board supports a proactive and comprehensive approach to substance use which emphasizes preventative curriculum, early intervention, counselling and disciplinary actions. Given our vulnerable population of children and youth, it is important that staff model and promote healthy living in the workplace.

II. Practices:

- A. Smoking, vaping and the use of tobacco products or cannabis is prohibited on all property owned or operated by the school district and in school district vehicles.
- B. The Board prohibits the use of, or being under the influence of alcohol, cannabis or other impairing substances by students while on school property or at school-sponsored events.
- C. Students are not permitted to smoke, vape or use tobacco or cannabis products or possess/consume alcohol on school buses or at any school function held in other locations.
- D. The exception to this policy is for the ceremonial use of tobacco where the activity has been approved by the Board, and the ceremony is performed in relation to a traditional indigenous cultural activity, or performed by a group for a purpose approved by government regulation.
- E. Principals and teachers shall strive to ensure that all students receive instruction that promotes substance use awareness, responsible decision-making, positive self-esteem and overall good health.
- F. Principals and teachers shall remain aware of current scientific knowledge and instructional techniques related to substance use education.

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT SUBSTANCE USE

CATEGORY: HEALTH AND SAFETY

NUMBER: 3240

CIRCULATING UNTIL FEBRUARY 3, 2019

G. Students and parents shall be made aware of available counseling services and other support services outside of the school. Access to community assessment, counseling and treatment services may be facilitated by the school for students and families. In taking or facilitating such action, school personnel shall strive to ensure the confidentiality of those involved. Students should feel free to seek and receive counseling about substance use and related problems without fear of punishment or reprisal.

H. When, in the opinion of the school principal, a student is in possession of, or under the influence of impairing or illegal substances either during the regular school day or at a school-sponsored function, whenever or wherever held, the student may be either sent home or suspended. The length and type of the suspension shall be determined on a case-by-case basis. Where possible, once the student is no longer in an impaired state, the suspension should be in-school and include counseling and/or other supports deemed necessary to promote the well-being of the student.

I. When, in the opinion of the school principal, a student is providing impairing or illegal substances to other students, whether for profit or not, the student may be suspended under the same guidelines as outlined in Regulation #1320.

J. The RCMP may be informed of suspected use or possession of illegal substances.

K. School principals, given reasonable cause, are permitted to search student lockers without the consent of the student.

L. Any illegal substances discovered to be in a student's possession or on school property shall be confiscated immediately by the school principal. At the time of confiscation, other responsible adults shall be made aware of the action that has been taken by the principal. The substance shall be locked in a secure place within the school. The RCMP shall be called immediately to pick up the confiscated material.

M. In making decisions about disciplinary procedures, the principal shall be guided by the concept of "in loco parentis", and shall consider what is best for the individual student as well as the health, safety and well-being of other students and staff members.

N. Encouragement and support shall be offered to those student organizations and activities that, in the opinion of the school principal, help to develop a positive peer influence in the area of substance use.

Received: January 2019

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT SUBSTANCE USE

CATEGORY: HEALTH AND SAFETY

NUMBER: 3240

CIRCULATING UNTIL FEBRUARY 3, 2019

References: Board Policy 11.6; *Tobacco and Vapour Products Control Act* - Section 2.2, *Cannabis Act*

ADMINISTRATIVE REGULATIONS

TITLE: RESEARCH STUDIES IN SUNSHINE COAST SCHOOLS

CATEGORY: EDUCATION

NUMBER: 1240

I. Rationale:

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

II. Procedures

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

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

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

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

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

III. Criteria

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

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

ADMINISTRATIVE REGULATIONS

TITLE: RESEARCH STUDIES IN SUNSHINE COAST SCHOOLS

CATEGORY: EDUCATION

NUMBER: 1240

parent/guardians to be an invasion of privacy.

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

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

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

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

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

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

Received:

References:

ADMINISTRATIVE REGULATIONS

TITLE: REVIEW OF EDUCATIONAL MATERIALS

CATEGORY: EDUCATION

NUMBER: 1250

I. Rationale:

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

II. School Level Challenges

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

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

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

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

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

III. District Level Challenges

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

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

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

C. This committee will consist of:

ADMINISTRATIVE REGULATIONS

TITLE: REVIEW OF EDUCATIONAL MATERIALS

CATEGORY: EDUCATION

NUMBER: 1250

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

ADMINISTRATIVE REGULATIONS

TITLE: REVIEW OF EDUCATIONAL MATERIALS

CATEGORY: EDUCATION

NUMBER: 1250

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

Received:

References: Board Policy 11.3, 11.4, 11.5, 11.20

ADMINISTRATIVE REGULATIONS

TITLE: SELECTION OF LEARNING RESOURCES

CATEGORY: EDUCATION

NUMBER: 1270

I. Rationale:

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

II. Objectives of Selection

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

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

C. It is the responsibility of professional staff:

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

ADMINISTRATIVE REGULATIONS

TITLE: SELECTION OF LEARNING RESOURCES

CATEGORY: EDUCATION

NUMBER: 1270

collection appropriate to the school community.

III. Criteria for Selection of Learning Resources

A. Learning resources shall:

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

ADMINISTRATIVE REGULATIONS

TITLE: SELECTION OF LEARNING RESOURCES

CATEGORY: EDUCATION

NUMBER: 1270

IV. Procedures for Selection of Learning Resources

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

Received:

References:

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT RECORDS

CATEGORY: EDUCATION

NUMBER: 1300

I. Rationale

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

II. Permanent Student Record

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

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

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

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

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

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

After a student has withdrawn or graduated from the education system, records contained in a Student File shall be retained as indicated in this regulation.

Information should be updated as it changes and the student progresses through the British Columbia school system. The school principal for each child is responsible for updating

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT RECORDS

CATEGORY: EDUCATION

NUMBER: 1300

Permanent Student Record form 1704.

Data for Permanent Student Record Form 1704 is stored in electronic format (MyEducation BC).

A. Form Completion Instructions

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

1. Medical Alert

Indicate when a Medical Alert is in effect:

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

Any other condition which may require emergency care may be added after consultation with the senior public Health Nurse, supervisor, or Medical Health Officer.

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

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

2. Legal Alert

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

- List the court order and the expiry date (if applicable) under the Student Record Inclusions section (e.g., custodial rights, restraining orders, instructions re. access to student and/or student records).
- When a court order is no longer in effect enter the date the order was rescinded in the

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT RECORDS

CATEGORY: EDUCATION

NUMBER: 1300

expiry space.

3. Student Information

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

4. Record of Schooling

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

- **Ministry School Code**
 - Enter the eight digit school code
- **District Name**
 - Enter the district name (e.g., Greater Victoria)
- **Name of School**
 - Enter the name of the school in full (e.g., Cedar Grove Elem.).
- **Grade/Entry Date**
 - Enter the grade and date when the student first enrolled at this school
- **Exit Date/Grade**

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT RECORDS

CATEGORY: EDUCATION

NUMBER: 1300

- Enter the grade and date when the student withdrew from the school
- **Reason for exit**
 - Enter; "transferred", "withdrew", "graduated", or "deceased"

5. Student Record Inclusions

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

The following inclusions must be listed on the Permanent Student Record (PSR) form:

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

The following inclusions may be listed on the PSR form:

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

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

III. Permanent School Records

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

B. A student's Permanent Student Records shall be transferred to another B.C. public

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT RECORDS

CATEGORY: EDUCATION

NUMBER: 1300

school without delay upon receipt of a documented (written/electronic) request from the principal of the receiving school.

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

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

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

F. Permanent Student Record cards shall be stored in the safe/or fire proof cabinet of the school in which the student is enrolled.

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

IV. Graduation Documents

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

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

C. Graduation diplomas are to be given out to students as soon as practicable.

V. Student Registration Form

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

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT RECORDS

CATEGORY: EDUCATION

NUMBER: 1300

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

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

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

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

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

A. The principal shall ensure that all significant information and records (with the exception of the Permanent Student Record Card) relating to the development of a student is contained in one school file. Raw data, working records, and materials that are the professional working material of the teacher, school, or district should be stored separately; however, it is essential that a full and complete record of a student's development be maintained in the student's file.

B. The criterion for determining the appropriateness of information to be included in a student's file should be: What do the educators working for the benefit of this student now and/or in the future need to know to help him/her best?

C. Copies of report cards, summaries of results, and recommendations arising from group and/or individual testing, referrals to and reports from special services, notes regarding parent reviews of the files and summaries of unusual parent-teacher interviews should be included. Each document should be dated and signed by the person making the entry. The Student Registration Form is to be stapled to the right side of the student folder.

D. At the end of each school year the documents relating to that year should be critically reviewed. Those deemed to be important and relevant should be collated in chronological order (most recent on top) and stapled together with a note indicating the school name, the school year, and the student's grade placement, signed and dated by the person doing the review and collation. All other documents should be removed from the file and destroyed.

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT RECORDS

CATEGORY: EDUCATION

NUMBER: 1300

E. The information contained in a student's file shall only be accessible to other professional agencies when a written request has been made by the legal parent/guardian or legal representative of the student, or by the student if he/she is an adult, except where permission has been explicitly granted by the Superintendent or where the release of such records is required by statutory declaration or by court order.

F. Files shall be stored in locked filing cabinets located in a secure area of the school. They shall not be stored in classrooms.

G. Copies of report cards, academic transcripts, and statements of standing, once prepared, shall be provided upon request to the legal parent/guardian and/or student or legal representative of the student.

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

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

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

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

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

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT RECORDS

CATEGORY: EDUCATION

NUMBER: 1300

VII. Transfer/Storage of Files

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

B. The storage and/or transmission of a student's file is the responsibility of the school in which the student is enrolled and for a period of at least twelve (12) months after the student leaves. At the end of the school year immediately following this period, the student's file shall be forwarded to the School Board Office where the Secretary-Treasurer shall be responsible for its storage until the end of the school year during which the student has his/her twenty-first (21st) birthday. At that time if a student has a transcript that shows he/she graduated, the file shall be destroyed. If, on the other hand, the transcript shows that the student did not graduate, the last two years of Student Progress Reports shall be pulled and placed with the Permanent Student Record Card for electronic storage, and the rest of the file destroyed.

C. If the student file contains a psychological educational assessment (PEA), the report will be retained until the student has his/her twenty-fifth (25th) birthday or when the PEA is seven years old at which point it is no longer valid and shall be destroyed.

Received:

References: Permanent Student Record Order 082/09

ADMINISTRATIVE REGULATIONS

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. Process:

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

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

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

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

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

ADMINISTRATIVE REGULATIONS

TITLE: COMMUNICATION PROTOCOL FOR OUTSIDE THERAPISTS AND CONSULTANTS
CATEGORY: PERSONNEL
NUMBER: 2030

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

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

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

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

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

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

Attachment: *Communication Protocol Form*

Received:

References:

ADMINISTRATIVE REGULATIONS

TITLE: SELECTION AND APPOINTMENT OF DISTRICT EXECUTIVE STAFF
CATEGORY: PERSONNEL
NUMBER: 2120

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, Mission and Affirmation 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 representatives, school and district principals, 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 may request the input of the representatives from student, union locals and principals and allow them an opportunity to meet with the candidates. A summary of this groups' input should be reviewed by the Board prior to a final Board decision.

ADMINISTRATIVE REGULATIONS

TITLE: SELECTION AND APPOINTMENT OF DISTRICT EXECUTIVE STAFF
CATEGORY: PERSONNEL
NUMBER: 2120

III. Executive staff other than the Superintendent:

A. Steps:

1. The Superintendent, or designate, shall coordinate the advertising, short-listing, and selection process.
2. The Board shall review any new assignments or the renewal of a current executive assignment and the associated qualifications before any competition is held. Any senior executive vacancies identified for external/internal competition will be recruited locally, provincially, and nationally, using the most efficient and effective resources and strategies.
3. The Superintendent shall consult with principals regarding the criteria related to the responsibilities of the position.
4. The Selection Committee shall consist of the Superintendent, another member of the executive staff, and two trustees.
5. The Superintendent may request the input of a representative from each of the student leadership team, CUPE 801, SCTA, SCPVPA, and the DPAC and allow them an opportunity to meet with the candidates in an interview format. A summary of this groups' input shall be reviewed by the hiring committee prior to reaching a final recommendation.
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. The Superintendent will consider the advice of the selection committee. Final responsibility for choosing the most appropriate candidate rests with the Superintendent.

ADMINISTRATIVE REGULATIONS

TITLE: SELECTION AND APPOINTMENT OF DISTRICT EXECUTIVE STAFF

CATEGORY: PERSONNEL

NUMBER: 2120

8. Individuals involved in the hiring process who are in a conflict of interest shall declare the conflict and remove themselves as soon as they become aware of the conflict.

Received:

References: Policy 2.7, 11

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

DATE 05-Dec-2019 01:08 PM

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

PAGE 1

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

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

ON-LINE CHEQUES : ISSUED BETWEEN 01-Nov-2019 AND 30-Nov-2019						
00LCET4030	0001	*****	28095	RECEIVER GENERAL FOR CANADA	05-Nov-19	20,262.87
00LCET4031	0001	*****	28093	RECEIVER GENERAL FOR CANADA	05-Nov-19	212,937.06
00LCET4041	0001	*****	30209	TEACHERS' PENSION PLAN	06-Nov-19	437,579.64
00LCET4042	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Nov-19	14,681.50
00LCET4044	0001	*****	23290	MUNICIPAL PENSION PLAN	05-Nov-19	58,874.77
00LCET4046	0001	*****	28094	RECEIVER GENERAL FOR CANADA	13-Nov-19	82,837.04
00LCET4047	0001	*****	28094	RECEIVER GENERAL FOR CANADA	13-Nov-19	14,192.58
00LCET4048	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Nov-19	11,100.00
00LCET4049	0001	*****	30209	TEACHERS' PENSION PLAN	22-Nov-19	13,241.81
00LCET4050	0001	*****	28095	RECEIVER GENERAL FOR CANADA	22-Nov-19	19,373.02
00LCET4051	0001	*****	28093	RECEIVER GENERAL FOR CANADA	22-Nov-19	200,000.00
00LCET4052	0001	*****	23290	MUNICIPAL PENSION PLAN	19-Nov-19	59,822.22
00LCET4053	0001	*****	28094	RECEIVER GENERAL FOR CANADA	26-Nov-19	80,334.06
00LCET4054	0001	*****	28094	RECEIVER GENERAL FOR CANADA	26-Nov-19	13,602.56

TOTALS FOR BANK - 0001 1,238,839.13

TOTAL NUMBER OF CHEQUES 14

TOTAL NUMBER OF CHEQUES WITH MICR 0

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

2127ET0007	0001	*****	12021	BC TEACHERS FEDERATION	05-Nov-19	33,349.47
2127ET0008	0001	*****	12111	BC TEACHERS FEDERATION	05-Nov-19	32,391.37
2127ET0055	0001	*****	26207	PACIFIC BLUE CROSS/MSA	05-Nov-19	92,002.56
2127ET0061	0001	*****	29102	SUNSHINE COAST TEACHERS ASSOCIATION	05-Nov-19	11,779.13
2127ET0062	0001	*****	29376	SUNSHINE COAST TEACHERS ASSOCIATION	05-Nov-19	15,404.50
2128ET0004	0001	*****	11050	APPLE CANADA INC. C3120	13-Nov-19	13,317.76
2128ET0050	0001	*****	23257	MORNEAU SHEPELL LTD.	13-Nov-19	52,796.33
2128ET0070	0001	*****	30172	THIRDWAVE BUS SERVICES	13-Nov-19	49,792.06
2129ET0011	0001	*****	11909	DR. DEBORAH AMARAL	21-Nov-19	18,000.00
2130ET0087	0001	*****	30172	THIRDWAVE BUS SERVICES	27-Nov-19	62,469.15

TOTALS FOR BANK - 0001 381,302.33

TOTAL NUMBER OF CHEQUES 10

TOTAL NUMBER OF CHEQUES WITH MICR 0

ON-LINE CHEQUES : ISSUED BETWEEN 01-Nov-2019 AND 30-Nov-2019

00LCET4077	0005	*****	12144	BANK OF MONTREAL	09-Nov-19	93,189.81
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TOTALS FOR BANK - 0005 93,189.81

TOTAL NUMBER OF CHEQUES 1

TOTAL NUMBER OF CHEQUES WITH MICR 0

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

DATE 05-Dec-2019 01:08 PM

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

PAGE 2

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

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

GRAND TOTAL						1,713,331.27
CANCELLED TOTAL						0.00
NET GRAND TOTAL						1,713,331.27
GRAND TOTAL NUMBER OF CHEQUES						25
GRAND TOTAL NUMBER OF CHEQUES WITH MICR						0

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

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

BOARD REPORT

Submitted by Chair Pammila Ruth
December 11th, 2019

Below you will find the list of activities the board participated in over the last month, individually and as a team. It was a month full of listening and learning, sharing ideas and projects with our staff, our community and our fellow elected governments. The list is long, but all are noteworthy. The role of a trustee is an important one, and we all take that role seriously.

November 14th – Trustee Haines attended the Halfmoon Bay Elementary PAC meeting. They are planning a ‘make and take’ family event in lieu of a Christmas concert.

November 19th – The district’s Public Budget Consultation was held at Chatelech Senior Secondary.

November 20th – Trustees Leech and Ruth met with Superintendent Bocking for their regular bi-weekly meeting. Trustee Girard attended the Langdale Elementary PAC meeting

November 21st – Trustees Girard, Hampvent, Ruth and Leech went to the Gibsons Library *Thank You Celebration*. Trustee Hampvent noted the incredible opportunities that our students have at the library as an extension of our community.

November 25th – Intergovernmental Meeting hosted by the Town of Gibsons. The event was attended by all trustees, including our student trustee, Jessica Carroll. Superintendent Bocking presented a fabulous 12-minute Zoom recording of five of our 6 student trustees.

November 26th – Trustees took part in the following board committees:

Operations Committee: Trustees Hampvent, Leech, Haines, Ruth, Girard

Committee of the Whole: All trustees were in attendance

Education: Trustees Girard, Leech, Ruth, Amaral

November 28th to 30th – BCSTA Academy. Trustees Ruth, Leech, Haines, Amaral, Ste. Marie and Student Trustee Carroll went to the two-and-a-half day conference for trustee professional-development. Some of the speakers were Severn Cullis-Suzuki on Climate Activism, Eli Mina on Robert’s Rules, Anthony McLean on Mental Health and Inclusivity, Brian Woodland on Leadership and Simon Jackson speaking on Nature Literacy. Discussions from the Minister of Education and the Ministry of Education in respect to the Funding Model Review (FMR) and the Framework for Enhancing Student Learning (FESL) were also on the agenda. The concurrent sessions included a blanket exercise, a mental health & well-being workshop, English Language Learners and settlement specialists presentations, as well as other Ministry of Education initiatives. A BCSTA survey has gone out to all those in attendance.

November 28th – Trustee Hampvent attended the DPAC meeting. Miyuki Shinkai made a presentation from BCCPAC encouraging parents to attend board committee meetings.

December 2nd – Ministry Announcement at West Sechelt Elementary with the Honourable Rob Fleming, MLA Nicholas Simons, Chair Ruth and Trustees Leech, Girard, Hampvent and Haines. 11.2 million dollars is being awarded to School District 46 to add an additional 6

classrooms, a daycare and a learning hub onto West Sechelt Elementary. Completion is expected by 2021

December 2nd – Madeira Park Elementary PAC meeting was cancelled, but Trustee Haines reported that the school will be performing the Nutcracker at the Community Hall on December 17th.

December 4th – Trustee Haines attended the Pender Harbour Secondary PAC meeting. They are getting new support from the community to help with their hot lunch program.

December 5th – Trustee Girard attended the Cedar Grove Elementary PAC meeting.

December 9th – Trustees Ruth, Girard, Leech, Hampvent were honoured to attend the *Farewell Ceremony* for visiting students from India at Elphinstone Secondary. We wish them well in their journey home!

Next month's board report will be full of wonderful entries regarding the Christmas concerts, performances and activities that we will be attending over the next few weeks. Have a wonderful Winter Break, everyone!

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

COMMITTEE APPOINTMENTS

Submitted by Chair Pammila Ruth
December 11th, 2019

INTERNAL COMMITTEES

Trustee PAC Liaisons will remain the same, with the exception of Trustees Girard and Ruth switching Langdale and Elphinstone.

PAC	Trustee
Cedar Grove Elementary PAC	Trustee Girard
Chatelech Secondary PAC	Trustee Amaral
Davis Bay Elementary PAC	Trustee Ste. Marie
Elphinstone Secondary PAC	Trustee Ruth
Gibsons Elementary PAC	Trustee Ruth
Halfmoon Bay Elementary PAC	Trustee Haines
Kinnikinnick Elementary PAC	Trustee Hampvent
Langdale Elementary PAC	Trustee Girard
Madeira Park Elementary PAC	Trustee Girard
Pender Harbour Secondary PAC	Trustee Haines
Roberts Creek Elementary PAC	Trustee Leech
SC Alternative School PAC	Trustee Ste. Marie
West Sechelt Elementary PAC	Trustee Amaral

Operations Committee members will remain the same, with Trustee Hampvent remaining as chair, and Trustee Haines acting as alternate. Trustees Hampvent, Haines & Leech

Education Committee members will remain the same; however, Trustee Girard will sit as chair of the committee and Trustee Amaral will be her alternate. Trustees Girard, Amaral & Ste. Marie

DPAC: Trustee Leech will be the DPAC Representative, with Trustee Hampvent as alternate.

Indigenous Advisory Circle: Trustee Hampvent with Trustee Ruth as the alternate.

Joint Use Committee: Trustees Hampvent, Haines and Leech with Trustee Girard as an alternate.

EXTERNAL LIAISON COMMITTEES

Healthy Schools Committee: Trustee Ste. Marie with Trustee Amaral as the alternate.

Ferry Advisory Committee: Trustee Haines, with Trustee Girard as the alternate.

Vancouver Coastal Health Liaison Committee: Trustee Amaral, with Trustee Ste. Marie as the alternate.

SCYAAC: Trustee Ste. Marie, with Trustee Amaral as the alternate

SCRD Policing Committee: Trustee Girard with all trustees available

SCRD Transportation Committee: Trustee Girard with all trustees available



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

Tuesday, November 26, 2019, 11:15 a.m.
School Board Office - Gibsons, BC
494 South Fletcher Road
Gibsons, BC

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

STAFF: P. Bocking, Superintendent; N. Weswick, Secretary-Treasurer; K. Kerr, Director of Instruction; L. Leskie, CUPE Local 801; J. Budgell, CUPE Local 801; K. Daub, CUPE BC; J. Shelemey, SCTA; E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: P. Bishop, Director of Instruction

1. Call to Order

Chair Ruth called to meeting to order at 11:35 a.m.

2. Student Substance Use: Cannabis and Vaping

Superintendent Bocking and Director Kerr provided a report and shared the following:

- Students participated in conversations around vaping and student health at the DSLT led Grade 11 forum.
- Dr. Milan Khara, from Vancouver Coastal Health Addiction Services, will be spending half a day at each of the secondary schools, sharing information on the impact of vaping with students. Some elementary schools will be bringing their grade 7 students to the presentations.
- A community presentation on the impacts of vaping will take place on December 9th at Chatelech Secondary, childcare will be available.
- Tamara Staley, from Vancouver Coastal Health, will be supporting teachers on December 5th with ideas to promote positive choices, building capacity within teaching staff to support kids in the classroom.

At a previous Operations Committee meeting, trustees had requested data relating to cannabis use by Sunshine Coast students to support their request for a buffer between school sites and cannabis operations. Director Kerr reported

back that she had been unable to locate specific data relating to cannabis use by students within the district, however there was provincial data available through the McCreary Survey that may be of use. The board will consider a standardized response to cannabis operation referrals at the December board meeting.

3. Paperless Meetings

The committee weighed the pros and cons of making the shift to paperless meetings, and considered the following:

- Paperless agenda software is already in use for the creation and recording of board meetings,
- There is a \$5000 budget for trustee technology, in addition to three Surface Pros that are available to trustees on a request basis,
- The technology department can provide previously used iPads to replace paper packages at public at board meetings,
- Trustees should be provided with a choice to move towards paperless meetings and may elect to do so at any time,
- There may be unintended consequences of going paperless, with trustees looking at screens rather than at each other,
- The meeting's agenda could be presented on the screen at board and committee meetings,
- A suggestions was made to print half as many full packages and provide just the cover page otherwise.

Staff will arrange to demonstrate the current paperless technology to trustees at a future meeting, to be determined by the agenda setting committee.

4. Regulations for Review:

a. Reg. 2110 - Reference Checks

Superintendent Bocking reviewed minor changes to the regulation to ensure criminal records checks are in place for all staff, volunteers, and contractors working directly with students.

Director Kerr reported that criminal record checks for volunteers are managed at the school level.

5. Policy Review (standing item)

The committee discussed how to best review board policies and bylaws and considered:

- Systematically reviewing board policies in bylaws in numerical order.
- Identifying gaps in policies and bylaws and make changes to ensure clarity.
- Ensuring policies and bylaws provide enough direction for committee chairs.

- Identifying policies that have not been recently reviewed and placing them as a priority.

RECOMMENDATION:

"To create an ad hoc committee to determine a prioritization process for policies to be reviewed as a standing item at Committee of the Whole."

Chair Ruth recommended that the Trustee Orientation and Professional Development policy be reviewed at the December meeting, while the board considers implementing an ad hoc committee.

Secretary-Treasurer Weswick pointed trustees to the *Professional Learning Guide for Trustees and Boards of Education* available on the BCSTA Hub as a source of information.

6. Communication Plan (standing item)

The committee reviewed the communication plan.

7. Adjourn

The meeting adjourned at 1:20 p.m.



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

Tuesday, November 26, 2019, 2:00 p.m.
School Board Office - Gibsons, BC
494 South Fletcher Road
Gibsons, BC

TRUSTEES: A. Amaral (Committee Chair), P. Ruth, T. Ste. Marie

STAFF: P. Bocking, Superintendent; K. Kerr, Director of Instruction; K. Mahlman, District Principal; C. Spence, Principal; Jane Kowalczyk, Education Director, *shíshálh* Nation; L. Leskie, CUPE Local 801; J. Budgell, CUPE Local 801; K. Daub, CUPE BC; J. Shelemey, SCTA; E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: S. Girard, Trustee; P. Bishop, Director of Instruction

1. Call to Order

Trustee Amaral called the meeting to order at 2:04 p.m.

2. Indigenous Cultures and Diversity

District Principal Mahlman spoke to a presentation that summarized the BC focus for indigenous learning and introduced a number of community elders, indigenous artists, district staff and volunteers, all of whom provide support to indigenous learning program at our schools. Students have the opportunity to learn first hand about indigenous languages, fishing, weaving, traditional stories and music, among other topics.

District Principal Mahlman demonstrated the “culture baskets” that are available to teachers to support indigenous learning. The baskets provide students with an opportunity to explore materials with cultural significance.

3. Regulations for Review:

1. Reg. 1290 – Student Leadership

Superintendent Bocking reviewed the revised regulation, which outlines the formation of the District Student Leadership Team (DSLTT) and the selection process for the student trustee. He noted that the updates to the regulation, which include changing the date that the Student Trustee takes office, were specifically requested by the DSLTT.

2. Reg. 1360 – Waivers and Informed Consent

Superintendent Bocking reviewed changes to the regulation. The committee discussed cultural activities taking place in schools, in relation to recent events in other districts, noting that indigenous connection is a clearly stated priority in the strategic plan and in the BC curriculum in general. Superintendent Bocking further clarified that the regulation in question was specific to activities taking place outside of the students' school.

A trustee asked about an informal camping policy from the NEST program, which only allows adults and students of the same gender to camp together in tents. Superintendent Bocking indicated that he would follow up with the principal regarding the practice.

3. Reg. 3200 - Sexual Orientation and Gender Identity (SOGI)

Director Kerr discussed revisions to the regulations, which include:

- the appointment of a district SOGI lead,
- the appointment of school based SOGI leads,
- the provision of learning opportunities for school communities,
- providing students with the right to self-identification.

Director Kerr reported that the regulation was reviewed with the district SOGI committee, and that other school district's policies and SOGI123 materials were considered.

4. Reg. 3240 - Student Substance Abuse

Director Kerr reported a small revision to the regulation, to specify that "counselling or other supports necessary" be made available to students facing challenges with substance use.

4. Adjourn

The meeting adjourned at 3:04 p.m.



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

Tuesday, November 26, 2019, 9:30 a.m.
School Board Office - Gibsons, BC
494 South Fletcher Road
Gibsons, BC

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

STAFF: P. Bocking, Superintendent; N. Weswick, Secretary-Treasurer; R. Collison, Manager of Facilities; P. Luporini, District Principal; L. Leskie, CUPE Local 801; J. Budgell, CUPE Local 801; K. Daub, CUPE BC; S. Knauff, CUPE Local 801; J. Shelemey, SCTA; S. Woodruff, Coast Reporter; E. Pednaud, Better Fields Committee, D. Robens, Better Fields Committee; E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: P. Bishop, Director of Instruction; K. Kerr, Director of Instruction

1. Call to Order

Trustee Hampvent called the meeting to order at 9:30 a.m. The agenda was reordered; "Process Related to Ministerial Announcement" was removed from the agenda and "School Fields" was moved to item 4 on the agenda.

2. Cameras on Buses

Secretary-Treasurer Weswick reported back with statistics received from the RCMP relating to failure to stop for a school bus. The RCMP also provided the following information regarding the usefulness of video evidence:

"To answer your question, any type of video evidence would be helpful for traffic prosecution of a traffic violation. However it would not prevent the witness from attending court. The viewing of the video by an officer is one component of the evidence and would support the writing of the ticket however the driver must be able to provide evidence stating that they were the driver of the bus from where the video was extracted. They could confirm that an offence happened based on

"x". ex. the stop arm was down, or the red lights were activated as it's likely the video will not capture the actions taken by the bus driver."

Secretary-Treasurer Weswick reached out to the Powell River school district for information on the impact of cameras on buses. Unfortunately, the Powell River school district has not collected data but reported that they felt the installation of cameras was a worthwhile expense.

The district tested several dual lens dash cameras but noted that dual lens cameras do not have sufficient resolution to capture license plates. The district is considering installing two separate cameras, one lower resolution interior camera and a higher resolution exterior camera. Thirdwave Bus Services will consider how to install the cameras, when the time comes, in a manner that is secure and protects both the camera and footage from theft or damage. The district will likely engage in a privacy impact assessment given the nature of the surveillance. Secretary-Treasurer Weswick reported that the district plans to move forward with the installation of cameras, provided the district and Thirdwave can address any privacy concerns.

The committee discussed the possibility of installing extended stop arms, which act as a physical barrier preventing cars from passing a bus when utilized. Secretary-Treasurer Weswick reported that the extended stop arms are still in a trial phase and have not been approved for use in British Columbia. Secretary-Treasurer Weswick noted that the contractor owns the buses and the installation of any device must be negotiated with the service provider.

3. Unspent AFG Funds

Secretary-Treasurer Weswick reported that recent roofing and dust collector projects, funded under the Annual Facility Grant (AFG), had come in under budget and approximately \$200,000 in funding was available for additional upgrades should the board approve a spending plan. Secretary-Treasurer Weswick spoke to his written report which suggested prioritization for use of the funds, and requested board support for the plan which would prioritize the funds for use for:

- Priority 1: Seismic upgrades to items within the district building that could pose a hazard in the event of an earthquake, for example lighting fixtures, projectors, clocks, etc. The district suggests engaging a consultant to assess and identify risks. As such, costs relating to mitigation are as yet unknown.
- Priority 2: Solar PV array at Gibsons Elementary School. The return on the investment could result in additional savings on an operational level.

- Priority 3: Install wood fiber at school playgrounds to eliminate the need to “fluff” the pea gravel currently used to cushion students in the event of a fall, which currently uses approximately 5 days of staff time per month.
- Priority 4: Improved maintenance of fields to ensure the community is supported.

The committee discussed the suggested priorities and two options were presented as potential recommendations to the board:

Option 1: "That the report be presented as written for consideration of use of unspent AFG funds."

Option 2: "That the funding plan be re-prioritized to support grounds and fields before solar PV."

4. School Fields

Mr. Pednaud and Mr. Robens, members of the community based Better Fields Committee, provided a verbal report to the committee and noted the following:

- The SCRD is hosting a meeting in the final week of January to determine needs and to create a plan relating to the use of fields on the coast.
- The Better Fields Committee would like to collaborate with local governments to improve fields.
- The Elphinstone Secondary fields have been identified as a potential pilot project for the improvement of fields. The Better Fields committee has suggested, in addition to turf improvements, the installation of lights, bleachers, and access to change rooms and washrooms.

Mr. Robens identified ways in which the improvements would align with the board’s strategic plan.

Secretary-Treasurer reported that the Joint-Use Agreement contains a capital component whereby the SCRD can, and has in the past, committed funds to support community enhancements at school district sites.

It was further noted that the school district maintains approximate 114 acres at 13 schools, and currently spends approximately \$325,000 on field maintenance, including staffing.

Recommendation: “To convene a Joint Use Committee meeting with the SCRD to establish terms of reference, taking into consideration public involvement, and to develop a regular meeting schedule.”

5. Budget Discussion

Secretary-Treasurer Weswick spoke to a budget presentation, available on the district website at <https://sd46.bc.ca/wp-content/uploads/2019-11-Ops-Presentation.pdf>. The committee discussed student enrolment, overall teacher FTE, overall staffing, and a comparison of funding and spending for special education.

The committee discussed the ongoing Funding Model Review process and speculated on potential changes to the funding model. The ministry has announced that the final report will be announced in March 2020.

More information on the Funding Model Review process is available at: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/funding-model>.

6. Regulations for Review:

6.1 Reg. 5040 – Fundraising

The item was deferred to the December Operations Committee due to time limitations.

8. Adjourn

The meeting adjourned at 11:21 a.m.



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

BOARD COMMITTEE MEETING SCHEDULE
 2019-2020

MONTH	OPERATIONS COMMITTEE	COMMITTEE OF THE WHOLE	EDUCATION COMMITTEE
September 24, 2019	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
October 22, 2019	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
November 26, 2019	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
December 17, 2019 (Meetings at the SLC)	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
January 28, 2020 (Meetings at the SLC)	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
February 25, 2020	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
March 31, 2020 (Note: new date)	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
April 28, 2020	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
May 26, 2020	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
June 23, 2020	9:30 to 11:00 AM	11:15 to 1:45 PM	2:00 to 3:30 pm
DECEMBER AGENDAS:	<ol style="list-style-type: none"> 1. Process Related to Ministerial Announcement 2. Joint-Use Committee 3. Regs for review: <ol style="list-style-type: none"> a. 5040 – Fundraising b. 5050 – Honoraria c. 5090 – Travel Expenses d. 5100 – Vehicle Expenses 4. Local Government OCP and Zoning Referrals (standing item) 	<ol style="list-style-type: none"> 1. Healthy and Inspired Team (2.a) 2. School Growth Plans 3. Policy Review (standing item) <ol style="list-style-type: none"> a. Policy 6 - Trustee Orientation and Professional Development 4. Communication Plan (standing item) 	<ol style="list-style-type: none"> 1. Early Years (1.b.) 2. Physical Health (1.g.) 3. International Student Program (3.g.) 4. Regs for review: <ol style="list-style-type: none"> a. 3220 – Student Health

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