SCHOOL DISTRICT 46
SUNSHINE COAST

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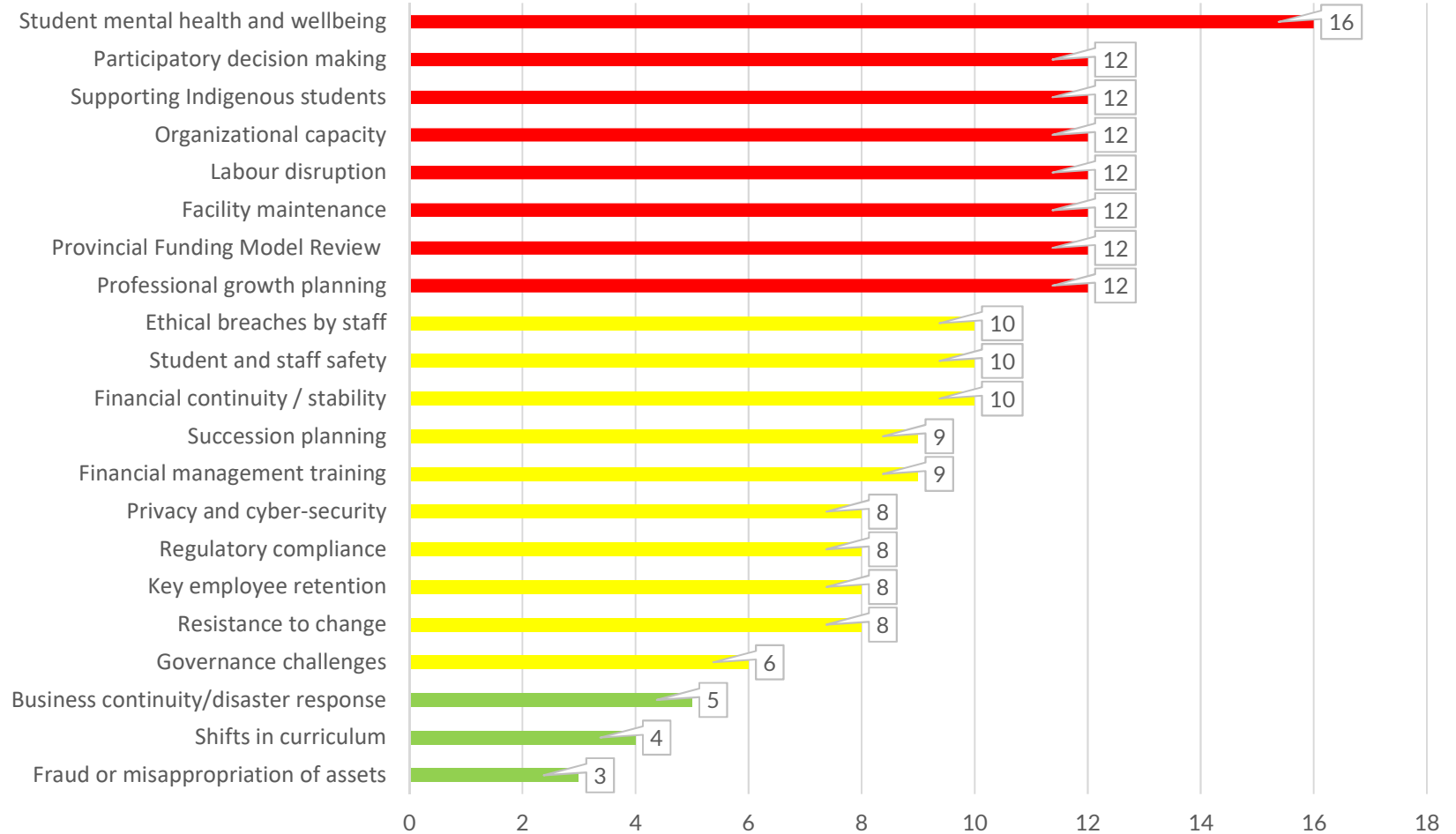
COMMITTEE OF THE WHOLE AGENDA

Tuesday, June 22, 2021, 12:00 p.m.
https://youtu.be/9vWxpEtRm3s

Pages

1. Call to Order - 12:00 p.m.

2. Strategic Plan Year in Review - 12:00 p.m.

3. Trustee Evaluation Process - 1:00 p.m.

4. Risk Management - 1:15 p.m.   1

5. Policy Review (standing item) - 1:35 p.m.

    a.   Neighbourhood Schools (16)   5

    b.   Closed Meetings (54)   6

6. Regulations for Review - 1:45 p.m.

    a.   Physical Restraint   7

7. Communication Plan (standing item) - 1:55 p.m.   11

8. Adjourn - 2:00 p.m.

DRAFT - SD46 RISK ASSESSMENT

Risk	Rating
Student mental health and wellbeing	16
Participatory decision making	12
Supporting Indigenous students	12
Organizational capacity	12
Labour disruption	12
Facility maintenance	12
Provincial Funding Model Review	12
Professional growth planning	12
Ethical breaches by staff	10
Student and staff safety	10
Financial continuity / stability	10
Succession planning	9
Financial management training	9
Privacy and cyber-security	8
Regulatory compliance	8
Key employee retention	8
Resistance to change	8
Governance challenges	6
Business continuity/disaster response	5
Shifts in curriculum	4
Fraud or misappropriation of assets	3

Summary of Risk Ratings		
Min	Max	Risk Rating
20	25	Extreme
11	19	High
6	10	Medium
1	5	Low

KPMG

ERM Framework

Excerpted from ERM Assessment for School District #64 – Gulf Islands
Summary Report (November 2017)
https://sd64.bc.ca/wp-content/uploads/2018/02/sd64-erm-summary.pdf

Risk Assessment Framework – Likelihood Assessment Guidelines

DEFINITIONS:

Objectives:	The implicit and explicit goals/outcomes SD64 is trying to achieve (e.g., strategic, reputational, financial, human resource related) at the district-wide, divisional, departmental, project, process, and other levels.
Risk:	A potential action or event that, if it occurs or does not occur, could adversely affect SD64' achievement of one or more of its objectives. Measured as a combination of likelihood of event occurrence (or failure to occur) and impact (consequence) if it does occur (or fails to occur).
Impact (consequence):	The result or effect on outcomes from realization of a risk (there may be a range of possible impacts associated with an event).
Likelihood (probability):	The probability that a risk will occur (or fail to occur) and/or the frequency of occurrence of the risk event.
Inherent / Gross Risk:	The level of risk to SD64 in the absence of any actions management is taking, or might take to alter the risk's likelihood and/or impact.
Residual / Net Risk:	The level of risk to SD64 considering the actions management is taking (responses) to alter the risk's likelihood and/or impact, and the effectiveness of those responses (e.g., processes and controls used to manage or mitigate the risks).
Risk Management Processes:	The processes applied during strategy setting and divisional activities across the organization to identify, assess, and manage risks through risk management actions that avoid, reduce, transfer, or accept risk.
Risk Tolerance:	The maximum amount of residual risk that SD64 considers acceptable. Acceptable risk tolerance varies depending on the nature and level of the objective, and is generally higher at the entity level than at the divisional unit, project, process, and other levels.

Ranking and Response Framework: **The following provides guidance on SD64's response to risk rankings**

4 - Extreme	Immediate attention required, risk treatment plan to be developed and monitored.	**2 - Moderate**	Active monitoring and response procedures required.
3 - High	Detailed planning and review by senior management.	**1 - Low**	Managed through routine procedures.

LIKELIHOOD ASSESSMENT GUIDELINES:

RISK EVALUATION AND PRESENTATION

>95%	**Almost Certain Occurrence / Very High Frequency** Very high probability the risk will occur (multiple times a year), or a very high percentage or frequency of transactions whereby incidents occur.	**5**
71% to 95%	**Likely Occurrence / High Frequency** High probability the risk will occur (once annually), or a high percentage or frequency of transactions whereby incidents occur.	**4**
31% to 70%	**Moderate Occurrence / Moderate Frequency** Moderate probability the risk will occur (once in 2 - 3 years), or a moderate percentage or frequency of transactions whereby incidents occur.	**3**
5% to 30%	**Unlikely Occurrence / Low Frequency** Low probability the risk will occur (once in 5 - 7 years), or a low percentage or frequency of transactions whereby incidents occur.	**2**
≤5%	**Rare Occurrence / Very Low Frequency** Very low probability the risk will occur (once in 10 years), or a very low percentage or frequency of transactions whereby incidents occur.	**1**

Extreme
High
Moderate
Low

	1	2	3	4	5
Likelihood **Impact**	1	2	3	4	5

Risk Assessment Framework - Impact Assessment Guidelines

Risk Category	Description	Severity of Impact				
		1. Negligible	2. Minor	3. Moderate	4. Major	5. Extreme
Strategic / Reputation	Impacts SD64's reputation and/or ability to execute on current and/or future strategic directions.	No adverse publicity. The strategic direction, and/or the nature and/or activities of SD64, may be forced to change in an undesired but negligible way, or be prevented from changing in a desired but negligible way. Potential outcomes remain within risk tolerances.	Minor adverse publicity. The strategic direction, and/or the nature and/or activities of SD64, may be forced to change in an undesired but minor way, or be prevented from changing in a desired but minor way. Potential outcomes remain within risk tolerances.	Localized adverse publicity. The strategic direction, and/or the nature and/or activities of the SD64, may be forced to change in an undesired moderate way, or be prevented from changing in a desired moderate way. Potential outcomes may or may not remain within risk tolerances.	Adverse publicity in the media. The strategic direction, and/or the nature and/or activities of the SD64, may be forced to change in an undesired major way, or be prevented from changing in a desired major way.	Sustained adverse publicity in the media. Potential outcomes are highly unacceptable. Existence of SD64 in recognizable form may be terminated.
Financial Resources	Impacts SD64's financial resources.	Financial impact of event is less than $20,000	Financial impact of event exceeds $20K, but is less than $150K	Financial impact of event exceeds $150K, but is less than $750K	Financial impact of event exceeds $750K, but is less than $5M	Financial impact of event exceeds $5M
Human Resources	Impacts SD64's achievement of a high performance, safe work environment that results in satisfactory employee involvement, development, and engagement.	No impact on employee engagement, retention, performance or other Human Resources objectives. Potential outcomes remain within risk tolerances.	Limited impact on employee engagement, retention, performance or other Human Resources objectives. Potential outcomes remain within risk tolerances.	Significant impact on employee engagement, retention, performance or other Human Resources objectives. Potential outcomes may or may not remain within risk tolerances.	Substantial impact on employee engagement, retention, performance or other Human Resources objectives. Potential outcomes are outside risk tolerances.	Sustained impact on employee engagement, retention, performance or other Human Resources objectives. Potential outcomes are highly unacceptable.
Operational Efficiency & Effectiveness (includes IT-related risks)	Impacts SD64's ability to achieve operating efficiencies while maximizing student and stakeholder satisfaction.	SD64 is able to deliver its academic programs and services with no disruption. Potential outcomes remain within risk tolerances.	SD64 is able to deliver its academic programs and services with limited disruption. Potential outcomes remain within risk tolerances.	SD64 is able to deliver its academic programs and services with significant disruption. Potential outcomes may not remain within risk tolerances.	SD64 is unable to deliver significant aspects of its academic programs and services. Potential outcomes are outside risk tolerances.	SD64 is unable to deliver its academic programs and services. Potential outcomes are highly unacceptable.
Student Outcomes	Impacts SD64's ability to deliver a strong educational experience with high levels of student achievement.	Immaterial impact on student achievement.	Student achievement metrics begin to show a decline.	Stakeholders raise concerns about student achievement.	Overall student competency levels are below standards.	Inability to satisfactorily deliver curriculum or key programs.
Compliance (Regulatory / Safety/ Legal / Contractual)	Impacts SD64's ability to comply with relevant applicable laws and regulations, and/or with SD64's contractual obligations.	No regulatory/legal consequence or injury risk. Outcomes remain within risk tolerances.	Limited regulatory/legal consequence and minor reversible injury risk. Potential outcomes remain within risk tolerances.	Significant regulatory/legal consequence and major reversible injury risk. Potential outcomes may or may not remain within risk tolerances.	Substantial regulatory/legal consequence and irreversible injury or death risk. Potential outcomes are outside risk tolerances.	Substantial regulatory/legal consequence and irreversible multiple injury or death risk. Potential outcomes are highly unacceptable.

16   NEIGHBOURHOOD SCHOOLS

The Board of School Trustees of School District No. 46 (Sunshine Coast) believes in the educational value of neighbourhood schools. The Board needs to give continuing attention to:

(a)   educational program effectiveness, including the integrity of each student's educational program;
(b)   student safety;
(c)   building modernization needs and operational deficiencies;
(d)   financial limitations of the school district;
(e)   demographic changes within School District No. 46 (Sunshine Coast);
(f)   alternate or enhanced community use of each facility.

16.1   When school closure or consolidation is contemplated based on the criteria listed in Policy 16, the Board shall ensure that adequate advance notice and opportunities for community consultation are provided.

Board Policy: December 2010
Revised: November 2013

54   Closed Meetings

54.1   Business will be conducted in closed session when, in the opinion of the Board, it is of such a nature that the public interest so requires. Unless otherwise determined by the Board, the following matters shall be considered in closed session:

(a) salary claims and adjustments and consideration of requests of employees and Board officers with respect to collective bargaining procedures;

(b) accident claims and other matters where Board liability may arise;

(c) legal opinions respecting the liability or interest of the Board;

(d) the conduct, efficiency, discipline, suspension, termination or retirement of employees;

(e) medical reports of a personal nature;

(f) matters pertaining to individual students including the conduct, discipline, suspension or expulsion of pupils, truancy and indigent pupils;

(g) staff changes including appointments, transfers, resignations, promotions and demotions;

(h) purchase of real property including the designation of new sites, consideration of appraisal reports and accounts claimed by owners, determination of Board offers and expropriation procedures;

(i) lease, sale or exchange of real property prior to finalization thereof;

(j) matters pertaining to the safety, security or protection of Board property;

(k) such other matters where the Board decides that the public interest so requires.

54.2   Notwithstanding any rule limiting reconsideration of the agenda, a trustee may make a motion to move a matter from the agenda of a closed meeting or session to the agenda of the open meeting, or the reverse. The motion requires a seconder, is debatable, and requires a simple majority in order for the matter to be considered in closed meeting or session.

Board Policy: December 2010
Revised:

ADMINISTRATIVE REGULATIONS

TITLE: PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

CATEGORY: HEALTH AND SAFETY

NUMBER: 3170

I.   **Rationale:**

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

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

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

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

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

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

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

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

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

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

III.   **Principles of Restraint and Seclusion**

A.   Employees will not endanger their own safety in employing physical restraint.

B.   The intervention or restraint technique shall be appropriate to the intellectual, physical and emotional development of the student(s). Restraint and seclusion are not meant to be used as a disciplinary measure or to force compliance in an educational setting.

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ADMINISTRATIVE REGULATIONS

TITLE: PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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C.   Physical restraint must be viewed as a temporary measure. Restraint or seclusion is required when the threat is immediate and where less restrictive interventions have been ineffective in ending imminent danger or serious physical harm.

D.   It is recognized that there may be emergency situations when physical restraint may be appropriate even though more moderate control measures have not been used (e.g. a student is in the process of causing harm to another person).

E.   All school staff members shall be encouraged and given opportunities to take Crisis Prevention Institute (CPI) training in positive behaviour interventions and supports, and de-escalation techniques. Staff working in specialized behaviour support programs or with identified students will be expected to maintain CPI certification, as per the specific job description.

F.   School personnel who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others are expected to have been trained in crisis intervention and the safe use of physical and restrain and seclusion (CPI).

IV.   **Procedures for Physical Restraint and Seclusion**

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

A.   Physical restraint should be conducted:

1.   Without the use of mechanical devices.

2.   After a verbal warning to the student: the restrainer shall normally explain what is going to be done before restraint occurs.

3.   With controlled, unemotional and reassuring statements that give reasons for the restraint and/or seclusion and describing the necessary behaviour for ending the restraint and/or seclusion.

4.   With the least amount of force to protect the student and restrainer.

5.   With the least amount of disturbance to the rest of the class.

6.   In the presence of another adult when possible.

7.   With the assistance of other adults as needed.

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8. Never in a manner that could, in any way, cause harm to the student, i.e. never restricts the breathing of the student, never places a student in a prone position (face down on their stomach) or supine position (face up, on their back), never uses floor restraints.

B. It is critical that:

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

2. Any student placed in seclusion is to be continuously visually observed by an adult who is physically present throughout the period of seclusion. All health and safety policies and regulations including WorkSafe BC regulations shall be followed.

C. School personnel be able to communicate with the student in the student's primary language or mode of communication be present at all times. Debriefing should occur as soon as possible with involved school personnel, parents or guardians of the student, and where possible, with the student so that all parties understand the situation and to examine:

1. What happened,

2. What could have been changed, and

3. Preventative and response actions to be taken in the future.

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

1. Notification to the principal as soon as possible after the incident, and, in any event, prior to the end of that school day.

2. Direct communication between the principal or designate and the parent(s) shall be initiated within the same day.

3. Notification by the principal to the Director of Instruction for ~~Student Support Services~~Inclusive Education as soon as possible after the incident/always prior to the end of the school day on which the incident has occurred.

4. Notification by the Director of Instruction to the Superintendent or designate as soon as possible after the incident/always prior to the end of the school day on which the incident has occurred.

5. If an incident results in violence against staff, a Threat / Violent Incident Form will also be completed and submitted.

E. In cases where a student's behaviour could potentially cause harm to self or others, the student's educational planning includes development of:

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TITLE: PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

CATEGORY: HEALTH AND SAFETY

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1.   An Individualized Education Plan (IEP) outlining the student's learning outcomes, required learning support services, and instructional and assessment methods, that is reviewed regularly, and at least, annually.

2.   A formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures that are in place.

3.   An emergency or safety plan detailing emergency and safety procedures regarding the use of physical restraint and /or seclusion, and confirming the formal training of personnel.

4.   Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others – to inform the development of behaviour intervention plans.

F.   A review/revision of prevention/intervention strategies must occur in cases where there is:

1.   Repeated use of physical restraint and/or seclusion for an individual student.

2.   Multiple use of physical restraint and/or seclusion occurring within the same classroom.

3.   Repeated use of physical restraint and/or seclusion by an individual staff member.

Received: December 2016
References: Provincial Guidelines – Physical Restraint and Seclusion in School Settings (June 3, 2015)

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2021-22 BOARD COMMUNICATION PLAN (DRAFT)

		AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
REGULAR BOARD MTG	Strat Plan		N/A 1 (a) Student Voice / DSLT 3 (e) district facilities (20/21)	Vision 1 (c) core competencies 3 (c) partnerships	Mission 1 (d) literate 3 (a) communicate 3 (b) visioning and planning	Affirmation 1 (h) indigenous cultures & diversity 3 (g) int. student program	Ethics 1 (b) early years 1 (g) physical health 2 (a) healthy & inspired team
	Recurring		F/S Approval Student Trustee Appointment	BCSTA Prov Council Motions Enrolment Report	Board Elections	Committee Appointments PAC Appointments BCSTA AGM & Prov Motions BCPSEA AGM Motions	
	Other		Reg 3170 - Circulating Enhancing Student Learning Repo Elem. Reporting	Reg 2050 - To be received Reg 2150 - To be received Reg 4170 - To be received Reg 3190 - To be received Reg 3080 - To be received Reg 4110 - To be received	Reg 3190 - To be received Reg. 4160 - Circulating	Reg 3120 - To be received	Reg 3170 - To be received
COMMITTEE OF THE WHOLE	Strat Plan		Board Evaluation	Implementation Plan (Year 2) 3 (a) communicate 3 (b) visioning and planning		2 (a) healthy & inspired team	
	Recurring				External Committees Report		Draft School Calendar Review BCSTA Motions
			Communication (standing)	Communication (standing)	Communication (standing)	Communication (standing)	Communication (standing)
	Policies		District Administration	Whistle Blower Protection Indemnification Bylaw	Local Purchasing Rules of Order	Trustee Donations	Partnerships/Corporate Spon
	Other		Reg 3080 - Final review Reg 3190 - Final review Reg 2050 - Final review Reg 2150 - Final review	Reg 3190 - Final review	Reg 3120 - Final review	Reg 3170 - Final review	
EDUCATION COMMITTEE	Strat Plan		3 (c) partnerships 1 (c) core competencies	1 (d) literate	1 (h) indigenous cultures & diversity 3 (g) int. student program	1 (b) early years 1 (g) physical health	1 (f) mental health 2 (c) inclusive education 1 (k) fine arts
	Recurring			MDI			
	Other						
OPERATIONS COMMITTEE	Strat Plan						
	Recurring		Summer Work Review Reg 4110 - Final review Reg 4170 - Final review Zoning Referrals (standing)	Prelim. Budget Timelines Reg. 4160 - Transportation Zoning Referrals (standing)	Budget discussion Zoning Referrals (standing)	Zoning Referrals (standing)	Amended Budget Zoning Referrals (standing)
	Other						Reg. 4160 - Final Review
OTHER		Annual Report to Community	BCPSEA Symposium DSLT/Trustee Dinner	Supt Evaluation Cmte	Trustee Academy	Supt Evaluation Cmte	School Visits BCPSEA AGM
CONSULTATIONS					Preliminary Budget Consults.	Preliminary Budget Consults.	Preliminary Budget Consults.

Note: The communication plan is updated monthly at agenda setting and Committee of the Whole meetings.

Updated: 6/18/2021

SCHOOL DISTRICT 46 SUNSHINE COAST

2021-22 BOARD COMMUNICATION PLAN (DRAFT)

		FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
REGULAR BOARD MTG	Strat Plan	Inclusion 1 (f) mental health 2 (c) inclusive education 1 (k) fine arts	Collaboration & Equity 1 (e) numeracy 2 (b) professional development 3 (c) partners/collaborations	Innovation 2 (d) leaders 2 (e) positive partnerships / family	Respect & Responsibility 1 (i) care of our planet 3 (d) environmental initiatives 3 (e) district facilities	Celebration 1 (j) digital literacy 1 (l) graduate 3 (f) transportation strategies	
	Recurring	Amended Annual Budget	School Calendar	BCSTA AGM Motions School Allocation Rates Min. Approved Projects / Capital Plan Bylaw	Budget Approval / Bylaw	District Report to Ministry Budget Approval (if required) Five-Year Capital Plan Motion	
	Other	Reg. 4160 - To be received				SSCFGS Submission	
COMMITTEE OF THE WHOLE	Strat Plan		2 (d) leaders 2 (e) positive partnerships / family		Reg 2050 - Review Reg 2150 - Review		
	Recurring	School Calendar Recommendation Communication (standing)	 Communication (standing)	 Communication (standing)	SSCFGS Discussion Communication (standing)	Strat Plan Review - Year 1 Trustee Eval. Process Communication (standing)	Board Evaluation
	Policies	Role of the Superintendent	Role of PAC/DPAC Electoral Areas Bylaw	Role of Board Cmtes Trustee Elections Bylaw	Annual Budget Development	Role of the Trustee Inaugural Meetings	
	Other					Risk Management	
EDUCATION COMMITTEE	Strat Plan	1 (e) numeracy 2 (b) professional development		3 (d) environmental initiatives 1 (i) care of our planet	1 (l) graduate 1 (j) digital literacy		
	Recurring				District Report to Ministry	Untargeted Donations (if required)	
	Other						
OPERATIONS COMMITTEE	Strat Plan	3 (c) partners/collaborations		3 (e) district facilities	3 (f) transportation strategies		
	Recurring	Prelim. Budget Considerations Prelim. Budget Discussion Enrolment Projections Zoning Referrals (standing)	Staffing Timelines Funding Announcement Prelim. Budget Considerations Zoning Referrals (standing)	Budget Summary Zoning Referrals (standing)	Five-Year Capital Plan AFG Plan Budget (if required) Zoning Referrals (standing)	Emergency Preparedness Zoning Referrals (standing)	
	Other						
OTHER		Review March cmte schedule BCSTA AGM Motion Deadline	Partners in Learning	Student Forum Service Recognition BCSTA AGM Supt Evaluation Cmte	Bursary Tea Intergovernmental Meeting	Retirement Celebration Grad Ceremonies ACE-IT Ceremonies	
CONSULTATIONS		Draft School Calendar Circulation					

Note: The communication plan is updated monthly at agenda setting and Committee of the Whole meetings.

Updated: 6/18/2021