



DPAC

District Parent Advisory Council
School District 46 - Sunshine Coast

AGENDA

Date: November 28, 2024 | Time: 7pm

Location: SD46 Board Room + Microsoft Teams

Microsoft Teams [Need help? Join the meeting now](#)

Meeting ID: 281 918 103 40 Passcode: ge93dm

- 7:00 PM** Greetings, Introductions + Land Acknowledgement
- 7:05 PM** PAC Updates – What’s been great etc.
- 7:15 PM** Approvals:
- October 24, 2024 Meeting minutes available on (SD46 website)
 - November 28, 2024 Agenda
- 7:18 PM** Secretary-Treasurer Nic Weswick for 25-26 Budget Consultation
- 7:50 PM** Regular reports:
- Chair report: Rachael Eastman
 - Treasurer report: Jennifer Sumner
- 8:00 PM** Board reports
- Trustee report: Stacia Leach
 - Superintendent's Report, submitted as written
 - Inclement Weather (attached)
 - Drills Explained (attached)
- 8:15 PM** Committee reports:
- Healthy Schools
 - Family Engagement
 - Active School Travel
 - Education, Operations, Committee of the whole - 4th Tues of month
- 8:30 PM** Meeting to Adjourn
- Next meeting:** Holiday break until January 23, 2025
7pm – Chatelech Library/Teams

REPORT TO DPAC SUNSHINE COAST SCHOOL DISTRICT 46

SUPERINTENDENT'S REPORT

Submitted by Superintendent Kate Kerr
November 28, 2024

This report highlights the past month's updates and events, all grounded in our core values of **learning, belonging, integrity, and equity**.

A. Student Strategic Plan Launch – November 4th

- On November 4th, over seventy leadership students from grades 6 to 12, from across the district, participated in the Student Strategic Plan Launch event at Kinnikinnick Elementary. The event introduced the new Strategic Plan and empowered our youth to play an active role in shaping the future of education in the district. We are eager to see how these young leaders will share this vision with their peers across the district!

B. Qwalena ArtStarts Secondary School Performances

- The school district arranges for annual arts performances in each school funded by an ArtStarts grant and district dedicated funds. This year's featured presentation at the secondary schools is titled **Qwalena - The Wild Woman Who Steals Children** and was performed at each of the secondary schools in the last week of October. Produced by 3 Crows Productions, Qwalena is based on a well-known story among Northwest Coast First Nations. In this performance, Indigenous storyteller Dallas Yellowfly brings the character of Qwalena to life through a carved mask, theatrical lighting, and sound, symbolizing a time in Canada's history when Indigenous children were removed from their families and sent to residential schools. Through a blend of oral storytelling, multimedia, and open discussion, Yellowfly addresses the intergenerational trauma linked to the Indian Act, fostering student understanding of its lasting impacts on Indigenous families. We remain deeply committed to Truth and Reconciliation and anti-racism, and supported this presentation as a powerful means of deepening emotional and historical awareness in students.

C. Chatelech Student Wins CNIB Braille Creative Writing Contest

- Congratulations are in order for grade 12 student, Anika George. Her poem, Home, which she wrote using a Perkins Braille, tied for first place in CNIB's annual creative writing contest. Anika has been learning to read and write braille for several years and is passionate about the tactile writing system used by individuals who are visually impaired. In fact, Anika is planning to attend university with the dream of being a teacher and may even pursue training as a Teacher of Students with Visual Impairments (TSVI). Anika is thrilled about her win and is going to save the prize money towards university.

D. Grade 7 Annual Sugar Bowl - A Great Success!

- On November 1st, we celebrated the district-wide Grade 7 Sugar Bowl in Sechelt, bringing students and staff together for a fantastic day of soccer, leftover Halloween candy, and connection. The weather cooperated beautifully, making way for a great day of soccer and fun!
- Special thanks go to the shíshálh Nation for the use of Ted Dixon Park, Elphinstone and Pender Harbour Secondary student volunteers who served as referees and helpers, and the WSES PAC for running a well-stocked concession stand.
- We are grateful to the teachers and staff, and a special shoutout to Chair Glen Smith from the Elementary Sports Working Group, for their hard work in preparing students for the event and making the day a memorable one.

E. SD46 + D(PAC) Engagement Event - October 29, 2024

- The Board of Education recently hosted a collaborative event at the Sunshine Coast Golf and Country Club, bringing together PAC Chairs, Vice-Chairs, DPAC Executives, Principals, and Trustees. Facilitated by Caroline Picard through a Compassionate Systems Leadership lens, the evening focused on enhancing meeting effectiveness and fostering collaborative engagement and working collaboratively with the Board of Education. The event was well-attended, with engaging discussions and a shared commitment to strengthening our school community relationships.

F. New Staff Orientation

- On October 21st, SD46, along with SCTA and CUPE 801, welcomed new staff members with an orientation event. This gathering introduced new hires to the district's culture and resources, creating a foundation for a supportive and collaborative work environment. Attendees connected with colleagues over appetizers and received valuable insights into our learning community.

G. SD46 Aspiring Leaders Series Update

- The SD46 Aspiring Leaders program kicked off on October 30th, gathering educational staff eager to deepen their leadership skills. This program emphasizes compassionate systems leadership, focusing on personal wellness, strengthening relationships, and applying systems thinking to enhance leadership practices. It offers valuable tools for both seasoned and emerging leaders to foster positive transformation in our schools and community. Future sessions will continue to build on these foundational skills, supporting our team's growth and collaboration.

H. CUPE Pro D Day

- On October 25th, CUPE's Professional Development Day brought together over 100 staff at Chatelech Secondary School for a day of learning and connection. The day opened with a thought-provoking keynote from hiwus Calvin Craigan of the shíshálh Nation. In the afternoon, participants explored a variety of sessions, including a tour with Talaysay Tours, a

finance workshop for admin assistants, a Public Education Benefits Trust Workshop and a strategic plan launch for custodial staff and bus drivers.

I. 2nd Collaborative Care Conference: A Connected Community for Children and Youth for Mental Health and Substance Use

- On November 6th, representatives from various organizations, including Vancouver Coastal Health, the shíshálh Nation, School District 46, Sunshine Coast Community Services, the Division of Family Practice, the Ministry of Children and Family Development, Child and Youth Mental Health, SCRD Recreation, and Restorative Justice, convened for a Collaborative Care Conference. This event brought together nearly 100 participants who engaged in two fictional case scenarios aimed at enhancing multiagency collaboration for child and youth mental health and substance use treatment on the Sunshine Coast.
- The conference focused on providing accessible, timely, and seamless support for children, youth, and families by fostering connections among participants and promoting a shared understanding of the complexities and challenges faced by different agencies. Key outcomes included increased knowledge of local resources, improved capacity for collaborative work, and strengthened teamwork among community-based services. The event was organized by a dedicated sub-team from the Child and Youth Mental Health and Substance Use Local Action Team, who meet monthly to strategize on supporting the community's children and youth.

J. Learning Guides

- In an inspiring start to weaving the new strategic plan throughout our district in a meaningful and human way, the two Learning Guide teachers from each school joined our Educational Leadership Team at Camp Byng on November 6th. Together, we began our shared journey of fostering a culture of learning and collaboration, with a focus on developing students' core competencies and creating irresistible futures. This collaborative time laid a strong foundation for the meaningful work ahead in our district.

K. Compassionate Systems Leadership (CSL)

- All teacher, administrators and CUPE that have taken CSL Foundations level one met for an afternoon to continue the work on 'self' and had time to collaborate on how we will continue to move CSL forward in our areas of influence district-wide.

L. SFU Practicum Panel

- Panel of administrators and district staff presented a 2-hour session showcasing our district to over 80 education practicum students from SFU. This was very well received, and we hope to see a few students on the coast to complete their practices as well as applying to our district.

M. CACE Conference – Bravo Awards

- We are thrilled to share that our district's communications efforts have been recognized on a national level. We were selected as recipients of a BRAVO! Award, which celebrate outstanding work in school public

relations, communications, marketing, and engagement. This prestigious recognition was formally announced at the 2024 BRAVO! Awards Ceremony for the 'Strategic Plan Consultation and Engagement Video' and received by Stephanie Murawsky during the national Canadian Association of Communicators in Education (CACE) conference in Calgary on October 26.

N. Careers Updates

- On October 16, the Automotive Service Technician students went on a field trip to VCC's Broadway Campus. They were given a tour by Ryan Lee, our AST VCC instructor. The definite highlight was the Rivian electric truck that VCC had recently purchased and the (intentional; all safety precautions taken) exploding of the airbags that definitely got everyone's attention. It was an excellent day overall and a great reminder to the students that they are indeed not just SD46 AST students, but VCC students as well.
- Much promotion of the Career programs occurred during this month, specifically at the Parent Info Night on October 17 at Elphinstone, and the Post- Secondary Institute Day at both ESS and CSS on October 21, as well as at the Indigenous Career Fair at the Band Hall on October 29. A list of potential Train in Trades students for next year has begun.
- The Fire Academy applications have been submitted! There are 27 applications in total, representing each secondary school on the Coast. Next steps involve reviewing the applications and short -listing students for the physical testing that occurs in January.
- Lastly, new Work in Trades and Work Experience students continue to register. The word is out!!

O. Community Schools Collaboration: Updates from October 30th Joint Meeting

Highlights from the reflection sheets completed by participants:

- Community schools are such a valuable support! – they are an integral part of the braid.
- We are so appreciative of the support Community Schools provides to schools.
- Community Schools help us expand to new areas – to pilot innovative ideas and explore new ways of doing things. (which will help us to not do business as usual!)

Paddling Together: People expressed appreciation for how community schools support our work through all of the strands. Moving forward, there is interest in collaborating to support:

- Food Security
- Nature Based Learning
- STEM Learning
- Flexible Learning Environments

People expressed interest in **working collaboratively with Community Schools to expand Volunteer support in our schools**, and to build connections with

- PACS
- Teachers (i.e. use a staff meeting to help teachers connect to community school coordinators)
- Intergenerational community volunteers (volunteer readers, supporting food, etc.)
- Students (Peer Mentoring; Elementary Students working with Secondary Students)

ADMINISTRATIVE REGULATIONS

TITLE: INCLEMENT WEATHER
CATEGORY: HEALTH AND SAFETY
NUMBER: 3130

I. Rationale

Clear protocols are required for inclement weather due to the unpredictable nature of these events. District priority is for the safety of students and staff. Clear communication is key.

II. Hazardous Road Conditions

- a. School Buses
 - i. The manager of the contract bus services will determine if a bus route or all buses cannot run due to hazardous road conditions.
 - ii. The managers or contractors will notify the superintendent or designate by 6:15 AM.
 - iii. The superintendent or designate will notify the principal(s) of the affected school(s) and they will begin their communication process.
 - iv. The superintendent or designate will inform media regarding bus route changes or cancellations and the impact to students of school operation.
 - v. Appropriate information will be posted on the district website and social media accounts.
- b. Where adverse conditions prevail across the district and the superintendent or designate deems it unreasonable to expect any students to attend, principals and the media will be contacted as per II.A.4 and II.A.5.
- c. Principals of all schools must ensure that a responsible adult, who has undergone a criminal record check, will attend at the school should there be a closure. This is to ensure that no child be dropped off or unattended due to miscommunication.
- d. A summary of these procedures must be communicated to parents by the second week of November of each school year.

III. Deteriorating Weather Conditions

- a. A principal having concern about deteriorating local road conditions in their school attendance area will contact the superintendent, or designate, to discuss the local situation.
 - i. For student safety, no student shall be allowed to leave without their parents or guardians being aware of the situation.

ADMINISTRATIVE REGULATIONS

TITLE: INCLEMENT WEATHER
CATEGORY: HEALTH AND SAFETY
NUMBER: 3130

- b. If a bus driver is unable to complete the normal bus run, they are expected to ensure the safety of students in their care. Where the distance a student must walk is significant, even though it is less than the walk limits, the driver will consider the age of the student, the weather and road conditions, the number of houses along the road, and other similar factors. Where they consider there to be some hazard, the driver will not permit the student off the bus. Students remaining on the bus are to be taken by the driver to a place of shelter, such as the bus depot, school, or other supervised public building. The principal of the school will be contacted and the appropriate communication strategy will be initiated to inform parents.

IV. Employee Responsibilities

- a. In the event of a superintendent-ordered cancellation of student attendance, all employees are expected to make every effort to report to work. This may include walking, taking public transit, carpooling, or other prearranged options.
- b. If the employee is not able to report to their own work site, they must then try to report to the nearest school. If that proves to not be possible, they must call their supervisor (ie. principals, manager of facilities) and inform them of their inability to get to their own school or the nearest school.
- c. Employees reporting for work to a different work location will notify their supervisor.
- d. Employees reporting for work at a location other than their normal work location will be assigned appropriate duties by the supervisor of that work location.
- e. Depending on the severity of the circumstances, the supervisor will determine whether staff should complete their work day at school or at home in consultation with the staff and the superintendent or designate.
- f. In particularly severe conditions the superintendent may close schools to students and staff, in which case all employees will be excused from attending their work sites. This will be clearly communicated to staff.

V. Employees Pay (CUPE and Teachers)

- a. If all schools are closed to students and staff, everyone will be paid based on their regular rate for that day.
- b. If only some schools are closed to students, but open for staff, all staff will receive pay, even if they have made a reasonable effort to attend work but were not successful (as per V.A).
- c. If students are dismissed early due to extreme weather, employees may be permitted

ADMINISTRATIVE REGULATIONS

TITLE: INCLEMENT WEATHER
CATEGORY: HEALTH AND SAFETY
NUMBER: 3130

to leave after discussion with their principal or supervisor who will have spoken to the superintendent or designate.

- d. Any absences booked in advance of the inclement weather day will remain unchanged for that day, even if the cause of the absence is cancelled or changed later the same day.

Received: March 2018

References: Policy 11.6



SUNSHINE COAST SCHOOL DISTRICT 46

INCLEMENT WEATHER NOTICE

Information for Families & Staff

During the time of the season when inclement weather may affect the safety and welfare of students and staff and, in particular, when extreme weather events have the potential to cause classes to be postponed or some School District 46 services to be suspended, current information will be updated continuously on:

- The district website (sd46.bc.ca)
- Facebook (@SD46SC)

The district will also provide **91.7 Coast FM** with information about the status of our facilities and transportation services.

In addition, families and staff will receive a phone message and email notification.

To learn more, visit <https://bit.ly/sd46snow>.



Sunshine Coast School District 46

494 South Fletcher, PO Box 220, Gibsons, BC V0N 1V0

(604) 886-8811 | questions@sd46.bc.ca | sd46.bc.ca



Drills Explained

Overview of our drill procedures:

- **Provincially Mandated Drills:** Each school year, we conduct two lockdown, two earthquake, and six fire drills per site. More information about drill frequency can be found in the provincial guidelines [here](#) (see Page 12). Additionally, our district's emergency preparedness policy provides further details [here](#).

- **Developmentally Appropriate Practice:** Drills are intended for practice, and we present them to students in ways suited to their developmental level.

Drills explained:

- The **fire drill** involves an evacuation of the building and the taking of attendance in a timely manner.
- Our **earthquake drill** involves a simulated announcement that signals to the students to drop, cover, and hold.
- The **lockdown drill** allows us to practice what to do in a situation when there is an active threat inside a school.

To further clarify the types of emergency situations we prepare for:

- **Lockdowns:** Activated only if there is an active threat inside a school. In this situation, staff secure rooms, halt all activities, and students are kept in classrooms in a safe position and remain quiet.

- **Shelter-in-Place:** Initiated for external hazards (e.g., wildlife, environmental or weather events) that require students and staff to remain indoors while continuing regular activities.

- **Hold and Secure:** Used for security concerns outside the school (in the neighbourhood or surrounding area). Staff bring everyone inside, lock exterior doors, and close blinds, but activities inside the school continue as usual.

We do not publish the exact times of our drills but teachers receive advance notice so they can prepare their class for them. Drills help to create muscle memory and are important to practice. Any discussions that parents/caregivers might have with their children about drills are helpful for shared understanding.