



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

REGULAR MEETING AGENDA

December 7, 2016 at 7:00 p.m.
At the School Board Office, Gibsons, B.C.

1. Call to Order
2. Celebrating Education: Career Programs and Partnerships – C. Wilson and C. Germiquet, Executive Director – *Sunshine Coast Habitat for Humanity*
3. Public Question Period (10 minutes in total)
4. Adoption of the Agenda
5. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings
 - a. Regular Meeting – November 9, 2016 Pg. 3-7
 - b. Record of Closed Meeting – November 9, 2016 Pg. 8
6. Reports
 - a. Executive Reports
 - i. Strategic Plan Update:
 1. Goal 1.i. – Technology Pg. 9-10
 2. Goal 2.e. – Healthy Staff Pg. 11-12
 3. Goal 2.h. – Safe and Healthy Schools Pg. 13-14
 - ii. Superintendent’s Report Pg. 15
 1. Administrative Regulations to be received:
 - a. Regulation 2840 (Student Reporting) Pg. 16-23
 - b. Regulation 6700 (Physical Restraint and Seclusion of Students) Pg. 24-27
 - iii. Information Items:
 1. Larger Cheques Written in the Month of November 2016 Pg. 28-29
 - b. Board/Committee Reports
 - i. Board Report Pg. 30
 1. Ad Hoc Community Celebration Notes – November 23, 2016 (*motion*) Pg. 31-32
 2. BCSTA Report – AGM and Provincial Council Motions
 3. BCPSEA Report – AGM Motions
 4. Student Trustee Report
 - ii. Committee of the Whole Notes – November 22, 2016 Pg. 33-34
 - iii. Policy Committee Notes – November 22, 2016 Pg. 35
 - iv. Operations Committee Notes – November 17, 2016 Pg. 36-37
 - v. Education Committee Notes – November 23, 2016 Pg. 38-39

MOTION: “TO receive the reports.”

7. Questions and Enquiries from the Public Relating to the Board Meeting

8. Next Meeting

The next public board meeting will be held on January 11th, 2016.

MOTION: “TO approve the committee agendas.”

9. Board Elections

- a. Board Chair
- b. Vice-Chair
- c. Board Representatives:
 - i. B.C. Public School Employers' Association (BCPSEA)
 - ii. B.C. School Trustees' Association Provincial Council

10. Adjournment

COMMITTEE MEETINGS 2016 – 2017				
MONTH	EDUCATION COMMITTEE	OPERATIONS COMMITTEE	POLICY COMMITTEE	COMMITTEE OF THE WHOLE
September	28 from 3:30– 5 pm	22 from 12:30 – 2 pm	27 from 11:30 – 1 pm	27 from 9:30 – 11:30 am
October	26 from 3:30– 5 pm	20 from 12:30 – 2 pm	25 from 11:30 – 1 pm	25 from 9:30 – 11:30 am
November	23 from 3:30– 5 pm	17 from 12:30 – 2 pm	22 from 11:30 – 1 pm	22 from 9:30 – 11:30 am
December	14 from 3:30– 5 pm	-	-	13 from 9:30 – 11:30 am
January	25 from 3:30– 5 pm	19 from 12:30 – 2 pm	24 from 11:30 – 1 pm	24 from 9:30 – 11:30 am
February	22 from 3:30– 5 pm	16 from 12:30 – 2 pm	28 from 11:30 – 1 pm	28 from 9:30 – 11:30 am
March	29 from 3:30– 5 pm	30 from 12:30 – 2 pm	28 from 11:30 – 1 pm	28 from 9:30 – 11:30 am
April	26 from 3:30– 5 pm	20 from 12:30 – 2 pm	25 from 11:30 – 1 pm	25 from 9:30 – 11:30 am
May	24 from 3:30– 5 pm	18 from 12:30 – 2 pm	23 from 11:30 – 1 pm	23 from 9:30 – 11:30 am
June	28 from 3:30– 5 pm	15 from 12:30 – 2 pm	27 from 11:30 – 1 pm	27 from 9:30 – 11:30 am

All committee meetings take place at the School Board Office, unless otherwise noted.

Agendas for Upcoming Meetings:

Education Committee – December 14 from 2:30-4:00 pm at the SBO

1. Strategic Plan: 1.a. Early Learning
2. Regulation 3050 – Animals in Schools
3. Regulation 2400 – Scholarships, District/Authority Awards and Bursaries
4. Curriculum (standing item)
5. Parent Engagement (standing item)

Operations Committee – No meeting in December

Policy Committee – No meeting in December

Committee of the Whole – December 13 from 9:30-12:00 pm at the SBO

1. Rural Engagement
2. School Growth Plans
3. Communication plan (standing item)

SD46 Career Prep Programs



ACE-IT

SSA

WORK EXPERIENCE

ACE-IT PROGRAMS

- 2017/18 rename "Youth Train in Trades"
- 3 Programs offered: Pro Cook, Auto Tech, Carpentry
- 16 (minimum) Grade 12 credits toward Graduation
- Obtain a Level 1 technical training certificate from VIU
- Receive work based training hours to apply toward apprenticeships
- Tuition paid for by ITA – students only paying for cost of materials and equipment



ACE-IT PRO COOK

Runs first semester at Elphinstone Secondary – Chef Barry Barone and Cathy Gordon Teacher



ACE-IT Auto Technician Program

Chatelech Secondary – Instructor Brenda Masich



Applications being accepted in Jan/Feb. 2017
Program begins September 2017-June 2018



Certificate of Completion

ACE-IT Program

Automotive Service Technician

June 24th, 2016

has successfully completed

Work Experience 12A 12B
Auto Service Technician 12A, B, C, D



School District No. 46
(Sunshine Coast)

Brenda Masich, Instructor

Paul Bishop, Director of Instruction

Carpentry Program

SCAS – Wilson Creek “Habitat for Humanity” Site

Next program starting Feb. 2017

Instructor: Carl Bernstein



Skills Canada 2015

This year's Provincials April 5/17 at Tradex in Abbotsford



Additional Career Programs

SSA (Secondary School Apprentices)

- New Name 2017/18 - "Youth Work In Trades"
- Students can earn up to 16 credits (4 courses) toward graduation while they receive pay to work
- 4 credits for every 120 hours up to 480 hours (SSA11A, 11B, 12A, 12B)
- \$1000 Scholarship upon successful completion

Work Experience 12 A&B

- The primary goal of work experience is to help students prepare for the transition from secondary school to the world of work.
- Work Experience 12A and Work Experience 12B are each 100 hours and are worth 4 credits
- Example of placements are vet clinics, elementary schools, salons, law offices, auto shops, etc.

Spring 2017 Initiatives

- Introduction and promotion of Trade & Technology based careers at Elementary and Secondary levels:

**February/March 2017: “Find your Fit” WorkBC Event (target Gr. 5-10)

– through various “hands on” tools and technological activities, students are introduced to a range of in-demand careers in BC

– Examples of career activity stations:

- Computer programmer
- Welders
- Geological technicians

“Find your Fit” Tours



Initiatives Cont'd

Guest speaker: Jamie McMillan from "Journeyman"
Feb. 2017

- Iron worker/boilermaker/welder from Hamilton, Ontario
- Established a non-profit organization to "engage, educate and encourage" youth to consider skilled trades and technology as career paths
- School and community outreach programs – presentations and hands-on activities using tools of the trades
- Target audience: Gr. 6-12



<http://www.kickasscareers.org>



**MINUTES OF THE REGULAR MEETING OF THE
BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

Held on Wednesday, November 9, 2016
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: B. Baxter (Chair), L. Pratt (Vice-Chair), L. Dixon, G. Russell,
P. Ruth, C. Younghusband, M. Haines (Student Trustee)

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

REGRETS: D. Mewhort, Trustee; P. Bishop, Director of Instruction

#20. Call to Order

The meeting was called to order at 7:00 p.m.

Chair Baxter acknowledged that the meeting was taking place on the traditional territory of the Squamish Nation and welcomed those in attendance.

#21. Celebrating Education:

Teachers Empowering Teachers through Technology – S. Magnussen and S. Bisbee
Special Education Technology Coordinator, Sandy Magnussen, and Roberts Creek
Elementary Teacher, Sylvia Bisbee, shared information on the Teachers Empowering
Teachers through Technology (TETT) program. Currently, there are 11 teachers taking part
in the project from nine elementary schools. These teachers are provided with release time
to join other teachers in their schools to support them during class time in the integration of
new technologies and applications. TETT teachers provide support and help to address
issues collaboratively with their colleagues.

#22. Public Question Period

- There were no questions.

#23. Adoption of the Agenda

MOTION: Ruth/Pratt

“THAT the agenda of November 9, 2016 be adopted.”

Carried.

#24. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings

MOTION: Russell/Ruth

“THAT the minutes of the Regular Meeting of October 12, 2016 be adopted as presented and the Record of the Closed Meeting of October 12, 2016 be adopted with changes.”

Trustee Russell’s declaration of a conflict of interest will be noted in the October 12, 2016 Record of Closed Meeting.

Carried.

#25. Reports

a. Executive Reports

i. Strategic Plan Update:

1. Goal 1.b. / 2.b. – Reading / Reading Teachers

Superintendent Bocking shared two pieces of student writing from the Coastal Voices anthology and highlighted current projects that support reading in the district.

2. Goal 2.j – Sustainable Practices

Secretary-Treasurer Weswick reported that the district had received funding from the ministry to replace the boiler at Langdale Elementary School and shared information on savings relating to energy reductions due to maintenance upgrades. Trustees requested the dollar value of energy savings be provided at a future meeting.

ii. Superintendent’s Report

Superintendent Bocking spoke to his written report and responded to queries from trustees.

1. Learning Improvement Fund (LIF) Final Allocations

Director White provided information on the distribution of LIF funds for the 2016/17 school year.

2. Administrative Regulations in Circulation (until January 9, 2016):

a. Regulation 4450 – Purchasing

Secretary-Treasurer Weswick indicated revisions had been reviewed at the October Operations Committee meeting and summarized changes to the regulation.

iii. Secretary-Treasurer’s Report

1. Long Range Facilities Plan

Secretary-Treasurer Weswick reported that the plan, which had been discussed at the September Operations Committee meeting, was representative of the district’s needs and met the requirements of the Ministry of Education.

MOTION:

“THAT Board of Education of School District No. 46 (Sunshine Coast) approve the Long Range Facilities Plan, as presented.”

Carried.

iv. Information Items:

1. Larger Cheques Written in the Month of October 2016

The report was submitted as written.

b. Board/Committee Reports

i. Board Report

The report submitted as written.

1. Ad Hoc Community Celebration Notes – October 4, 2016

Chair Baxter reported that the committee would meet in coming weeks to debrief on the event and make recommendations for future celebrations.

2. BCSTA Report

Trustee Ruth reported back on a recent Provincial Council meeting that she had attended in Trustee Mewhort’s place.

3. BCPSEA Report

Trustee Younghusband reported back on the two-day BCPSEA Symposium.

4. Student Trustee Report

Student Trustee Haines reported that DSLT meetings would rotate to each of the secondary schools to allow students an opportunity to see first hand how each secondary school operates. The DSLT plans to host a district talent show competition. Information was shared on an upcoming dodgeball tournament at Chatelech Secondary.

ii. Committee of the Whole – October 25, 2016

The notes were submitted as written.

iii. Policy Committee Notes – October 25, 2016

Trustee Pratt spoke to recommendations included in the meeting notes.

MOTION: Pratt/Ruth

“That the following new policy be created:

21. District Email Policy

As per the Freedom of Information and Protection of Privacy Act (FIPPA), all district employees, including trustees, are expected to use school district email accounts for school district business.”

Carried.

MOTION: Pratt/Russell

“That the following new policy be created:

23. Whistle Blower Protection

The Board of Education (“Board”) is strongly committed to upholding ethical standards in the School District and will foster and maintain an environment where employees can work safely and appropriately without fear of retaliation. All employees, and others performing work on behalf of the School District, are expected to conduct themselves in a professional manner, adhere to applicable laws and Board Policies and Procedures that apply to their work activities in addition to demonstrating ethical behavior in all their decisions and interactions.

23.1 The Board expects employees, and others that we deal with, who have serious concerns about any aspect of the School District’s operations with respect to potential evidence of wrongdoing, to come forward and voice those concerns.

23.2 The responsibility for the day-to-day administration and enforcement of this Policy rests with the Superintendent of Schools as authorized by the Board of Education. If a concern is regarding the Superintendent, the report shall be made directly to the chair of the board.

23.4 The provisions of this Policy are independent of, and supplemental to, the provisions of collective agreements between the School District and its Unions relative to grievance procedures and to any other terms and conditions of employment.

23.5 It is a violation of the Policy for anyone to knowingly make a false complaint of wrongdoing or to provide false information about a complaint. Individuals who violate this Policy are subject to disciplinary and/or corrective action, up to and including termination of employment.”

Carried.

iv. Operations Committee – October 20, 2016

The notes were submitted as written.

1. Joint-Use Agreement

Trustees discussed the Joint-Use Agreement and noted that the priority for use, as described in the agreement, doesn’t acknowledge agreements with community schools. Trustees requested that the minutes reflect that the board would consider community school bookings for students as school activities, thereby giving them the same priority as school use.

MOTION: Pratt/Ruth

“THAT Board of Education of School District No. 46 (Sunshine Coast) approve the Joint-Use Agreement, as presented.”

Carried.

v. Education Committee Notes – October 24, 2016

The notes were submitted as written. Superintendent Bocking clarified that the district uses the ministry developed report cards for students in grades 8-12 and would only require board approval for the locally developed report cards for students in grades K-7.

MOTION: Younghusband/Ruth

“THAT Board of Education of School District No. 46 (Sunshine Coast) approve the reports cards for option A and B, as presented.”

Carried.

MOTION: Russell/Pratt

“TO receive the reports.”

Carried.

#26. Questions and Enquiries from the Public Relating to the Board Meeting

- Appreciation was given for SSLIF discussions with CUPE members.
- Clarification was sought on when the district appointed their first student trustee.
- Spelling errors were noted on pages 14, 24 and 34 of the Long Range Facilities Plan.

#27. Next Meeting

The next public board meeting will be held on December 7, 2016.

MOTION: Pratt/Russell

“TO approve the committee agendas, as presented”

Carried.

#28. Adjournment

Chair Baxter expressed the sympathy of the board in the recent passing of Celia Fisher. A letter of condolence will be delivered to the family on behalf of the board.

MOTION: Pratt/Ruth

The meeting adjourned at 8:55 p.m.

Carried.

Chair

Secretary-Treasurer



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

RECORD OF CLOSED MEETING

Held on Wednesday, November 9, 2016
At the School Board Office – Gibsons, B.C

PRESENT: TRUSTEES: B. Baxter (Chair), L. Pratt (Vice-Chair), L. Dixon, G. Russell,
P. Ruth, C. Younghusband

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

REGRETS: D. Mewhort, Trustee; P. Bishop, Director of Instruction

Call to Order

The meeting was called to order at 5:03 p.m.

- **Ruby Lake PODS Presentation**
- **Motion to Exclude**
- **Adoption of the Agenda**
- **Approval of Minutes of Prior Meetings**
- **Information / Action Items**
 - Property
 - Ruby Lake – PODS: Trustee Russell recused himself from the meeting for this agenda item due to a declared conflict of interest.
 - SLC Site Usage
 - Legal/Liability
 - Mediation Update
- **Items for Disclosure**
 - No items for disclosure

Adjournment

The meeting adjourned at 6:44 p.m.

Chairperson

Secretary-Treasurer

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

**Strategic Plan Report:
Technology**

Submitted by Superintendent Bocking
December 7, 2016

“Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.” – Bill Gates

Goal 1.i.: *Our students will have the technical and social skills to navigate current and emerging technologies to enrich their learning.*

Background:

As a tool for learning technology can enrich but cannot replace the human and social element of teaching.

Discussion:

The District Technology Plan has evolved to adjust for the changing technological needs of our staff and students. This year the Technology Committee will review the current Technology Plan recognizing and continuing our key priorities:

Network Infrastructure

- Yearly review of infrastructure, including connectivity and bandwidth utilization,
- Next Generation Network (NGN) switch over almost complete,
- Wireless network adjustments taking place,
- Efficiency review.

Computer Hardware

- Elementary computer replacement is almost complete,
- Secondary school solutions to be addressed next,
- Large influx of iPads purchased by schools,
- Server replacement.

Other Technology Hardware

- Schools will continue to purchase other technological solutions to aide and enhance learning.

Security

- Security of our data continues to be scrutinized. District servers, switches and security software are up to date,
- Computer security,

- Internet safety for students and staff,
- Storage and retention of information.

Software

- Assistive Learning strategies: *Co-Writer* and *Snap & Read* support learning,
- ERAC Digital Bundle,
- iPad App deployment,
- Rolling out the new 'Office/Word'.

Training & Support

- Sophisticated training / professional development model in place,
- Technology learning events,
- SET-BC,
- TETT project,
- Technology and the New Curriculum,
- FreshGrade.

Technological Communication Changes

As our changing technological demands evolve the district adjusts how we communicate between ourselves, to parents, to the community and to our students. This will be a year of change in the methods we use to communicate. We will see:

- New email system,
- New calendar system,
- The start of new websites,
- New collaborative storage,
- Google storage within district.

Next Steps:

- New servers, fibre links and technological training is taking place,
- Transition plans with lots of overlap,
- Clear communication regarding upcoming changes,
- Training / instructions are being prepared,
- Flexible timeliness in place and will be adjusted if circumstances require.

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

**Strategic Plan Report:
Healthy Staff**

Submitted by Director Bishop
December 7, 2016

Goal 2.e.: Our Staff will be a healthy, highly skilled, professional and an inspired team.

Background:

We endeavour to model the District Vision, "A community engaged in lifelong learning and educational excellence", in all of our activities, from our HR practices to regular meetings of the administrative team. Educational leadership means showing that you are "engaged in learning" in everything we do.

Discussion:

To be truly effective, Leadership and Management must be seen to be mutually supportive roles in all aspects of our work.

Highlights:

Current initiatives include:

- Hiring Processes: We model our expectations from the moment a prospective employee arrives for an interview. People are greeted with respect, helped to understand our collective values and district culture and receive a full health and safety orientation upon hiring.
- "The HR Report": A regular report is sent out to all schools to update staff. We report on issues such as: new staffing and procedures, seasonal concerns such as Flu Shots and how to get them, EFAP and Blue Cross benefits, health and safety procedures and contractual items
- Professional Development Plans: Being a "skilled, inspired and professional team" is supported through the Superintendent and Director of Instruction meeting with all school administrators to review professional development plans throughout the year. Plans are structured around the BCPVPA Leadership Standards using a standardized template. Monthly administrator meetings are developed in collaboration with Principal Christa Rive and the senior management team, along with input from other administrators, with a focus on professional development and skill development.

Next Steps:

- Earthquake Preparedness: The recent Christchurch earthquake reminds us about the need to be prepared. All school administrators will participate in a day long training with Collette O'Reilly, Manager for Safety and Emergency Management with the VSB. This will include implementing a standardized School Safety Handbook and School Emergency Plans. The

afternoon will feature a "tabletop" emergency simulation with the support of Bill Elsner, SCRD Emergency Program Coordinator and Manager of Facilities, Rob Collison.

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

Strategic Plan Report: Safe and Healthy Schools (Cultural)

Submitted by Director White

December 7, 2016

Goal 2.h.: Our staff will thrive with their student in safe and healthy schools where everyone feels respected for their individual gifts and contributions.

Background:

This past year our district has focused on three major initiatives promoting positive school culture and encouraging safe and healthy relationships. We know that when students and staff feel safe and supported, the learning environment is impacted in a positive manner and achievement increases. Research shows that school districts and schools that have explicit mention of LGBTQ students in their Codes of Conduct have reduced levels of harassment and bullying for all students.

Discussion:

Firstly, there has been an emphasis on education and understanding around issues relating to our LGBTQ2 students. We brought "Out in Schools" to the Coast to present at school assemblies for all of our high schools and all Grade 7 classes. They provided a full multimedia presentation that focussed on the use of film and art to communicate information and facts about gender. There was a very positive reception to their information and great feedback from the community around this initiative. In addition, two weeks before their presentations, "Call Out", a Vancouver Coastal Health grant initiative was brought to the Coast to educate adults in supporting students with gender issues and concerns. This group met with principals and counsellors, and also gave two parent sessions.

In September 2016, a touchback session was held with VCH and Community Services to examine what each agency had achieved in this area over the past year and to make a commitment to future plans. School District #46 has committed to bringing "Out in Schools" back again this Spring for further work. There was also discussion around the topic of bathrooms and the need to examine how safe these spaces are for all children and youth. This is a priority as we move forward with any renovations and new construction.

In response to the Ministry's directive to examine codes of conduct and to ensure that LGBTQ concerns are explicitly mentioned, our educational leadership team met last month to ensure that their codes in each individual school met this criteria.

The GSA's (Gay Straight Alliances) at Chatelech and Elphinstone took a joint field trip together on Nov. 23rd to Qmmunity in order to bring back resources and information to the Coast for youth.

Secondly, our staff has been partnering with Victims Services and Wayne Spychka to provide training for staff and students through the MVP (Mentoring in Violence Prevention) program. A video was shown of Jackson Katz and his message of the importance of training the bystander to promote safe relationships and interactions. Although the program was originally developed for

prevention of violence against women, the messages given also work to protect any vulnerable population, creating safe and healthy climates and cultures in schools.

Training occurred last year for secondary school staff. There is another training session coming December 6th to ensure that we have coverage in all of our schools. Elphinstone and Chatelech have begun training students and are finding ways to work this program into HACE and Planning curriculum. Pender Harbour is in need of further training as their staff who took part last year have moved to different schools.

Our final initiative has been in the area of staff wellness. Two School District staff, along with one of our community school coordinators attended the CARE (Cultivating Awareness and Resilience in Education) training this summer, in order to experience the program and examine the possibility of attending a Train the Trainer model next spring. We have been piloting some of the activities with different staff groups, including the principal group to get some feedback. At the last educational leadership meeting, principals were given information and education on the Stress Response of the body and learned strategies to manage stress and the impact of adrenaline and cortisol on the body.

Next Steps:

- Feb/Mar – Out in Schools booked to return to all schools
- Dec 6th – MVP training available for staff
- February 27-March 3rd – “Taking Care of Ourselves, Taking Care of Others” presentations on Sexual Exploitation safety at all schools
- Critical Incident refresher for counselors and principals booked for January 20th, 2017

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

Superintendent's Report

Submitted by Superintendent Bocking
December 7th, 2016

1. Students

- a. An exciting hockey game will take place with all secondary schools participating on December 8th at 7:30 pm the GACC. This celebration of our district collegiality, of sport and of student engagement is supported by the District Student Leadership Team (DSLTL). Funds raised will support the local food bank. (1e)

2. Staff

- a. The Superintendent and Secretary Treasurer will be attending PAC meetings throughout January and February to discuss parent engagement, transportation and the 2017/ 2018 school year budget. (2c)
- b. The consultation process to approve the district School Year Calendar has begun. We anticipate developing suggested school calendars for the next 3 years. We will be consulting with the general public, school and district PACs, the DSLTL, school staff and unions. Calendar recommendations will come to the Education Committee on January 25. (2c)
- c. On Friday, Dec. 2nd we have Jessica Woollen booked to train staff on how to deliver Sexual Health Education (1e)
- d. The Supreme Court of Canada has decided from the bench that they agree with the provincial trial judge. That "the Province did not consult in good faith. Since the Province did not consult in good faith, it did not retain a meaningful process that protected the BCTF's s. 2(d) right to collectively bargain toward important workplace goals." Consequently, the provincial parties must meet to interpret the language of the former contract in today's context. (2j)

3. Community

- a. Staff and students have prepared a wide range of imaginative and highly skilled winter concerts. The annual celebration of music allows parents and community to enjoy the hard work of their children and school staff. (3e)



School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION

2840

STUDENT REPORTING

A. Objectives of Reporting

Effective student reporting procedures ensure that student progress is reported regularly and effectively to parents and that accurate records of student progress is maintained.

B. Reporting Procedures

1. As per the Policy Statement provided by the Ministry of Education effective July 1st, 2016, teachers will have the option of two reporting frameworks, A or B.

Option A:

During the school year, principals must provide parents of students with a minimum of five reports describing students' school progress. Rather than focusing on formal and informal reporting to parents, reporting will be timely and responsive throughout the year. District checklists will be developed to ensure compliance with Ministerial Order 191/94, the Student Progress Report Order. Reporting will include a written summative report at the end of the school year or semester.

Summative reporting for Grades K-3

At the end of the school year, principals shall provide a written summative report to parents. Summative reports will provide descriptive written comments that address the student's progress in relation to the learning standards of the curriculum in all areas of learning as set out Ministerial Order 295/95, the Required Areas of Study Order

Summative reporting will also include student self-assessment of core competencies, with teacher support.

Summative reporting for Grades 4-9

At the end of the school year or semester, principals shall provide a written summative report to parents that address the student's progress in relation to the learning standards of the curriculum in all areas of learning as set out in Ministerial Order 295/95, the Required Areas of Study Order. Parents will receive letter grades upon request.

Date adopted: November 1997
Revised: July 2002, December 2016

Reference: Board Policy 2.9

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION

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Summative reporting will also include student self-assessment of core competencies, with teacher support as appropriate for the student.

Option B:

Principals will provide students with a minimum of five reports describing students' school progress. Three of the reports will be formal written reports, one of which must be a summative report at the end of the school year or semester.

The two informal reports to parents may include: telephone calls, student-led conferences, parent-teacher conferences, use of journals, e-mails, and other means. Schools and teachers determine how they will informally communicate with parents.

Grades K-3

For the following areas of learning, the three formal reports will include a performance scale and descriptions of progress in relation to the learning standards set out in the curriculum:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education.

For the following areas of learning, the summative formal report at the end of the year will also include descriptions of progress in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support.

Date adopted: November 1997
Revised: July 2002, December 2016

Reference: Board Policy 2.9

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION

2840

Grades 4 – 5

For the following areas of learning, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education
- For Grade 5, a second language.

For the following areas of learning, the summative report will also include written comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support as appropriate for the student.

Grades 6-9

In Grades 6-9, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum for the following areas of learning:

- English Language Arts
- Social Studies
- Mathematics
- Science
- Physical and Health Education
- Arts Education

Date adopted: November 1997
Revised: July 2002, December 2016

Reference: Board Policy 2.9

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

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- Applied Design, Skills and Technologies
- Career Education
- For Grades 6, 7 and 8, a second language.

The summative report at the end of the school year or semester will also include student self- assessment of core competencies, with teacher support as appropriate for the student.

Grades 10 – 12

The Interim Student Progress Reporting Guidelines for Grades K-9 do not apply to Grades 10- 12. Nevertheless, reporting to parents should be timely and responsive throughout the school year.

In Grades 10 to 12, formal reports will include letter grades and/or percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards or learning outcomes set out in the curriculum for each course or subject and grade.

When students are meeting the Prescribed Learning Outcomes of the Graduation Transitions Program, a comment of "Meeting requirement" will be made on the term and final reports. A comment of "Not meeting requirement" will be made at any time when students are not meeting the Prescribed Learning Outcomes of the Graduation Transitions Program. Where a "Not meeting requirement" comment is made, a further comment is made to outline a plan for the student to meet the requirement.

Upon successful attainment of the Graduation Transitions Program, "Requirement Met (RM)" will be recorded on the student's transcript.

All formal reports should contain a description of student behaviour, including information on attitudes, work habits, effort and social responsibility.

Students with Special Needs (all grades)

Where students with special needs are expected to achieve or surpass the learning standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress. Where it is determined that a student with special

Date adopted: November 1997
Revised: July 2002, December 2016

Reference: Board Policy 2.9

Supt. Signature:



School District No. 46 (Sunshine Coast)

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needs is not capable of achieving the learning standards or learning outcomes of provincial or Board Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her Individual Education Plan (IEP). Reporting to parents will be in relation to these specific individual goals as they relate to each locally developed non-credit course in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

Students on Modified Curricula (all grades)

For students with special needs who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the School Based Team.

If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or Board Authority Authorized curriculum standards and core competencies.

ELL and FLL Students (all grades)

Where an English language learner is following the learning standards or learning outcomes of the provincial curriculum or a local program, regular reporting procedures are used to show progress. Where these students are not following the learning standards or learning outcomes of the curriculum, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.

Use of the Letter Grade "I"

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. The "I" may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

Date adopted: November 1997
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When an "I" reporting symbol has been assigned:

- students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problems students are having and possible solutions; and
- teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes. An "I" may be communicated in a variety of ways, including: through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.

The "I" letter grade must be converted to another letter grade or percentage:

- before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "I" reporting symbol;
- when letter grades are recorded on the permanent student record card; and,
- before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on students'
- transcripts of grades.

An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned, or as a result of failing a provincially examinable course.

C. Requirements for All Written Student Progress Reports

In addition to the above, summative reports (Option A) and all formal written student progress reports (Option B) for students in kindergarten through grade 12 shall contain:

- a. The school's name, address and telephone number;
- b. The student's name;
- c. A definition of all letter grades used in the report (Section D of this Regulation);
- d. The number of days that the student was absent during the reporting period;
- e. The number of days that the student was late during the reporting period;
- f. A description of the student's behaviour, including information on attitudes, work habits and effort;

Date adopted: November 1997
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- g. The name of the teacher involved in preparing the report, and the signature of the principal or other administrative officer;
- h. A place for the signature of the parent acknowledging receipt of the report;
- i. A statement that the report is on a form ordered by the minister or on a form approved by the Board;

D. Letter Grades Definitions and Assignment of "I" (In Progress or Incomplete)

Summative and formal term reports:

A= The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject and grade.

B= The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.

C+ = The student demonstrates good performance in relation to expected learning outcomes for the course or subject and grade.

C = The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.

C- = The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade.

I = (In Progress or Incomplete) The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes. An "I" letter grade may only be assigned in accordance with section 3.

F = (Failing) The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade. The letter grade "F" may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade.

W = (Withdrawal) Upon request of the parent of the student or, when appropriate, the student, the principal, vice principal or director of instruction in charge of a school may grant permission to a student to withdraw from a course or subject.

Date adopted: November 1997
Revised: July 2002, December 2016

Reference: Board Policy 2.9

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RM = (Requirement Met) The student has met the learning outcomes set out in the applicable educational program guide for Graduation Transitions, listed in the Ministerial Order 333/00, the Educational Program Guide Order. Requirement Met may only be used for Graduation Transitions.

Summative Reports may also include the following:

SG = (Standing Granted) Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal or director of instruction in charge of the school. Standing Granted may not be used for a course with a Required Graduation Program Examination. Standing Granted may not be used for Graduation Transitions.

TS = (Transfer Standing) May be granted by the principal, vice principal or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice principal or director of instruction in charge of a school may assign a letter grade on the basis of an examination of those records.

References:

- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Regulation 265/89, the School Regulation

Date adopted: November 1997
Revised: July 2002, December 2016

Reference: Board Policy 2.9

Supt. Signature:



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PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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.

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

1. “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.

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.

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.

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

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.

Date adopted: December 20, 1999

Revised: December 2016

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

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B. Principles of Restraint and Seclusion

1. Employees will not endanger their own safety in employing physical restraint.
2. 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.
3. 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.
4. 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).
5. 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.
6. School personnel who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others are expected to have been trained in crisis intervention and the safe use of physical and restraint and seclusion (CPI).

C. Procedures for Physical Restraint and Seclusion

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

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

Date adopted: December 20, 1999

Revised: December 2016

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

Supt. Signature:



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- (c) 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.
- (d) With the least amount of force to protect the student and restrainer.
- (e) With the least amount of disturbance to the rest of the class.
- (f) In the presence of another adult when possible.
- (g) With the assistance of other adults as needed.
- (h) 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.

It is critical that:

- (a) Any space used for the purpose of seclusion will not jeopardize the secluded student's health and safety.
 - (b) 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.
2. 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:
- (a) What happened,
 - (b) What could have been changed, and
 - (c) Preventative and response actions to be taken in the future.
3. Documentation, using "Physical Restraint and Seclusion Record" must be completed as soon as possible after an incident involving restraint and/or seclusion and:
- (a) Notification to the principal as soon as possible after the incident, and, in any event, prior to the end of that school day.
 - (b) Direct communication between the principal or designate and the parent(s) shall be initiated within the same day.
 - (c) Notification by the principal to the Director of Instruction for Student Support Services as soon as possible after the incident/always prior to the end of the school

Date adopted: December 20, 1999

Revised: December 2016

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

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- day on which the incident has occurred.
- (d) 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.
 - (e) If an incident results in violence against staff, a Threat / Violent Incident Form will also be completed and submitted.
4. In cases where a student's behaviour could potentially cause harm to self or others, the student's educational planning includes development of:
- (a) 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.
 - (b) A formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures that are in place.
 - (c) 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.
 - (d) 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.
5. A review/revision of prevention/intervention strategies must occur in cases where there is:
- (a) Repeated use of physical restraint and/or seclusion for an individual student.
 - (b) Multiple use of physical restraint and/or seclusion occurring within the same classroom.
 - (c) Repeated use of physical restraint and/or seclusion by an individual staff member.

Date adopted: December 20, 1999

Revised: December 2016

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

Supt. Signature:

DATE 01-Dec-2016 09:55 AM

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

PAGE 1

START DATE: 01-Nov-2016 TO END DATE: 30-Nov-2016

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

ON-LINE CHEQUES : ISSUED BETWEEN 01-Nov-2016 AND 30-Nov-2016						
00LCET2926	0001	*****	23290	MUNICIPAL PENSION PLAN	04-Nov-16	54,822.69
00LCET2929	0001	*****	28093	RECEIVER GENERAL FOR CANADA	03-Nov-16	202,417.84
00LCET2930	0001	*****	28094	RECEIVER GENERAL FOR CANADA	10-Nov-16	75,889.19
00LCET2931	0001	*****	28094	RECEIVER GENERAL FOR CANADA	10-Nov-16	10,535.02
00LCET2932	0001	*****	23268	MINISTRY OF PROVINCIAL REVENUE	15-Nov-16	27,524.00
00LCET2933	0001	*****	23268	MINISTRY OF PROVINCIAL REVENUE	15-Nov-16	21,961.00
00LCET2935	0001	*****	30209	TEACHERS' PENSION PLAN	10-Nov-16	456,284.59
00LCET2944	0001	*****	23290	MUNICIPAL PENSION PLAN	18-Nov-16	56,079.44
00LCET2945	0001	*****	28095	RECEIVER GENERAL FOR CANADA	24-Nov-16	13,175.23
00LCET2946	0001	*****	28093	RECEIVER GENERAL FOR CANADA	24-Nov-16	150,000.00
00LCET2950	0001	*****	28094	RECEIVER GENERAL FOR CANADA	24-Nov-16	12,051.88
00LCET2951	0001	*****	28094	RECEIVER GENERAL FOR CANADA	24-Nov-16	70,400.30
TOTALS FOR BANK - 0001						1,151,141.18
TOTAL NUMBER OF CHEQUES						12
TOTAL NUMBER OF CHEQUES WITH MICR						0

COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Nov-2016 AND 30-Nov-2016

1944ET0008	0001	*****	12021	BC TEACHERS FEDERATION	02-Nov-16	25,654.13
1944ET0009	0001	*****	12111	BC TEACHERS FEDERATION	02-Nov-16	27,976.82
1944ET0032	0001	*****	15021	ESC AUTOMATION	02-Nov-16	29,371.55
1944ET0064	0001	*****	26207	PACIFIC BLUE CROSS/MSA	02-Nov-16	59,800.62
1944ET0069	0001	*****	28189	RICHELIEU VANCOUVER	02-Nov-16	11,122.75
1944ET0079	0001	*****	29102	SUNSHINE COAST TEACHERS ASSOCIATION	02-Nov-16	10,286.17
1945000002	0001	0000049057	12012	BC HYDRO & POWER AUTHORITY	08-Nov-16	32,066.73
1945ET0044	0001	*****	14685	MACK KIRK ROOFING & SHEET METAL LTD.	08-Nov-16	57,244.43
1945ET0075	0001	*****	29376	SUNSHINE COAST TEACHERS ASSOCIATION	08-Nov-16	10,662.13
1946000020	0001	0000049113	26243	PEBT IN TRUST	16-Nov-16	50,009.02
1946ET0008	0001	*****	14129	DELL CANADA INC.	16-Nov-16	27,219.65
1946ET0010	0001	*****	11909	DR. DEBORAH AMARAL	16-Nov-16	13,500.00
1947ET0020	0001	*****	11909	DR. DEBORAH AMARAL	23-Nov-16	10,200.00
1947ET0046	0001	*****	30022	TOWN OF GIBSONS	23-Nov-16	11,314.59
1950ET0003	0001	*****	11050	APPLE CANADA INC. C3120	30-Nov-16	75,264.00
1950ET0008	0001	*****	12021	BC TEACHERS FEDERATION	30-Nov-16	24,606.40
1950ET0009	0001	*****	12111	BC TEACHERS FEDERATION	30-Nov-16	28,383.06
1950ET0029	0001	*****	15064	ELITE FIRE PROTECTION LTD	30-Nov-16	11,377.80
1950ET0077	0001	*****	15516	STEPHEN MCNICHOLLS CONSULTING INC.	30-Nov-16	20,412.00
1950ET0081	0001	*****	29102	SUNSHINE COAST TEACHERS ASSOCIATION	30-Nov-16	10,489.39
TOTALS FOR BANK - 0001						546,961.24
TOTAL NUMBER OF CHEQUES						20
TOTAL NUMBER OF CHEQUES WITH MICR						2

DATE 01-Dec-2016 09:55 AM

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

PAGE 2

START DATE: 01-Nov-2016 TO END DATE: 30-Nov-2016

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

GRAND TOTAL						1,698,102.42
CANCELLED TOTAL						0.00
NET GRAND TOTAL						1,698,102.42
GRAND TOTAL NUMBER OF CHEQUES						32
GRAND TOTAL NUMBER OF CHEQUES WITH MICR						2

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
December 7th, 2016

Our Values

Inclusion: By engaging all learners and staff, we strive for a diverse, dynamic community that is welcoming and inclusive to everyone.

As we work toward implementing the second year of our strategic plan and a new curriculum, inclusion is on our minds everyday. How can we ensure all learners have access to the best opportunities? How can we support teachers and educational assistants to implement new ways of learning?

In addition to regular programs, the community will see inclusion manifest in the many winter concerts taking place this month. Please attend and support our schools.

Board Activities: November 2016

November 10 – School trustees and senior staff and board office staff attended Remembrance day ceremonies throughout the district. Thanks to principals and staff for so many moving ceremonies.

November 16 – Chair Baxter attended a Truth and Reconciliation evening hosted by the Gibsons Public Library (GPL). This wonderful event included speakers from Reconciliation Canada and elders from the Squamish Nation. Thank you to GPL for the invitation enabling us to learn more on how we each can be a part of reconciliation with First Nation peoples.

December 4-7 – Trustees Ruth and Youngusband will join senior staff in Vancouver for an international conference “Learning Forward”, with multiple sessions for all educational partners from around North America.



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

AD HOC COMMUNITY CELEBRATION COMMITTEE

Held on November 23rd, 2016 from 2:00-3:30 pm
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Betty Baxter (Chair), Pammila Ruth

STAFF/OTHERS: Patrick Bocking, Superintendent; Vicki Dobbyn, Community Representative; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Lori Pratt, Trustee

The meeting was called to order at 2:00 p.m.

1. Event Feedback

The committee reviewed feedback solicited through an online survey to event attendees. The committee agreed to the following changes for future events:

- Annual celebration to take place in early November,
- 5:00 pm start time to allow for set-up of tables and displays,
- Open the event to include PAC, DPAC and general public,
- Include a social flow activity to encourage movement through displays,
- Invite students to participate at booths/displays and reception table,
- School district staff and trustees to profile partnership and invite the project leader(s) to speak to their partnership,
- A system will be adopted to alert speakers when they are approaching the speakers time limit,
- A list of all partnerships will be included in the event program,
- The program will include mingling/displays from 5:00-5:45 pm, followed by presentations from 5:45-6:30 pm.

2. Budget for Annual Celebration

The budget for the annual celebration will be \$2,000 based on expenses incurred at the inaugural event.

3. Recommendations for Next Year

The committee made the following recommendation, in addition to the agreed program changes listed in item 1 of these notes:

RECOMMENDATION:

“That the district host an annual celebration of community partnerships as outlined in the notes of the November 23, 2016 the Ad Hoc Community Celebration Committee.”

Superintendent Bocking agreed to report to the Committee of the Whole in September of each year with a tentative program for the event as well as a list of partnerships to highlight in the program. A note will be added to the communication plan to serve as a reminder.

The meeting adjourned at 3:07 p.m.



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

COMMITTEE OF THE WHOLE NOTES

Held on November 22nd, 2016 from 9:30-11:30 am
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Betty Baxter (Committee Chair), Pammila Ruth, Lori Pratt, Christine Younghusband

STAFF/OTHERS: Patrick Bocking, Superintendent; Nicholas Weswick, Secretary-Treasurer; Vanessa White, Director of Instruction; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Dave Mewhort, Trustee; Lori Dixon, Trustee; Greg Russell, Trustee; Carolyn Smith, CUPE Local 801; Marnie Baba, CUPE Local 801

The meeting was called to order at 9:31 a.m.

1. Strategic Plan: 2.h. Safe and Healthy Schools (Cultural)

Goal 2.h. Our staff will thrive with their student in safe and healthy schools where everyone feels respected for their individual gifts and contributions.

Director White provided a report on the cultural aspects of the strategic plan goal and noted that:

- Two LGBTQ initiatives, *Call Out* and *Out in Schools*, took place in the previous school year and touch back sessions would occur in the current year.
- *Out in Schools* are returning in February for school wide assemblies for students in grades 6-12.
- Gay Straight Alliances (GSA) are active in school communities and will be participating in cross-school field trip.
- All schools are reviewing their codes of conduct.
- Gender-neutral bathrooms continue to be a priority.
- Training has occurred at all schools as part of the *Mentors in Violence Prevention* (MVP) program, with additional training to be provided in early December. The program will be delivered through the HACE curriculum.
- Students are expressing themselves in a way that suggests they feel comfortable in schools.

- Director White and Roberts Creek Community School Coordinator, Stacia Leech, attended a session by CARE for Teachers. The district is considering a “train the trainer” program.

The committee discussed the MVP program, student codes of conduct and various other topics.

Director White presented a short video featuring Jackson Katz on the topic of violence against women:

https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue

2. Communication Plan

The committee reviewed the plan and recommended:

- Adding “Auditors” to May Operations Committee
- School Visits – A request was made that trustees visit the Gibsons Heritage Building as part of the school tours.

The meeting adjourned at 11:24 a.m.

NEXT MEETING: Tuesday, December 13 from 9:30 to 12:00 pm at the School Board Office.



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

POLICY COMMITTEE NOTES

Held on November 22nd, 2016 from 11:30-1:00 pm
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Lori Pratt (Committee Chair), Pammila Ruth, Betty Baxter, Christine Younghusband

STAFF/OTHERS: Patrick Bocking, Superintendent; Nicholas Weswick, Secretary-Treasurer; Vanessa White, Director of Instruction; Sarah Bradley, DPAC; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Dave Mewhort, Trustee; Lori Dixon, Trustee; Greg Russell, Trustee; Carolyn Smith, CUPE Local 801; Marnie Baba, CUPE Local 801

The meeting was called to order at 11:35 a.m.

1. Surplus Policy

The committee discussed creating a surplus policy based on recommendation made during the audit of SD83. The committee contemplated adding language to the annual budget development policy and after a thorough discussion agreed not to proceed with the creation of a formal surplus policy as:

- The board reviews surplus as part of the amended budget process; and
- The board directs decisions about district resourcing.

Secretary-Treasurer Weswick agreed to include information on district surplus in budget consultations on an ongoing basis. The policy was withdrawn.

2. Corporate Policy

The committee reviewed current practices and policy. Superintendent Bocking shared regulation 1650 (Partnerships and/or Corporate Sponsorships). Due to the complexity of the policy, the committee requested additional time for consideration and suggested that feedback be solicited from DPAC on the issue. The committee agreed to defer the item to a future meeting.

The meeting adjourned at 1:05 p.m.

NEXT MEETING: Tuesday, January 24th from 11:30 to 1:00 pm at the School Board Office.



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

OPERATIONS COMMITTEE NOTES

Held on November 17th, 2016 from 12:30-2:00 pm
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Betty Baxter (Committee Chair), Lori Pratt, Greg Russell

STAFF/OTHERS: Patrick Bocking, Superintendent; Nicholas Weswick, Secretary-Treasurer; Rob Collison, Manager of Facilities and Transportation; Carolyn Smith, CUPE Local 801; Marnie Baba, CUPE Local 801; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Dave Mewhort, Trustee; Allyson Fawcus, DPAC

The meeting was called to order at 12:31 p.m.

1. Strategic Plan: 2.e. Healthy Staff

Goal 2.e.: Our staff will be a healthy, highly skilled, professional and inspired team.

Director Bishop shared information on the district's hiring practices, human resources newsletters and the development of professional growth plans for administrative staff. A report was provided on emergency preparedness and planning. Director Bishop reported that the district has engaged the services of a consultant who will be working with the district to create standardized emergency response materials for use at all sites. The district plans to take part in a full exercise for the October 2017 Great Shake Out earthquake drill. All staff, including itinerant staff, will be trained prior to that date.

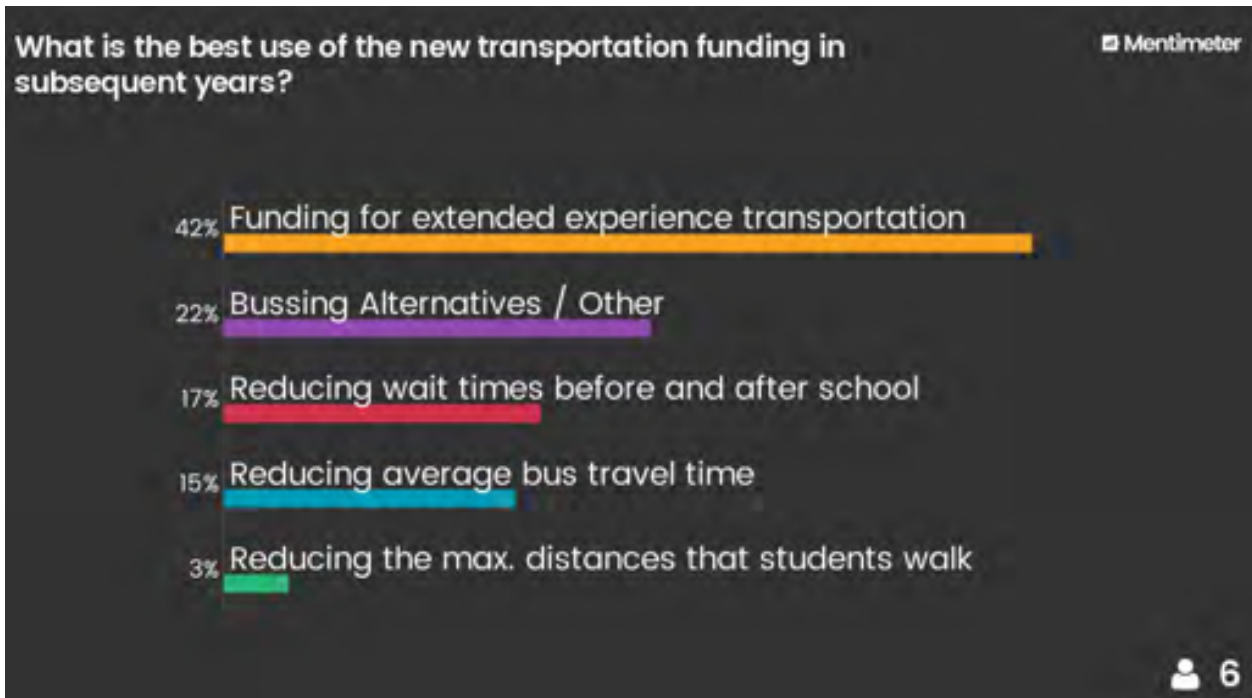
2. Budget and Transportation Discussion

Secretary-Treasurer Weswick spoke to his budget presentation, which formed the basis of the Public Budget Consultation that took place on November 16th. The full presentation is available on the district website at:

<http://www.sd46.bc.ca/index.php/budget>

Secretary-Treasurer Weswick reviewed school allocation rates, special education funding and categories, and the percentage of special needs students in the district.

The committee provided input regarding prioritization of funding, including transportation funding, as attached.



The meeting adjourned at 1:40 p.m.

NEXT MEETING: Thursday, January 19th from 12:30 to 2:00 pm at the School Board Office.



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

EDUCATION COMMITTEE NOTES

Held on November 23rd, 2016 from 3:30-5:00 pm
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Christine Younghusband (Committee Chair), Betty Baxter,
Pammila Ruth

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of
Instruction; Vanessa White, Director of Instruction; Sandy Magnussen, Special
Education Technology Coordinator; Phil Luporini, District Principal of
Technology and Data Management; Erica Reimer, Executive Assistant
(Recording Secretary)

REGRETS: Lori Dixon, Trustee; Louise Herle, SCTA President; Carolyn Spence, SCAS
Principal

The meeting was called to order at 3:33 p.m.

1. Strategic Plan: 1.i. Technology

Goal 1.b.: Our students will have the technical and social skills to navigate current and emerging technologies to enrich their learning.

District Principal Luporini shared information on advances and future plans for the district's technology department, and reported that:

- The transition of the Next Generation Network (NGN) is almost complete with only one school remaining.
- Computer hardware has been replaced at most elementary school.
- The NGN will allow for improvements in the way the district stores data.
- Security systems are in place to locate lost computers, internet safety guidelines are continually updated, and storage and file retention guidelines are being reviewed to ensure the district meets the requirements of FIPPA.
- Changes in the coming year include a transition to cloud based storage, the new Office 2016, changes to calendars and email systems, as well as district and school websites.

District Principal Luporini provided a demonstration of the new Outlook email application.

Special Education Technology Coordinator, Sandy Magnussen, demonstrated two applications that have been introduced to the district, *Snap and Read* and *Co-Writer*. The applications use assistive technologies that can improve access to the curriculum for students who may find them useful. Trustees discussed the use of these applications.

2. Curriculum (standing item)

Superintendent Bocking shared information from the government's curriculum website (curriculum.gov.bc.ca) and reported that implementation of the K-9 curriculum was in effect. Districts across the province are requesting additional time before implementing the updated 10-12 curriculum, in order to be adequately prepared for the transition, however the district would be prepared for the transition should there be no change to the original implementation deadline. Superintendent Bocking further reported on changes to the FSA curricular assessment, information on which is also available to parents on the ministry's curriculum website.

3. Parent Engagement (standing item)

Superintendent Bocking reported that first term report cards were being sent home with students at week's end and that roughly one third of teachers are using FreshGrade as a reporting tool (Reporting Option A). The committee discussed support for parents using the FreshGrade application and asked if feedback from parents or a formal assessment would be sought at the end of the year. Superintendent Bocking agreed to contact the project lead and determine an appropriate time to report back to the board.

The meeting adjourned at 4:57 p.m.

NEXT MEETING: Wednesday, December 14 from 3:30 to 5:00 pm at the School Board Office.