



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

**EDUCATION COMMITTEE
AGENDA**

Wednesday, September 26th from 2:30-4:00 p.m.
School Board Office – Gibsons, BC

1. Outdoor Education (1.g)
2. Parent Communication (2.d)
3. Grad Report
4. Regulations for Review:
 - a. 1070 – Coaching
 - b. 1150 – Graduation Ceremonies
 - c. 1255 – Awards and Bursaries
 - d. 1275 – Split Family
 - e. 3180 – Responding to a Threat
5. Curriculum (standing item)
6. Parent Engagement (standing item)

Student Learning
Survey
2016-2017

SD 46 - Sunshine Coast

- Headcount
- FSA - Participation & Performance
- FSA - Scatter
- Student learning survey**
- First Time Grade 12 Grad
- Completion Rate

Student Learning Survey

Topic: Accountability Framework - Human Development

Question: At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills)

Survey Topic
Accountability Frameworko..

Survey Question
At school, I am learning h..

School Name
Multiple values

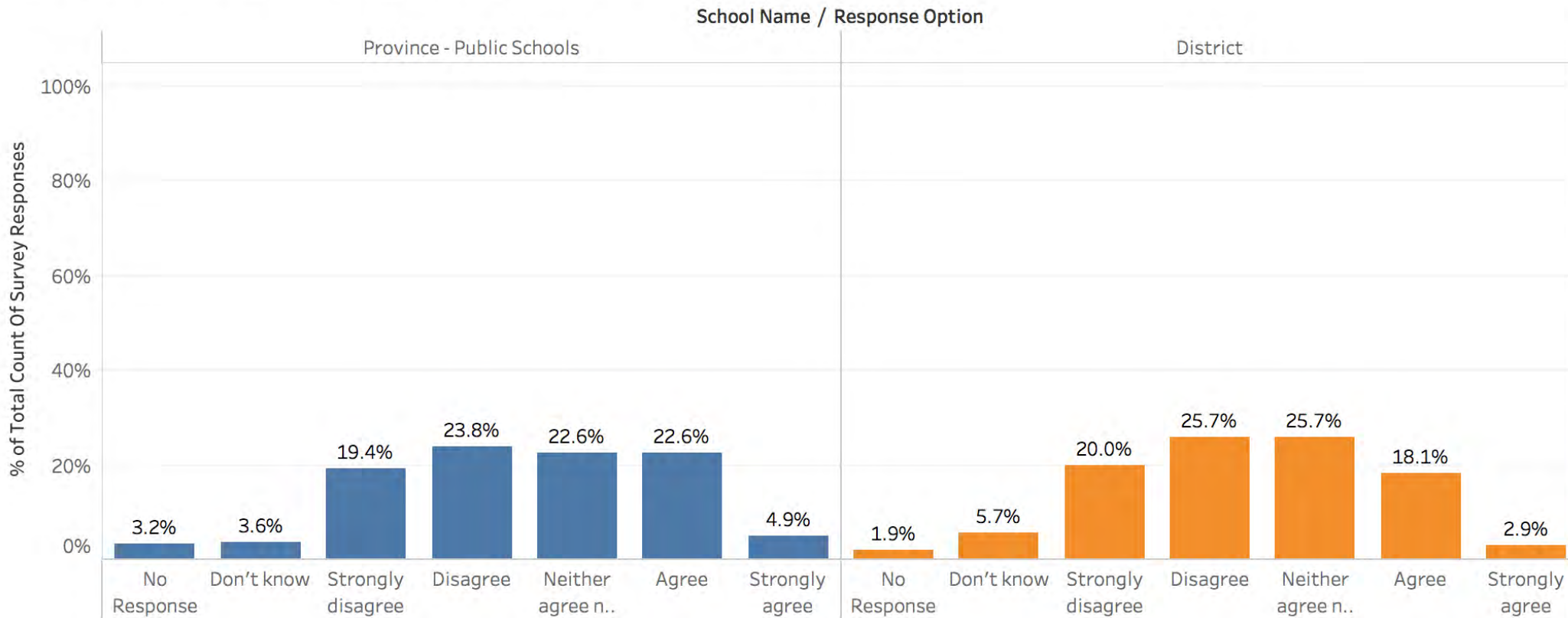
Special Needs
All

Indigenous Ever
 Indigenous
 Non Indigenous

ELL
 ELL
 Non ELL

Grade Group
Grade 12 Students

School Name
 Province - Public Scho..
 District



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Student Learning Survey

Topic: Accountability Framework - Human Development

Question: At school, I am learning how to care for my physical health. (for example, getting healthy food, exercise and sleep)

Survey Topic
Accountability Frameworko..

Survey Question
At school, I am learning h..

School Name
Multiple values

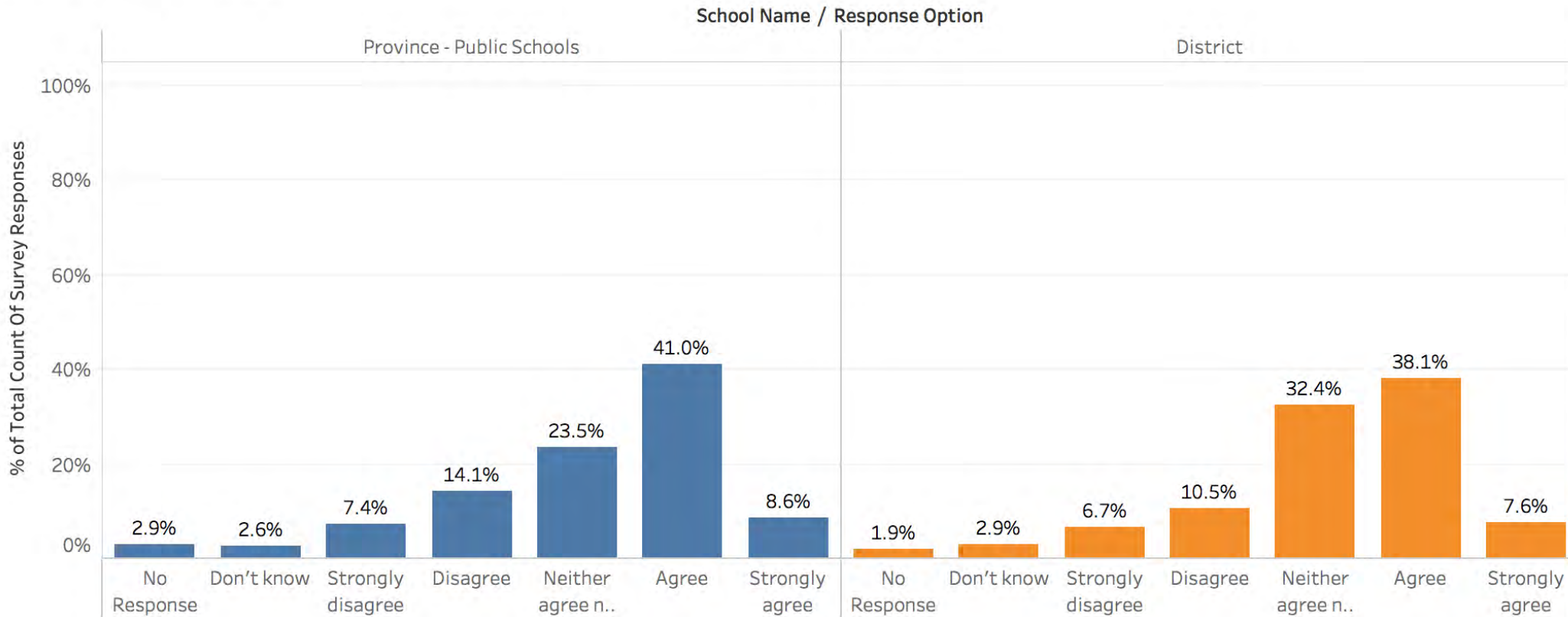
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Student Learning Survey

Topic: Accountability Framework - Human Development

Question: I am satisfied that in school I am learning basic lifeskills that I need for the future. (for example, skills for financial planning and taxes, budgeting, independent living)

Survey Topic
Accountability Frameworko..

Survey Question
I am satisfied that in sch..

School Name
Multiple values

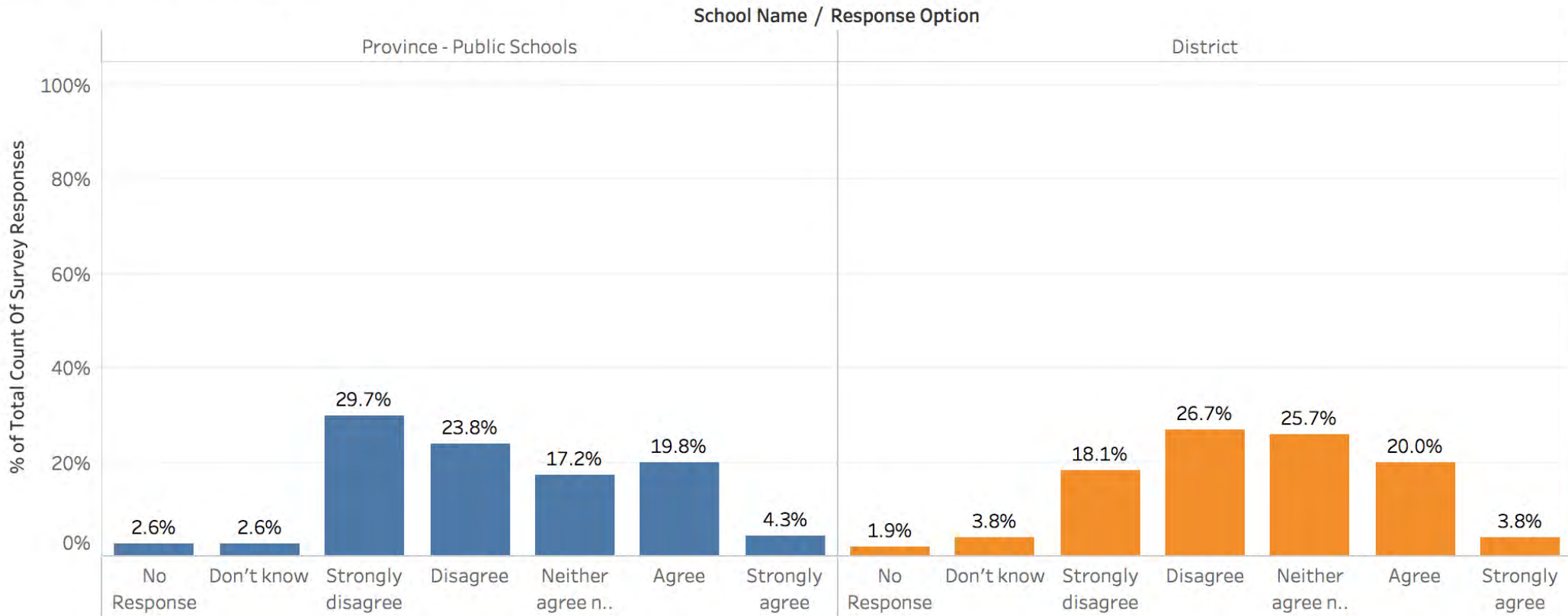
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Student Learning Survey

Topic: Accountability Framework - Intellectual Development

Question: I am satisfied that in school I am learning basic reasoning skills that I need for the future. (for example, pattern recognition, rational argument, skepticism, critique, persuasion, deduction, inference)

Survey Topic
Accountability Framework..

Survey Question
I am satisfied that in sch..

School Name
Multiple values

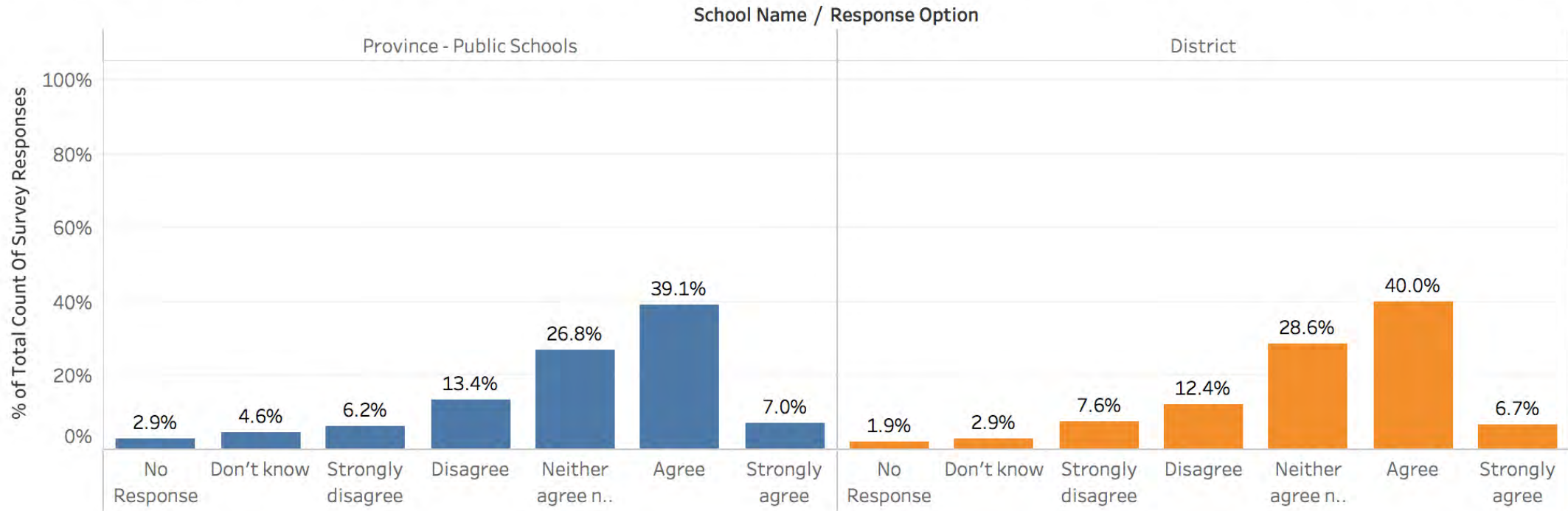
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Student Learning Survey

Topic: Accountability Framework - Social Development

Question: I am satisfied that in school I am learning basic social skills that I need for the future. (for example, inter-personal, communication, teamwork)

Survey Topic
Accountability Framework..

Survey Question
I am satisfied that in sch..

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Multiple values

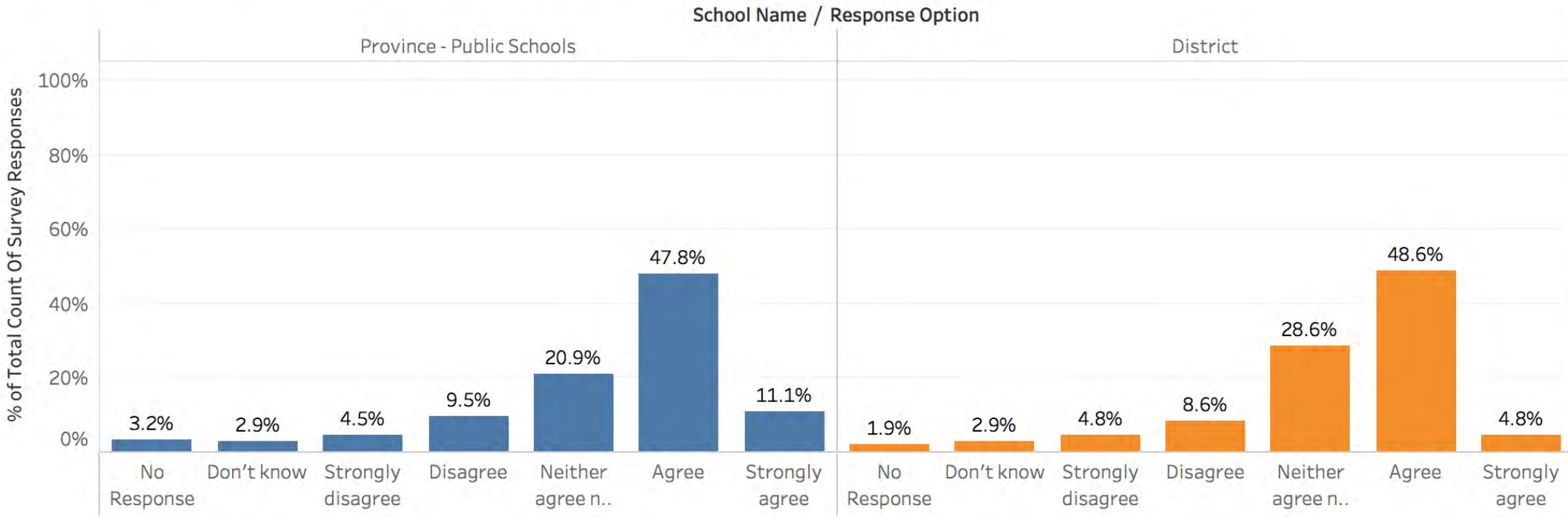
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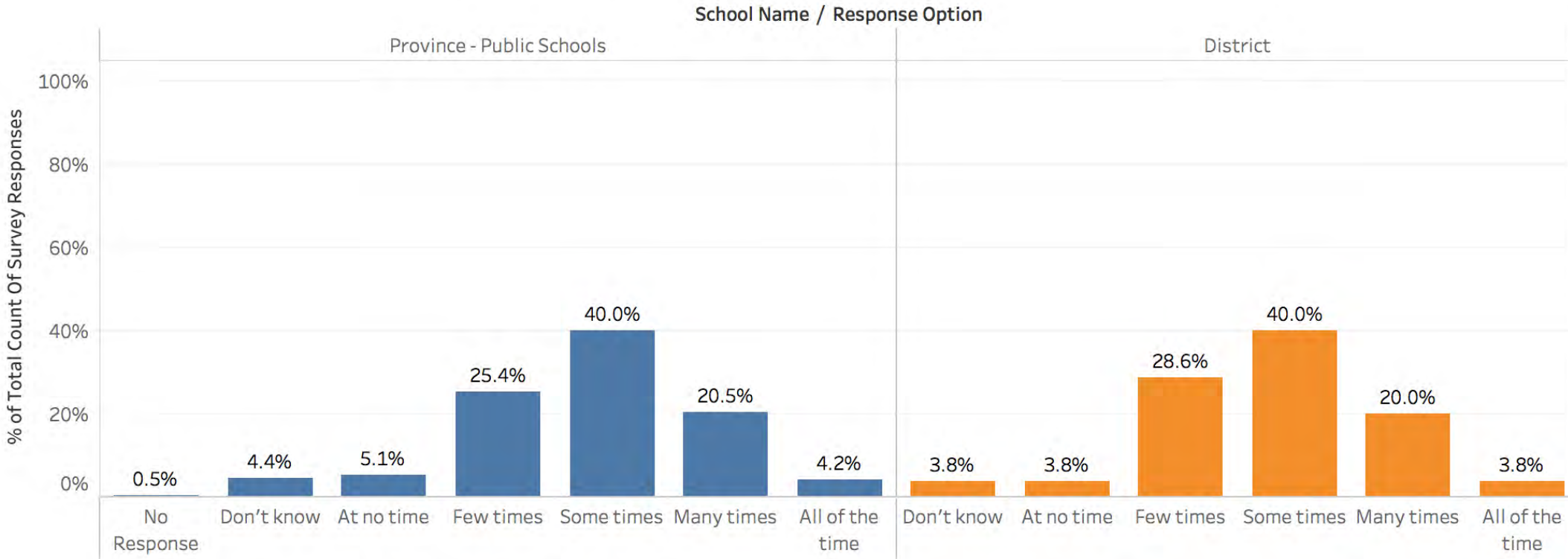
Student Learning Survey

Topic: Learning Environment - Community

Question: At school, are you told about possible learning experiences in your community?

Survey Topic
Learning Environment - C..

Survey Question
At school, are you told a..



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Multiple values

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Student Learning Survey

Topic: Accountability Framework - Social Development

Question: I feel that I can make a difference in my community (for example, by volunteering with local organizations).

Survey Topic
Accountability Framework..

Survey Question
I feel that I can make a di..

School Name
Multiple values

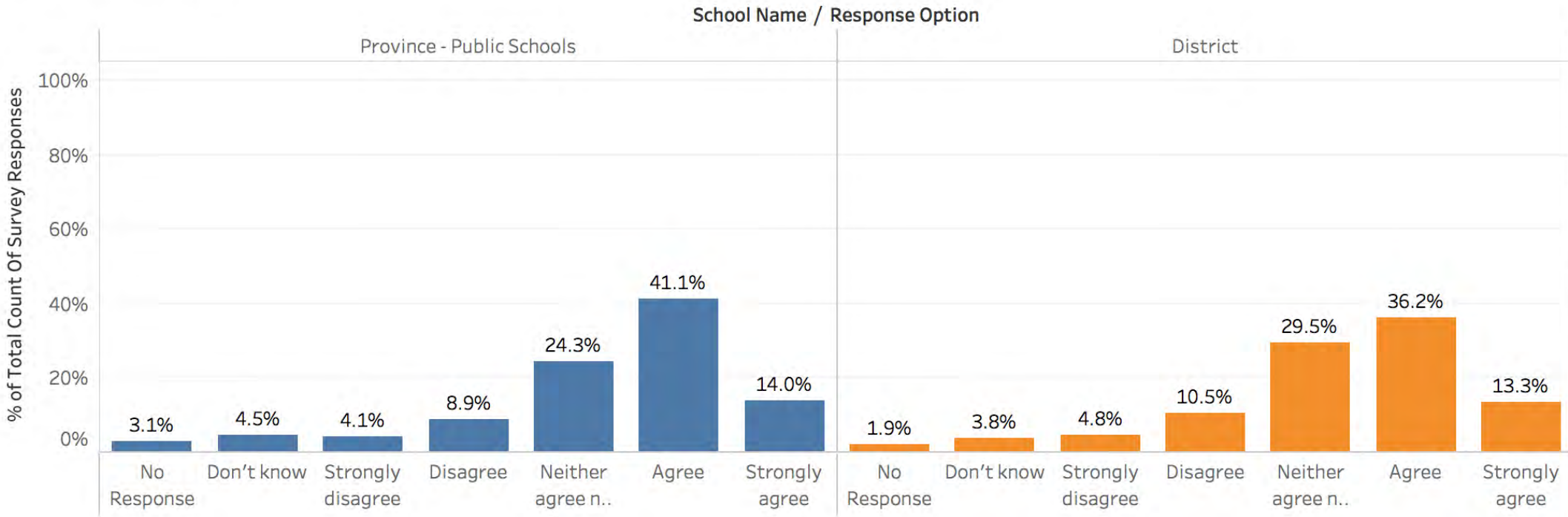
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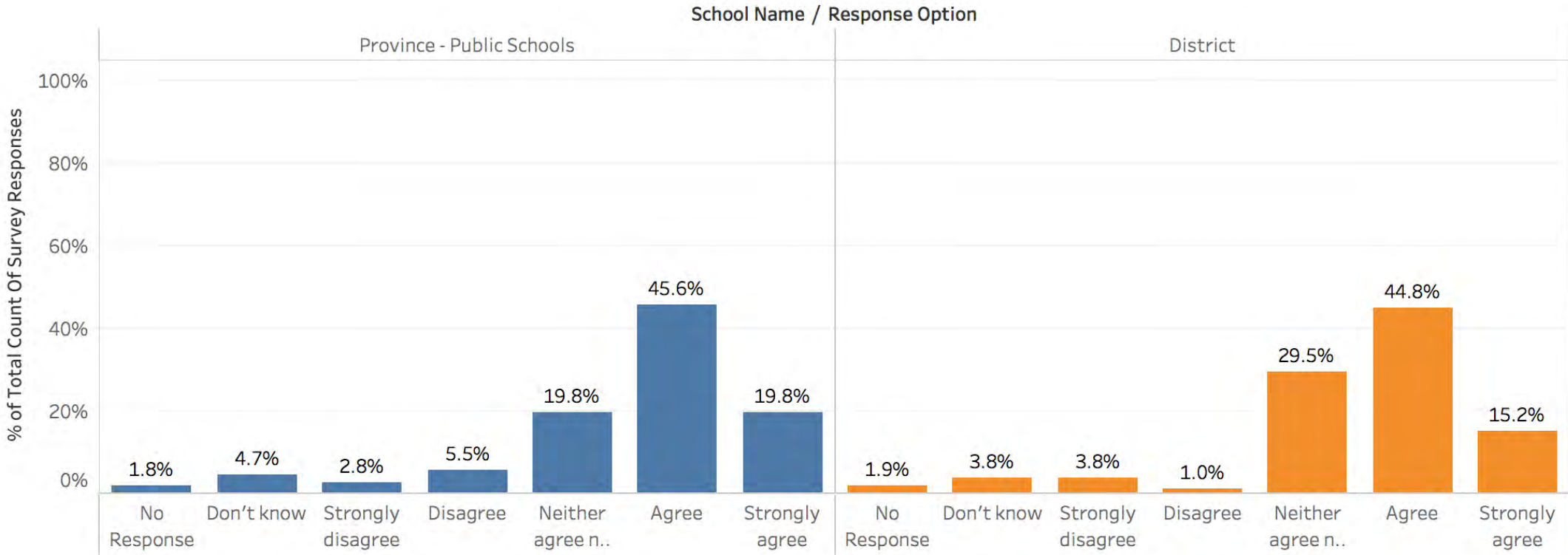
Student Learning Survey

Topic: Education Modernization - Learning Process

Question: I plan my learning based on my goals.

Survey Topic
Education Modernizatio..

Survey Question
I plan my learning based ..



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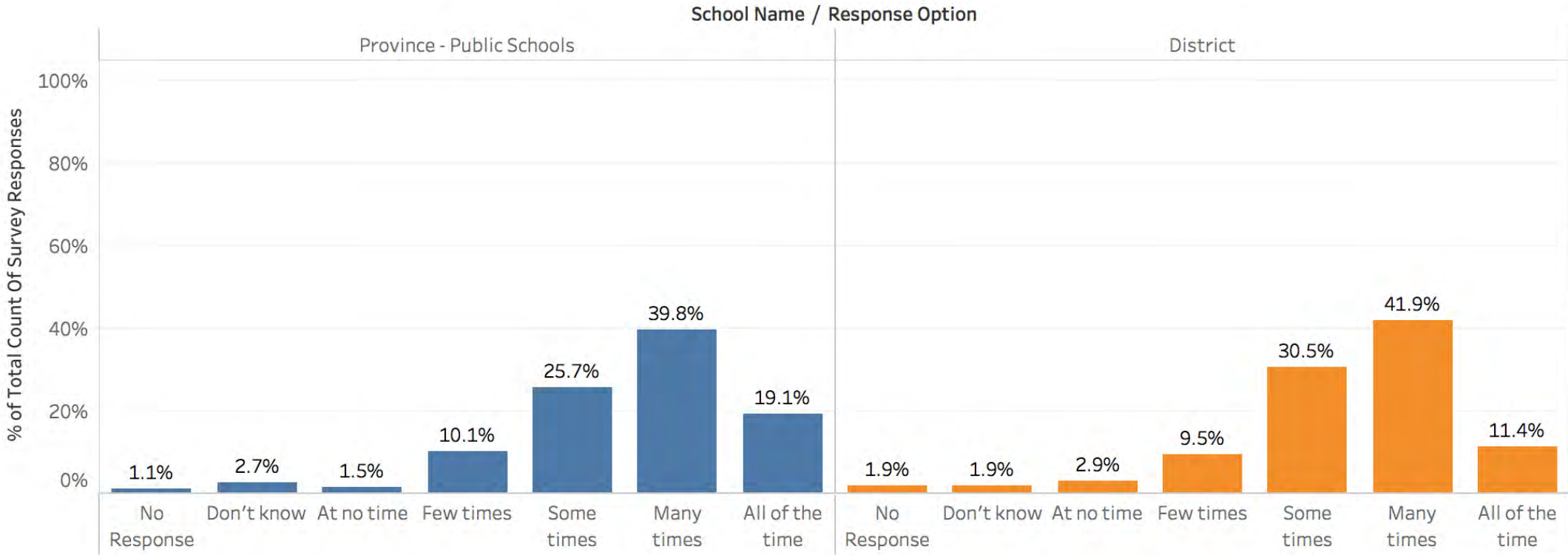
Student Learning Survey

Topic: Learning Environment - School

Question: At school, are you able to get extra help when needed?

Survey Topic
Learning Environment - S..

Survey Question
At school, are you able to..



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Multiple values

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Student Learning Survey

Topic: Learning Environment - School

Question: At school, are you able to get the information and advice that you need? (for example, from teachers or counsellors)

Survey Topic
Learning Environment - S..

Survey Question
At school, are you able to..

School Name
Multiple values

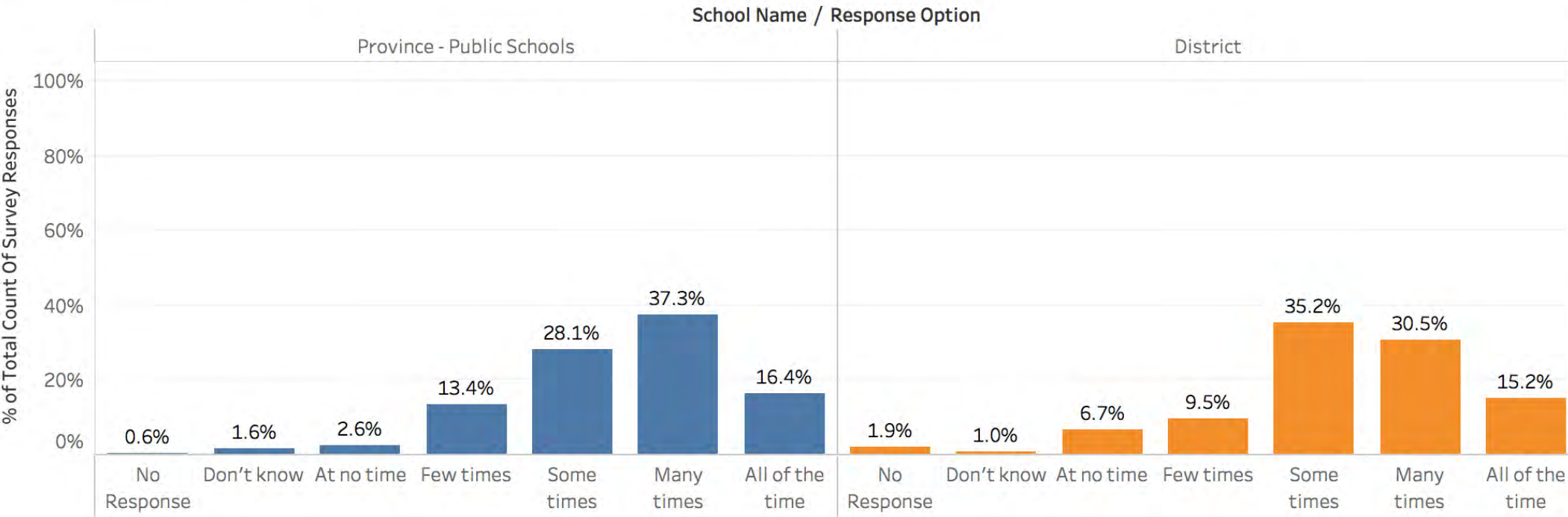
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Student Learning Survey

Topic: Learning Environment - School

Question: Have you ever not been able to take a course at your school? (for example, due to a lack of enough interested students, or qualified staff)

Survey Topic
Learning Environment - S...

Survey Question
Have you ever not been a...

School Name
Multiple values

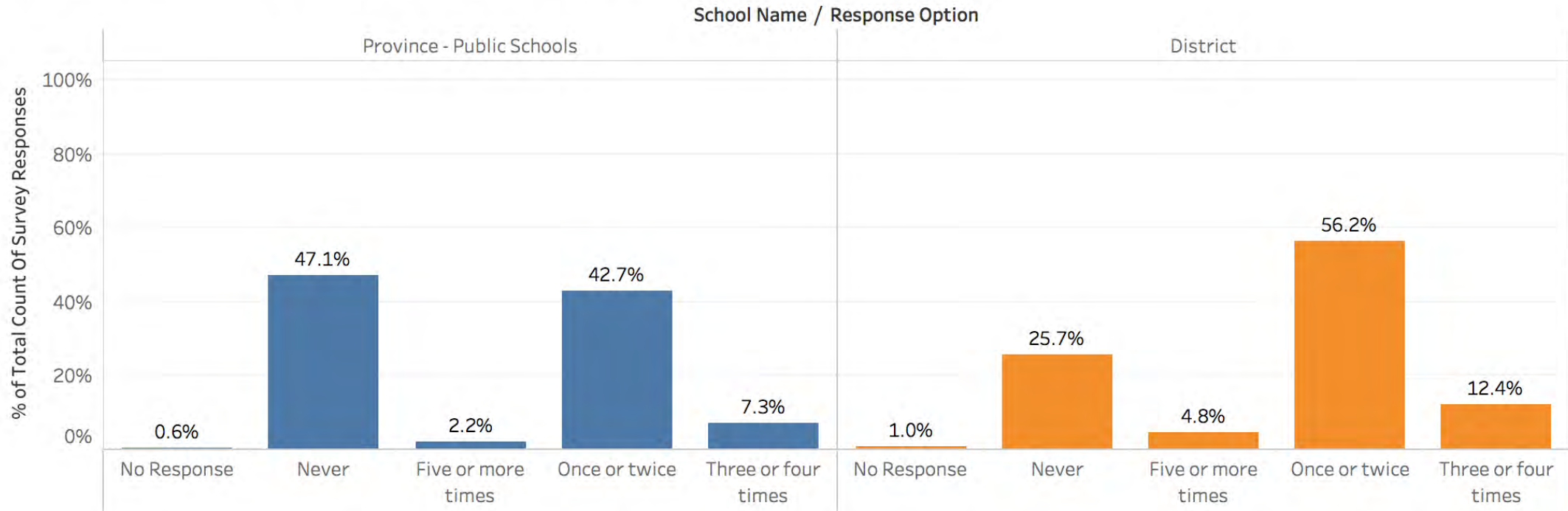
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Student Learning Survey

Topic: Learning Environment - School

Question: My school provides enough materials and technology for my learning (for example, things for wood working, metal working, art work, music, computer technology).

Survey Topic
Learning Environment - S...

Survey Question
My school provides enou..

School Name
Multiple values

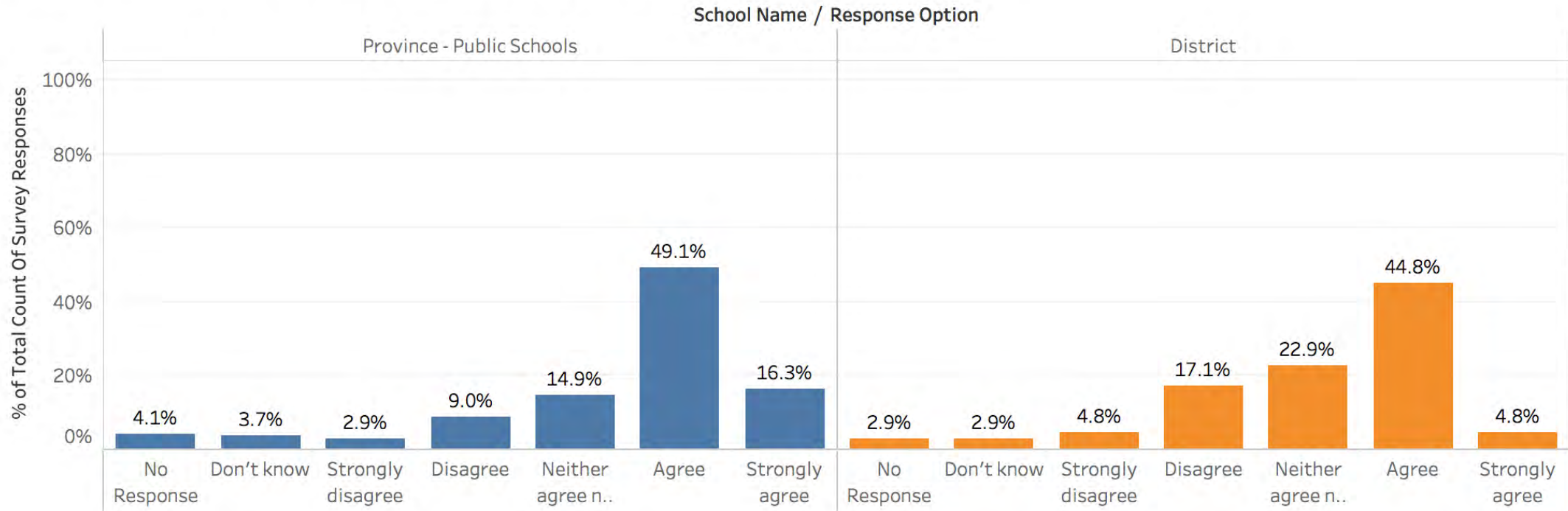
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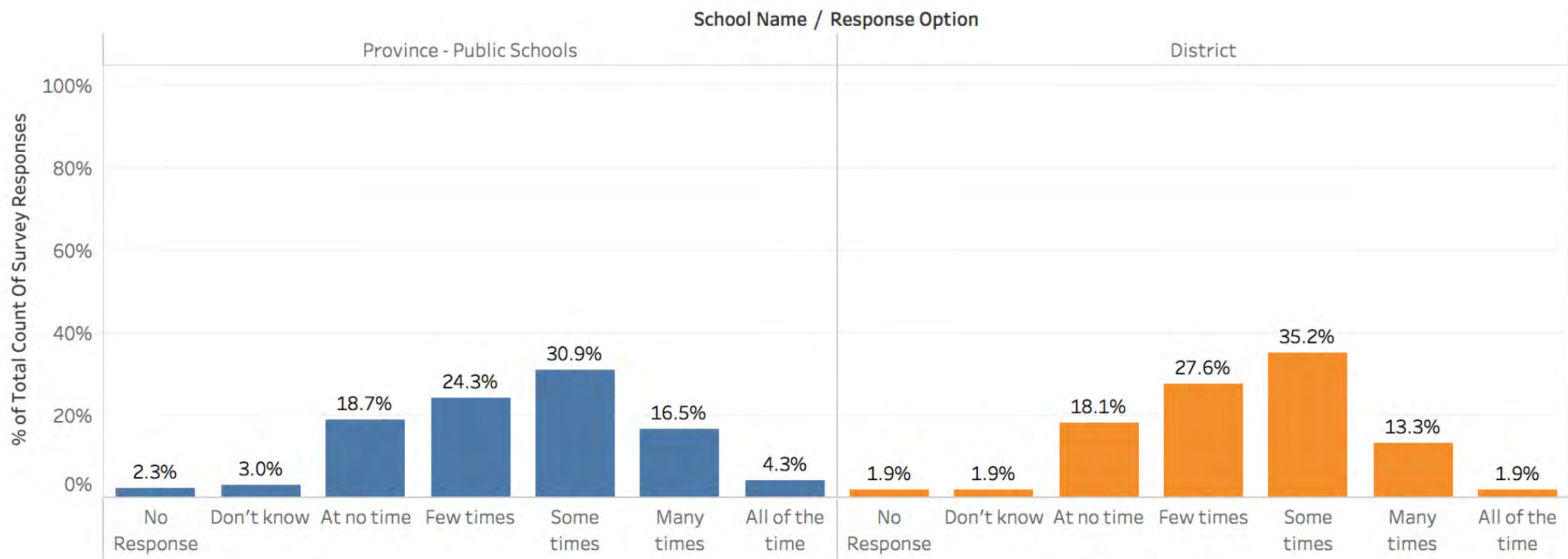
Student Learning Survey

Topic: Preparation For Future

Question: Are you satisfied that school is preparing you for a job in the future?

Survey Topic
Preparation For Future

Survey Question
Are you satisfied that sc..



School Name
Multiple values

Special Needs
All

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Grade Group
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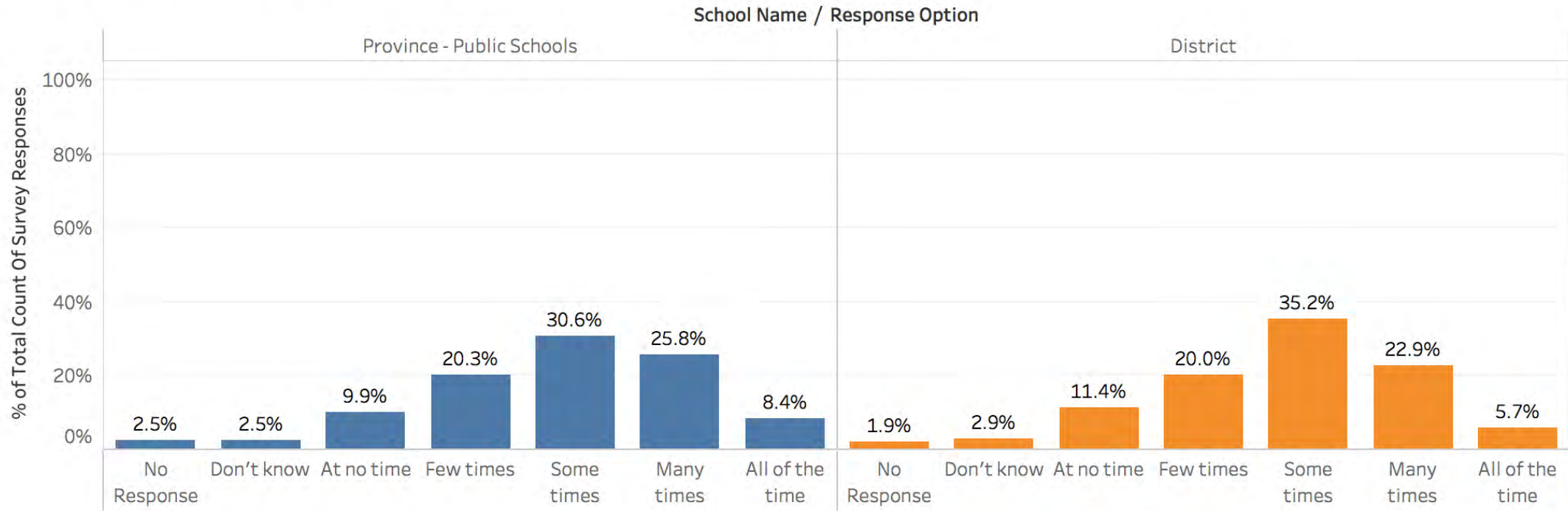
- Headcount
- FSA - Participation & Performance
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- Student learning survey
- First Time Grade 12 Grad
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Student Learning Survey

Topic: Preparation For Future

Question: Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?

- Survey Topic**
Preparation For Future
- Survey Question**
Are you satisfied that sc..
- School Name**
Multiple values
- Special Needs**
All
- Indigenous Ever**
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- ELL**
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- School Name**
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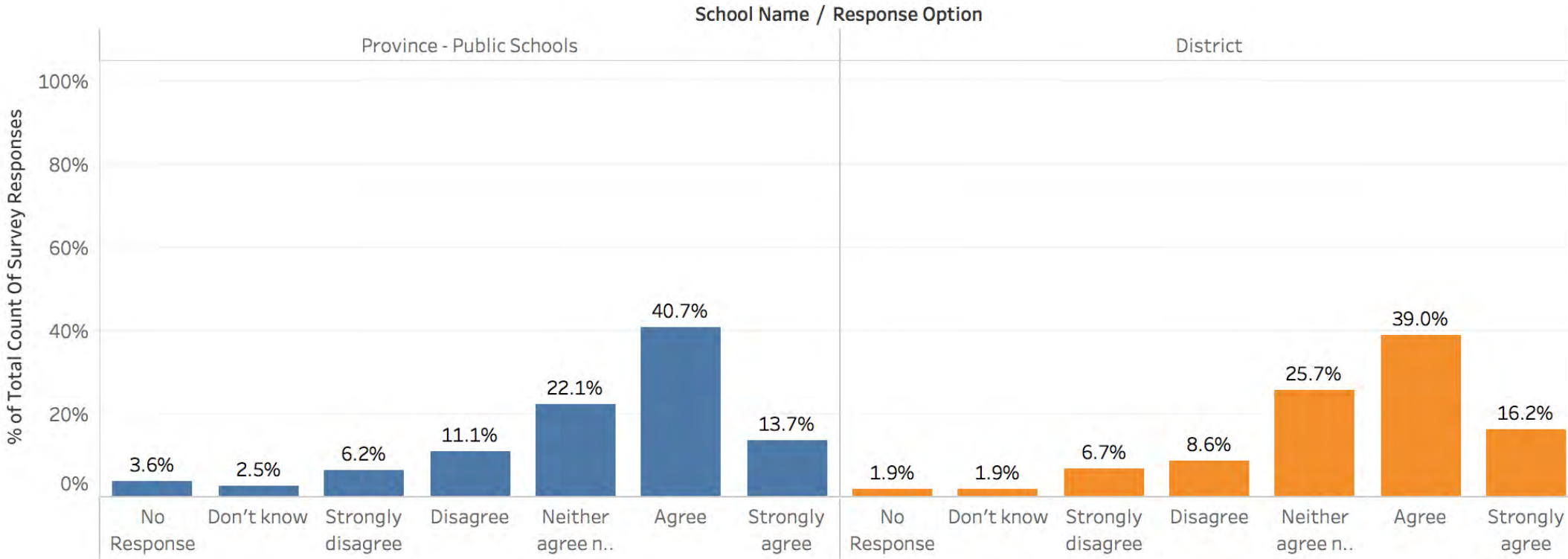
Student Learning Survey

Topic: Satisfaction - Process

Question: I like the academic aspects of my school. (for example, subjects like mathematics or science)

Survey Topic
Satisfaction - Process

Survey Question
I like the academic aspec..



School Name
Multiple values

Special Needs
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SD 46 - Sunshine Coast

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Student Learning Survey

Topic: Satisfaction - Process

Question: I like the athletic aspects of my school. (for example, sports teams, physical education)

Survey Topic
Satisfaction - Process

Survey Question
I like the athletic aspects..

School Name
Multiple values

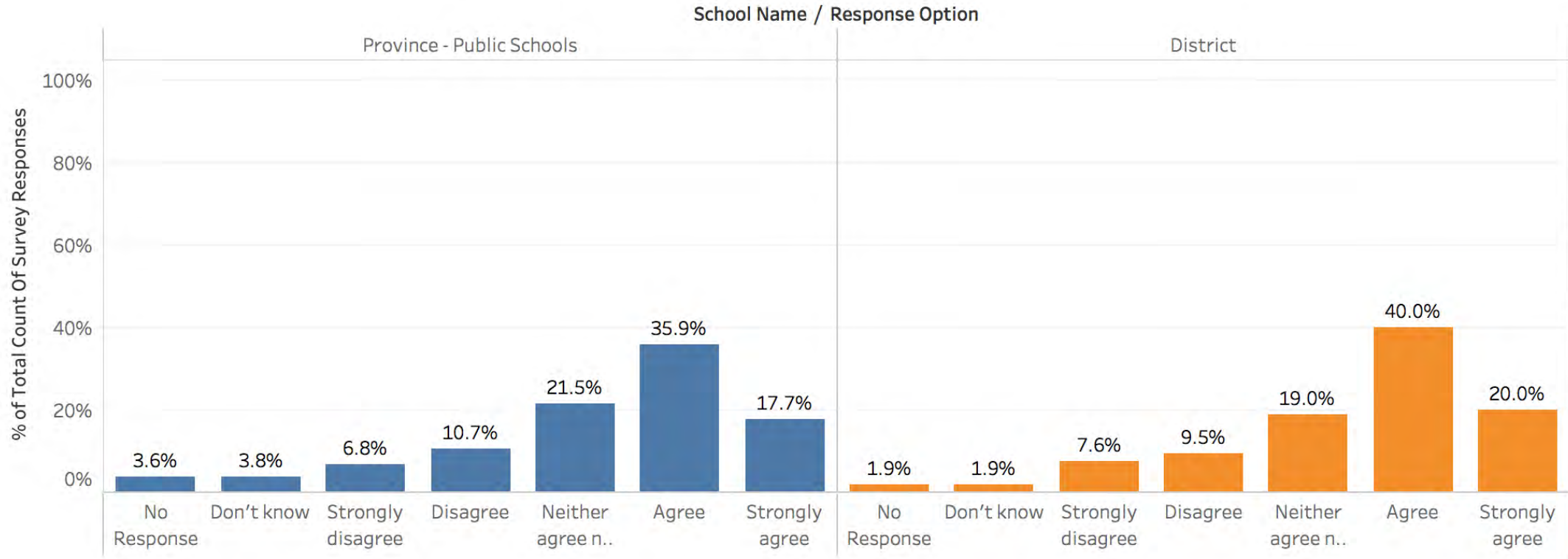
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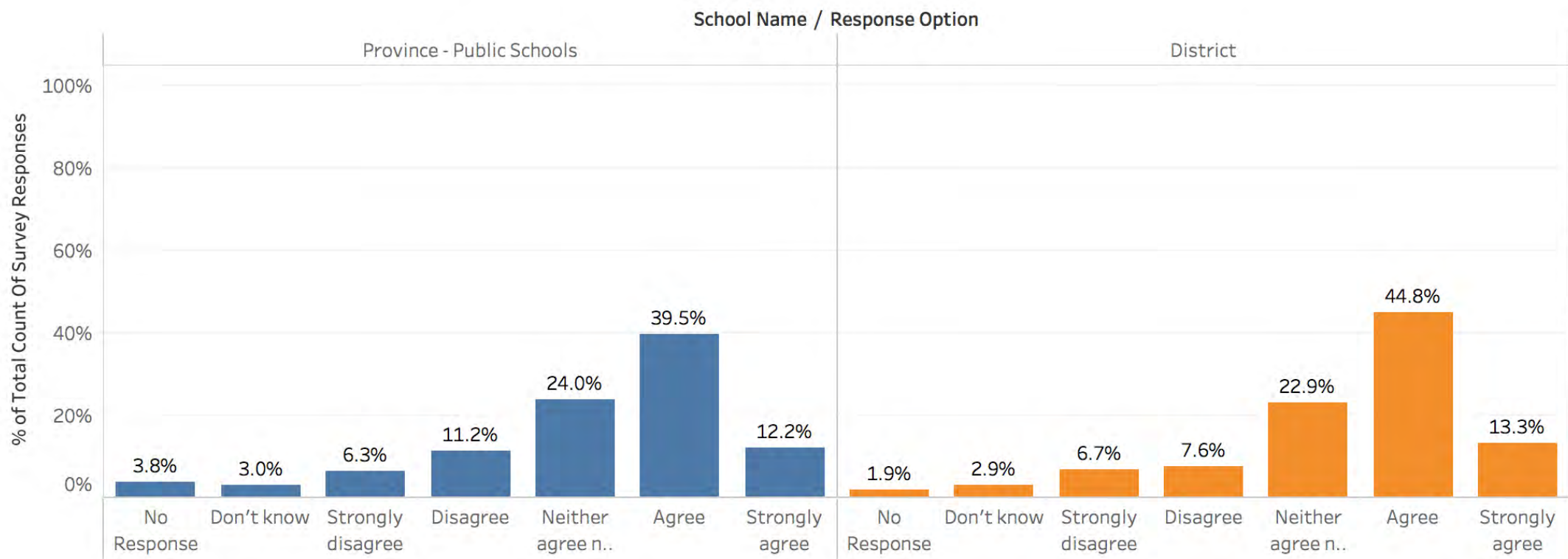
Student Learning Survey

Topic: Satisfaction - Process

Question: I like the social aspects of my school.

Survey Topic
Satisfaction - Process

Survey Question
I like the social aspects o..



School Name
Multiple values

Special Needs
All

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 Non Indigenous

ELL
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 Non ELL

Grade Group
Grade 12 Students

School Name
■ Province - Public Scho..
■ District

Title: **COACHING**
Category: **EDUCATION**
Number: **1070**

I. Rationale:

Ensuring our coaches understand the culture and expectations for school sports assures that our students benefit most from their athletic experiences.

II. Athletic Programs

A. Athletic programs will:

1. Encourage all student-athletes to reach their full academic and educational potential.
2. Recommend that each student-athlete and parent/legal guardian be advised to carry appropriate insurance coverage.

III. Coaches Code of Conduct

A. Coaches play an important role in the personal and athletic development of young athletes. Therefore, coaches are expected to model the positive aspects of school sport. Coaches shall:

1. recognize that school sport is an extension of the classroom, with moral and legislative obligations required of the coach at all times.
2. at the high school level, observe the Competitive Rules and Regulations of BC SCHOOL SPORTS, the local Athletic Association and applicable Sport Commission.
3. observe the rules of the sport, the spirit of the rules of the sport, and encourage student-athletes to do the same.
4. fulfill all league, exhibition, invitational, play-off and championship competitive and event obligations, in accordance with Athletic Association policy, Sport Commission policy or Tournament Organizer agreements.
5. treat all participants respectfully, including refraining from discriminating against any student-athlete on the basis of race, colour, ancestry, place of origin, religion, family status, physical or mental disability, sex or sexual orientation.
6. respect the rulings of officials without gesture or argument, and require student-athletes to do the same.

Title: **COACHING**
Category: **EDUCATION**
Number: **1070**

7. not, under any circumstances, endorse, recommend or suggest the use of performance enhancing drugs or supplements by any student-athlete.

8. abstain from the use of tobacco products, any form of drug, and alcohol while supervising student-athletes.

not, under any circumstances, require or imply that a student must be involved in any summer program or club program as part of their obligation to participate on a school team.

9. build up every individual athlete in confidence and spirit regardless of skill or ability.



Title: **COACHING**
Category: **EDUCATION**
Number: **1070**

IV. Students

- A. Coaches will support student-athletes to:
1. Understand their role as school and district representatives at competitions.
 2. Recognize that all regular school and district rules are in effect at all times, including nights and weekends.
 3. Treat everyone with respect by:
 - a) *treating teammates, coaches, opponents, event organizers and spectators with respect;*
 - b) *respecting and accepting with dignity the decisions of officials;*
 - c) *being generous in winning and gracious in losing.*
 - d) *Being understanding and accepting of each teammates different level of skills and abilities.*
 4. Exercise self-control at all times by:
 - a) *remembering that there is no place in sport for drugs or alcohol;*
 - b) *refraining from the use of foul or profane language;*
 - c) *refraining from the use of physical force outside of the rules of the game.*
 5. Play fair by playing within the rules and the spirit of the rules of the game at all times.
 6. To come to all practices and games prepared to contribute to your team and teammates with a positive attitude.

V. Community or Parent Coach

- A. The School Principal shall meet with each prospective Coach to discuss school athletic policy and school sport philosophy, ensuring that the coach understands:
1. the expectations for the supervision of student-athletes
 2. emergency protocol with the school
 3. accountability for equipment, uniforms, finances
 4. competition schedules and deadlines
 5. practice times, policies and access



Title: **COACHING**
 Category: **EDUCATION**
 Number: **1070**

6. school and/or district travel policies and insurance requirements
7. at the high school level the BCSS Coach's Code of Conduct and procedures
8. at the high school level, the BCSS Competitive Rules and Regulations
9. the decision-making process and jurisdictional boundaries of the school, school district, and at the high school level, the athletic association, sport commission and BCSS
10. required paperwork for team and student-athlete registration and entry into events

The School Principal shall request and check at least two (2) references for each Community Coach candidate. Reference checks should include questions about previous conduct, suspensions or probationary penalties served, technical skill and ability, age group and/or gender previously coached and degree of commitment and interest. Further, a school representative shall be at all sporting events for elementary-aged students.

B. Community Coach must undertake a Criminal Records check prior to working with any students..

C. At the high school level, BCSS Supervision Policies (A3.1) does not require that a Teacher-Sponsor be present with adults who have been approved by the School Principal. It is therefore strongly recommended that periodic observations of the Community Coach at practice and in competition be conducted by the Principal. *Community coaches at the elementary level must be supervised by district staff and follow the philosophy and mission statement as laid out in the Elementary School Sport Manual. At the elementary level sports are to be developmental, and the spirit of competition comes second to the spirit of fair play and good sportspersonship.*

Received:

References:



Title: **COACHING**
 Category: **EDUCATION**
 Number: **1070**

I. Rationale:

Ensuring our coaches understand the culture and expectations for school sports assures that our students benefit most from their athletic experiences.

II. Athletic Programs

A. Athletic programs will:

1. Encourage all student-athletes to reach their full academic and educational potential.

~~2. Ensure that loss of instructional time be kept to a minimum while offering appropriate competitive opportunities.~~

~~3. Recommend that each student-athlete have an annual medical examination prior to participating during that school year.~~

4.2. Recommend that each student-athlete and parent/legal guardian be advised to carry appropriate insurance coverage. (~~see school insurance program brochures available at the beginning of each year.~~)

~~5. Have a school administrator or authorized representative available to supervise athletic competitions.~~

~~6. Ensure all coaches, athletes, and athlete parents sign the "athlete participation form" at the beginning of each season.~~

III. Coaches Code of Conduct

A. ~~The coach/student-athlete relationship is a privileged one.~~ Coaches play a critical and important role in the personal and athletic development of their students/young athletes. Therefore, coaches are expected to model the fundamentally positive aspects of school sport. Coaches ~~are responsible for their own behaviour as well as their student-athletes and shall~~:

1. ~~Shall~~ recognize that school sport is an extension of the classroom, with moral and legislative obligations required of the coach at all times.

2. at the high school level, ~~Shall~~ observe the Competitive Rules and Regulations of BC SCHOOL SPORTS, the local Athletic Association and applicable Sport Commission.

Title: **COACHING**
 Category: **EDUCATION**
 Number: **1070**

3. ~~Shall~~ observe the rules of the sport, the spirit of the rules of the sport, and encourage student-athletes to do the same.
 4. ~~Shall~~ fulfill all league, exhibition, invitational, play-off and championship competitive and event obligations, in accordance with Athletic Association policy, Sport Commission policy or Tournament Organizer agreements.
 5. ~~Shall~~ treat all participants ~~fairly and equitably~~ respectfully, including refraining from discriminating against any student-athlete on the basis of race, colour, ancestry, place of origin, religion, family status, physical or mental disability, sex or sexual orientation.
 6. ~~Shall~~ respect the rulings of officials without gesture or argument, and require student-athletes to do the same.
 7. ~~Shall not use foul, profane, harassing or offensive language or gestures in the conduct of coaching duties.~~
 8. ~~Shall not use physical force of any kind in the conduct of coaching duties.~~
 - 9.7. ~~Shall~~ not, under any circumstances, endorse, recommend or suggest the use of performance enhancing drugs or supplements by any student-athlete.
 - 10.8. ~~Shall~~ abstain from the use of tobacco products, any form of drug, and alcohol while in the presence supervising ~~of student-athletes, and discourage their use by student-athletes.~~
- ~~Shall~~ not, under any circumstances, require or imply that a student must be involved in any summer program or club program as part of their obligation to participate on a school team.

11. —



Title: **COACHING**
 Category: **EDUCATION**
 Number: **1070**

~~12. — Shall not, under any circumstances, require or imply that a student cannot or should not participate in any BCSS approved sport of their choice in the season preceding and/or succeeding the coach's particular season-of-play.~~

~~13. — Shall not, under any circumstances, start pre-season try-outs or practices to the detriment of any in-season sport.~~

~~14. — Ensure that each athlete on your team experiences the positive benefits of organized sports.~~

9. To build up every individual athlete in confidence and spirit regardless of skill or ability.

IV. Students

A. Coaches will ~~educate~~ support student-athletes to:

1. Understand their role as school and district representatives at competitions.
2. Recognize that all regular school and district rules are in effect at all times, including nights and weekends.
3. Treat everyone with respect by:
 - a) treating teammates, coaches, opponents, event organizers and spectators with respect;

Title: **COACHING**
 Category: **EDUCATION**
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- b) respecting and accepting with dignity the decisions of officials;
 - c) being generous in winning and gracious in losing.
 - d) Being understanding and accepting of each teammates different level of skills and abilities.
4. Exercise self-control at all times by:
- a) remembering that there is no place in sport for drugs or alcohol;
 - b) refraining from the use of foul or profane language;
 - c) refraining from the use of physical force outside of the rules of the game.
5. Play fair by playing within the rules and the spirit of the rules of the game at all times.
6. To come to all practices and games prepared to contribute to your team and teammates with a positive attitude.

V. **Community or Parent Coach**

A. The School ~~Administrator~~ Principal and/or Athletic Director ~~should~~ shall meet with each prospective ~~Community~~ Coach to discuss school athletic policy and school sport philosophy, ensuring that the coach understands:

- 1. the expectations for the supervision of student-athletes
- 2. emergency protocol with the school
- 3. accountability for equipment, uniforms, finances
- 4. ~~restricted~~ competition schedules and deadlines
- 5. practice times, ~~restrictions~~, policies and access
- 6. school and/or district travel policies and insurance requirements
- 7. at the high school level the BCSS Coach's Code of Conduct and procedures
- 8. at the high school level, the BCSS Competitive Rules and Regulations
- 9. the decision-making process and jurisdictional boundaries of the school, school district, and at the high school level, the athletic association, sport commission and BCSS
- 10. required paperwork for team and student-athlete registration and entry into events
- 11. ~~how and where to register NCCP clinics~~

Title: **COACHING**
 Category: **EDUCATION**
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~~B.~~ The School ~~Administrator/Principal and/or Athletic Director should~~shall request and check at least two (2) references for each Community Coach candidate. Reference checks should include questions about previous conduct, suspensions or probationary penalties served, technical skill and ability, age group and/or gender previously coached and degree of commitment and interest. Further, a school representative shall be at all sporting events for elementary-aged students.

~~C.B.~~ Community Coach must undertake a Criminal Records check prior to ~~the working with any students.~~beginning of the season.

~~D.C.~~ At the high school level, BCSS Supervision Policies (A3.1) does not require that a Teacher-Sponsor be present with adults who have been approved by the School ~~Administrator/Principal~~. It is therefore strongly recommended that periodic observations of the Community Coach at practice and in competition be conducted by the ~~Athletic Director and/or Administrator/Principal~~. Community coaches at the elementary level must ~~coaches~~ be supervised by district staff and follow the philosophy and mission statement as laid out in the Elementary School Sport Manual. At the elementary level sports are to be developmental, and the spirit of competition comes second to the spirit of fair play and good sportsmanship.

Received:

References: ~~Board Policy 4.3.3~~



Title: **GRADUATION CEREMONIES**
Category: **ADMINISTRATION**
Number: **1150**

I. RATIONALE

A. Graduation ceremonies are a way for the school district to recognize the accomplishments of its students meeting Ministry of Education graduation requirements.

II. There are four graduation ceremonies within the school district:

- A. Chatelech Secondary School Ceremony
- B. Elphinstone Secondary School Ceremony
- C. Pender Harbour Secondary Ceremony
- D. Sunshine Coast Alternative School Ceremony

III. Students (meeting graduation requirements) are invited to participate in the ceremony from which they attended their grade 12 year of schooling.

IV. Sunshine Coast Alternative School students (meeting graduation requirements) are invited to participate in the ceremony where they have the most educational connectedness.

V. Graduation ceremonies must promote recognition of student achievement, involve students and parents in planning and conducting the event, and be arranged within reasonable financial limitations.

VI. The principals of secondary schools with graduating classes shall work together to establish similar school policies on graduation ceremonies and to avoid conflicting dates.

VII. Principals shall discuss expectations (e.g. general conduct, no use of drugs and alcohol) with members of the graduating class and their parents/guardians.

VIII. The ceremonial protocols (Regulation 1060) for graduation ceremonies shall be followed.

Received:

References: Policies 1.3, 4.1.1



Title: **GRADUATION CEREMONIES**

Category: **ADMINISTRATION**

Number: **2650-1150**

I. RATIONALE

~~I.A. Graduation ceremonies are a way for the school district to recognize the accomplishments of its students meeting Ministry of Education graduation requirements.~~

~~II. Graduation ceremonies are a way for the school district to recognize the accomplishments of its students meeting Ministry of Education graduation requirements.~~

There are ~~three~~ four graduation ~~community~~ ceremonies within the school district:

A. Chatelech Secondary School ~~Community Grad~~ Ceremony

B. Elphinstone Secondary School ~~Community Grad~~ Ceremony

~~C.~~ Pender Harbour Secondary ~~Community Grad~~ Ceremony

~~C.D.~~ Sunshine Coast Alternative School Ceremony

III. Students (meeting graduation requirements) are invited to participate in the ceremony from which they attended their grade 12 year of schooling.

IV. Sunshine Coast Alternative School students (meeting graduation requirements) are invited to participate in the ceremony where they have the most educational connectedness.

~~V. — Students are only permitted to participate in one ceremony as a grad.~~

~~VI. — For students enrolled in the S.C. Alternative School or Distance Learning through School District No. 46, the following deadlines apply:~~

~~A. — intent to participate in a ceremony: end of January~~

~~B. — second confirmation to participate in a ceremony: end of April~~

~~C. — final confirmation of meeting requirements: by the end of the third week of June~~

~~VII.V.~~ Graduation ceremonies must promote recognition of student achievement, involve students and parents in planning and conducting the event, and be arranged within reasonable financial limitations.

Title: **GRADUATION CEREMONIES**
Category: **ADMINISTRATION**
Number: **2650-1150**

~~VIII.VI.~~ The principals of secondary schools with graduating classes shall work together to establish similar school policies on graduation ceremonies and to avoid conflicting dates.

~~IX.VII.~~ Principals shall discuss expectations (e.g. general conduct, no use of drugs and alcohol) with members of the graduating class and their parents/guardians.

~~X.VIII.~~ The ceremonial protocols (Regulation ~~4120~~1060) for graduation ceremonies shall be followed.

Received:

References: Policies 1.3, 4.1.1



Title: **SCHOLARSHIPS, DISTRICT / AUTHORITY AWARDS AND BURSARIES**

Category: **ADMINISTRATION**

Number: **1255**

I. Rationale:

A. The Board of Education of School District No. 46 (Sunshine Coast) recognizes the value of scholarships, awards and bursaries as a means to support students in achieving their educational goals. The board appreciates community organizations, companies and individuals that support lifelong learning and student achievement by way of donations towards new or existing scholarships and bursaries.

II. Responsibility for Compiling Scholarships, Awards and Bursaries

A. A list of scholarships, awards and bursaries will be compiled on a yearly basis.

B. By March 1st each year, the School Board Office will provide to each respective school a listing of all scholarships, awards and bursaries that have come to the attention of the district office, complete with descriptions of the donor(s), criteria and application forms, if provided.

III. Procedures for Promoting Applications of Scholarships, Awards and Bursaries

A. All scholarships, awards and bursaries available to students in the school district will be:

1. outlined and explained at the school level to the eligible student body at appropriate times throughout the school year, keeping in mind the timelines of each scholarship, award and bursary;

2. provided in summary to each eligible student by April 15th of each year; and,

3. publicized in such a manner so as to inform the parents/guardians of all eligible students by April 15th each year.

B. Interested students are to be informed by staff on the merits of scholarships, awards and bursaries that are consistent with their goals and interests.

C. Criteria information, application forms and addresses and other pertinent information are to be made available by school personnel to students in support of their goals and post-secondary education objectives.

D. Students are to be given assistance by school ~~counselors and/or administrative officers~~ staff in completing application forms and written documentation in support of their applications.



Title: **SCHOLARSHIPS, DISTRICT / AUTHORITY AWARDS AND BURSARIES**

Category: **ADMINISTRATION**

Number: **1255**

E. Students may only submit an application to one school for scholarship and bursary purposes.

IV. Selection Procedures

A. Where selection of recipients is the responsibility of the school, such selection will be made by a panel of not less than three (3) people. Fair process shall be followed and must adhere to the specific criteria outlined by each donor.

B. Where selection of recipients is the responsibility of the school board office, the school shall ensure that all applications are forwarded to the Director of Instruction's office prior to the due date. Selection will be made by a panel of not less than three (3) people. Fair process shall be followed and must adhere to the specific criteria outlined by each donor.

C. Where selection of recipients is the responsibility of the donor or a community group:

1. the criteria for award must be broad enough so as not to limit the application process to any specific student – donors are encouraged to consult with school staff when drafting such provisions,
2. there shall be a clearly documented and transparent selection process that includes all eligible students, and
3. the donors shall inform the schools of their selection at a time outlined by the school.

D. Donors who wish to award an individual student without a fair process may not have their funds administered by the school district or present their award at the graduation ceremonies.

E. Selection of District / Authority Awards shall be the responsibility of the school and the nomination process shall be determined by a fair process in accordance with specific criteria outlined by the Ministry of Education. Each school shall submit their selected nominees to the School Board Office for submission to the Ministry. Nominees are submitted to the ministry through the School Board Office by June 30.

V. Unclaimed Awards

A. In the case of scholarships or bursaries disbursed through the school district, recipients will have up to two years to claim their award, unless otherwise stated by

Title: **SCHOLARSHIPS, DISTRICT / AUTHORITY AWARDS AND BURSARIES**
Category: **ADMINISTRATION**
Number: **1255**

donor.

B. If an award remains unclaimed after the two-year period, the donor will be notified and the award will be decommissioned for that year's recipient.

C. At the discretion of the donor, the criteria for the award may be expanded.

D. In the case of District / Authority Awards disbursed through the Ministry of Education, recipients have until the expiry date on their voucher to redeem their award - up to five years from September 30th of their graduating year from high school.

Received:

References: Handbook of Procedures for the Graduation Program



Title: **SCHOLARSHIPS, DISTRICT / AUTHORITY AWARDS AND BURSARIES**

Category: **ADMINISTRATION**

Number: **24001255**

I. Rationale:

A. The Board of Education of School District No. 46 (Sunshine Coast) recognizes the value of scholarships, awards and bursaries as a means to support students in achieving their educational goals. The board appreciates community organizations, companies and individuals that support lifelong learning and student achievement by way of donations towards new or existing scholarships and bursaries.

II. Responsibility for Compiling Scholarships, Awards and Bursaries

A. A list of scholarships, awards and bursaries will be compiled on a yearly basis.

B. By March 1st each year, the School Board Office will provide to each respective school a listing of all scholarships, awards and bursaries that have come to the attention of the district office, complete with descriptions of the donor(s), criteria and application forms, if provided.

III. Procedures for Promoting Applications of Scholarships, Awards and Bursaries

A. All scholarships, awards and bursaries available to students in the school district will be:

1. outlined and explained at the school level to the eligible student body at appropriate times throughout the school year, keeping in mind the timelines of each scholarship, award and bursary;

2. provided in summary to each eligible student by April 15th of each year; and

3. publicized in such a manner so as to inform the parents/guardians of all eligible students by April 15th each year.

B. Interested students are to be ~~counseled~~informed by ~~counselors and/or teaching~~ staff on the merits of scholarships, awards and bursaries that are consistent with their goals and interests.

C. Criteria information, application forms and addresses and other pertinent information are to be made available by school personnel to students in support of their goals and post-secondary education objectives.



Title: **SCHOLARSHIPS, DISTRICT / AUTHORITY AWARDS AND BURSARIES**

Category: **ADMINISTRATION**

Number: **24001255**

D. Students are to be given assistance by school ~~counselors and/or administrative officers~~ staff in completing application forms and written documentation in support of their applications.

D.E. Students may only submit an application to one school for scholarship and bursary purposes.

IV. Selection Procedures

A. Where selection of recipients is the responsibility of the school, such selection will be made by a panel of not less than three (3) people. Fair process shall be followed and must adhere to the specific criteria outlined by each donor.

B. Where selection of recipients is the responsibility of the school board office, the school shall ensure that all applications are forwarded to the Director of Instruction's office prior to the due date. Selection will be made by a panel of not less than three (3) people. Fair process shall be followed and must adhere to the specific criteria outlined by each donor.

C. Where selection of recipients is the responsibility of the donor or a community group:

1. the criteria for award must be broad enough so as not to limit the application process to any specific student – donors are encouraged to consult with school staff when drafting such provisions,
2. there shall be a clearly documented and transparent selection process that includes all eligible students, and
3. the donors shall inform the schools of their selection at a time outlined by the school.

D. Donors who wish to award an individual student without a fair process may not have their funds administered by the school district or present their award at the graduation ceremonies.

E. Selection of District / Authority Awards shall be the responsibility of the school and the nomination process shall be determined by a fair process in accordance with specific criteria outlined by the Ministry of Education. Each school shall submit their selected nominees to the School Board Office for submission to the Ministry.

Nominees are submitted to the ministry through the School Board Office by June 30.

Title: **SCHOLARSHIPS, DISTRICT / AUTHORITY AWARDS AND BURSARIES**

Category: **ADMINISTRATION**

Number: **24001255**

V. Unclaimed Awards

A. In the case of scholarships or bursaries disbursed through the school district, recipients will have up to two years to claim their award, unless otherwise stated by donor.

B. If an award remains unclaimed after the two-year period, the donor will be notified and the award will be decommissioned for that year's recipient. ~~The donor will have the option to use those funds to award an additional scholarship or bursary in the following year.~~

C. At the discretion of the donor, the criteria for the award may be expanded.

D. In the case of District / Authority Awards disbursed through the Ministry of Education, recipients have until the expiry date on their voucher to redeem their award - up to five years from September 30th of their graduating year from high school.

Received:

References: Handbook of Procedures for the Graduation Program

Title: **FAMILY LAW INFORMATION**
Category: **ADMINISTRATION**
Number: **1275**

I. Rationale

A. With the new *Family Law Act* replacing the original *Family Relations Act*, there have been significant changes in the definitions, language and policy regarding parenting after separation or divorce. The terms “custodial parent” and “access” have been removed and instead, the new Law refers to guardianship, parenting time and parental responsibilities. This may have significant impact on the rights and responsibilities of parents with regards to involvement in decision-making with respect to their child’s education. We are aware that not all families will have an updated legal agreement in place that incorporates the language of the new *Family Act*, and that previous “custody orders” may still exist for some families. These will be interpreted as per the new *Family Law Act*.

II. The *School Act* defines “parent” as:

- A. a parent or other person who has guardianship or custody of the student or child, other than a parent or person who, under an agreement or order made under the *Family Law Act* that allocates parental responsibilities, does not have parental responsibilities in relation to the student's or child's education, or
- B. a person who usually has the care and control of the student or child;

III. The parent of a school-aged student is entitled to be informed of the student’s attendance, behaviour and progress in school. The parent may, and at the request of a teacher, principal or vice-principal must, consult with the teacher, principal, vice-principal or director of instruction with respect to the student’s educational program

IV. When parents are living separate and apart, determination of guardianship or usual care and control of the student is defined by other legislation, such as the *Family Law Act*, the *Infants Act* or a court order.

Title: **FAMILY LAW INFORMATION**
Category: **ADMINISTRATION**
Number: **1275**

V. The school principal determines who is “parent” by a review of the documentation that is provided to the school until such time as the school receives notice from one or other of the parents or the Ministry of Children and Family Development that the situation has changed. In this event, the school principal requires written confirmation of the change, i.e. a copy of the legal court order or agreement relating to the change in guardianship/parenting responsibilities, or usual care or control.

VI. The primary contact with the school will be with any person who has legal guardianship of the child and has the parental responsibility of making decisions respecting the child’s education. When the school principal requires information or direction regarding the child, the contact will be with the guardian who has the parental responsibility of making decisions respecting the child’s education, whenever possible. If both parents have shared parental responsibility in this regard, the school principal will make best efforts to contact both parents, but must contact the parent who is currently having parenting time with the child that day.

VII. If both guardians have shared parental responsibility for matters relating to education of the child, and disagree with each other about the course of action related to the child’s education, then the school principal will use their best judgement until the matter is clarified by a court order. The school principal may not do all of what a guardian may request in relation to the child, and will only have an obligation to comply with requests which are reasonable in the particular circumstances.

VIII. Schools will not provide verbal or written documentation to parents to support or deny any guardianship or proposed arrangements between parents. They may however, provide information upon request to a court-appointed officer if it is deemed in the best interest of the child.

Received:

References: Board Policy 4.2



Title: **RESPONDING TO A THREAT OR POTENTIAL VIOLENT BEHAVIOUR**

Category: **ADMINISTRATION**

Number: **3180**

I. Rationale

II. This protocol is designed to guide school personnel in responding effectively to threatening behaviour in their site/building (those who threaten to harm staff and/or other students). Protocols clarify for school personnel their role in threat assessment and crisis intervention and lessen the burden on individual school employees.

III. **Definition of violence:** “The attempted or actual exercise by a person, other than a worker, or any physical force so as to cause injury to an employee, and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.” (*WorkSafeBC Regulation Part 4 Section 27*)

IV. Prevention

A. Principals and teachers shall strive to ensure that all students receive instruction that promotes prevention education, responsible decision-making, positive self-esteem and overall good emotional health.

B. Principals and teachers shall remain aware of current knowledge and techniques related to threat making behaviour appropriate to their level of involvement.

C. Principals and teachers shall remain aware of the *Responding to Student Threat Making Behaviour: A School Staff Guide* (flow chart attached).

D. Students and parents shall be made aware of available counseling services and other support services within & outside of the school.

Title: **RESPONDING TO A THREAT OR POTENTIAL VIOLENT
BEHAVIOUR**

Category: **ADMINISTRATION**

Number: **3180**

E. Encouragement and support shall be offered to those student organizations and activities that, in the opinion of the administrator, help to develop a positive peer influence in the area prevention of child and youth threat-making behaviour.

F. District Student Support Services will facilitate annual review of district protocols and procedures to respond to threat-making behaviour.

G. District Student Support Services will facilitate in bi-annual training of protocols and procedures to respond to threat-making behaviour for school district employees and their partner agencies as per the *Community Protocol for Dealing with High-Risk Student Behaviour Agreement*.

V. Reporting

A. Individuals who have been threatened will report the incident as soon as possible to their supervisor or principal.

B. Individuals who have been threatened will complete the *Threat/Violent Incident Reporting Form* and will submit to site supervisor/principal and their site based Health and Safety CUPE/SCTA member. The principal will initiate an investigation.

C. The principal or supervisor will develop a plan to assess and address the threat, and when the plan is completed, fill in section 8 of the *Threat/Violent Incident Reporting Form* and forward to the Director of Instruction for Human Resources, who will forward to the appropriate and necessary personnel.

D. If the threat occurs outside school hours then the employee should contact the RCMP and contact their supervisor or principal at the earliest time reasonably possible. The employee should follow up with the supervisor or principal the next morning or Monday morning or the next time the employee returns to work.

Title: **RESPONDING TO A THREAT OR POTENTIAL VIOLENT BEHAVIOUR**

Category: **ADMINISTRATION**

Number: **3180**

VI. Intervention

A. When there is a concern regarding a threat from a **student**, qualified and trained personnel will initiate a Threat Assessment (see attached: *Responding to Student Threat Making Behaviour: A School Staff Guide*).

B. In making decisions about threat assessment procedures, the administrator shall be guided by the concept of “in loco parentis” (reasonable parent) and shall consider what is best for the individual student as well as the health, safety and wellbeing of other students and staff members.

C. School staff involved with the student will connect the student and his/her parents to available counseling services and other supports outside of the school, as identified by *Responding to Student Threat Making Behaviour: A School Staff Guide*.

D. If a student or staff’s life is in danger, the usual rules of confidentiality must be broken and the legal guardian must be informed. However, if informing the legal guardian is perceived to increase the level of risk to the youth, the Ministry of Children and Family Development must be notified immediately as per the *Community Protocol for Dealing with High-Risk Student Behaviour Agreement*.

VII. Threat-Making Behaviour Intervention Procedure

A. If a concern arises regarding the threat-making behaviors of a child or youth the principal will be informed as soon as possible. Time shall be of the essence and priority given to expedite interventions and assistance.

B. The principal will consult with the Director of Instruction to facilitate the initiation of a threat-making assessment by two individuals qualified to conduct a Threat Assessment as soon as possible. This may include individuals from the district team to support building staff.

Title: **RESPONDING TO A THREAT OR POTENTIAL VIOLENT
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Category: **ADMINISTRATION**

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C. Qualified examiners will conduct the Threat Assessment (See attached: *Threat Assessment Process* in the *Responding to Student Threat Making Behaviour: A School Staff Guide*), and report back to the principal.

D. Qualified examiners in consultation with the school principal and another qualified examiner, if available, will **ASSESS** the level of risk as defined in the *Responding to Student Threat Making Behaviour: A School Staff Guide*.

E. Qualified examiners in consultation with the school principal and another qualified examiner, if available, will **ACT** on information and observations by following the action identified in the *Responding to Student Threat Making Behaviour: A School Staff Guide* and create a response or support plan.

F. If the risk is assessed as **HIGH**, provide one-to-one supervision of the child or youth at all times, until qualified prevention supports and a plan are clearly in place including safe transport to the hospital emergency department. The RCMP are informed and asked to attend the site.

G. If the risk is assessed as **MEDIUM**, provide one-to-one supervision for the child or youth at all times, until the parents have been informed, have a safety plan in place, and in person, take responsibility for the physical care of the child.

H. The qualified examiner will file the threat assessment summary report (*Threat/Risk Assessment Report Form*) of the incident with District Student Support Services and will place a confidential “Notification of Risk Assessment” form in student file.

I. Director of Instruction at District Support Services will seal the assessment tool/data in an envelope and initial the seal, and date the envelope. The envelope will remain in the office in a locked safe until the student graduates or moves to another school district. Copies may be forwarded to RCMP and MCFD (as per the *Community Protocol for Dealing with High-Risk Student Behaviour Agreement*).

Title: **RESPONDING TO A THREAT OR POTENTIAL VIOLENT
BEHAVIOUR**

Category: **ADMINISTRATION**

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J. The principal shall inform staff and students where appropriate of the response plan in a timely manner (Section 8 of the *Threat/Violent Incident Reporting Form*). Every effort shall be made to also inform replacement/on call staff, when appropriate, of the response plan as well. If a student safety plan is to be developed this will be distributed to all employees who may have contact with the student.

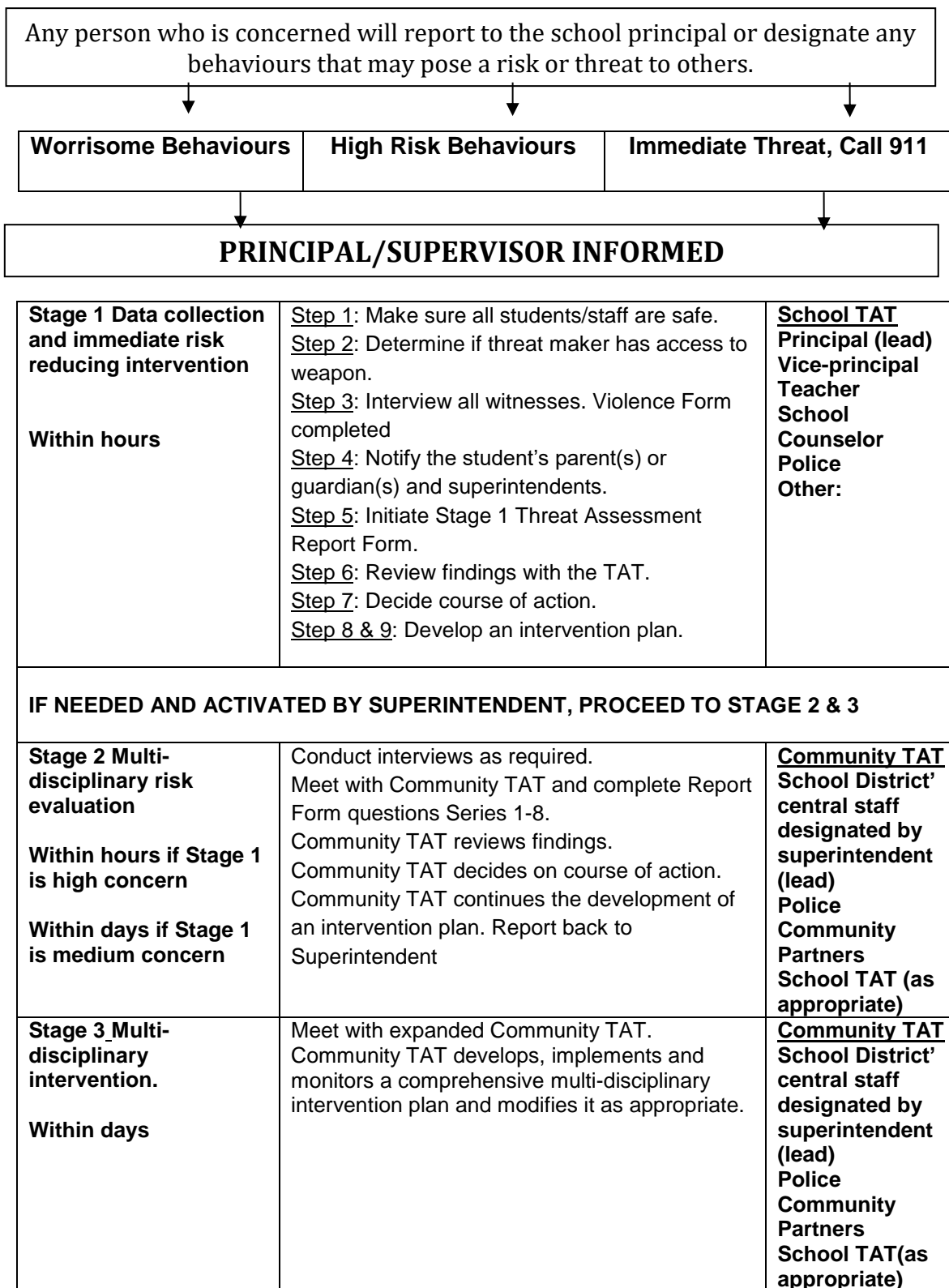
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References: Board Policy 4.2

Responding to Student Threat Making Behaviour: A School Staff Guide



Responding to Student Threat Making Behaviour: A School Staff Guide



Note: When a community team member determines the need to activate the Community TAT, that person will notify his/her designated lead team member.



District Parent Engagement Committee (DPEC) Report

Superintendent Patrick Bocking and PEC Chair Stephanie Murawsky
Education Committee Meeting
September 26, 2018



Fresh Grade: Innovative Online tool to support student learning.

School Newsletters & District inserts. At home activities that support the core competencies.

Connecting DPEC, DPAC, PAC, Student Councils, Students and Teachers through invitational collaborations.

Celebrating parents as partners in learning

District Social Media: Connecting with families (Tips, Kindergarten video, relevant articles etc.)

Maps: one in every foyer/entrance on first day of school with pins. Invite families to share their background/heritage with teacher led activity

clear communication pathways between families and teachers. Informational Documents and staff email accessibility on all

Past

Present

Future