



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

**EDUCATION COMMITTEE  
AGENDA**

Wednesday, January 23<sup>rd</sup> from 2:30-4:00 p.m.  
School Board Office – Gibsons, BC

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1. Social Emotional Learning (1.d.)
2. Early Learning (1.a.)
3. Collaboration (3.b.)
4. Regulations for review:
  - a. 1190 – Copyright
  - b. 2100 - Procedure for Filling Principal and Vice-Principal Vacancies
  - c. 2010 – Assignment of SETA or Teacher to a Home Worksite (to be repealed)
  - d. 3160 – Personal Safety (to be repealed)
  - e. 1140 – First Nations Education (to be repealed)

# School District No. 46

## Early Learning

Kirsten Deasey  
District Principal  
Learning & Innovation  
School District No. 46 (Sunshine Coast)



EXCELLENCE IN ALL WE DO

SD46 Strategic Plan 2015-2019

## Goal: 1 a

Our students will enter kindergarten well-prepared with engaged, well informed parents invited to partner with their children's teachers through a comprehensive early learning program.



### A Roadmap for Learning:

#### Programs & Supports for Families with Children Newborn to Five

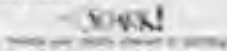
The early years provide the foundation upon which all future learning and achievement rests. During the prenatal to school age years, sensitive periods in brain and biological development exist which sculpt the developing brain. Rates of learning are established, which are predictive of later achievement. School District No. 46 is committed working with our partners to provide a continuum of integrated support, designed to support families with young children, and the nurturant capacity of the communities within which our young children are raised.

#### Prenatal Classes



- New parents are introduced to the programs & supports offered in our community through this partnership with Vancouver Coastal Health
- Each family receives a children's book and information on how to talk, sing, read & play with infants

#### SPARK!



#### S.P.A.R.K.I. - Supporting Parents Along the Road to Kindergarten

- Information sessions for parents with children newborn to five

- Parents receive information & toys to support their child's learning at each age & stage by attending a new 90-minute class every Fall, Winter and Spring until their child enters Kindergarten. Childcare is available.
- Parents of three year olds attend a Ready, Set, Learn SPARK! class in their neighborhood school.

#### Daily Porton Imagination Library



- Families receive an age-appropriate, quality children's book every month mailed right to their home address until their child's fifth birthday.
- SPARK! is the official registration site, offering strategies for successful read-aloud experiences of the Imagination Library Books at each age and stage.

#### Circle of Security® Happily Ever After Kids & Positive Discipline

The Sunshine Coast Early Years Council and Early Years Centre work in collaboration with the district and community partners and have adopted the following parenting supports:

- The Circle of Security® Parenting™ program is based on decades of research that show secure parent-child relationships can be supported and strengthened.
- Happily Ever After Kids provides couples with the tools to create a strong family unit in which children thrive.
- Positive Discipline offers parents long-term parenting skills that will encourage their children to think for themselves, become more responsible and have greater respect for themselves and others.

#### Early Years Fair



- Every Spring, families have the opportunity to talk to the experts and receive information on developmental screening, programs, supports in the community, and Kindergarten readiness.

#### StrongStart



- Families drop-in to StrongStart Centres and meet with other parents and community supports while playing and learning together. Sing, Library and Song & Rhyme Times are offered.
- StrongStart programs are open three hours/day on days when school is in session in the following locations: Gibsons Elementary, Roberts Creek Elementary, Sechelt Learning Centre, Halfmoon Bay Elementary & Madeira Park Elementary. StrongStart is offered on Sundays in Roberts Creek Elementary and the Sechelt Early Years Hub.
- StrongStart Outreach is offered through the WonderWhale bus in Langdale/Albion, Davis Bay, Sechelt Nation & Tiny Town, Egmont/Pender Harbour.

#### KinderSPARK!



- Welcoming Families to Kindergarten - Families attend a 90-minute session once a week for 8 weeks in the Spring before Kindergarten entry. Each week has a new focus. Designed to build confidence & a zest for learning.
- In partnership with Community Schools, programs are held in the Kindergarten classrooms in all of our elementary schools.

#### SPARK! 10



- All Grade 10 students in the district have 2 classes where they learn about the Early Years and then they apply their skills working with the children & families in StrongStart.



# Strategy:

## Working together to create universally accessible, comprehensive and strategic supports.



# Grounded in DATA

Looking closely:

Data

- \* Schools

- \* Early Years - EDI

Listening Hard:

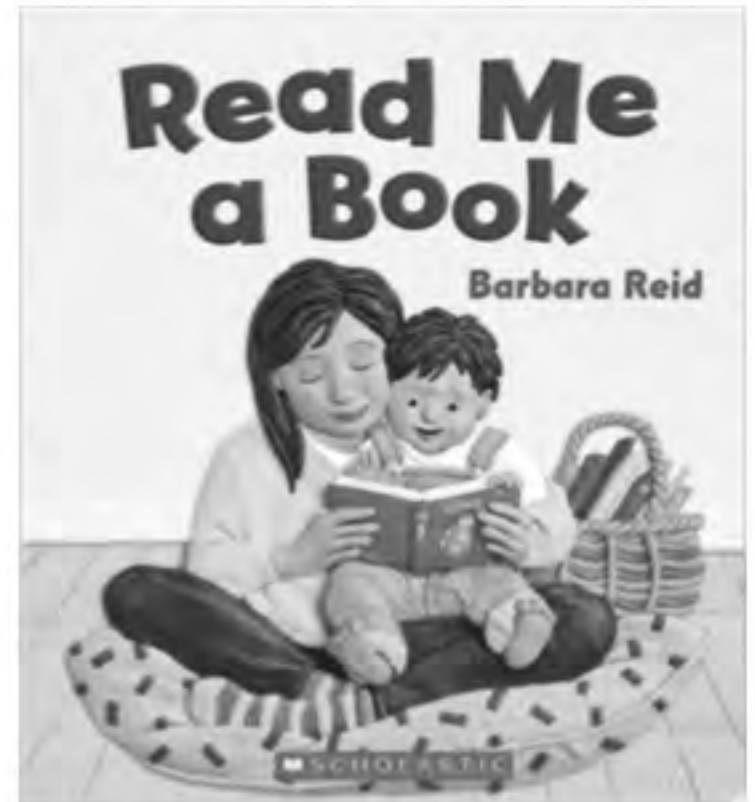
- \* to our families



# Prenatal

Connect  
Inform  
Register

In partnership with Vancouver Coastal  
Health





*"Kindle your child's interest in learning"*

- \* Continuous 'Touch Points'
- \* 3 times/year
- \* Mornings/afternoons/evenings
- \* Free childcare



- \* Based on BC Early Years Framework
- \* TOOLS - Songs/Poems, Articles, Handouts & ...

\* TOYS

# Foundational Program

# Imagination Library

- \* All children receive a free book in the mail every month until their 5<sup>th</sup> birthday.
- \* Parents love it! Children love it!
- \* We read & discuss the books in SPARK! & also in StrongStart





# Imagination Library



## Sunshine Coast Lions Club Sechelt

*Supporting the Sunshine Coast Community*

[HOME](#)

[ABOUT US](#)

[WHAT WE DO](#)

[HOUSING SOCIETY](#)

[CALENDAR](#)

[GALLERY](#)

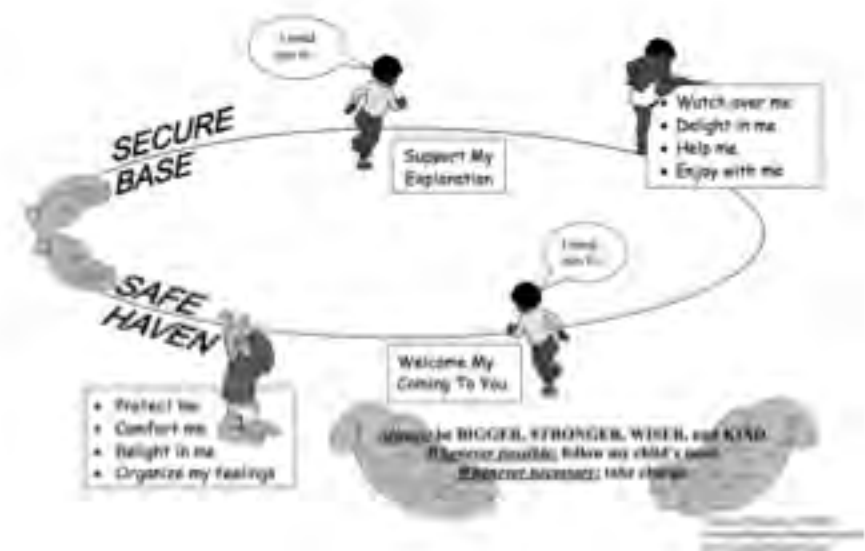
[BECOME A LION](#)

[CONTACT](#)



# Circle of Security

- Basic Need: Safety & Security
- Security is experienced as love & responsiveness to needs
- Needs around the circle (the ability to observe, identify and meet needs)
- Regular classes offered through SD46
- Co-facilitation by Child & Youth Mental health



# Positive Discipline

Creating Respectful Relationships in Homes and Schools



Supports parenting skills to encourage children to think for themselves & become responsible & independent

Based on Respect

Classes offered regularly by school district staff

## Attention Sunshine Coast Parents! The following classes will be offered this Fall 2018:

### Circle of Security

(For parents of children 0 to 6)

Circle of Security™ Parenting gives you the opportunity to learn to:

- Strengthen your relationship with your child
- Recognize your child's needs and make sense of his or her behaviour
- Meet your child's needs by being bigger, stronger, wiser and kind

#### Gibsons Early Years Centre

Tuesdays, 5:00 – 6:30 pm, beginning Nov. 13

Tuesdays, 7:00 – 8:30 pm, beginning Nov. 13

(no child-minding for 7:00 class)

#### Sechelt Early Years Centre

9:00 to 10:30 am starting Wed. Nov. 14, then Mon.

Nov. 19, Wed. Nov. 28, then consistent Mondays

Dec. 3, 10, 17, Jan 14 and 21.

Wednesdays, 5:00 – 6:30 pm, beginning Nov. 14

Wednesdays, 7:00 – 8:30 pm, beginning Nov. 14

(no child-minding for 7:00 class)

#### Langdale Elementary (funded by Langdale PAC)

Tuesdays, 6:00 to 7:30 pm; Oct. 16 to Nov. 27

### Happily Ever After

This 4-week class for adults gives information and tools on how to create a strong family unit where children thrive. It will show how couples satisfaction affects kids, how to fill your home with joy, ways to decrease relationship stress and get conversation back on track. Positive Discipline strategies will be integrated throughout.

#### Sechelt Early Years Centre

Thursdays, 5:30 to 7:00 pm, Nov. 8 to 29

### Feeding with Love and Good Tastes

(For parents of young children)

In this workshop parents will learn (and try) a number of easy to prepare recipes and learn how to build a solid foundation around food. Everyone will go home with some new tools to make meal times pleasant and nourishing for everyone involved.

#### Sechelt Early Years Centre

Saturday, Nov. 3, 10:00 to 12:00 noon

### Infant Massage

(For parents and infants 0 to 1)

Infant Massage is a traditional parenting practice that provides loving connection between parent and baby. It strengthens attachment, helps babies relax, sleep better, and calm themselves more easily. Parents attend with their infant.

#### Sunshine Coast Community Services Playroom

Fridays, 10:00 to 12:00 noon, Nov. 16 to Dec. 1

### Parenting Teens

(For parents of children 10 and up)

This class will help parents to discover the importance of being the one their child comes to through the tricky teenage years. Parents will explore their own reactions to teenage behaviors and will learn strategies to help them stay connected. This class will be based on attachment philosophies in sync with both Positive Discipline and Circle of Security teachings.

#### Chateleux Secondary (funded by DPAC)

Wednesdays, 6:00 to 8:00 pm, Nov. 7 to Dec. 12

### Positive Discipline

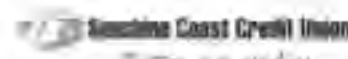
(For parents of children 2 & up)

This 7-week class offers parents the long-term skills needed to encourage their children to think for themselves, become more responsible, and have greater respect for themselves and others. The teachings of Positive Discipline are filled with non-punitive, respectful tools that incorporate both kindness and firmness, help parents get to the core of their child's misbehavior, and bring more joy into the home.

#### Sechelt Early Years Centre

Wednesdays, 10:45 – 12:45 pm, Nov. 7 to Dec. 19

Limited child-minding will be offered at no cost with the exception of Infant Massage, Parenting Teens or if otherwise indicated. Registration begins Sept. 10, please call the CCRR at 604-865-5657 or email coastccrr@scss.ca. to avoid disappointment.



# Early Years Fair

- Held in the Spring
- Purpose: To build connections between families, community and school district staff, programs and services
- Developmental Screening.





StrongStartBC

Sunshine Coast StrongStart Centres

- Gibsons Elementary
- Roberts Creek Elementary
- Sechelt Early Years Centre
- Halfmoon Bay Elementary
- Madeira Park Elementary





## Early Years Centre

Home of **StrongStartBC**



- Programs located where families live and attend
- 3 primary Family Resource Programs
- Across the coast, including Mem7iman Child Development Centre – A Community United!
- Drop-In Family Resource Programs
- Many programs ‘under one roof’
- Family Support Navigation

## A Community United!

- YMCA Child Care Centre
- StrongStart Child/Family Drop-In
- SPARK! Early Learning Parent Support Classes
- Imagination Library
- Circle of Security
- Positive Discipline Parenting Classes
- KinderSPARK!
- SPARK! 10
- WonderWheels Bookmobile Bus
- Speech and Language Support
- Occupational Therapy
- The Community Dental Hygienist
- Public Health Nursing Support
- Community Schools
- Supported Child Development
- Child & Youth Mental Health - MCFD
- Aboriginal Families Pulling Together



# StrongStart Outreach

## TinyTown:

- Located in the Sechelt Early Years Centre
- Open Monday - Saturday



**"Bring your little ones  
for BIG fun in TinyTown!  
!"**



# WonderWheels!



# StrongStart Outreach WonderWheels Bookmobile



# KinderSPARK!

- Supporting positive transitions into Kindergarten
- Through partnering with Community Schools
- Vancouver Coastal Health
- 8 weeks in the winter & spring prior to starting Kindergarten



## Welcome to Kindergarten!

All families with children entering Kindergarten in September 2019 are invited to attend the KinderSPARK! program.

This free program is held *one day a week for 8 weeks* and is available in all elementary schools on the Sunshine Coast for a smooth transition into Kindergarten. Come with your child to do a variety of activities designed to support learning, friendship and fun!

### 2019 SCHEDULE & START DATES:

Langdale Elementary  
Fridays: 12:45–2:15 pm  
February 22, 2019

Davis Bay Elementary  
Wednesdays: 3:30–5:00 pm  
February 20, 2019

Madeira Park Elementary  
Tuesdays: 2:00–3:30 pm  
February 19, 2019

Gibsons Elementary  
Tuesdays: 3:30–5:00 pm  
February 19, 2019

Kinnikinnick Elementary  
Wednesdays: 3:00–4:30 pm  
February 20, 2019

Sechelt Nation  
Beginning Spring 2019  
Location: Mem7iman Child  
Development Centre/  
Kinnikinnick Elementary

Cedar Grove Elementary  
Tuesdays: 10:00–11:30 am  
February 19, 2019

West Sechelt Elementary  
Thursdays: 3:30–5:00 pm  
February 21, 2019

Roberts Creek Elementary  
Wednesdays: 3:30–5:00 pm  
February 20, 2019

Halfmoon Bay Elementary  
Thursdays: 3:00–4:30 pm  
February 21, 2019



We welcome families from all communities across local board in any location. Class size is limited, so please register early to secure a spot for you and your child.

To Register:  
e: [register4spark@sd46.bc.ca](mailto:register4spark@sd46.bc.ca)  
t: 604-885-6787



SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)

[www.sd46.bc.ca](http://www.sd46.bc.ca)

# SPARK! 10

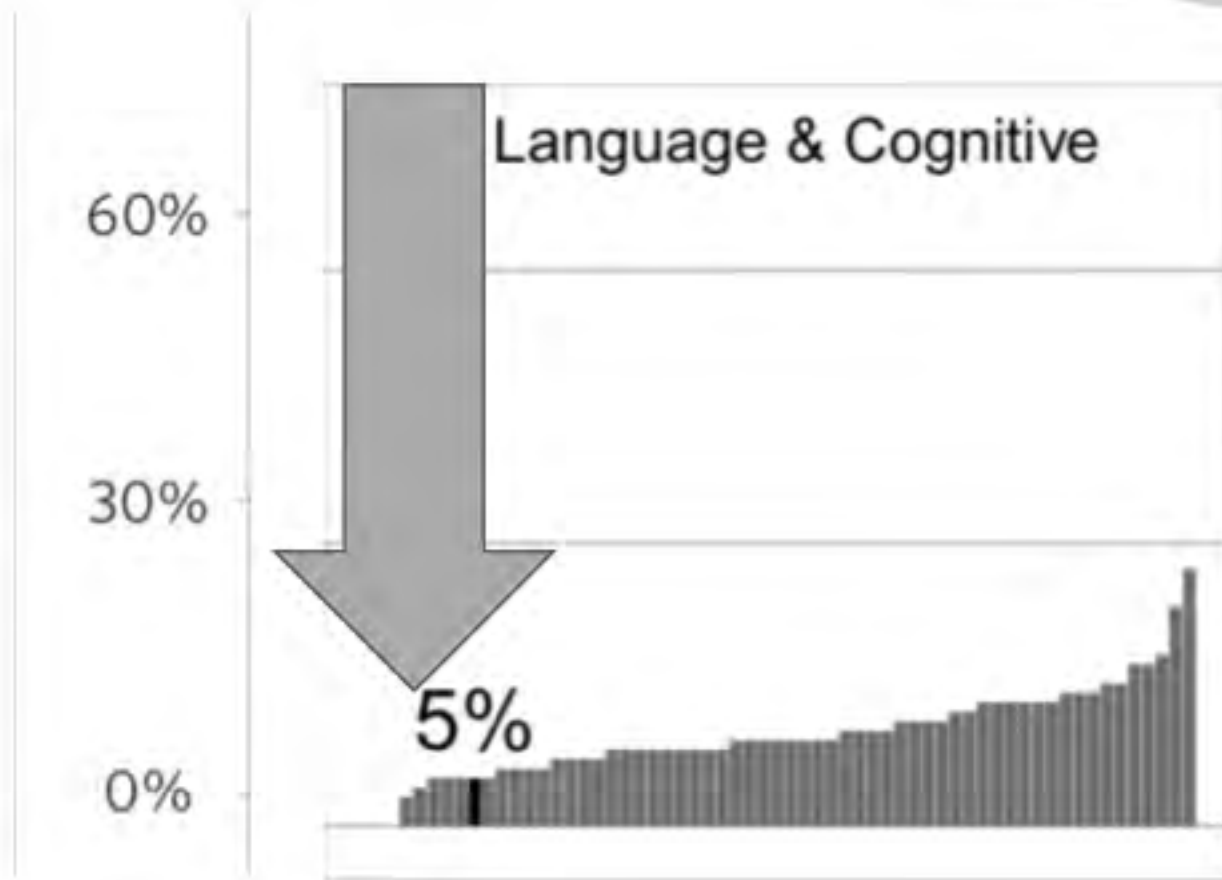
- \* All Grade 10's
- \* 2 In-Class sessions
- \* Visit to StrongStart to practice and learn with little ones



# Provincial Research

School District No. 46  
(Sunshine Coast) is  
**LEADING THE  
PROVINCE**

# Provincial Research



**An  
Anomaly!**



# C R 4 Y C CHILDREN

- \* Social & Emotional Focus
- \* Triads: Kindergarten Teachers, StrongStart Educators & Child Care ECEs
- \* Sea to Sky, West Vancouver & Sunshine Coast
- \* 6 Sessions over the year
- \* Supported by the Ministry of Education & United Way of Lower Mainland
- \* Provincial Facilitators



# Changing Results for Young Children



## Pedagogical Leadership: Growing a Culture of Play

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### *Vision:*

- \* Reflective educators focusing on the pedagogy of play and building related professional capacity systematically in school communities*
- \* Reflective educators engaging in the process of building collective responsibility for the care and education of children ages 0-8 years*
- \* Reflective educators leading collaborative professional learning sessions in school districts with deep understanding of the complexity and importance of play in the classroom context*

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### **Composition of District Early Learning Leadership Teams should include:**

- \* District early learning coordinator**
- \* Three K-2 educators with leadership interest**
- \* A Strong Start educator with leadership interest**

**Towards a Pedagogy of Play**



## Pedagogy of Play

An SD46 Team participated in a Cross District Training in November

Hosting a session for SD46 in January

# Kindergarten Transition Pilot Project



- \* Madeira Park
- \* June: K Teacher attended met family during an SLP session
- \* WonderWheels supported the family every week
- \* WW & StrongStart in the classroom for gradual entry



**Thank you!**

**Questions?**

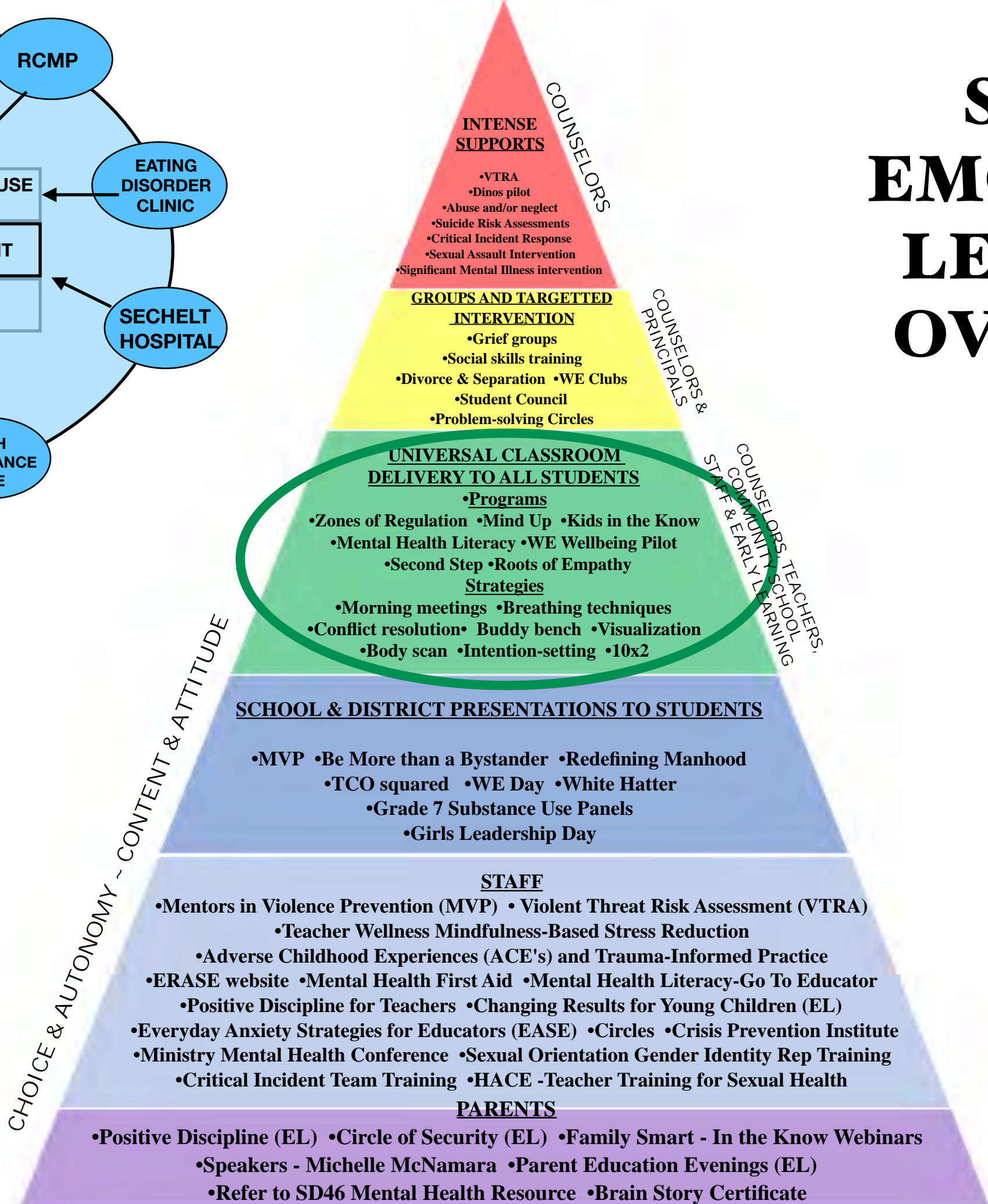
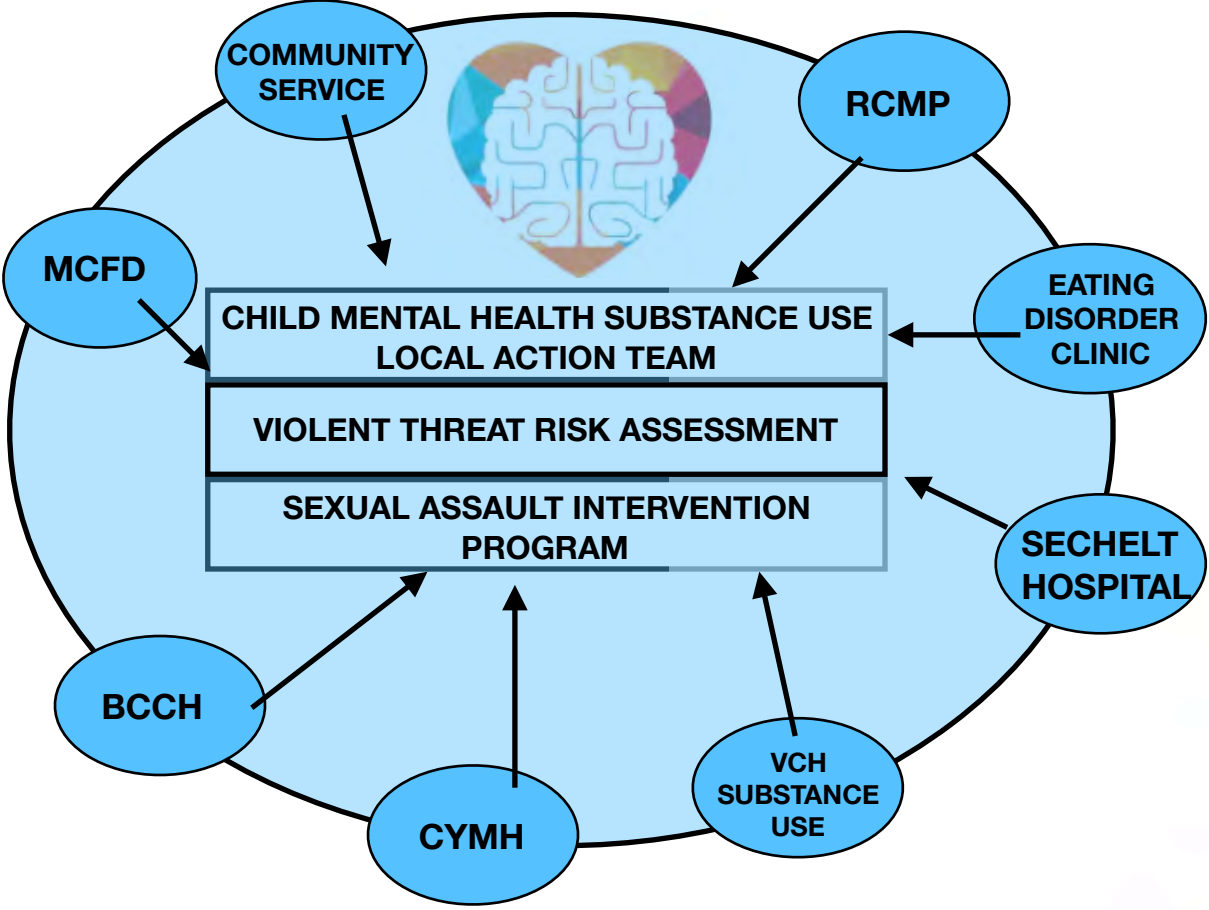
**Contact: Kirsten Deasey**

**District Principal of Learning & Innovation**

**School District No. 46 (Sunshine Coast)**

**[kdeasey@sd46.bc.ca](mailto:kdeasey@sd46.bc.ca)**

# SOCIAL EMOTIONAL LEARNING OVERVIEW



**DATA:**

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MDI (Middle Years Development Instrument):  
<http://earlylearning.ubc.ca/mdi/>

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McCreary Centre Society  
<https://www.mcs.bc.ca/>

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EDI (Early Years Development Instrument):  
<http://earlylearning.ubc.ca/edi/>

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CASEL: The Collaborative for Academic, Social, and Emotional Learning

.....



School District No.46  
 District Support Services  
 PO Box 2148  
 6030 Lighthouse Ave  
 Sechelt, BC, V0N 3A5  
 (604) 885-6782  
[www.sd46.bc.ca](http://www.sd46.bc.ca)

Title:       **Copyright**  
Category:   **Education**  
Number:     **1090**

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**I.     Rationale:**

Copyright legislation ensures fair returns on investment for the producers of copiable and mass showing commercially produced work. School districts have an obligation to support these fair practices.

II.     Teachers are expected to follow the guidelines of copyright as outlined at <http://www.fairdealingdecisiontool.ca/>.

III.    The Executive Assistant to the Superintendent is the Copyright Officer for the district.

IV.    District equipment, material or services shall not be used to infringe copyright as per the *Copyright Act of Canada* and the *Copyright Modernization Act*.

V.     The Copyright Officer shall distribute annually information to site managers on the provisions of the *Copyright Act of Canada* and the *Copyright Modernization Act*.

VI.    Principals and other site managers shall ensure that appropriate notices are placed on or near equipment which could be used to make copies of copyrighted materials. These notices shall include a warning on copyright infringement and the responsibility of the individual.

VII.   School libraries are exceptions to the *Copyright Act*.

**Received:**

**References:** [www.fairdealingdecisiontool.ca](http://www.fairdealingdecisiontool.ca)

Title: **Copyright**  
 Category: **Education**  
 Number: **1090**

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## I. **Rationale:**

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~~V.~~ The Copyright Officer shall distribute annually information to site supervisors managers on the provisions of the Copyright Act of Canada and the Copyright Modernization Act ~~and any amendments.~~

~~VI.~~ Principals and other site supervisors managers shall ensure that appropriate notices are placed on or near equipment which could be used to make copies of copyrighted materials. These notices shall include a warning on copyright infringement and the responsibility of the individual.

~~VII.~~ Copyrighted computer software, audio and video products software, printed matter or any other copyrighted or patented materials may only be reproduced if the rights are owned by School District No. 46 or are in the public domain. CANCOPY and COPIBEC hasve negotiated licenses with school boards in British Columbia and administer the legal rights provided under the Copyright Act on behalf of School District No. 46 for photocopying in schools.

~~VIII.~~ Staff Educational institutions and persons acting under their authority canmay, without the copyright owners' authorization, tape record radio and television programs at the time they are broadcast and show those tapes recordings in the classroom.

## ADMINISTRATIVE REGULATIONS

Title: **Copyright**  
 Category: **Education**  
 Number: **1090**

A. ~~— Educational institutions Staff can may:~~


1. ~~— tape record and show in the classroom “news and news commentary” programs for one year without having to pay royalties – after that the one year, they must pay royalties in an amount set by the Copyright Board in a by tariff;~~

2. ~~— tape record “other” programs and keep them for assessment purposes for 30 days – if they keep the tape recording any longer, or if they show the tape recording in the classroom at any time, they must pay royalties in an amount set by the Copyright Board in a by tariff.~~

B. ~~— Educational institutions are required to complete the attached form every time a radio or television program is taped recorded for classroom use. Please send t The form shall be sent to the Executive Assistant to the superintendent at the school board office.~~

C. ~~— Educational institutions are not required to complete a form for taping recording a news program if the tape recording is erased within 72 hours of its making recording.~~

D. ~~— An educational institution must assign a reference number or code to every program copied, which must be written on the tape itself or on the container. The code will be the school name, year and copy number (i.e. KES 201802.01[PB1]).~~


  
 school            year            copy#

VIII. ~~— A staff member, for educational purposes, is permitted to copy a work, by hand, onto surfaces “intended for displaying handwritten material.” (E.G. flip charts, dry-erase surfaces, etc.) An exception to the Copyright Act also permits a staff member to copy a work in order to project it on an overhead projector electronically for the purpose of education or training.~~



Title:       **Copyright**  
Category:   **Education**  
Number:     **1090**

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~~IX. — If work necessary for a test or examination is not “commercially available” for a staff member’s purpose, the rights of a copyright owner are not infringed if the work is copied, translated, performed or communicated by telecommunication.~~

~~X. — The Copyright Officer shall maintain adequate records regarding all permissions, responses to requests, and license agreements regarding use of copyrighted materials in the district.~~

~~VI. \_\_\_\_\_~~

~~XI-VII.~~ School libraries are exceptions to the *Copyright Act*.

**FORM ATTACHED:** Schedule (Subsection 6 (1)), Information Record [PB2]

**Received:**

**References:** Policy 4.4.1, 4.6.1 [www.fairdealingdecisiontool.ca](http://www.fairdealingdecisiontool.ca)

Title: **Filling Principal and Vice-Principal Vacancies**  
 Category: **Personnel**  
 Number: **2100**

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I. **Rationale:**

Should a vacancy be likely, the Superintendent shall request the completion of the Principal Profile from the Parent Advisory Committee, the school staff, and from students in secondary schools. The form details the knowledge, skills and experiences desired for their Principal based on the specific needs of the school.

II. **Definition:**

The “Principal Pool” is a group of successful applicants from the selection process. Successful applicants are placed in the Pool for two years at which time, should they not be in a permanent Principal or Vice-Principal position, they may be asked to re-apply for the Pool.

III. **Procedures:**

A. Process for school leadership positions to be filled:

1. Principals and Vice-Principals will be invited to inform the Superintendent of their interest in transferring to potential vacancies. All qualified Principals and Vice-Principals will be considered for the position.
2. Should it be necessary for the needs of the school and the district, available positions will then be filled through the Principal Pool process (defined below).
3. If a vacancy is not filled by internal transfer or from the Principal Pool, the position will be advertised internally and externally.
4. The Superintendent will advise the Board of the anticipated transfers prior to the placement of the Principal or Vice-Principal at the school.

B. Principal Pool Process:

1. The Superintendent or designate will invite qualified applicants to apply for the Principal Pool.
2. The posting will be advertised within the district. Should there be a need for additional applicants, the posting may be advertised externally.
3. A Principal Pool hiring committee will be established including:
  - a) Superintendent (or designate) and Director of Human Resources
  - b) Trustees (2)
  - c) Principals (2 – one elementary, one secondary)



Title: **Filling Principal and Vice-Principal Vacancies**  
Category: **Personnel**  
Number: **2100**

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4. Applicants will be shortlisted. Consideration shall be given to the following traits:

- a) Evidence of successful teaching experience
- b) Evidence of successful educational leadership experience
- c) Academic preparation/ Postgraduate work
- d) Other Professional preparation
- e) Possession of, or eligibility for, a BC teaching certificate.

5. Short listed candidates will be invited to attend an interview process with the Principal Pool Committee.

- a) The Selection Committee shall prepare a set of interview questions. These questions will be asked of all candidates and will form the core of the interview. The interviewers may ask questions for clarification or elaboration.
- b) All members of the Selection Committee must normally be present for all interviews.
- c) References will be required. Applicants' current supervisor must be the first reference.
- d) The Director of Human Resources will notify candidates of their status on the Pool at the conclusion of the process.

**Received:**

**References:** Policy 11.11



Title: **Procedure for Filling Principal and Vice-Principal Vacancies**  
 Category: **Personnel**  
 Number: **2100**

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**I. Rationale:**

Should a vacancy be likely, ~~t~~The Superintendent shall request ~~an annual review the completion~~ of the Principal Profile from the Parent Advisory Committee, the ~~professional and support school~~ staff, and ~~from~~ students ~~from in~~ secondary schools. ~~The form,~~ details ~~ing~~ the knowledge, skills and experiences desired ~~in for~~ their Principal based on the specific needs of the school.

**II. Definition:**

The "Principal Pool" is a group of successful applicants from the selection process. Successful applicants are placed in the Pool for two years at which time, should they not be in a permanent Principal or Vice-Principal position, they will may be asked to re-apply for the Pool.

**III. Procedures:**

**III.A.** Process for school leadership positions to be filled:

~~A.1.~~ Principals and Vice-Principals will ~~normally~~ be invited to inform the Superintendent of their interest in transferring to potential vacancies. All qualified Principals and Vice-Principals will be considered for the position.

~~B.2.~~ Should it be necessary for the needs of the school and the district, available positions will then be filled through the Principal Pool process (defined below).

~~C.3.~~ If a vacancy is not filled by internal transfer or from the Principal Pool, the position will be advertised internally and externally.

~~D.4.~~ The Superintendent will advise the Board of the anticipated transfers prior to the placement of the Principal or Vice-Principal at the school.

**III.B.** Principal Pool Process:

~~A.1.~~ The Superintendent or designate will invite qualified applicants to apply for the Principal Pool.

~~B.2.~~ The posting will be advertised within the district. Should there be a need for additional applicants, the posting may be advertised externally.

~~C.3.~~ A Principal Pool hiring committee will be established including:

~~1.a)~~ Superintendent (or designate) and ~~or designate~~ Director of Human Resources

Title: **Procedure for Filling Principal and Vice-Principal Vacancies**  
 Category: **Personnel**  
 Number: **2100**

- ~~2.b)~~ Trustees (2)
- ~~3.c)~~ Principals (2 – one elementary, one secondary)

~~D.4.~~ Applicants will be shortlisted. Consideration shall be given to the following traits:

- a) Evidence of successful teaching experience
- b) Evidence of successful educational leadership experience
- ~~1.c)~~ Academic preparation/ Postgraduate work
- ~~2.d)~~ Other Professional preparation
- ~~3.a)~~ Evidence of successful teaching experience
- ~~4.a)~~ Evidence of successful educational leadership experience
- ~~5.e)~~ Possession of, or eligibility for, a BC teaching certificate.

~~E.5.~~ Short listed candidates will be invited to attend an interview process with the Principal Pool Committee.

~~1.~~ *The Selection Committee shall prepare a set of interview questions. These questions will be asked of all candidates and will form the core of the*

a) ~~interview.~~ The interviewers may ask questions for clarification or elaboration.

~~2.b)~~ All mMembers of the Selection Committee must normally be present for all interviews.

~~3.c)~~ References will be required. Applicants' current supervisor must be the first reference.

~~4.d)~~ The Director of Human Resources ~~Superintendent~~ will notify candidates of their status on the Pool at the conclusion of the process.

#### IV.I. Definition:

~~The Principal Pool is a group of successful applicants from the selection process. Successful applicants are placed in the Pool for two years at which time, should they not be in a permanent Principal or Vice-Principal position, they will may be asked to re-apply for the Pool.~~

**Received:**

**References:** Policy 11.11 ~~Policies 2.10 and 4.3.6~~



School District No. 46 (Sunshine Coast)

Administrative Regulations

**TO BE REPEALED**

**PERSONNEL**

**2010**

**ASSIGNMENT OF A SETA OR TEACHER TO A HOME WORKSITE**

The Board recognizes that, when it is necessary to provide students with educational programs at their homes, the safety and health of its employees is a priority.

1. No SETA or Teacher shall be given a long-term assignment to a home worksite at a student's home without the completion of the following:
  - a. An inspection of the home by the school's health and safety committee;
  - b. The correction of any safety or health hazards noted by the health and safety committee;
  - c. The development of a protocol to be used by the SETA when he/she plans to visit a home worksite. The protocol is to include the how (eg. cell phone) and when the SETA will confirm with his/her supervisor when entry to the work site is occurring.
  - d. Written agreement by the parent/guardian that either he/she or another responsible adult will always be in the home when the SETA or Teacher is present and that such adult is the person responsible for the student and home during the time the SETA or Teacher is present.
2. The SETA is required to phone his/her supervisor immediately prior to entering a home worksite.
3. Should a SETA or Teacher assigned to a home worksite either find the student at the home without a responsible adult present or should the responsible adult leave while the SETA or Teacher is present, the SETA or Teacher is to leave as well.
4. Should a SETA or Teacher assigned to a home worksite become aware of a threat to his/her immediate safety or health, he/she shall leave the home worksite immediately and then inform the principal. If any other safety or health concerns should arise, the SETA or Teacher shall inform the principal.
5. In the case of a SETA being assigned to a home worksite, the special education activities shall be assigned by a special education teacher.

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**Date adopted:** November 9, 1999  
**Revised:** December 14, 2010

**Reference:**

**Supt. Signature:**



School District No. 46 (Sunshine Coast)

Admi **TO BE REPEALED** tions

## HEALTH AND SAFETY

3160

### PERSONAL SAFETY

It is expected that all individuals - adults and students - will treat each other with respect and courtesy and conduct themselves in a manner that will promote safety and security for all.

One of the responsibilities of the individual school community is to enhance personal skills for health including:

- problem solving
- leadership skills
- conflict resolution

#### A. Definition of Bullying

How you define and describe bullying is of great practical importance because it determines what you focus on and ultimately what you do about it.

You need to be clear what it is and what it is not. To do justice to what bullying is, you need to recognize that:

1. It begins when somebody (or a group of persons) wants to “hurt” (emotional, physical) someone or put that person under pressure.

Such a desire is a necessary but not sufficient condition for bullying to occur. Remember that a desire to hurt or pressure somebody may not be expressed in hurtful action, in which case bullying may not take place.

2. Bullying involves a desire to hurt + hurtful action.

There may be actions of different kinds: physical or verbal or gestural, direct or indirect, or commonly a combination of these. But, in addition, there is an imbalance of power, at least in the situation in which the bullying takes place.

3. Bullying involves a desire to hurt + hurtful action + a power imbalance.

Although you may reasonably want to stop it, fighting or quarreling between people of equal strength or power is not bullying. But in addition, bullying is conceived as behaviour that is not just.

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**Date adopted:** January 15, 2008

**Revised:**

**Reference:** Board Policy 4.2  
*Focus on Bullying* – Ministry of Education  
 • Bullying Incident Reports (pgs 82&83)

**Supt. Signature:**



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Administrations

TO BE REPEALED

HEALTH AND SAFETY

3160

PERSONAL SAFETY (continued)

A. Definition of Bullying (continued)

- 4. Bullying involves a desire to hurt + hurtful action + a power imbalance + an unjust use of power + (typically) repetition.

It is characteristic of bullying that the perpetrator enjoys the domination that is being demonstrated and the victim feels oppressed.

Bullying involves a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim.

B. The Means of Bullying

- 1. The ways people bully can be classified (with examples) as follows:

	Direct	Indirect
<b>Verbal abuse</b>	<ul style="list-style-type: none"> <li>• Verbal insults</li> <li>• Unfair criticism</li> <li>• Name calling</li> </ul>	<ul style="list-style-type: none"> <li>• Persuading another person to criticize or insult someone</li> <li>• Spreading malicious rumours</li> <li>• Anonymous phone calls and e-mails</li> </ul>
<b>Gestural abuse</b>	<ul style="list-style-type: none"> <li>• Threatening or obscene gestures</li> <li>• Menacing stares</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate turning away or averting one's gaze to ignore someone</li> </ul>
<b>Relational bullying</b>	<ul style="list-style-type: none"> <li>• Forming coalitions against someone</li> </ul>	<ul style="list-style-type: none"> <li>• Persuading people to exclude someone</li> </ul>

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Date adopted: January 15, 2008

Revised:

Reference: Board Policy 4.2
Focus on Bullying – Ministry of Education
• Bullying Incident Reports (pgs 82&83)

Supt. Signature:





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TO BE REPEALED

HEALTH AND SAFETY

3160

PERSONAL SAFETY (continued)

B. The Means of Bullying (continued)

- 2. For all groups of persons--students, teachers and parents--**verbal means** are the most common form of bullying. The means may vary in sophistication or subtlety, from crude name-calling and up-front insults more common among children, to the use of cruel sarcasm, innuendo and rational-sounding (but knowingly unfair) criticism employed by older students and adults. **Indirect verbal bullying** may occur when the perpetrator seeks to hurt someone without revealing his or her identity. **Gestural bullying**, again, may vary in subtlety from finger signs and tongue poking to rolling of the eyes and a deliberately inappropriate poker face. In most school communities, **physical means** are the least commonly practised, but occur more frequently among boys and among younger students. Although not physically hurtful, the continual removing of belongings is common in many schools. The effectiveness of **relational bullying** depends on deliberately reducing the enjoyment a victim may have through satisfying personal relationships, and appears to be practised more among girls.
- 3. A further distinction is between bullying perpetrated by **individuals** and bullying by **groups**. The distinction is sometimes difficult to make because individual bullies are often sustained by groups or associates. But some bullying is exclusively one to one, while another type may consist of group against an individual who may be a student, a teacher or a parent.
- 4. In practice, bullying may involve several or all of these means, but remember that it is not just the actions themselves that constitute bullying. One must also take into account the power imbalance and whether the actions were justified or not.

C. Rights and Responsibilities of Individuals in the School Community

- 1. All members of the school community - students, teachers, other workers and parents have the right to be free of bullying and if they are bullied, to be provided with help and support.
- 2. All members of the school community - students, teachers, other workers and parents have the responsibility to abstain personally from bullying others in any way, to actively discourage bullying when it occurs and to give support to those who are victimized.

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Date adopted: January 15, 2008

Revised:

Reference: Board Policy 4.2
Focus on Bullying – Ministry of Education
• Bullying Incident Reports (pgs 82&83)

Supt. Signature:



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Adm **TO BE REPEALED** tions

**HEALTH AND SAFETY**

**3160**

**PERSONAL SAFETY (continued)**

**D. Program Support**

- 1. Every school in the district must have a means of teaching/supporting social responsibility, including the use of the social responsibility performance standard.

**E. Administrative Procedures**

- 1. When a principal is informed about an act of bullying that has occurred within the jurisdiction of the school, the principal shall conduct a thorough investigation or the circumstances, documenting all pertinent details. The severity and seriousness of the bullying will be assessed and appropriate action taken. this may include the use of counselling practices, the imposition of sanctions, interviews with parents and, in extreme cases, suspension from school.
- 2. When a principal has suspended a student for an act of bullying and considers the offence to be of exceptional severity, the principal shall make an oral report of the situation immediately to the Superintendent or designate.

**F. Review**

- 1. This administrative regulation will be reviewed on an annual basis.

**G. What Students Can Do About Bullying**

These are suggestions to show how students can actively participate:

- 1. **Take part in the development of the school policy against bullying.** Student representatives can make useful contributions and help to evaluate suggestions.
- 2. **Speak up at school assemblies against bullying.** Students who take a stand against bullying are far more influential than staff members who may simply make speeches.
- 3. **Form a welcoming committee** for new students when they start school.

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**Date adopted:** January 15, 2008

**Revised:**

**Reference:** Board Policy 4.2  
*Focus on Bullying* – Ministry of Education  
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## HEALTH AND SAFETY

3160

### PERSONAL SAFETY (continued)

#### G. What Students Can Do About Bullying (continued)

4. **Help in the development of an orientation package for new students.**
5. **Visit feeder schools to reassure students** who will be coming to their school that they can count on being helped if they encounter any troublesome students.
6. **Help in publicizing anti-bullying policies** by designing posters and writing about bullying in school magazines.
7. **Make it known that they will help fellow students** who have problems related to bullying. Students may be informed about how particular student-helpers can be contacted.
8. **Give advice to students** on how they might handle conflict constructively, avoid being bullied and get help if needed.
9. **Look out for students** who are having problems in their relationships with others and offer them support.
10. **Provide staff with information** about ongoing bully/victim problems, for example, where problems may be arising, and which students are involved.
11. **Help directly in the resolution of bully/victim problems.** Depending on the readiness of the school to approve the involvement of students in counselling or dispute resolution roles, selected students may act to resolve bully/victim problems under the general supervision of a staff member. For such work, the school may decide to provide special training and access appropriate resources.
12. **Help monitor changes in student behaviour** as a consequence of anti-bullying initiatives.

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**Date adopted:** January 15, 2008

**Revised:**

**Reference:** Board Policy 4.2  
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**HEALTH AND SAFETY**

**3160**

**PERSONAL SAFETY (continued)**

**H. What Parents Can Do to Support Their Children**

1. Children learn how to get along by watching adults.
  - a) Model appropriate ways of getting along with others: showing empathy for others, managing angry feelings, accepting differences, and coping with peer pressure.
  - b) Monitor your child’s television watching and video/electronic game use. Discourage TV programs and video/electronic games that model antisocial and aggressive behaviour.
  - c) Help your child find ways to express anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child and talk about it.
  
2. Children learn by doing.
  - a) Help your child develop interpersonal skills by providing opportunities for practice.
  - b) Help your child think of and practice quick verbal comebacks to use when peers are teasing or being verbally abusive.
  - c) Teach your child how to stick up for herself through assertive, not aggressive, behaviour.
  - d) Encourage and expand your child’s interests and abilities.
  - e) Involve your child in group activities that will enhance her or his interpersonal skills. Invite your child’s friends to your home and have lots for them to do. Boredom can breed bullying.
  - f) Discuss with your child examples of bullying that he or she notices on television, in video games, or in the neighbourhood. Help your child understand the consequences of bullying.
  - g) Teach your child problem-solving skills. Acknowledge your child when he or she follows through.
  - h) Help your child understand the value of accepting and celebrating individual differences.
  
3. Children need adults.
  - a) Ask your child about his or her relationships with friends and peers.
  - b) Encourage your child to tell you or another adults if she or he is bullied or sees another child is being bullied.

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**Date adopted:** January 15, 2008  
**Revised:**

**Reference:** Board Policy 4.2  
*Focus on Bullying* – Ministry of Education  
 • Bullying Incident Reports (pgs 82&83)

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Adm **TO BE REPEALED** tions

## HEALTH AND SAFETY

3160

### PERSONAL SAFETY (continued)

#### H. What Parents Can Do to Support Their Children (continued)

3. Children need adults (continued).
  - c) Keep lines of communication open with your child. Encourage your child to always let you know where and with whom he or she will be. Get to know your child's friends.
  - d) Intervene in bullying incidents. Make it clear to all the children involved that bullying will not be tolerated. Ensure that those being bullied are safe.
  - e) Inform school staff if your child tells you about bullying happening at school.
  - f) Learn more about the topic of bullying and share your knowledge with your child. There is a wealth of information for parents and children on bullying. Check your local library.
  - g) Talk with other parents.
  - h) Get involved in bullying-prevention efforts at your child's school.
  - i) Foster your child's self-esteem. A strong sense of self-worth can be a good defence against being pressured or bullied by peers.
  - j) Be alert to signs that your child is being bullied or may be bullying others, such as torn clothing, mysterious bruises, falling behind in school work, returning home to use the washroom, changes in behaviour (e.g. angry outbursts, fighting, behaviour problems at school and in the neighbourhood, lack of friends). Get help for your child. Talk with a school counselor or teacher.
  - k) Talk with your child about the school's discipline policy and the school plan for bullying prevention. Talk to your child about what she or he is learning in school about bullying.

#### I. Where Bullying is Found to Have Occurred

1. If considered appropriate by the principal, the parent(s) of every child found to be responsible for bullying shall be notified, and the parent(s) of every child found to have been a victim of bullying shall be notified.

*Attachments:*

- *Bullying Incident Report: Steps Taken to Support Student(s) Being Bullied*
- *Bullying Incident Report: Steps Taken to Intervene with Student(s) Responsible for the Bullying Behaviour*

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**Date adopted:** January 15, 2008

**Revised:**

**Reference:** Board Policy 4.2  
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**Supt. Signature:**



School District No. 46 (Sunshine Coast)

Administrative Regulations

**TO BE REPEALED**

EDUCATION

1140

**FIRST NATIONS EDUCATION**

1. Schools with a significant First Nations population shall design and deliver programs for First Nations students that focus on cultural awareness, aboriginal language instruction and support services.
2. Programs, including the budget and staffing decisions, shall be developed through a process of consultation.
3. Consultation shall extend to representative(s) of the Education Committee of the appropriate First Nations authority.
4. Recommendations for the distribution of funding in the following fiscal year shall be submitted to the school district from each school by April 1st.
5. Funding approval shall be given based on the number of First Nations students enrolled in programs that meet Ministry requirements.
6. Funding acquired in partnership shall be distributed based on the funding source requirements and upon the joint recommendation of the principal and the appropriate First Nations authority.
7. Where required or agreed by the school district, funding shall be transferred to the First Nations authority for program requirements, and the First Nations authority shall be required to report as per Ministry and/or school district direction.

**Date adopted:** January 1996  
**Revised:**

**Reference:**

**Supt. Signature:**