

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



REGULAR MEETING AGENDA

Wednesday, March 6, 2019, 7:00 pm
School Board Office, Gibsons, B.C.

Pages

-
1. Call to Order
 2. Celebrating Education: Math - G. Smith
 3. Public Question Period (10 minutes in total)
 4. Adoption of the Agenda
RECOMMENDATION: "That the agenda of March 6, 2019 be adopted."
 5. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings 1
 1. Regular Meeting Minutes - February 13, 2019
 2. Record of Closed Meeting - February 13, 2019**RECOMMENDATION:** "That the Regular Meeting Minutes of February 13, 2019 and the Record of Closed Meeting of February 13, 2019, be approved."
 6. Reports
 - a. Superintendent's Report 9
 - b. Strategic Plan Reports
 1. Goal 1.c. - Math 10
 2. Goal 2.f. - Leaders 11
 3. Goal 2.h - Safe and Health Schools (Operational) 12
 - c. Administrative Regulations in Circulation
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 6. Reg. 3290 – Weapons (to be repealed) 26
 - d. Administrative Regulations to be Received
 1. Reg. 1120 - Educational Heritage 28
 2. Reg. 1140 - First Nations Education (repealed)
 3. Reg. 1200 - Passport to Education (repealed)
 4. Reg. 1220 - Policy for Earning Credits for Other Learning (repealed)
 5. Reg. 1330 - Summer School (repealed)

6.	Reg. 2010 - Assignment of a SETA or Teacher to a Home Site (repealed)	
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	RECOMMENDATION: "That the board adopt the 2019-20 School Calendar."	
h.	Policy Committee - February 26, 2019	41
	RECOMMENDATION: "That the revisions to the Appeals Bylaw be approved."	
i.	Education Committee Notes - February 27, 2019	44
	RECOMMENDATION: "That the following Board / Authority Authorized (BAA) Courses be approved:	
	<ul style="list-style-type: none"> • Psychology 11, • Psychology 12, • Applications for Learning 11, and • Applications for Learning 12." 	
j.	Operations Committee Notes - February 27, 2019	61
7.	<u>Correspondence</u>	71
1.	Sunshine Coast Teachers' Association (SCTA) - Budget Submission	
	RECOMMENDATION: "To receive the correspondence."	
8.	<u>Questions and Enquiries from the Public Relating to the Board Meeting</u>	
9.	<u>Next Meeting</u>	
	The next public board meeting will be held on April 10th, 2019.	
a.	Committee Agendas	73
	RECOMMENDATION: "To approve the committee agendas."	
10.	<u>Adjournment</u>	



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

Wednesday, February 13, 2019, 7:00 pm
School Board Office, Gibsons, B.C.

TRUSTEES: P. Ruth, Chair, S. Leech, A. Amaral, M. Hampvent, S. Haines, S. Girard,
T. Ste. Marie, N. Davis (Student Trustee)

STAFF: P. Bocking, Superintendent, N. Weswick, Secretary-Treasurer,
P. Bishop, Director of Instruction, E. Reimer, Executive Assistant

REGRETS: V. White, Director of Instruction

1. Call to Order

The meeting was called to order at 7:02 pm.

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

2. Celebrating Education: Changing Results for Young Children (CR4YC) - K. Deasey

District Principal Deasey, accompanied by Jane Van Klinken (Gibsons StrongStart) and Kim Maurer (YMCA Gibsons Daycare), shared their involvement with the "Changing Results for Young Children" (CR4YC) program, funded by the Ministry of Education and the United Way. The program provides professional learning opportunities for StrongStart workers, early learning educators and kindergarten teachers to collaborate and share strategies that strengthen social emotional competencies for our youngest learners. The CR4YC program takes place at thirteen sites across the province, with two or more districts partnering at each site. Our district partners with West Vancouver and Sea-to-Sky school districts and meets six times a year.

3. Public Question Period (10 minutes in total)

- A member of the public asked if notice had been given that the meeting had not been cancelled due to winter weather conditions which closed schools on this day. Superintendent Bocking replied that the meeting was confirmed on the district website and the district Facebook page.

4. Adoption of the Agenda

Moved: Amaral

Seconded: Leech

MOTION: "THAT the agenda of February 13, 2019 be adopted."

Carried

5. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings

1. Regular Meeting Minutes - January 9, 2019
2. Record of Special Closed Meeting - January 22, 2019

Moved: Girard

Seconded: Ste. Marie

MOTION: "THAT the minutes of the Regular Meeting of January 9, 2019 and the Record of the Special Closed Meeting of January 22, 2019 be adopted."

Carried

6. Reports

a. Superintendent's Report

Superintendent Bocking shared two student poems from the district's Coastal Voices student writing collection.

Superintendent reported on:

- Recent school closures due to hazardous driving conditions.
- Kindergarten registration, which begins on February 19th.
- Early Years Fair is taking place at the Sechelt Learning Centre on March 9th.
- Fiddler on the Roof musical theatre performances are scheduled for the end of February and early March.
- Coding projects taking place at the elementary level with Lisa Baines.
- Student Apprentices Awards were presented to students who completed 1000 hours of apprenticeships. (Reported by Director Bishop)
- Shelley Moore is presenting at the District Day on February 15th,
- Strategic Plan consultations are underway with staff and Parent Advisory Councils.
- A new district website is being developed.
- The board sponsored *Partners in Learning* event is taking place on March 7th to celebrate the community's contribution to education.

Superintendent Bocking responded to questions regarding the new website and the ongoing strategic plan consultations.

b. Strategic Plan Reports

1. Goal 1.a. - Early Learning

The report was submitted as written.

Superintendent Bocking responded to questions from trustees regarding early learning programs on offer and work taking place to support young learners.

2. Goal 1.d. - Social and Emotional Learning

The report was submitted as written.

3. Goal 2.a. - Professional Development

The report was submitted as written.

4. Goal 3.b. - Collaboration

The report was submitted as written.

5. Goal 3.d. - Local Governments

The report was submitted as written.

c. Administrative Regulations in Circulation

Superintendent Bocking reviewed the process for administrative regulations, including revisions. Additional information on the regulations in circulation can be found in the committee notes of meetings taking place in January 2019. New and revised regulations circulate for an eight (8) week period and regulations being repealed circulate for a four (4) week period.

1. Reg. 1090 - Copyright
2. Reg. 1140 - First Nations Education (to be repealed)
3. Reg. 1200 - Passport to Education (to be repealed)
4. Reg. 1220 - Policy for Earning Credits for Other Learning (to be repealed)
5. Reg. 1330 - Summer School (to be repealed)
6. Reg. 2010 - Assignment of a SETA or Teacher to a Home Site (to be repealed)
7. Reg. 2100 - Procedure for Filling Principal and Vice-Principal Vacancies
8. Reg. 3030 - Arson Vandalism and Forced Entry
9. Reg. 3160 - Personal Safety (to be repealed)
10. Reg. 5080 - Student Fees

d. Administrative Regulations to be Received

The following regulations have completed the circulation phase and will be received as part of the reports provided at the board meeting.

1. Reg. 1160 - Home Schooling

2. Reg. 2130 - Volunteers
3. Reg. 3010 - Accident and Illness
4. Reg. 3070 - Fire Safety
5. Reg. 3230 - Student Interviews Conducted by the RCMP

Trustee Hampvent suggested a change to the wording in the regulation for the purpose of clarification. Superintendent Bocking agreed to include the suggested revision.

e. Secretary-Treasurer's Report

Secretary-Treasurer Weswick spoke to his written report

1. Larger Cheques Written in the Month of January, 2019

The report was submitted as written. Clarification was requested on a payment to Apple Canada. Secretary-Treasurer Weswick reported that the expenditure was related to teacher laptops.

2. Expenditures by Object - January 2019

Secretary-Treasurer Weswick presented the Expenditures by Object report to trustees.

f. Board Report

Chair Ruth described board events taking place during the month of January and highlighted:

- Board participation at the BCPSEA/BCSTA Trustee Orientation,
- Ongoing Strategic Plan consultations,
- Attendance at the BCSTA Leadership Program, and
- Upcoming District Day on February 15th, 2019.

1. BCSTA Report

Trustee Hampvent reported on discussions at the BCSTA Provincial Council relating to the ongoing Funding Model Review (FMR). Trustee Hampvent will provide a copy of her report to Erica Reimer for distribution to all trustees. Trustee Hampvent highlighted recommendation six of the report and shared ministry feedback. Additionally, two emergent motions were passed at the BCSTA Provincial Council, one relating to grade 12 testing and the other relating to funding equity for refugees.

Chair Ruth shared her experience at the BCSTA Professional Learning Committee and shared her impressions of the BCSTA Leadership Program. Chair Ruth encouraged trustees to complete surveys relating to BCSTA events and conferences.

2. BCPSEA Report

Trustee Amaral reported on her attendance at the BCPSEA AGM, taking place at the end of January, and shared the results of resolutions relating to funding for exempt salaries and representation for BC Principals' and Vice Principals' Association.

3. Student Trustee Report

Student Trustee Davis reported on discussions taking place at the DSLT meeting in January. At that meeting, students were engaged in a discussion on the preliminary budget as well as a strategic plan consultation. Student Trustee Davis reported that winter formals had taken place at both Chateleuch Secondary and Elphinstone Secondary.

g. Committee of the Whole Notes - January 22, 2019

The notes were submitted as written.

h. Education Committee Notes - January 23, 2019

Chair Ruth spoke to the notes of the Education Committee meeting.

i. Operations Committee Notes - January 17, 2019

Due to a ministry recalculation of the Supplement for Salary Differential grant, the amended budget presented to the Operations Committee was since revised with a corresponding increase in revenue. Trustees defeated the recommendation from the Operations Committee and proceeded to pass a bylaw based on the adjusted values.

Moved: Hampvent

Seconded: Haines

MOTION: "THAT the board approve the Amended Budget Bylaw, as presented to the Operations Committee on January 17, 2019."

Opposed: Leech, Amaral, Hampvent, Haines, Girard, and Ste. Marie

Defeated

1. 2018-19 Amended Budget Bylaw

Trustees agreed unanimously to proceed to a third reading of the Amended Budget Bylaw.

Moved: Hampvent

Seconded: Girard

MOTION: "THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2018/2019 in the amount of \$49,454,340, be read for a first time."

Carried

Moved: Hampvent
Seconded: Amaral

MOTION: "THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2018/2019 in the amount of \$49,454,340, be read for a second time."

Carried

Moved: Hampvent
Seconded: Amaral

MOTION: "THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2018/2019 in the amount of \$49,454,340, be read for a third time, passed and adopted."

Carried

j. Policy Committee - January 22, 2019

Trustee Ste. Marie reported on the discussions taking place at the Policy Committee meeting and the recommended changes to Policy 3 – Role of the Trustee.

Moved: Ste. Marie
Seconded: Amaral

MOTION: "That the revisions to *Policy 3 – Role of the Trustee* be approved"

Carried

k. Receipt of Reports

Moved: Girard
Seconded: Leech

MOTION: "TO receive the reports."

Carried

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

- A member of the audience requested clarification on staff attendance at District Day on Friday, February 15th. A response was provided.

- A member of the audience requested additional information on the Strategic Planning Survey. Superintendent Bocking confirmed that the survey would be available to the public on Friday, February 15th.

8. Correspondence

Moved: Amaral

Seconded: Haines

MOTION: "TO receive the correspondence"

Carried

9. Next Meeting

The next public board meeting will be held on March 6, 2019.

a. Committee Agendas

Moved: Leech

Seconded: Haines

MOTION: "TO approve the committee agendas."

Carried

10. Adjournment

There being no further business, the meeting adjourned at 8:42 pm.

Moved: Girard

Seconded: Ste. Marie

MOTION: "TO adjourn."

Carried

Pammila Ruth - Board Chair

Nicholas Weswick - Secretary-Treasurer



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

RECORD OF CLOSED MEETING

Held on Wednesday, February 13th, 2019
At the School Board Office – Gibsons, B.C.

PRESENT: TRUSTEES: P. Ruth (Chair), S. Leech (Vice-Chair), A. Amaral, S. Girard, S. Haines,
M. Hampvent, T. Ste. Marie

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

REGRETS: V. White, Director of Instruction

The meeting was chaired by Vice-Chair Leech.

Call to Order

The meeting was called to order at 5:31 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Approval of Minutes of Prior Meetings**
- **Information / Action Items**
 - Personnel
 - Superintendent Evaluation Committee – December 18, 2018
 - Bargaining Update (Trustee Haines recused herself, having declared a conflict of interest)
 - Property
 - Property Update
 - Legal/Liability
 - Fields Update
- **Items for Disclosure**
 - There were no items for disclosure

Adjournment

The meeting adjourned at 6:12 p.m.

Pammila Ruth
Board Chair

Nicholas Weswick
Secretary-Treasurer

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

Superintendent's Report

Submitted by Superintendent Patrick Bocking
March 6th, 2019

1. Students

- a. Early Years Fair 2019 is coming soon to the Sechelt Learning Centre! The Fair this year is based on the children's book, "The best part of me" and takes place beginning at 10 a.m. on Saturday, March 9th. (1a)
- b. Pink Shirt Day was February 27th. Students and staff wore pink to show that we will not stand by when others are bullied in any way. (1d)
- c. Fiddler on the Roof is incredibly successful! All shows are sold out including the extra show that has been arranged! We are immensely proud of teachers Sara Douglas and Tom Kellough for their dedication to musical theatre. (1f)

2. Staff

- a. District Day on February 15th was highly successful. The SCTA developed a strong program of professional learning including the highly relevant and entertaining keynote speaker Shelley Moore who spoke about including all of our students in our learning programs. (2a)
- b. Strategic Plan consultations are taking place with students, PACs, school staffs, and committees. (2c)
- c. The District Parent Advisory Council's next meeting will be on Thursday, April 24th at 7:00 p.m. at Pender Harbour Elementary/ Secondary School. District Principal Deasey will be speaking on district strategies for "Supporting Parents Through the Early Years". (2d)
- d. The district is proud of teacher Rita Poulson, from Kinnikinnick Elementary and Chatelech Secondary Schools who received recognition and an interview on a Global News item which celebrates excellence in teaching. Rita teaches Shashishalhem to students of all ages. (2g)

3. Community

- a. Formal dresses can be expensive! The Dreams Come True event was developed by a local volunteer to help each of our students find a lovely gown for the special celebrations this year. (3b)
- b. Our Secretary Treasurer has partnered with Vancouver Coastal Health to develop a comprehensive drinking water plan that ensures our students' and staff health, eliminates water wastage and saves staff time from regular water line flushing. (3b)
- c. A celebration of the community partnerships that enable our students to succeed and thrive takes place at Chatelech Secondary School on Thursday, March 7th at 5:00 p.m. Staff, partners and student presentations on "inclusion" will follow a chance to view table displays by our community partners. All are welcome! (3b)

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

Strategic Plan Report: Math

Submitted by Superintendent Patrick Bocking
March 6, 2019

“The book of nature is written in the language of Mathematics.”

- Galileo

Goal 1.a.: Our students will achieve the mathematical skills required for academic and life success.

Background:

Mathematics is one of the key skills sets that young people need when they graduate from our high schools. Therefore, the district created a math committee to develop teachers and student confidence and competence in mathematics. The committee has four key goals:

- Increase the number of students/ educators/ parents who have positive attitudes and experiences with mathematics,
- Explore ways to further extend math into the community,
- Build a math culture intensely focused on improving math results, and
- Improve students’ ability to understand and communicate mathematical skills and concepts.

Discussion:

Primary teachers identified a strong need for additional support in the areas of teaching skills, resources and materials. To address these needs, Collaborating About Math in Primary (CAMP) was developed as an opportunity for primary teachers, support services and aboriginal support teachers to share values, mindsets and strategies. Further, the committee has arranged for highly successful sessions with provincial math experts for all grades.

Next Steps:

- Promote a growth mindset with our students to celebrate learning – including mistakes!
- Create opportunities for students to explore their own mathematical interests and passions.
- Share ideas amongst colleagues throughout the district.
- Enhance experiential learning.
- Infuse indigenous culture into math instruction.
- Supporting math instructions one of the curricular areas in grade 11 and 12.

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

Strategic Plan Report: Leaders

Submitted by Superintendent Patrick Bocking

March 6, 2019

Goal 2.f.: Our staff will be leaders in their field.

Background:

Leadership takes place both inside and outside our classrooms to ensure that students have exceptional educational experiences in safe, well-managed schools. The district supports a culture in which individuals with innovative ideas are supported in leading others to achieve the strategic goals of our district.

Discussion:

All staff should have opportunities to participate in activities that improve their ability to accomplish not only their work, but to further the work of their colleagues in a positive way. At all levels, students, staff and community, leaders make a difference and lead the way to innovative programs and activities that support the strategic direction of the board.

Highlights:

- Students work with their school and district leadership teams to hear the voices of their fellow students.
- Student trustees now and in the past have modelled leadership with their fellow students and with trustees at the local and provincial levels.
- PACs and DPAC have enthusiastic parent leaders.
- Staff demonstrate their outstanding leadership on district committees, leading school staffs and district programs.

Next Steps:

- Future leaders attend sessions designed to hone their leadership skills.
- Support parent leaders through a DPAC sponsored Meeting skills workshop.
- Ensure communication supports a culture of support and safety for bringing new ideas forward.
- Succession planning is ongoing through the development of a “Principal Pool” from which will be drawn leadership replacements for school vacancies.

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

Strategic Plan Report: Safe and Healthy Schools (Operational)

Submitted by Director Paul Bishop

March 6, 2019

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

Background:

We believe that, “as one of major areas in which people gather, schools are places where emergency preparedness is critically important to the well-being of students and employees and to the confidence that parents feel in entrusting their children to the care of educators in BC schools.”

Emergency Planning Guide for Schools Districts and Authorities. 2015

Highlights:

- Emergency Processes and Regulations: Our Regulations are being updated to correspond to our Staff Emergency Procedures to ensure consistency and ease of use.
- District Health and Safety: Our 8 hours of WorkSafe BC mandated Health and Safety training this year focused on Mental Health in the Workplace. Committee members are encourage to share their understandings with staff at their sites, with the goal of normalizing talk around mental health and ensuring staff have an understanding of the supports available to them.
- Health and Safety Committee Evaluations: Each team is required to complete an evaluation of the effectiveness of their committee and its work. The evaluation tool is mandated by WorkSafe BC, and allows the District Joint Health and Safety committee to identify potential areas of future training.
- Earthquake Preparedness Kits: School materials and procedures for Earthquakes will be evaluated. This will include a review of the storage facilities and individual school plans.

Next Steps:

- Our District Joint Occupational Health and Safety committee will survey sites to choose a professional development training activity for next school year.
- A plan will be developed to ensure that all school-based materials stay in good condition and schools have updated procedures along with a plan to hold a full practice of the Incident Command emergency procedures.

ADMINISTRATIVE REGULATIONS

Title: **Student Reporting**

Category: **Education**

Number: **1310**

Circulating until April 29, 2019

I. Rationale:

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

II. Reporting Procedures

As per the “Reporting Order” provided by the Ministry of Education effective July 1st, 2018, teachers will have the option of Schedule 1 (Written Reports) or Schedule 2. The critical elements of the “Order” is posted below for easy reference:

EXCERPT FROM STUDENT PROGRESS REPORT ORDER

Schedule 1 - Written Student Progress Reports

Student progress reports for kindergarten to grade 3

- 1 Written student progress reports for students in kindergarten to grade 3 must include
 - (a) a performance scale and reporting comments in relation to the learning outcomes for the following subjects:
 - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
 - (ii) Mathematics
 - (iii) Science
 - (iv) Social Studies



ADMINISTRATIVE REGULATIONS

Title: **Student Reporting**

Category: **Education**

Number: **1310**

Circulating until April 29, 2019

- (v) Physical and Health Education, and
- (vi) Arts Education, and
- (b) in relation to the report provided at the end of the school year,
 - (i) reporting comments in relation to the learning outcomes for the following subjects:
 - A. Applied Design, Skills, and Technologies, and
 - B. Career Education, and
 - (ii) a student self-assessment on core competencies.

Student progress reports for grades 4 and 5

- 2** Written student progress reports for students in grade 4 and 5 must include
- (a) letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for the following subjects:
 - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
 - (ii) Mathematics
 - (iii) Science
 - (iv) Social Studies
 - (v) Physical and Health Education
 - (vi) Arts Education, and
 - (vii) a second language, if the student is enrolled in a second language course, and
 - (b) in the report provided at the end of the school year,



Title: **Student Reporting**

Category: **Education**

Number: **1310**

- (i) reporting comments in relation to the learning outcomes for the following subjects:
 - A. Applied Design, Skills, and Technologies, and
 - B. Career Education, and
- (ii) a student self-assessment on core competencies.

3 For students in grades 4 and 5, a board may choose to provide letter grades to parents in a document other than a written student progress report.

Student progress reports for students in grades 6 to 9

4 Written student progress reports for students in grade 6 through 9 must include

- (a) letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for the following subjects:
 - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
 - (ii) Mathematics
 - (iii) Science
 - (iv) Social Studies
 - (v) Applied Design, Skills, and Technologies
 - (vi) Career Education
 - (vii) Physical and Health Education
 - (viii) Arts Education, and
 - (ix) a second language, if the student is enrolled in a second language course, and
- (b) in the report provided at the end of the school year, a student self-assessment on core competencies.



Title: **Student Reporting**
Category: **Education**
Number: **1310**

Grades 10 to 12 reports

5 (1) Student progress reports for students in grades 10 to 12 must, in relation to expected learning outcomes set out in the curriculum, contain

- (a) letter grades, and
- (b) where deemed to be appropriate by the teacher, principal, vice principal or director of instruction, written reporting comments.

(2) Student progress reports for students to whom Ministerial Order 302/04, the Graduation Program Order, applies must, in addition to the information required under subsection (1) contain the credits assigned toward meeting the general requirements for graduation as set out in these orders.

(2.1) Boards must ensure that student progress reports for students working towards meeting the requirements of Graduation Transitions include comments on the student's progress in meeting the requirements in accordance with the Graduation Transitions Program Guide and DPA Program Guide.

(3) REPEALED, M197/11 effective July 11, 2011

Letter grades

6 For the purposes of sections 2, 3 and 4, the letter grades to be used and the requirements to be followed in assigning letter grades are those set out in Ministerial Order 192/94, the Provincial Letter Grades Order.

Reporting Comments for Daily Physical Activity

7 For the purposes of section 5(1)(b) written reporting comments must be in accordance with the DPA Program Guide.



Title: **Student Reporting**
Category: **Education**
Number: **1310**

Student progress reports for ELL and IEP students

8 (1) In this section

“**IEP**” means an IEP as defined in Ministerial Order 638/95, the Individual Education Plan Order,

“**ELL student**” includes

- (a) a student who is receiving services to assist him or her in becoming proficient in English, and
- (b) a francophone student who is receiving services to assist him or her in becoming proficient in French,

“**Students with special needs**” means a student with special needs as defined in Ministerial Order 150/98, the Special Needs Order.

- (2) Sections 1, 2, 4 and 5 do not apply to student progress reports described in subsections (3) and (4).
- (3) Unless a student with special needs is able to demonstrate his or her learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report for that student must contain written reporting comments in relation to the expected learning outcomes set out in that student’s IEP.
- (4) Until an ELL student is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report order for that student must contain written reporting comments.
- (5) Student progress reports referred to in subsection (3) must contain
 - (a) a statement that the progress of the student is in relation to the expected learning outcomes for that student in his or her IEP and is not in relation to



Title: **Student Reporting**
 Category: **Education**
 Number: **1310**

the expected learning outcomes set out in the curriculum for the course or subject and grade, and

- (i) where deemed to be appropriate by the teacher or principal, vice principal or director of instruction, written comments describing ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and
- (ii) the time period required to enable the student to demonstrate his or her learning under subparagraph (i).

(6) A letter grade may only be assigned for a student with special needs or an ELL student where that student is able to demonstrate his or her learning in relation to the expected learning outcomes in the curriculum for the course or subject and grade.

Schedule 2 - Alternative Student Progress Reporting

Board must provide policies to minister

1 Prior to the first report of the school year, the board must provide to the minister a copy of its reporting policy, and information on the public consultations done in developing its policy.

Student progress reports for kindergarten to grade 9

2 The written student progress report for students in kindergarten to grade 9 must include information about a student's progress in relation to the learning outcomes set out in the curriculum.



ADMINISTRATIVE REGULATIONS

Title: **Student Reporting**
Category: **Education**
Number: **1310**

End of school year report

3 The written student progress report provided at the end of the school year must include

- (a) a description of the student's progress in relation to the learning outcomes for all subjects required under the Required Areas of Study Order,
- (b) a self-assessment of the core competencies, and for students in grades 4 to 9,
- (c) letter grades, if deemed necessary by the board.

Letter grades must be provided upon request

4 Despite section 3 (c), boards must provide a student's current letter grade to that student's parent, upon request.

Received:

References: *Student Progress Report Order - Government of B.C – September 30, 2018*
(https://www2.gov.bc.ca/assets/gov/education/administration/.../e/m191_94.pdf)



ADMINISTRATIVE REGULATIONS

Title: **Communication Through the Media**

Category: **Personnel**

Number: **2040**

Circulating until April 26, 2019

I. **Rationale:**

This regulation is in place to provide for clear communication of district and school events to our community.

II. **General:**

A. The Board Chair and the Superintendent are the official spokespersons for the school district.

B. News releases:

1. which involve matters concerning the district as a whole or more than one school are the responsibility of the Chair, the Superintendent or their designates.

2. which pertain to only one school shall be the responsibility of the Principal, with a copy provided to the Superintendent. All statements made to the media by other staff members about a school event shall first be approved by the Principal for the school.

C. Clearance shall be obtained from the Superintendent before any story is released which the Principal suspects may be controversial or which may have an impact on other schools in the district.

Received:

References: Policy 1 (Foundational Statements)
Policy 11 (Role of the Superintendent)

Title: **Emergencies**
 Category: **Health and Safety**
 Number: **3060**

Circulating until April 29, 2019

I. Rationale:

Our district takes an “all-hazards” approach to ensuring staff utilize the most appropriate level of support for any emergency. The goals and guiding principles are:

- Keep students and staff safe in the event of an emergency
- Make sure personnel have clear and consistent standards and procedures to follow in the event of an emergency
- Ensure that there are communications and protocols aligned to our community, and
- Minimize disruption and ensure the continuity of education for all children.

(Emergency Management Planning Guide for Schools, Districts and Authorities, Ministry of Education, 2015).

II. Procedures:

A. Staff will review the “*Staff Emergencies Procedures*” manual yearly and be familiar with its contents and how they apply to their school or site.

B. Copies of the “*Staff Emergencies Procedures*” manual will be kept in each classroom and office space in the district.

C. The procedures manual shall be reviewed on a yearly basis by the District Health and Safety Committee who have authority to make revisions to the document under the direction of the Superintendent or designate.

1. Weapons:

a) Weapons are defined by the Criminal Code of Canada as, “anything used, designed to be used or intended for use (a) in causing death or injury to any person, or (b) for the purpose of threatening or intimidating any person, and, without restricting the generality of the foregoing, includes a firearm.”

b) Staff will follow the procedure for Weapons as described in the “*Staff Procedures Manual*”. Please note that, although schools are generally very safe, occasionally objects such as knives, bats, machetes, guns or replica guns are, or rumoured to be, brought to school. These objects are all a serious concern and are treated as

ADMINISTRATIVE REGULATIONS

Title: **Emergencies**
Category: **Health and Safety**
Number: **3060**

Circulating until April 29, 2019

weapons.

2. Bomb Threats:

a) Bomb threats are usually received by telephone and sometimes by note, letter, or electronic means. Most of these threats are made by telephone callers whose intention is to create an atmosphere of anxiety and panic. All such communications must be taken seriously.

b) Staff are to follow the procedure for Bomb Threats as described in the "*Staff Procedures Manual*".

c) The Superintendent or designate will be notified immediately in the event of a bomb threat.

d) The Principal will not automatically evacuate the school but shall determine whether the threat is serious enough to warrant an evacuation or to implement a search of the school

Received:

References: *Staff Procedures Manual*



School District No. 46 (Sunshine Coast)

Administrative Regulations

Circulating until April 2, 2019

PERSONNEL

2020

CELL PHONE USE

Employee and student safety is our number one priority at all times.

While operating district owned vehicles the following actions and devices are **prohibited**:

1. No operating or holding hand-held cellular phones or other electronic devices.
2. No sending or reading e-mails and/or texting (e.g. Blackberry, iPhone or cellular phone).
3. No ipods or other devices that can interfere with your concentration.

Any of the above devices can be used in a district vehicle when parked and not impeding traffic.

Any fines associated with violations, infractions, tickets or citations are the sole responsibility of the individual employee or volunteer driver.

4. Volunteer drivers are also required to follow this regulation. Administrators must inform volunteer drivers regarding this regulation.

Page 1 of 1

Date adopted: June 8, 2010
Revised:

Reference:
Policy 5.6 (in

Supt. Signature:



School District No. 46 (Sunshine Coast)
Administrative Regulations

Circulating until April 2, 2019

HEALTH AND SAFETY

3040

BOMB THREATS

1. When a school receives a call making a bomb threat, the person receiving the call should engage the caller in conversation as long as possible and attempt to note and record in writing the essence of the conversation, the time the call was received, and any identifying characteristics of the voice (adult, youth, child, accent, inflection, usage, mannerisms, etc.). A bomb threat checklist should be located next to each telephone. Immediately after the caller ends the conversation, the receiver should apply the *69 function on the telephone in an attempt to determine the origin of the call.
2. The person should also notify the principal, or designate, but no one else.
3. The principal shall not automatically evacuate the school but shall determine whether the threat is serious enough to warrant an evacuation or to implement a search of the school. The principal should be in charge of such a search and have other predesignated people who are each aware of their own area of responsibility to search. These people should report back to the principal.
4. The following areas/containers will be the search priority:
 - i. Public access areas, especially washrooms and evacuation routes
 - ii. Perimeter of building
 - iii. Garbage cans, dumpsters
 - iv. Evacuation area

Should a suspicious package be found, leave all access areas open to the package and advise police.

5. The principal shall call the RCMP and Fire Department (911).
6. If the person in charge, or the police, order evacuation, all personnel must take all briefcases and personal property with them when leaving the building. The person locating the suspicious package must be able to accurately describe it and its location to the police. If a suspicious package is located, the police will secure the outer perimeter and await the arrival of the explosive experts.

Page 1 of 2

Date adopted: April 1996

Reference: Board Policies 1.3, 4.2.1

15 2000

Supt. Signature:



School District No. 46 (Sunshine Coast)
Administrative Regulations

Circulating until April 2, 2019

HEALTH AND SAFETY

3040

BOMB THREATS (continued)

7. As soon as possible following a bomb threat, the principal shall notify the Superintendent and/or the Secretary Treasurer.
8. After the school has been evacuated, the principal shall permit students to return only after consulting with the RCMP.
9. The principal shall refer requests from the press to the Superintendent.
10. Principals shall apprise all employees of the procedures on bomb threats.
11. If an evacuation of the building is required, all employees shall vacate the building and give direction and supervision to the students in accordance with the procedures established for such incidents.
12. The RCMP will be informed of and will investigate any identified suspect objects.
13. Students shall neither open nor remove anything from lockers.
14. Students who have been evacuated from the school because of a bomb threat shall assemble first in the area designated for fire drill and proceed in an orderly manner under the direct supervision of their teachers, until the principal moves them a substantial distance from the school. Should evacuation be for an extended period, the principal will determine another suitable location.
15. Students are not permitted to leave any area without permission.
16. Should such an event occur during recess, noon hour, before or after school, all students are to report directly to the assembly area designated for fire drills.
17. Students shall not board buses in front of the school until after the all-clear has been issued. If necessary, other pick-up areas will be designated for buses.
18. Any student making bomb threats will be subject to severe disciplinary action and/or criminal charges.

Page 2 of 2

Date adopted: April 1996

Reference: Board Policies 1.3, 4.2.1

15 2000

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

Circulating until April 1, 2019

HEALTH AND SAFETY

3290

WEAPONS

1. The possession of a weapon by a student on or near school property or at school events is a threat to the safety and security of students and staff. Any student found to be in possession of a weapon will be subject to severe disciplinary action and/or criminal charges.
2. This regulation applies to every student registered in a school or program in School District No. 46.
3. A weapon is:
 - a. Anything used or intended for use in causing death or injury to persons whether designed for that purpose or not;
 - b. Anything used or intended for use in threatening or intimidating any persons;
 - c. Anything else that, in the opinion of an administrative officer, is potentially dangerous in the hands of a particular student or in a specific situation.
4. When a school administrator or staff member reasonably believes that a student is in possession of a weapon or has used such a weapon in any way, the matter will be treated with utmost seriousness by:
 - a. Minimizing risk or injury to any other person;
 - b. Notifying the police;
 - c. Confiscating the weapon, where possible, and turning it over to the police;
 - d. Notifying the parent or guardian;
 - e. Suspending the student pending disciplinary action;
 - f. Notifying the Superintendent of Schools.
5. Disciplinary action shall include the following:
 - a. Informing the police, who will determine if criminal charges will be laid;
 - b. Suspending the student in order that investigations can be carried out.
 - c. Referral to the community diversion program.
6. Depending on the outcome of the investigations, the following actions may be taken:
 - a. Continued suspension pending appropriate placement;
 - b. Immediate transfer to another school;
 - c. Expulsion;
 - d. Other action deemed appropriate.

Page 1 of 2

Date adopted: June 2, 1998

15, 2000

Revised: December 20

Reference: Crim. Code Sec.
82

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

Circulating until April 1, 2019

HEALTH AND SAFETY

3290

WEAPONS (Continued)

7. The return to any school of a student perpetrator of violence will be made contingent upon a risk assessment process which may include a requirement of a letter from a psychiatrist or registered psychologist stating that it is reasonable to conclude that the student is no longer a threat to the safety of other students. An out of school educational program will continue to be made available to any student who is so excluded and is under the age of sixteen.

Page 2 of 2

Date adopted: June 2, 1998

15, 2000

Revised: December 20

Reference: Crim. Code Sec.
82

Supt. Signature:

Title: **Educational Heritage**
 Category: **Education**
 Number: **1120**

I. Rationale:

Preserving local educational history values our past while setting the context to prepare our students for their futures. Therefore, the school district shall, wherever feasible and practicable, recognize the importance of local education history by maintaining historical records, preserving representative educational artifacts, and promoting the educational legacy present in the community. This regulation shall be particularly relevant in the circumstance of a school closure or other significant reorganization.

II. Procedures:

A. The community's educational heritage will be maintained by:

1. displaying a school district inventory of artifacts and archival material, including minutes, building plans and other historic details;
2. providing records of interviews with retired personnel, and others with similar backgrounds, of the school district;
3. striking a heritage committee, as necessary, comprised of members from the school board and district staff, volunteer heritage associations and parent groups to review progress of heritage projects and other matters;
4. preserving tree plantings, markers and buildings of historic significance to the school district.

B. The educational legacy of the community will be transmitted to future generations by:

1. encouraging and sponsoring educational heritage projects of pupils, e.g. student writing, displays, murals, etc.;
2. promoting heritage talks, plays, etc. in the classroom.

C. As per "The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities." (Truth and Reconciliation call to action 14(iv)), the district will consult with the local aboriginal community for appropriate approaches regarding aboriginal culture and language preservation, revitalization and strengthening.

D. The school district will endeavour to make full use of the relevant provisions of the B.C. Heritage Legislation in order to benefit from available programs.

E. School district staff will, wherever feasible and practicable, cooperatively assist volunteer organizations in heritage projects that are relevant to the school district.

ADMINISTRATIVE REGULATIONS

Title: **Educational Heritage**
Category: **Education**
Number: **1120**

Received:
References:



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

Secretary-Treasurer's Report

Submitted by Secretary-Treasurer Nicholas Weswick
March 6th, 2019

Non-Compliance Disclosure

As Chief Election Officer for the school district during the 2018 General Local Election, I am required to report the following:

- Christopher August was a candidate for School Trustee in the 2018 School Trustee election;
- All candidates are required by law to file a campaign finance disclosure statement;
- Under the *Local Elections Campaign Financing Act*, the disclosure statement must be filed within 90 days after general voting day;
- A disclosure statement may be filed after the initial filing deadline, but by no later than 120 days after general voting day, if a late filing penalty is paid;
- Candidates who fail to file a disclosure statement by the end of the late filing period are disqualified from being nominated for, elected to or holding office until after the next general election;
- Elections B.C. is required to notify the Secretary Treasurer of any candidates who have become subject to a disqualification penalty, and the Secretary Treasurer is required to report on the receipt of that notice to the Board at an open meeting;
- The Secretary Treasurer has been notified by Elections BC that Christopher August has become subject to a disqualification penalty. A copy of the notice received from Elections BC is attached to this report.

From: EBC Local Elections Campaign Financing EBC:EX [<mailto:lecf@elections.bc.ca>]
Sent: February 22, 2019 2:00 PM
To: Weswick, Nicholas <nweswick@sd46.bc.ca>
Subject: Notice of Failure to File

Hello,

As required by section 61 of the *Local Elections Campaign Financing Act* (LECFA), this is notice to the local authority that the following candidate failed to file a disclosure statement and \$500 late filing fee by 4:30 p.m. on February 19, 2019.

- **Christopher August**

They are therefore disqualified until after the next general local elections from being nominated for, elected to or holding office on a local authority.

All disqualification lists are available on the Elections BC website at <https://elections.bc.ca/political-participants/local-elections-campaign-financing/disqualification-lists/>

If you have any questions, please do not hesitate to contact our office toll free at 1-855-952-0280 or by email at lecf@elections.bc.ca.

Kindest regards,

Local Elections Campaign Financing
Elections BC
Toll-free: 1-855-952-0280 / TTY 1-888-456-5448
Fax: 250-387-3578
Location: Suite 100 – 1112 Fort Street, Victoria
Email: lecf@elections.bc.ca
Website: elections.bc.ca/lecf

S D N O . 4 6 (S U N S H I N E C O A S T)

DATE 01-Mar-2019 08:47 AM

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

PAGE 1

START DATE: 01-Feb-2019 TO END DATE: 28-Feb-2019

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

ON-LINE CHEQUES : ISSUED BETWEEN 01-Feb-2019 AND 28-Feb-2019						
00LCET3756	0001	*****	28094	RECEIVER GENERAL FOR CANADA	05-Feb-19	80,796.31
00LCET3757	0001	*****	28094	RECEIVER GENERAL FOR CANADA	05-Feb-19	17,657.07
00LCET3758	0001	*****	28095	RECEIVER GENERAL FOR CANADA	05-Feb-19	20,614.26
00LCET3759	0001	*****	28093	RECEIVER GENERAL FOR CANADA	05-Feb-19	388,782.55
00LCET3760	0001	*****	30209	TEACHERS' PENSION PLAN	12-Feb-19	428,742.70
00LCET3761	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Feb-19	10,725.00
00LCET3764	0001	*****	28094	RECEIVER GENERAL FOR CANADA	19-Feb-19	78,070.12
00LCET3765	0001	*****	28094	RECEIVER GENERAL FOR CANADA	19-Feb-19	16,821.16
00LCET3766	0001	*****	23290	MUNICIPAL PENSION PLAN	11-Feb-19	56,569.28
00LCET3768	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Feb-19	15,187.50
00LCET3770	0001	*****	23290	MUNICIPAL PENSION PLAN	26-Feb-19	56,088.30

TOTALS FOR BANK - 0001 1,170,054.25

TOTAL NUMBER OF CHEQUES 11

TOTAL NUMBER OF CHEQUES WITH MICR 0

COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Feb-2019 AND 28-Feb-2019

2084000003	0001	0000052537	12012	BC HYDRO & POWER AUTHORITY	06-Feb-19	43,334.92
2084ET0005	0001	*****	12021	BC TEACHERS FEDERATION	06-Feb-19	28,243.26
2084ET0006	0001	*****	12111	BC TEACHERS FEDERATION	06-Feb-19	31,550.60
2084ET0010	0001	*****	13429	CDW CANADA INC.	06-Feb-19	44,638.70
2084ET0017	0001	*****	11909	DR. DEBORAH AMARAL	06-Feb-19	10,150.00
2084ET0047	0001	*****	23257	MORNEAU SHEPELL LTD.	06-Feb-19	50,059.14
2084ET0054	0001	*****	14628	RAM MECHANICAL	06-Feb-19	114,753.66
2084ET0061	0001	*****	29102	SUNSHINE COAST TEACHERS ASSOCIATION	06-Feb-19	11,529.10
2084ET0065	0001	*****	30172	THIRDWAVE BUS SERVICES	06-Feb-19	54,869.29
2085ET0020	0001	*****	11909	DR. DEBORAH AMARAL	14-Feb-19	10,750.00
2085ET0059	0001	*****	30172	THIRDWAVE BUS SERVICES	14-Feb-19	53,742.95
2086ET0042	0001	*****	26207	PACIFIC BLUE CROSS/MSA	20-Feb-19	76,723.28
2087ET0089	0001	*****	29376	SUNSHINE COAST TEACHERS ASSOCIATION	27-Feb-19	25,074.44
2087ET0091	0001	*****	30172	THIRDWAVE BUS SERVICES	27-Feb-19	36,062.30

TOTALS FOR BANK - 0001 591,481.64

TOTAL NUMBER OF CHEQUES 14

TOTAL NUMBER OF CHEQUES WITH MICR 1

ON-LINE CHEQUES : ISSUED BETWEEN 01-Feb-2019 AND 28-Feb-2019

00LCET3782	0005	*****	12144	BANK OF MONTREAL	09-Feb-19	83,192.53
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TOTALS FOR BANK - 0005 83,192.53

TOTAL NUMBER OF CHEQUES 1

TOTAL NUMBER OF CHEQUES WITH MICR 0

S D N O . 4 6 (S U N S H I N E C O A S T)

DATE 01-Mar-2019 08:47 AM

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

PAGE 2

START DATE: 01-Feb-2019 TO END DATE: 28-Feb-2019

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

GRAND TOTAL						1,844,728.42
CANCELLED TOTAL						0.00
NET GRAND TOTAL						1,844,728.42
GRAND TOTAL NUMBER OF CHEQUES						26
GRAND TOTAL NUMBER OF CHEQUES WITH MICR						1

WARNING: NUMBER OF CHEQUES DOES NOT MATCH NUMBER OF CHEQUES WITH MICR

Expenditures by Object - February 2019

	Feb-19 Actual	Feb-19 Budget	Feb-19 Difference	2018/19 Amended Budget	%	KEY
Salaries						
110 Teachers Salaries	8,527,333	8,716,660	189,327	14,527,766	58.70%	60%
105 Principal and Vice Principal	1,392,528	1,411,256	18,728	2,106,352	66.11%	67%
123 Educational Assistant Salaries	1,893,122	1,994,413	101,291	3,498,970	54.11%	57%
120 Support staff	1,139,533	1,119,392	(20,141)	1,929,986	59.04%	58%
120 Support staff-Mtce/Cust	1,265,753	1,310,409	44,656	2,047,514	61.82%	64%
130 Other Professional	913,459	930,237	16,778	1,453,495	62.85%	64%
140 Substitutes	556,913	780,431	223,517	1,300,718	42.82%	60%
143 Short and Long Term Sick	552,024	763,544	211,521	1,272,574	43.38%	60%
Total Salaries	16,240,665	17,026,341	785,676	28,137,375	57.72%	60.5%
200 Employee Benefits	3,808,298	4,292,730	484,432	6,923,758	55.00%	62%
Total Salaries and Benefits	20,048,963	21,319,071	1,270,108	35,061,133	57.18%	60.8%
310 Professional Services	360,738	414,534	53,796	690,890	52.21%	60%
330 Transportation	692,343	825,830	133,487	1,376,384	50.30%	60%
340 Training and Travel	100,680	100,110	(570)	166,850	60.34%	60%
360 Rentals	25,105	24,120	(985)	40,200	62.45%	60%
370 Dues and Fees	52,172	56,500	4,328	56,500	92.34%	100%
390 Insurance	76,069	78,413	2,344	87,125	87.31%	90%
510 Supplies	1,508,323	1,945,748	437,425	3,242,914	46.51%	60%
540 Utilities	381,903	458,204	76,301	683,886	55.84%	67%
580 Furniture and Equipment Replaceme	155,863	266,834	110,971	333,542	46.73%	80%
590 Computer Equipment Replacement	157,413	245,731	88,318	307,164	51.25%	80%
Total Services and Supplies	3,510,609	4,416,024	905,415	6,985,455	50.26%	63.2%
Total Expenditures	23,559,572	25,735,095	2,175,523	42,046,588	56.03%	61.2%

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

Board Report

Submitted by Chair Pammila Ruth

March 6th, 2019

Collaboration and Equity:

By working together in cooperation and equitable access, we create meaningful connection and a sense of belonging.

It's been a month chock-full of activity for the Board. On top of that, due to February already being a short month and Spring Break coming up, we have needed to compress all our meetings and activities into the first two weeks of March. Luckily, there doesn't seem to be anymore snow on our horizon.

Mid-February snowstorms and icy roads led to school snow days; it was unclear until the very last minute whether we would even have our February board meeting, as the roads were still in question. As it stood, we were all able to make it, and the roads were cleared and ready for schools to open again the next day. Of course, the snow began again on Thursday evening and along with it, another Weather Alert. Luckily for the students, it was already a Pro-D Day.

The SCTA, however, had a spectacular District Day event lined up starting first thing Friday morning. As trustees had also been invited to this event, we all waited to see what awaited us the next morning. The snow was bearable and the District Day Pro-D event went forward, and it was wonderful! The Keynote Presenter, Shelley Moore, was both entertaining and informative. In addition to the keynote, Shelley Moore facilitated additional workshops on classroom planning strategies. Other workshops throughout the day included topics such as Maker Mindset, First Peoples Principles of Learning, Fun Teaching French, Teaching and Coaching Ultimate Frisbee and STEM. Dr. Evelyn Zellerer also spoke to the attendees on Conversations. The school trustees who were able to attend enjoyed the day immensely and we thank the SCTA for the invitation. It was a great opportunity to bring together knowledge and ideas for all.

On the 21st and 22nd of February, I attended the BCSTA Board Chairs Meeting and the Annual Partner Liaison Meeting. Both were very worthwhile events. The Chairs Meeting had speakers present on such topics as how boards can contribute to student achievement through policies and setting your board up for success. There were many break-out sessions, encouraging districts to learn from and share with each other. The Partner Liaison Meeting was a joint workshop with each district's Superintendent, Secretary Treasurer and Board Chair. Each district was given assigned seating to make our table partnerships more diverse. We had the Hon. Rob Fleming, the Minister of Education, speak to us on the BC 2019 Budget and how education fits on the list. We had speakers on the Funding Model Review, Equity

Challenges, Tripartite Agreement, and Bargaining. Each speaker held break-out sessions for table-talk. I am grateful for Superintendent Bocking and Secretary Treasurer Weswick's presence, as they were monumental in my learning!

Lastly, many of the trustees and myself had the honour of attending Fiddler on the Roof at Chatelech Secondary over the last few weeks. There were a total of 66 students from grades 6 to 12, (56 on stage, 4 backstage and 6 in the band) in six performances over-all. I cannot even begin on how amazed I was by the performance! I know how hard these students (and of course the teachers behind the scenes!) have worked and have nothing but praise and adulation for their efforts! Bravo!

SYNOPSIS

The following is a summary of the February 9, 2019 Provincial Council meeting, which took place at the Morris J. Wosk Centre for Dialogue in Vancouver.

Please log into the [BCSTA HUB](#) to access and view linked documents.

[Click here to view the Provincial Council Meeting Minutes \(Draft\)](#). For further details, please contact BCSTA CEO Mike Roberts at mroberts@bcsta.org.

President's Report

During his report to Provincial Council, BCSTA President Gordon Swan highlighted BCSTA's many initiatives and areas of focus, including upcoming events, the funding model review, bargaining and emergency preparedness. [Download the president report.](#)

CEO's Report

CEO Mike Roberts' report focused on the Ministry of Education's "By the Numbers" report, supplying attendees with a breakdown of the reports contents, and areas of interest. [Download the CEO report.](#)

CSBA Report

In his Canadian School Boards Association (CSBA) report, President Swan highlighted recent meetings with the Association as well as their response to attacks on boards across the nation. The report included references to CSBA's plans for educating the public on the importance of boards of education. [Download the CSBA report.](#)

Professional Learning Committee Report

The PLC Report outlined the committee's continued collaboration with the Indigenous Education Committee, the importance of the Learning Guide, a review of Academy and breakdown of future events. [Download the PLC report.](#)

Indigenous Education Committee Report

The Indigenous Education Committee held meetings over two days, focusing on feedback from the question boards at Academy, expanded communications from the committee by way of a newsletter, and the importance of continuing to meet in various communities around BC after their successful meeting in Nisga'a (School District 92). [Download the IEC report.](#)

Legislative Committee Report

The Legislative Committee is responsible for examining motions which are submitted to PC. For this meeting the committee did not receive any motions by the motion submission deadline. [Download the Legislative Committee report.](#)

Finance and Audit Committee Report

The members of the Finance & Audit Committee reviewed BCSTA's 2019/2020 Draft Budget with the February 2019 Provincial Council and requested feedback from the assembly. As the final budget draft will not be adopted until April 2019, Provincial Councillors and member boards of education have an additional opportunity to provide feedback on BCSTA's 2019/2020 budget draft. Written feedback can be provided to the Finance & Audit Committee prior to Friday, March 29, 2019 c/o Jodi Olstead. (jolstead@bcsta.org)

Disposition of Motions

The following motions were carried by PC:

- 8.1 - BCSTA Draft 2019/2020 Budget
- 10.1 - English Language Learners Consortium letter to Immigration Refugees and Citizenship Canada and the House of Commons Standing Committee on Citizenship and Immigration
- 10.2 - Recommendation on Graduation Program Change

[Download the Disposition of Motions.](#)



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

COMMITTEE OF THE WHOLE NOTES

Held on February 26th, 2019 from 9:30-11:30 p.m.

At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Pammila Ruth (Committee Chair), Tonya Ste. Marie, Samantha Haines, Maria Hampvent, Sue Girard, Stacia Leech, Amanda Amaral

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of Instruction; Nicholas Weswick, Secretary-Treasurer; Jacquie Shelemey, SCTA President; Tracey Bond; Sharon Mackenzie; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Vanessa White, Director of Instruction

The meeting was called to order at 9:45 a.m.

1. School Calendar Recommendation

Director Bishop reviewed the draft calendar for the 2019-20 school year. The calendar will be posted to the website and principals will consult with PACs during the month of March. Ministry guidelines state that the calendar must circulate for a 30 day period prior to adoption.

Trustees agreed to recommend approval of the calendar at their next board meeting, with the caveat that if any changes are identified during the circulation phase, they be brought back to the board for discussion and consideration at the April meeting.

RECOMMENDATION:

“That the board adopt the 2019-20 school calendar.”

2. Risk Management

Secretary-Treasurer Weswick provided a description of risk management in general and walked trustees through a risk management exercise. Trustees requested that the district’s risk register be shared with trustees.

3. Regulations for Review:

a. Reg. 2040 - Communication through the Media

Superintendent Bocking and Stephanie Murawsky, Communication Officer, described changes to the regulation and noted that proposed changes empower principals to engage directly with the media in certain cases.

Ms. Murawsky explained the district's relationship with local media outlets, ensuring that deadlines are met and understood, and summarized staff training on engaging and connecting with the media.

Ms. Murawsky asked for the committee's thoughts on including language on social media in the regulation. The committee suggested that a separate regulation be developed on the matter.

b. Reg. 2070 - How to Communicate with Us

Superintendent Bocking reported that that the regulation had been re-formatted but that no changes had been made to the content of the regulation. The committee discussed the communication protocol and the importance of clear and effective process.

4. Communication (standing item)

The committee reviewed the communication plan and upcoming events, including the *Partners in Learning* event at 5pm on March 7, 2019 at Chatelech Secondary School.

The meeting adjourned at 10:46 a.m.

SCHOOL DISTRICT NO. 46 (SUNSHINE COAST) CALENDAR 2019/2020

The following dates have been established for the 2019/2020 school year.

Tuesday, September 3rd, 2019 (for purposes of the calendar, this is considered a full day in session)	<i>First day of school (.5)</i>
Friday, September 27th	<i>Professional Development Day (School) (.5) (am) (Administrator) (.5) (pm)</i>
Monday, October 14th	<i>Thanksgiving Day (1.0)</i>
Friday, October 25th	<i>Professional Development Day (Provincial) (1.0)</i>
Monday, November 11th	<i>Remembrance Day (1.0)</i>
Monday, November 25th	<i>Professional Development Day (Administrator) (.5) (am) (School) (.5) (pm)</i>
Wednesday, November 27th and Thursday, November 28th	<i>Early Dismissals</i>
Monday, December 23rd, 2019 to Friday, January 3rd, 2020 inclusive	<i>Winter Vacation</i>
Monday, January 6th	<i>Professional Development Day (1.0)</i>
Tuesday, January 7th	<i>Schools Reopen</i>
Friday, February 14th	<i>Professional Development Day (District) (1.0)</i>
Monday, February 17th	<i>Family Day (1.0)</i>
Wednesday, March 11th and Thursday, March 12th	<i>Early Dismissals</i>
Monday, March 16th to Friday, March 27th inclusive	<i>Spring Vacation</i>
Monday, March 30th	<i>Schools Reopen</i>
Friday, April 10th	<i>Good Friday (1.0)</i>
Monday, April 13th	<i>Easter Monday (1.0)</i>
Monday, May 11th	<i>Professional Development Day (School) (1.0)</i>
Monday, May 18th	<i>Victoria Day (1.0)</i>
Thursday, June 25th	<i>Last Instructional Day of School Year</i>
Friday, June 26th	<i>Administrative Day (1.0)</i>

Days of Instruction: 181



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

POLICY COMMITTEE NOTES

Held on February 26th, 2019 from 11:30-1:00 a.m.

At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Tonya Ste. Marie (Committee Chair), Pammila Ruth, Samantha Haines, Maria Hampvent, Sue Girard, Stacia Leech, Amanda Amaral

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of Instruction; Nicholas Weswick, Secretary-Treasurer; Jacquie Shelemey, SCTA President; Tracey Bond; Sharon Mackenzie; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Vanessa White, Director of Instruction

The meeting was called to order at 11:30 a.m.

1. Appeals Bylaw Review

The committee reviewed the bylaw and discussed the appeals process in general.

The committee suggested the following updates:

70.2 *If the Administrative Regulation ~~5350~~ 2070 (How to Communicate with Us) fails to satisfy the student and/or parent/guardian bringing the appeal, he/she/they may appeal to the Superintendent of Schools. The basis of the appeal to the Superintendent is to be filed in writing.*

70.5 *The Board will hear the appeal ~~will be heard in camera~~ at a Special Closed Meeting ~~of the Board~~ and render a decision within 45 days as per Section 11(7) of the School Act.*

RECOMMENDATION:

“That the revisions to the Appeals Bylaw be approved.”

2. Role of the Chair

The committee reviewed the policy and discussed ways to share ideas and schedule discussions. Trustees were reminded that topics of interest can be brought to the chair for consideration as part of the agenda setting process. Clarification was provided on the chair’s ability to vote by secret ballot, as described in bylaw 55.5.

The meeting adjourned at 12:14 p.m.

70 APPEALS BYLAW

The *School Act* requires that the Board set up a procedure enabling a student or his/her parents/guardians to appeal any decision made by an employee of the Board that significantly affects the education, health or safety of the student. The Board expects its employees to make any necessary decisions regarding students but appreciates that those affected may not always agree, hence the need to provide for appeals. For the purpose of this bylaw, the failure to make a decision may be considered as a decision in that a non-decision may have a significant effect on a student.

Objectives

- To provide a means of appealing decisions.
- To safeguard the rights of students and their parents and to ensure their fair treatment.
- To ensure that procedural and administrative fairness and due process have been adhered to and conform to Board policy.

- 70.1 The Board requires that an appeal of any decision made by its employees which significantly affects the education, health or safety of a student be heard first at the school level and then, if necessary, at the district administrative level on a consultative basis per administrative regulations.
- 70.2 If the Administrative Regulation 2070 (How to Communicate with Us) fails to satisfy the student and/or parent/guardian bringing the appeal, he/she/they may appeal to the Superintendent of Schools. The basis of the appeal to the Superintendent is to be filed in writing.
- 70.3 If the appeal to the Superintendent cannot be resolved to the satisfaction of the complainant, the Board will review the complaint.
- 70.4 The Superintendent or designate will prepare a report for the School Board concerning the matter and will provide a copy to the complainant.
- 70.5 The Board will hear the appeal at a Special Closed Meeting and render a decision within 45 days as per Section 11(7) of the *School Act*.
- 70.6 The complainant and/or his/her advocate have the right to appear before the Board. At least forty-eight (48) hours prior to the meeting the complainant must notify the Superintendent of who will be attending the meeting.
- 70.7 The Board may request the presence of the complainant or any person who was involved in the matter giving rise to the appeal before the Board or in the dispute resolution efforts to date. At least forty-eight (48) hours prior to the meeting the complainant will be advised who will be attending the meeting.
- 70.8 The scope of the review shall be based on the criteria that:
- (a) the policies of the School Board have been followed;
 - (b) the administrative regulations of the school district have been followed;
 - (c) relevant information was considered by administration and the decision under appeal has been based on that evidence;
 - (d) the procedures followed have been fair to the complainant.
- 70.9 The Board will deliberate in the absence of all persons who were involved in the dispute or dispute resolution efforts to date.

- 70.10 The Board shall make a decision on the matter in question as soon as feasible after listening to the appeal and shall give written reasons for the decision to the complainant. Such decision shall be final.
- 70.11 No person shall penalize or otherwise discriminate against a person who brings a complaint, gives evidence or otherwise assists in the investigation, inquiry or reporting of a complaint to the administration or Board.
- 70.12 Information about the appeals procedure provided to a complainant and/or their advocates shall contain information about how to access the office of the Ombudsman and when it is appropriate to do so.
- 70.13 The Board shall conduct an annual review of this bylaw.



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

EDUCATION COMMITTEE NOTES

Held on Wednesday, February 27th, 2019 from 2:30-4:00 p.m.
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Amanda Amaral (Committee Chair), Pammila Ruth, Sue Girard, Tonya Ste. Marie (via conference call), Stacia Leech

STAFF/OTHERS: Patrick Bocking, Superintendent; Vanessa White, Director of Instruction; Paul Bishop, Director of Instruction; Glen Smith, Principal; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Carolyn Spence, Principal; Jacquie Shelemey, SCTA President

The meeting was called to order at 2:35 p.m.

1. Goal 1.c. – Math

Our students will achieve the mathematical skills required for academic and life success.

Glen Smith, Principal at Madeira Park Elementary and co-chair to the district's math committee, provided a report and demonstrated ways in which math is taught at the primary level. Principal Smith reported that the district math committee has established four goals:

- To increase the number of students/educators/parents who have positive attitudes and experience with mathematics,
- To explore ways to further extend math into the community (i.e.: place based learning, field trips, parents & community guests, etc.),
- To continue to build a math culture intensely focused on improving math results,
- To improve students' ability to understand and communicate mathematical skills and concepts.

2. Goal 2.f. – Leaders

Our staff will be leaders in their field.

Superintendent Bocking, Director White and Director Bishop reported on the many ways that staff display leadership by:

- Taking on leadership roles as committee chairs,
- Representing the district at educational forums,
- Providing support to colleagues,
- Initiating new projects and ideas, and
- Creating a culture of care.

3. Board / Authority Authorized Courses:

- a. Psychology 11
- b. Psychology 12
- c. Applications for Learning 11
- d. Applications for Learning 12

Director Bishop presented the BAA courses for review. After reporting on timelines, Director Bishop noted that the ministry has recently required that boards' review their existing BAA courses and revise as needed to meet the new curriculum. These courses present the last of those being reviewed. The courses have been re-written and reflect the changes to the curriculum for grades 11 and 12, including core competencies.

RECOMMENDATION:

"That the following Board / Authority Authorized (BAA) Courses be approved:

- Psychology 11,
- Psychology 12,
- Applications for Learning 11, and
- Applications for Learning 12."

4. Regulation for Review:

a. Regulation 2020 – Cell Phone Use (to be repealed)

The regulation is being repealed as the use of cell phones while operating a vehicle is prohibited under the *Motor Vehicle Act*. The Fleet Safety and Maintenance Plan also clearly prohibits the use of cell phones, including hands free and other electronic devices, while operating a vehicle on behalf of the district.

b. Regulation 1310 – Student Reporting

Superintendent Bocking spoke to the ministry's reporting order, which has been included verbatim in the updated Student Reporting regulation. Superintendent Bocking described the ministry's reporting requirements, which offer teachers two options for reporting on student achievement. Superintendent Bocking noted that, for certain grades, teachers who choose to report using an alternative methods (i.e.: FreshGrade) must provide a letter grade if a parent requests one.

c. Regulation 3290 – Weapons (to be repealed)

Language specific to weapons in schools has been included in the updated version of Regulation 3060 – Emergencies, which was reviewed at the Operations Committee meeting taking place in February. As such, regulation 3290 – Weapons is being repealed.

The meeting adjourned at 4:04 p.m.



**Board/Authority Authorized Course Framework Template
Psychology 11**

School District/Independent School Authority Name: Sunshine Coast School District #46	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Glen MacPherson	Date Developed: January, 2019
School Name: Elphinstone Secondary	Principal's Name: John Brisebois
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Psychology 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None.

Special Training, Facilities or Equipment Required: Regular classroom with white board or chalk board, computer projector, regular student access to internet-connected computers.

BAA Course Framework Template

Course Synopsis: Psychology 11 presents an introduction to the history of Psychology, the science of human behaviour and experience, its key concepts, procedures, findings and theories. This course samples the field of psychology with an overarching goal of introducing students to the how and why of human thought and behaviour with an emphasis on regularly connecting what they have learned to their daily lives.

Goals and Rationale:

- Develop an understanding of the how the field of psychology evolved by studying its origins, important theorists, significant scientific experiments and their contributions to the present
- Develop an understanding of the scientific method and psychological research techniques as demonstrated by a formal research study which includes: reading and presenting the background to the topic, reviewing related research literature, collecting, analyzing and interpreting data, formulating a conclusion and presenting the findings
- Understand modern approaches to memory, learning, testing, and intelligence
- Develop an understanding of adolescent psychological development
- Develop an understanding of effective coping and wellness strategies for dealing with stress, anxiety, and depression
- Develop an understanding of prevalent psychological disorders: how they are manifested and treated
- Develop an understanding of consciousness, including sleep, dreaming, meditation, and hypnosis
- Provide an overview of Social Psychology and its key variables and features

Psychology 11 prepares students interested in teaching, social work, nursing and other medical fields, counselling and clinical psychology, criminology and police work, rehabilitation, youth outreach, geriatrics and early childhood education. In addition, understanding human behaviour is crucial to other careers such as marketing and business management, the military, public relations, politics and government, and international relations. The courses will give students lifelong skills for better understanding of self and others.

Aboriginal Worldviews and Perspectives:

Psychology 11 is intended for both Indigenous and non-Indigenous learners and will explore content from many perspectives, including the Indigenous ways of knowing which will benefit all students. Topics weave in the historical, social and political issues that affect First People and many holistic and reflexive teaching strategies are used. For example, the trauma of imposed European culture and the loss of Indigenous culture and lifestyle is still causing debilitating major depression amongst Indigenous youth at twice the Canadian national average. These kinds of discussions will allow students the opportunity to examine their own embedded assumptions to discover unexamined constructions about gender, disability, sexual orientation, class and age.

BAA Course Framework Template

BIG IDEAS

Understanding and approaching the study of Psychology as a unique and evolving social science .	Understanding the application and benefit of Psychology to one’s life and relationships.	Understanding the causes, manifestations, and treatments of mental disorders .	Understanding the stages and cyclical nature of the research process .	Understanding that stress, anxiety, and maladaptive functioning can be ameliorated through psychotherapy and lifestyle changes.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following::</i></p> <ul style="list-style-type: none"> • Define Psychology, state its scientific underpinnings and discuss its history, development, and applications • Use the scientific method to distinguish science from pseudo-science, and to investigate hypotheses and speculations. • Discuss major issues in memory, learning, and psychological testing • Assess the effects that biological and environmental factors can have on socio-emotional development • Demonstrate a working knowledge of major mental disorders, including their complexity, causes, and treatments • Discuss major components of childhood and adolescent development • Provide an overview of Social Psychology, including its major features and variables • Conduct a formal psychological research study 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Identify techniques used to gather information about behaviour and how to analyze the information • States of consciousness in psychology • Understand psychoactive drugs and their effects • Types of memory and memory techniques • Types of intelligence and intelligence testing • Understand the stage theories of developmental, cognitive, psychosocial, and moral theories • Understand social dimensions of behaviour, group processes, and social influence. • Understand common characteristics of abnormal behaviour and their major categories.

Big Ideas – Elaborations

social science: Psychology is the science of behaviour and mind. It is a unique amalgam of the classical Scientific Method and careful observation of human behaviour, informed by social, cultural, and historical norms. It recognizes the massive complexity and unpredictability of human beings and the changing societies in which they live.

mental disorders: - an examination, guided by the DSM 5 and peer-reviewed research, of the major mental disorders affecting members of society, with an emphasis on depressive-related and anxiety-related disorders. Includes causes, manifestations, and treatments.

research process: - the formation of research questions, reliance on evidence-based research literature, research design, the gathering and analysis of data, and the presentation of knowledge claims.

Curricular Competencies – Elaborations

- **applications:** the applications of Psychology include psychotherapy, vocational and aptitude testing, relationship counselling, school counselling, identifying learning disabilities, and institutional wellness
- **pseudo-science:** the use of scientific-sounding language and trappings to masquerade as legitimate science
- **adolescent development:** includes the physical, sexual, and emotional development of the adolescent phase of life
- **Social Psychology:** the study of the forces and features in human groupings, with an emphasis on conformity, propaganda, and groupthink
- **formal psychological research:** includes the formation of research questions, the evaluation of evidence-based, peer-reviewed research, research ethics, the gathering and analysis of data, and the presentations of the final research product

Content – Elaborations

- **consciousness:** our state of awareness and its qualities; includes sleep, dreaming, sleep disorders, meditation, hypnosis, and stress reduction methods
- **drugs:** substances taken medically or recreationally that affect the typical functioning of the mind and body, including, but not limited to: anti-depressants, anti-anxiolytics, alcohol, cannabis, caffeine and stimulants in general, barbiturates, and opiates.
- **memory:** includes discussion short-term and long-term memory, amnesia, automaticity, and specific techniques for memorization including word chunking, mnemonics, visual association, and over-learning
- **intelligence:** includes the history of intelligence testing, multiple intelligences, the abuses and misuses of IQ testing, and emergent conceptions of intelligence
- **abnormal behaviour:** includes maladaptive function and behaviours that negatively impact social, financial, and familial life - stemming from primary mental disorders and/or personality disorders

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Student Presentations
- Simulations
- Peer Teaching
- Experiential Learning
- Reflective Writing
- Socratic Seminars
- Guest Lectures and Presentations
- Educational Games

Recommended Assessment Components:

Assessment provides information about students' attitudes, knowledge, and skills. They should be diverse and flexible, providing opportunities for students to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics are often created together in order to provide opportunities for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer

BAA Course Framework Template

communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning. One approach is to separate assessments based on their intent. Formative assessments provide feedback to students and teachers during the learning process, giving them the chance to reflect and adjust strategies so as to improve teaching and learning. Summative assessments occur at the end of a unit of study or the course itself, and give information about a student's mastery of the course material. Evaluation measures a student's performance against a set of standards, typically using a final percentage or letter grade.

Formative

- Teacher questioning during lectures and presentations
- regular feedback during the research process
- formative quizzes and tests
- written assignments
- Journal reflections
- Oral presentations
- Discussion
- Individual conferences with students

Summative

Unit tests

Formal research study

Final Examination.

Evaluation

The evaluative weightings of summative assessments should be flexible and left largely to the classroom teacher, because teaching can and should adjust to the needs of learners and systemic requirements. Nevertheless, Psychology is an academic discipline, and the nature of the course traditionally lends itself to having summative tests and quizzes comprising more weight than any other single category of classroom assessments, often as much as half the final grade in the course. The formal research study is also a crucial, on-going, and ultimately summative statement of what the student has accomplished in the course, and this should be reflected in evaluative weightings.

BAA Course Framework Template

Learning Resources:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.
Knowledge Evolved (NOBA). University of Kentucky Open-Source Psychology Textbook Series.
The Mayo Clinic Medical Website and Database.
The Canadian Psychological Association Website.

Additional Information: None.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #46 (Sunshine Coast)	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Glen MacPherson	Date Developed: January, 2019
School Name: Elphinstone Secondary	Principal's Name: John Brisebois
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Psychology 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): It is preferable that the student has taken an introductory course, such as Psychology 11 (BAA).

Special Training, Facilities or Equipment Required: Regular classroom with white board or chalk board, computer projector, and regular student access to internet-ready computers.

Course Synopsis: Psychology is the science of mind, giving insight into our cognition, behaviour, and emotions. Psychology 12 builds on and extends the foundation created in Psychology 11, preparing students for the formal study of Psychology at the college and university level. The foci of this course are relationships and their dynamics, a rigorous examination of depression and anxiety-related disorders, the applications of psychology including psychotherapy, and the production of a formal piece of psychological research. This course aims to teach students how to use psychology to improve their lives and the lives of others.

BAA Course Framework Template

Goals and Rationale:

- Develop an understanding of the how the field of psychology evolved by studying its origins, major schools of thought and their important theorists, and significant scientific experiments.
- Develop an understanding of the scientific method and psychological research techniques as demonstrated by conducting a formal research study which includes: formulating a research question, locating and reviewing related research literature, collecting, analyzing and interpreting data, formulating a conclusion and presenting the findings.
- Develop a comprehensive understanding of depression-related and anxiety-related disorders: their causes, manifestations, and treatment.
- Develop an understanding of relationship dynamics as they operate in platonic friendships, romantic partnerships, and familial groupings.
- Develop an understanding of how Psychology is applied in psychotherapy, experimental research, counselling, education, and in governmental and military contexts.
- Develop an understanding of how psychological research and practice can be applied to benefit individuals and society.

Psychology 12 prepares students interested in teaching, social work, nursing and other medical fields, counselling and clinical psychology, criminology and police work, rehabilitation, youth outreach, geriatrics and early childhood education. In addition, understanding human behaviour is crucial to other careers such as marketing and business management, the military, public relations, politics and government, and international relations. The courses will give students lifelong skills for better understanding of self and others.

Aboriginal Worldviews and Perspectives:

Psychology 12 is intended for both Indigenous and non-Indigenous learners and will explore content from many perspectives, including the Indigenous ways of knowing which will benefit all students. Topics weave in the historical, social and political issues that affect First People and many holistic and reflexive teaching strategies are used. For example, the trauma of imposed European culture and the loss of Indigenous culture and lifestyle is still causing debilitating major depression amongst Indigenous youth at twice the Canadian national average. These kinds of discussions will allow students the opportunity to examine their own embedded assumptions to discover unexamined constructions about gender, disability, sexual orientation, class and age.

BAA Course Framework Template

Course Name:

Grade:

BIG IDEAS

Understanding Relationship Dynamics and how they affect friendships, family life, and partnered relationships.	Understanding how the research process generates knowledge claims in Psychology.	Understanding the causes, manifestations, and treatments of the most prevalent mental disorders affecting teenagers.	Understanding how the principles of Psychology inform the applications of Psychology	Understanding how psychotherapy can help individuals achieve higher states of functioning - emotionally, socially, and vocationally.
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Learning Standards

Curricular Competencies	Content
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BAA Course Framework Template

<p><i>Students are expected to do the following:</i></p> <p>Research and the Scientific Method:</p> <ul style="list-style-type: none"> • Distinguish science from pseudo-science • Evaluate the validity of knowledge claims by using the Scientific Method to design studies and experiments • Use evidenced-based literature to design and generate an original and formal piece of psychological research <p>Relationships:</p> <ul style="list-style-type: none"> • Discuss the major features and variables involved in the dynamics of relationships: platonic, romantic, and familial • Discuss the sources and statistics surrounding cohabitation, marriage, and divorce in Canada • Discuss the principles of relationship counselling and conflict resolution <p>Mental Disorders:</p> <ul style="list-style-type: none"> • Provide a good working knowledge of the causes, manifestations, and treatments of depressive and anxiety-related disorders as described in the DSM 5. <p>Applications:</p> <ul style="list-style-type: none"> • Summarize the main applications of psychology: therapy, aptitude and career testing, advertising, experimental psychology, and governmental and military uses. • Summarize the major Schools of Psychology - their fundamental assumptions, notable figures, and how they inform present day psychological treatment. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The signs and indicators of fraudulent knowledge claims and pseudo-science • Heuristics for evaluating the quality of evidence-based research literature • The stages of the research cycle • The diagnostic criteria for depressive and anxiety-related disorders • The important role of physical exercise and lifestyle changes in the treatment of mental disorders • How conformity and propaganda can shape behaviour in beneficial and non-beneficial ways. • How social groupings can result in social facilitation, social loafing, seeding, and attribution • The main sources of conflict in relationships and methods used to reduce that conflict
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BAA Course Framework Template

Big Ideas – Elaborations

Relationship Dynamics refer to the formation of friendships and romantic partnerships, conflict resolution, goal setting, parenting, and the evolution of relationships throughout life.

research process: the formation of research questions, evaluation of extant research, qualitative and quantitative research design, searching full text databases, research ethics, and the presentation of completed research.

mental disorders: includes an overview of the Diagnostic and Statistical Manual for Mental Disorders (DSM 5), the concept of maladaptive behaviours, and an overview of the major mental and emotional disorders affecting members of society.

Applications of Psychology includes corporate, governmental, and institutional propaganda, early screening for learning disabilities, aptitude and ability testing, and military psychological warfare.

psychotherapy: an examination of the assumptions and traditions undergirding the major schools of psychology, the cognitive tradition, the role of psychotropic medication, and the increasing role of adjunct therapies and techniques.

Curricular Competencies – Elaborations

BAA Course Framework Template

- **pseudo-science:** the use of scientific-sounding language and trappings to masquerade as legitimate science
- **Scientific Method:** testable versus non-testable claims, blind and double-blind controlled experiments, causation versus correlation, isolating variables, identifying confounding variables
- **DSM 5:** Diagnostic and Statistical Manual for Mental Disorders (DSM 5) - the primary legal and medical document surrounding the diagnosis and treatment of mental disorders
- **Schools of Psychology:** Behaviourism and Radical Behaviourism, Gestalt Psychology, Humanism, Cognitive Psychology, Adler, Psychoanalysis, and Functionalism

Content – Elaborations

- **Heuristics:** generalized approaches, methods, and “rules of thumb” for arriving at reasonably valid conclusions
- **depressive:** includes Major Depressive Disorder, Bipolar Disorder, Seasonal Affective Disorder (SAD), Postpartum Depression
- **anxiety:** includes Generalized Anxiety Disorder, Specific Phobia, Agoraphobia, Panic Disorder, Obsessive-Compulsive Disorder
- **research cycle:** formulating research questions, locating and evaluating evidence-based, peer-reviewed literature, design studies, gathering, analyzing, and presenting data, presenting conclusion, and returning to stage of formulating new research questions.

Recommended Instructional Components:

BAA Course Framework Template

- Direct Instruction
- Demonstrations
- Student Presentations
- Simulations
- Brainstorming
- Reading and writing
- Written assignments
- Peer Teaching
- Experiential Learning
- Independent Research
- Reflective Writing
- Socratic Seminars
- Guest Lectures and Presentations

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Assessment provides information about students' attitudes, knowledge, and skills. They should be diverse and flexible, providing opportunities for students to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics are often created together in order to provide opportunities for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning. One approach is to separate assessments based on their intent. Formative assessments provide feedback to students and teachers during the learning process, giving them the chance to reflect and adjust strategies so as to improve teaching and learning. Summative assessments occur at the end of a unit of study or the course itself, and give information about a student's mastery of the course material. Evaluation measures a student's performance against a set of standards, typically using a final percentage or letter grade.

BAA Course Framework Template

Formative

- Teacher questioning during lectures and presentations
- regular feedback during the research process
- formative quizzes and tests
- written assignments
- Journal reflections
- Oral presentations
- Discussion
- Individual conferences with students

Summative

Unit tests

Formal research study

Final Examination.

Evaluation

The evaluative weightings of summative assessments should be flexible and left largely to the classroom teacher, because teaching can and should adjust to the needs of learners and systemic requirements. Nevertheless, Psychology is an academic discipline, and the nature of the course traditionally lends itself to having summative tests and quizzes comprising more weight than any other single category of classroom assessments, often as much as half the final grade in the course. The formal research study is also a crucial, on-going, and summative statement of what the student has accomplished in the course, and this should be reflected in evaluative weightings.

Learning Resources:

BAA Course Framework Template

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.
Knowledge Evolved (NOBA). University of Kentucky Open-Source Psychology Textbook Series.
The Mayo Clinic Medical Website and Database.
The American Psychological Association (APA) Website.

Additional Information: None.



**Board/Authority Authorized Course Framework Template
Applications for Learning 11**

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#46
Developed by: Rae-dene Pednaud adapted from D. Galazka, J. Marquis	Date Developed: November 2018
School Name: All Schools in SD #46	Principal's Name: Kate Kerr
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications for Learning	Grade Level of Course: 11
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

Staff should be familiar with aspects of personal learning support and goal setting for a variety of needs and purposes.

Course Synopsis:

This course may build on skills developed in Applications for Learning 10 or may be a stand-alone course. It is intended for a wide variety of students including those with an identified need for extra time and/or learning support and those who have demonstrated a desire to enhance their independent and autonomous learning. Goal setting and follow through are key features of this course. In this course, students will receive instruction in study skills, organization and time management strategies. They will receive assistance in utilizing these strategies as they apply to everyday work from the regular classroom as well as to developing additional learning opportunities. Where necessary, they will receive instruction and assistance in developing skills in areas of learning that are of concern to struggling students. They will work both independently and cooperatively with staff, peer tutors and other students. Students in this course will recognize their own unique learning style and how to

BAA Course Framework Template

“tap” into it by being provided with the time and independence to develop their own skills. Students will also develop social relationships with other students and in group work settings. Finally, students will receive effective monitoring and support for their own learning goals.

Goals and Rationale:

This course is designed to facilitate students with unique learning needs including but not limited to the need for extra time for learning or personalized learning support. Students may require remediation or may have a recognized desire to enhance their individual and autonomous learning. This course is intended for both students seeking extra support and those seeking an opportunity for individualized learning or enrichment.

This course was originally developed by teachers in North Vancouver School District as a Board Authorized Course in 2006. It has been adapted and modified by a variety of districts in the province and has supported many students through to successful graduation. We have adapted the organizational structure, instructional component and assessment component to suit our own district's needs.

Students taking this course may have learning difficulties or identified learning disabilities, difficulty learning course content, a need for support with their course work or may be students who have been recommended through School Based Team and/or the Counsellor. This course has been designed to help meet the learning needs and emotional needs of students with learning difficulties, chronic health issues, physical disabilities and identified learning disabilities. Additionally, students taking this course may be working on building skills in independence and individual learning or may be students seeking to extend or enhance their learning. Skills including self-awareness, self-advocacy and self-determination will also be taught and discussed. Students will acquire effective learning skills and strategies that are needed to become self-aware, independent, successful learners.

The primary focus for students taking this course at the grade 11 level will be on allowing students more freedom and autonomy to choose various organizational and study skill techniques. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning and independence. At the senior level, students in this course will be expected to work more independently and to acquire skills in autonomy and self-advocacy. A key to this course is understanding the unique learning needs of students and that this can be applied to both struggling and high achieving individuals.

Aboriginal Worldviews and Perspectives:

This course is open to all students and, as this course is a course that focusses on the act of learning and skill acquisition, the following First Peoples Principles of Learning as stated by FNESC (First Nations Education Steering Committee) should be observed:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BAA Course Framework Template

BIG IDEAS

Students will acquire, practice and develop organizational skills to facilitate learning.	Students will acquire practice and develop strategies, tactics and skills as applied to learning tasks.	Students will understand and develop their own learning styles and study skills.	Students will develop skills in working cooperatively and independently.	Students will create goals and see them through to completion.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> •Apply the requirement for perfect/near-perfect attendance understanding that 80% of success is “just showing up.” •Maintain the appropriate record-keeping tools to accurately record homework from each class with specific details •Keep binders and instructional material organized •Demonstrate appropriate work readiness and time management during Apps for Learning time •Utilize various study skills as presented in class (study techniques, online strategies, etc.) •Use graphic organizers and other remediation strategies learned to enhance demonstration of knowledge skills and abilities when necessary •Demonstrate the ability to follow daily routines. •Develop an understanding of and describe their learning disability/style •Describe how their own learning style affects their learning •Use appropriate language to describe their learning profile •Demonstrate the appropriate steps to become an effective self-advocate 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> •How to set realistic goals in challenging areas of learning. •A variety of reading comprehension skills and strategies to help with their own reading •How to draft, edit and produce a final copy of written work •How to create a plan and show time management strategies for large project work •The definition of the term “self-advocate” •Their own learning style and how best to tap into their own mode of learning •Various study skills and learning strategies in regular classrooms •Know the difference between being assisted and enabled as a student

BAA Course Framework Template

<ul style="list-style-type: none"> •Investigate how best to approach their learning style and record successful strategies. •Work independently and collaboratively as a part of a group •Plan for self-advocacy with subject and contact teachers, EA’s, counselors, principals when necessary regarding their learning style •Participate in setting personal goals and objectives in their IEP if applicable. •Demonstrate appropriate role modeling both in the classroom and outside the classroom •Use appropriate “think-pair-share” reading techniques as well as other literacy techniques to aid in their reading •Recognize and plan to read at their reading level and choose appropriate reading material •Analyze their own progress rate, discuss with staff and make changes to strategy to adjust learning progress •Create opportunities to enhance their learning and to enrich their learning building on the skills they have acquired. 	
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Curricular Competencies – Elaborations
<p>record-keeping tools – including but not limited to online calendar/planner/school app/teacher blogs and websites</p> <p>time management – including the ability to prioritize tasks, chunk tasks into manageable components, abide by deadlines, etc.</p> <p>study skills – test taking strategies, online study tools, small study groups, etc.</p> <p>graphic organizers – venn diagram, chart, divided pages, concept map, story map, web diagram etc.</p> <p>learning profile - identifying and noting their strengths, weaknesses, and preferences</p> <p>self-advocate – the ability to ask for help with and promote one’s own learning</p>

Content – Elaborations
<p>self-advocate – the ability to ask for help with and promote one’s own learning</p>

Recommended Instructional Components:

- Direct teacher based information
- One on one peer and teacher based instruction
- Collaborative group work

BAA Course Framework Template

- Modeling
- Brainstorming
- Video/audio recordings
- Computer research
- Computer assisted learning

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative – 50% - practical application – working in LC classroom or library, computer assisted learning, assignments

Summative – 50% - record keeping – daily planning, logs, assessments and tests, social responsibility

Performance methods:

- Subject teacher anecdotal input
- Assignment/test completion
- Daily planning/log completion

Personal communication:

- cooperative/collaborative group work
- independent work
- self-assessment

Other:

- assessments on reports
- assessment of successful application of study skills
- thoroughness of organization and recordkeeping
- self-assessment and teacher generated rubrics

Assessment Details:

Student evaluation will be based on the student meeting the competencies. It is done on an ongoing basis and includes teacher and student assessment of:

- in class acquisition and use of organizational and learning skills
- application of skills and strategies in daily work and tests

BAA Course Framework Template

- application of skills and strategies in other subject areas
- self-monitoring of skills and strategies
- self-advocacy

Assessment Methods:

- teacher observation
- student reports
- student-teacher conferences
- feedback for demonstrated self-advocacy
- checklists
- rubrics, teacher and student gathered
- rating scales
- teacher logs
- binder/homework etc. checks

Learning Resources:

Textbooks and other resources by subject

Video and audio materials related to subject curriculum

Google accessibility apps

Text to speech

Access to digital text and other online adaptations

Computer/tablet/laptop access

Additional Information:

BAA Course Framework Template



**Board/Authority Authorized Course Framework Template
Applications for Learning 12**

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#46
Developed by: Rae-dene Pednaud adapted from D. Galazka, J. Marquis	Date Developed: November 2018
School Name: All Schools in SD #46	Principal's Name: Kate Kerr
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications for Learning	Grade Level of Course: 12
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

Staff should be familiar with aspects of personal learning support and goal setting for a variety of needs and purposes.

Course Synopsis:

This course may build on skills developed in Applications for Learning 11 or may be a stand-alone course. It is intended for a wide variety of students including those with an identified need for extra time and/or learning support and those who have demonstrated a desire to enhance their independent and autonomous learning. Goal setting and follow through are key features of this course. In this course, students will receive instruction in study skills, organization and time management strategies. They will receive assistance in utilizing these strategies as they apply to everyday work from the regular classroom as well as to developing additional learning opportunities. Where necessary, they will receive instruction and assistance in developing skills in areas of learning that are of concern to struggling students. They will work both independently and cooperatively with staff, peer tutors and other students. Students in this course will recognize their own unique learning style and how to

BAA Course Framework Template

“tap” into it by being provided with the time and independence to develop their own skills. Students will also develop social relationships with other students and in group work settings. Finally, students will receive effective monitoring and support for their own learning goals.

Goals and Rationale:

This course is designed to facilitate students with unique learning needs including but not limited to the need for extra time for learning or personalized learning support. Students may require remediation or may have a recognized desire to enhance their individual and autonomous learning. This course is intended for both students seeking extra support and those seeking an opportunity for individualized learning or enrichment.

This course was originally developed by teachers in North Vancouver School District as a Board Authorized Course in 2006. It has been adapted and modified by a variety of districts in the province and has supported many students through to successful graduation. We have adapted the organizational structure, instructional component and assessment component to suit our own district's needs.

Students taking this course may have learning difficulties or identified learning disabilities, difficulty learning course content, a need for support with their course work or may be students who have been recommended through School Based Team and/or the Counsellor. This course has been designed to help meet the learning needs and emotional needs of students with learning difficulties, chronic health issues, physical disabilities and identified learning disabilities. Additionally, students taking this course may be working on building skills in independence and individual learning or may be students seeking to extend or enhance their learning. Skills including self-awareness, self-advocacy and self-determination will also be taught and discussed. Students will acquire effective learning skills and strategies that are needed to become self-aware, independent, successful learners.

The primary focus for students taking this course at the grade 12 level will be on allowing students more freedom and autonomy to choose various organizational and study skill techniques. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning and independence. At the senior level, students in this course will be expected to work more independently and to acquire skills in autonomy and self-advocacy. A key to this course is understanding the unique learning needs of students and that this can be applied to both struggling and high achieving individuals.

Aboriginal Worldviews and Perspectives:

This course is open to all students and, as this course is a course that focusses on the act of learning and skill acquisition, the following First Peoples Principles of Learning as stated by FNESC (First Nations Education Steering Committee) should be observed:

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BAA Course Framework Template

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BAA Course Framework Template

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BAA Course Framework Template

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Additional Information:

BAA Course Framework Template



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

OPERATIONS COMMITTEE NOTES

Held on Wednesday, February 27th, 2019 from 12:30-2:00 pm
At the School Board Office – Gibsons, B.C.

PRESENT: TRUSTEES: Maria Hampvent (Committee Chair), Stacia Leech, Samantha Haines (via conference call), Pammila Ruth

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of Instruction; Nicholas Weswick, Secretary-Treasurer; Phil Luporini, District Principal of Technology; Rob Collison, Manager of Facilities and Transportation; Janice Budgell, CUPE Local 801 President; Tracy Bond; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Jacquie Shelemey, SCTA President

The meeting was called to order at 12:34 p.m. and agenda items were reordered.

1) Local Government OCP and Zoning Referrals (standing item)

a. Town of Gibsons – Gospel Rock Village (2018-05)

Secretary-Treasurer Weswick indicated that the planned development could have an impact on Gibsons' area schools, all of which are at, or near, capacity. The development falls inside the Cedar Grove Elementary catchment which is currently at capacity and closed to cross-boundary applications. While the district supports development and growth in the area, the interests of the school district could potentially be impacted by the application.

b. Town of Gibsons – Gower Point Road (2018-09)

The committee agreed that the district's interests are largely unaffected by the application.

2) ISO 50001 Certification

Secretary-Treasurer Weswick and Facilities Manager, Rob Collison, reported that the district had received notice of a grant, through an unsolicited consultant, that would cover 50% of costs to achieve ISO 50001 certification. The total cost for certification is \$75,000 and would require proper procurement measures in order to proceed. The district is considering their options and has not come to a recommendation as of yet. The report is being brought to the attention of the board for information only. The committee discussed the benefits of ISO 50001 certification, including the potential for energy reductions which could result in additional ongoing savings.

3) Rural Education Enhancement Fund (REEF)

Secretary-Treasurer Weswick and Superintendent Bocking provided information on the fund, noting that a district must report their intention to close a school site in order to meet the application requirements.

4) Safe and Healthy Schools/Operational (2.h.)

Director Bishop reported on emergency planning and procedures, that serve to protect the safety of staff and students. Director Bishop shared information on the district's Joint Occupational Health and Safety Committee and reported on training taking place in recent weeks.

5) Enrolment Projections

Secretary-Treasurer Weswick shared an estimated enrolment report that was provided to the ministry on February 15th, 2019. The projections are collected throughout the province and used by the ministry to determine per student grants for the coming year. Estimates are conservative as they are used at the district level as a planning tool to determine revenue for the preliminary budget.

6) Review of Internal Funding Allocation Model

Secretary-Treasurer Weswick described the district funding allocation model, noting that schools are allocated a base amount in addition to a per student allocation. A copy of the presentation will be attached to these notes for reference.

7) Preliminary Budget Considerations and Discussion

Secretary-Treasurer Weswick reported on items being considered as part of the preliminary budget, including:

- Earmarking funds to support implementation of the strategic plan,
- Maintaining and increasing allocations and supports to schools,
- Funding for school supply costs as a result of changes to the Student Fees regulation,
- Increasing therapy staff depending on student need,
- Increasing counselling time at schools,
- Moving the quonset hut to a new site and considering expanding future trades courses.

The committee reviewed feedback included in the agenda package, including that from stakeholders and students. Secretary-Treasurer Weswick reported on next steps in the preliminary budget process. A copy of the presentation will be attached to these notes for reference

8) Regulations for Review:

- a. Regulation 3040 – Bomb Threats (to be repealed)

Director Bishop reported that information from the regulation had been merged into the updated Emergencies regulation, being discussed next.

b. Regulation 3060 – Emergencies

Director Bishop reported that the updated regulation points to the “Staff Emergency Procedures” manual and provides additional clarity on weapons and bomb threats.

The meeting adjourned at 2:10 p.m.

Overview of Internal Funding Allocation Model



District Allocation Rates	2018-19 Amended Budget	2017-18 Amended Budget	Variance
Elementary School Base Allocation Rate	207,000	207,000	-
Secondary School Base Allocation	417,000	417,000	-
SCAS School Base Allocation	474,373	474,373	-
Kindergarten Full Day Allocation Rate	6,135	5,957	178
SCAS Allocation Rate	4,922	4,817	105
Grade 1 to 3 Allocation Rate	5,146	5,026	120
Grade 4 to 7 Allocation Rate	4,501	4,417	84
Grade 8 to 10 Allocation Rate	4,727	4,587	140
Grade 11 to 12 Allocation Rate	5,170	5,001	169
Adult Allocation Rate	4,696	4,430	266
International Allocation Rate	5,170	5,001	169
Special Educ Level 1 Rate	41,000	40,500	500
Special Educ Level 2 Rate	15,500	15,000	500
Special Educ Level 3 Rate	9,800	8,800	1,000

School Allocation Rates



Per-pupil Allocation Rates Explained

	Class Size	\$/Pupil	Allocation	Staff Cost	Variable Funds Per Class
Kindergarten	18	\$6,135	\$110,430	\$100,780	\$9,650
Primary	21	\$5,146	\$108,066	\$100,780	\$7,286
Intermediate	24	\$4,501	\$108,024	\$100,780	\$7,244
Grade 8-10	24	\$4,727	\$113,448	\$100,780	\$12,668
Grade 11-12	22	\$5,170	\$113,740	\$100,780	\$12,960



MyBudgetFile Demo


MyBudgetFile

School: Demonstration School
Status: Open, Access: Change
 School District 46 Demo Budget
 Logged on as Demonstration File



Budget 2019-20

Operations Committee

Feb 27, 2019




Preliminary Budget Considerations




REVENUE	
Enrolment-Based Adjustments	March 15 Announcement
Funding for Contractual Increases	March 15 Announcement
Other Provincial Funding Changes	March 15 Announcement
Employer Health Tax Subsidy	March 15 Announcement
CSF & International Enrolment Change	Reviewed Annually
Rental, Investment, Misc Revenue	Reviewed Annually
Classroom Enhancement Fund	Submitted in Late Spring Confirmed Dec 15


Other Considerations - Revenue



Classroom Enhancement Fund

- ▶ May 2017
 - ▶ District applied for \$3,097,310
- ▶ June 2017
 - ▶ Funding adjusted to \$2,398,262
- ▶ December 2018
 - ▶ Funding Approved for \$3,128,667 (including remedies)





2017/18 Unrestricted Surplus - \$1,519,426

Policy Priorities for use of Unrestricted Surplus:

- ▶ Ensure the District's operating budget is balanced
- ▶ Provisions for unforeseen/extraordinary events
- ▶ Supplemental allocations to school and departmental budgets
- ▶ Support for one time programs and purchases



CONTRACTUAL / OTHER	Notes
Contractual Salary Increases - Teachers	+ 1.0% (+ 0.75% ESD) May 1 2019 + Unknown Negotiation Outcome
Teacher Pro-D Increases	10% of October Payroll, reviewed annually
Contractual Wage Increases - CUPE	+ 1.0% (+ 0.75% ESD) May 1 2019 + Unknown Negotiation Outcome
Exempt and PVP Salary Increases	Linked to teacher increases
Teacher Pension - Employer Contribution Rate	Reviewed Annually
Municipal Pension - Employer Contribution Rate	Reviewed Annually
CPP/EI Maximum Increases	Reviewed Annually
Other Benefits Costs	Reviewed Annually
Utilities Costs	Reviewed Annually. Expected Utilities Costs Savings due to Solar

Contractual /
Other
considerations



CONTRACTUAL / OTHER (Cont'd)	Notes
Transportation Contract Increases	Approx 2% per year
Transportation - Number of school days	Increased by one school day from 17/18
Transportation - Custom - Student Support	Varies depending on student needs. Reviewed in Fall & Adjusted
Legal & Professional Expense	Reviewed Annually
Carbon Offsets	Should see reduction due to solar. Consideration of federally-mandated rate increases.
Maintenance Operating Cost Increases	Cost increases due to inflation, service contracts, etc
Professional Dues & Fees	Reviewed Annually

CONTRACTUAL / OTHER CONSIDERATIONS



Strategic Initiatives

INITIATIVE/GOAL	Description	Current Strategic Plan linkages
Strategic Plan Support	Surplus funds earmarked to provide capacity to address incoming Strategic Plan	
Maintaining/Increasing Allocations to Schools	Per-pupil and other allocations to schools support low class sizes, hiring of specialist staff and other direct supports for students	
Support to Schools for Supplies Costs	The incoming changes to school supplies costs should be supported with additional allocations, likely from surplus	Equity
District Specialist Teaching and Support Staff	Additional specialized staff to support inclusion and vulnerable students, especially counselling and therapy staff	1d, 1e, 2a, 2f
District Capacity Building Fund	Expanding efforts to foster innovative capacity-building - co-constructed with district educators.	1h, 2a, 2e, 2f
Increasing Support for Careers Programs	Consideration of how additional programs and offerings can be provided. Relocation of Quonset hut.	1k





310-5710 Teredo Street, Sechelt. BC V0N 3A0

February 22, 2019

School Board Chair
School Board Vice-Chair
District No. 46

Dear Pammila Ruth and Stacia Leech

Re: Sunshine Coast Teachers' Association Budget Submission

Thank you for meeting with us (January 8, 2019) as per Article D.20: Local Association Involvement in Board Budget Process. The SCTA recognizes the challenge Senior Staff and Trustees face in developing a budget while not being provided adequate funding. Teachers are hopeful that in your deliberations over the budget allocations the overriding principle guiding your decisions will be that they directly support students and teachers in classrooms. The union believes that any proposed additions or reductions in next year's budget should be guided by this principle.

Here are recommendations that we trust will be duly considered:

Increasing Non Enrolling Staff: Teacher Librarians, Special Education, ELL/ESL., Learning Assistance, and Counsellors are an integral part of vital, healthy school culture. All of these are in desperate need of increased FTE in Sunshine Coast schools. Teachers report that some administrators are having to clear more than 50% of their weekly schedules (making them unavailable for administrative duties) to work with students who are not able to be in classrooms without support. Talented Special Education teachers report feeling completely overwhelmed and many consider leaving their specialty and returning to classroom teaching. To date the district has maintained that the district ratios are the ceiling while the union understands that this number should be viewed as the floor. Management maintains that the board is only required to staff to the ratio listed in the our language that was restored by our victory in the Supreme Court of Canada and not beyond. However, as a district that has three times the provincial average of intensive behaviour students and two times the provincial average of special needs students it is no surprise that teachers consistently request an increase to the number of Special Education Teachers, Counsellors, Teacher Librarians, and Learning Assistance staff in their schools and are continually disheartened by the refusal to do so. It is important to recognize that this language dates back to 1998 and as such it is not surprising that it does not come close to meeting the needs of today's classrooms. The SCTA acknowledges that the CEF is not currently set up in a way that aligns with our restored language and the Ministry has to date not made the changes necessary for them to align. However, the union respectfully requests that the Board investigate ways

TEACHERS' WORKING CONDITIONS ARE CHILDRENS' LEARNING CONDITIONS

Box 951 Sechelt BC V0N 3A0 • p: 604.885.7944 • f: 604.885.9837 • e: scta@dccnet.com

that we can think outside the box so that we can get the services needed to kids.

Support For Teacher Mentorship and Early Career Teachers - The SCTA would like to acknowledge and thank the Board for their continued support of this very worthy program. Every year, as more teachers retire, there is an increased number of teachers new to our district and new to teaching: 38 new hires since the Spring of 2018! Early career teachers and teachers to new assignments report regularly how much they appreciate the quality and accessibility of this valuable program.

Provide Funding for Teacher Training and Resources - Teachers continue to report their frustration with the lack of resources offered to implement the new curriculum. The SCTA acknowledges the money provided and given towards supporting teachers in their learning and understanding of the new curriculum. We further recognize that no direct funding has come from the Ministry for resources however we would encourage the Board to consider ways to fund the purchase of new resources for the implementation of the new curriculum. Teachers have requested a resource centre to house and share materials.

Review Management and School Board Office Staff Positions – The SCTA believes that school budgets should be prioritized. We recognize that each employee has a valuable role to play however there has been an imbalance of growth in the district. Money is urgently needed at the school level for services to students. We, once again, request that there be a moratorium on creating new management positions, increasing the SBO staff positions and the hiring of retired principals to perform management work. It is not reasonable that Senior Management, Administrators, Management and School Board Office Staff positions continue to grow. The SCTA again encourages the Board to seriously consider different ways of distributing school and district principal / vice-principal assignments to more than one worksite and removal of administrator teaching responsibilities. This would achieve a cost saving by having fewer administrators, while maintaining the same FTE of school-based “administration work”. Employing Teachers-in-Charge or Head Teachers in small schools could help achieve a cost savings and build capacity for the future.

Please contact me for any further clarification you may require. Thank you for your consideration of these recommendations. Our collective efforts do make a difference!

Sincerely,

Jacquie Shelemey
Sunshine Coast Teachers' Association President



BOARD COMMITTEE MEETINGS 2018 – 2019

MONTH	EDUCATION COMMITTEE	OPERATIONS COMMITTEE	POLICY COMMITTEE	COMMITTEE OF THE WHOLE
September	26 from 2:30-4 pm	20 from 12:30-2 pm	Cancelled	25 from 9:30-11:30 am
October	24 from 2:30-4 pm	18 from 12:30-2 pm	Cancelled	Cancelled
November	28 from 2:30-4 pm	22 from 12:30-2 pm	Cancelled	27 from 9:30-11:30 am
December	Cancelled	Cancelled	Cancelled	18 from 9:30-11:30 am
January	23 from 2:30-4 pm	17 from 12:30-2 pm	22 from 11:30-1 pm	22 from 9:30-11:30 am
February	27 from 2:30-4 pm	27 from 12:30-2 pm	26 from 11:30-1 pm	26 from 9:30-11:30 am
March	13 from 2:30-4 pm	14 from 12:30-2 pm	Cancelled	12 from 9:30-12:00 pm
April	24 from 2:30-4 pm	18 from 1:30-3 pm (SLC)	23 from 11:30-1 pm	23 from 9:30-11:30 am
May	22 from 2:30-4 pm	16 from 12:30-2 pm	28 from 11:30-1 pm	28 from 9:30-11:30 am
June	26 from 2:30-4 pm	20 from 12:30-2 pm	25 from 11:30-1 pm	25 from 9:30-11:30 am
MARCH AGENDAS:	1. Mental and Physical Health (1.e.) 2. Post-Secondary Institutions (3.g.) 3. Regs for review: a. 1040 – Board Authorized Courses	1. Staffing Timelines 2. Funding Announcement 3. Regs for review: a. 4060 – Environmental Sustainability b. 4070 – Hazardous Materials c. 4090 – Naming of School Facilities 4. Local Government OCP and Zoning Referrals (standing item)	<i>No meeting in March</i>	1. Strategic Plan: Data Review 2. Funding Model Review (FMR) 3. Communication (standing item)

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