

Board of Education (School District 47)

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SCHOOL DISTRICT NO. 47 (POWELL RIVER) BOARD OF EDUCATION

Committee of the Whole

12:00 pm, Wednesday, May 10, 2023

SCHOOL BOARD OFFICE

A G E N D A

Presentation: Ms. Izi Loveluck, President, PRDTA

1. APPROVAL OF AGENDA

- 1.a) **MOTION:** "THAT the Committee of the Whole Meeting Agenda of May 10, 2023, be adopted as circulated."

2. STANDING COMMITTEES

- 2.a) Education & Strategic Planning Committee
i) BAA ELL Introduction to Language & Culture 10
ii) 2023/2024 Learning Services Budget Considerations
- 2.b) Finance & Facilities Committee
i) 2023/2024 General Budget Planning (oral)
ii) Operations Report: (oral)
 - Edgehill & Kelly Creek Daycare Projects
 - Capital Plan Implementation
 - Prospective Annual Facility Grant Projects
 - Transportation Plans
- 2.c) Policy Committee
N/A

3. COMMITTEE REPORTS

- 3.a) Minutes of French Advisory Meeting 2023.04.25
3.b) Minutes of JMC Meeting 2023.04.24
i) JMC Draft Bylaws 2023.04.24
3.c) Minutes of Health Committee Meeting 2023.04.20
i) Strength in Self
ii) Strength in Self Poster for Professionals

4. OTHER INFORMATION

- 4.a) May Day Celebration, May 19, 2023
4.b) Board Work Plan – For Information

ADJOURNMENT

SH/attachments



BAA ELL Introduction to English Language and Culture 10

School District/Independent School Authority Name: Powell River School District 47	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 47
Developed by: Michelle Doyle	Date Developed: April 23, 2023
School Name: Brooks Secondary School	Principal's Name: Mrs. Jasmin Marshman
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: ELL Introduction to English Language and Culture 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

NONE

Special Training, Facilities or Equipment Required:

ELL trained and experienced teacher preferred to teach the course

Scholantis or Microsoft class website access

Wi-Fi Access

Course Synopsis:

This course is for secondary students new to Canada and to British Columbia. It is designed for students who are learning English as a second language for the purpose of academic studies in the BC curriculum or for a short-term cultural experience in a BC school. The direct purpose of this course is to immerse ELL students in studying, using, and learning necessary English upon arrival in Canada to prepare them for their curricular studies and to develop personal initiative in their study of English and academic courses. An additional purpose of this course is to begin ELL students learning through experiential activities and texts that orientate them to their homestay family, to the SD47 International Student Program, to their school and the culture of learning in BC, and to the local community. A strong peer community will be established as students begin to make connections with each other through the course.

Goals and Rationale:

Rationale

Students come from a variety of linguistic and cultural and backgrounds. Support transitioning into BC schools requires specific school related language development. This ELL course is designed for secondary students whose primary language is not English and who require additional English language support and understanding of local culture to access the B.C. curriculum and reach their potential. Upon arrival in BC, students will benefit from immediate English language instruction and practice in reading, writing, and oral language and to experience the types of learning activities that they face in other classroom settings. Students will also benefit from immediate English language connected to activities that orientate them to their new experience in a Canadian family, a BC school, and a local coastal community. Their first weeks in BC and their introduction to all areas of their life in Canada are crucial in establishing a sense of well-being and to set students up for success.

Goals:

- 1) Learn classroom English, content language, routines, expectations and culture necessary for participation in a BC school environment.
- 2) Establish a regular self-study routine including reading, writing, grammar and vocabulary study, and use of oral language.
- 3) Improve English reading and writing fluency through typical assignments such as an independent book study, journal writing, etc.
- 4) Gain confidence in conversational English and integrate smoothly into the new homestay family by developing the habit of having daily conversations and understanding the cultural norms of Canadian families.
- 5) Increase exposure to and understanding of Canadian culture and background information through activities in reading and writing.
- 6) Increase preparation for enrollment in regular academic subjects.
- 7) Establish a personal sense of well-being and connection to their new home by having a positive start to their life in Canada as international students.
- 8) Adapt and integrate positively into their Canadian family by participating in family life and understanding the cultural norms of Canadian families.
- 9) Understand and engage in the opportunities, expectations, and responsibilities of the International Student Program for over-all well-being and a positive and successful Canadian experience.
- 10) Learn essential and cultural language connected to their family, school, and community experience.

Province of British Columbia, “Vision for Student Success”, *The Educated Citizen*, British Columbia, 2020.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/vision-for-student-success>

Aboriginal Worldviews and Perspectives:

Exposure and awareness of local Aboriginal culture is an important part of the Cultural studies element of the course and will be presented throughout. The following 4 characteristics of Aboriginal Worldviews and Perspectives will influence the course.

- **Connectedness and Relationship** – This ELL course will encourage students to connect their learning and reading to themselves and their world, in a way that helps them to make greater meaning of their learning.
- **Emphasis on Identity** - As newcomers to BC, and in creating a sense of community among new students, assignments will often reflect their own family origin and cultural identity. There is also emphasis on recognizing students’ personal goals, strengths, and areas of learning need because each student comes to this program with a different level of English fluency and a unique purpose of attending school in BC.
- **The Power of Story** –Oral storytelling is a positive way to develop expressive and receptive oral language skills and express personal identity within a group. Local BC story will be included in the literature selections.
- **A Positive, Learner-Centred Approach** – Hands on learning experiences and personal choice is embedded in the instructional techniques as language acquisition is most effective when connected to experiences and self.
- **Language and Culture** – A focus on English language learning through cultural experiences is a basis for the course. However, a respect for student’s own languages and other languages spoken in Canada including Aboriginal languages and French will be embraced.

“ELL students’ cultural identities should be honoured by instructional practices (including Indigenous pedagogical practices); educators should teach both ELL students and non-ELL students about cultural diversity, cultural identity, Aboriginal perspectives and inclusiveness” (ENGLISH LANGUAGE LEARNING (ELL) STANDARDS 2017)

British Columbia Ministry of Education, “Aboriginal Worldviews and Perspectives in the Classroom, Moving Forward”, Queen’s Printer Publishing Services, Province of British Columbia, 2015. https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf

BIG IDEAS

Developing a regular study habit in English is a valuable method of improving fluency in all aspects of English Language development essential for success in accessing the BC curriculum.

Effective communication skills in reading and writing in English are difficult to attain but essential for success in meeting the BC curriculum in all subjects.

Building confidence in using conversational English is essential for not only academic success, but for integrating into life in Canada and for student well-being.

Students new to British Columbia need to have an understanding and awareness of the common classroom language used and of the culture of learning in a Canadian classroom for success and happiness in school.

A deep understanding of the cultural norms, routines, and expectations of Canadian families and schools helps international students integrate smoothly and function happily in their homestay family and school environment.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Reading</p> <ul style="list-style-type: none"> • Use strategies to decode unfamiliar words and text • Use strategies such as re-reading and predicting • Begin to read in meaningful phrases • Understand literal meaning of simple text • Retell simple text to show understanding of main idea • Begin to make inferences • Record and organize relevant information from text • Locate specific information in a text and take notes to demonstrate understanding • Understand some cultural references in text • Make some personal and world connections to text • Offer simple opinions and reactions to text • Begin to give reasons for personal connections to text 	<p><i>Students are expected to know the following:</i></p> <p>Reading</p> <ul style="list-style-type: none"> • Some word families, word roots, high frequency words • Decoding strategies • A variety of common words and 'content' words • Strategies for identifying important details and main idea • Purposes of some different types of text <p>Writing</p> <ul style="list-style-type: none"> • Some common vocabulary, academic, and subject-specific words, and some academic words • Grammatical structure for simple and compound sentences • Basic structure of a short paragraph • Common spelling rules, accurate spelling of familiar words

<ul style="list-style-type: none"> • Make simple connections to back- ground knowledge <p>Writing</p> <ul style="list-style-type: none"> • Communicate in a way that is generally understandable • Use numerous common, academic, and subject-specific words, and some academic words • Experiment with using expressive language • Use some connecting words. • Elaborate on main idea with some relevant details and examples • Write some loosely organized sentences in a short paragraph • Begin to use some grammatical structures, including some plurals and ‘simple’ tenses • Use accurate spelling for familiar words, common rules and invented spelling • Use common punctuation and capitalization accurately • Edit and revise some simple text <p>Oral Language</p> <ul style="list-style-type: none"> • Participate in everyday conversations about familiar topics and some academic and cultural content. • Understand short, simple sentences on familiar topics • Express some personal information • Express a variety of words and phrases about self, family and interests • Express some academic words to describe and speak about academic content • Recognize familiar words in speech • Understand and use correct word order (subject-verb-object) • Connect ideas to make short sentences • Use some rhythm and intonation • Respond to simple choice questions • Respond to simple instructions and commands • Respond to some common expressions, cues and slang • Watch others and recognize key words to participate in activities and conversations • Respond to “what”, “when” and “who” questions • Respond to common instructions and commands • Respond to and use common social expressions, cues and slang • Express simple opinions and reasons to participate in classroom conversations • Use some academic language to participate in conversations and academic discussions <p>Independent Learning</p>	<ul style="list-style-type: none"> • Common punctuation and capitalization rules <p>Oral Language</p> <ul style="list-style-type: none"> • Some common words related to school, self, home and culture • Routine classroom phrases, instructions, and vocabulary • Some familiar and memorized phrases and academic tasks • Correct word order (subject-verb-object) • Some common social expressions, slang and idioms <p>Independent Learning</p> <ul style="list-style-type: none"> • Independent learning skills and habits for success • Personal strengths and areas for improvement in English <p>Cultural Studies</p> <ul style="list-style-type: none"> • Common classroom rules and expectations in a BC School • Differences and similarities among teachers, classrooms, expectations, rules, assignments, etc. • Appropriate ways to address teachers and adults in school • The important people at school to access for help, both personal and academic • Cultural norms among Canadian classroom peers • Common western teaching practices and learning styles • Inquiry and project-based learning approach • Ways and topics to initiate conversations with host family
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- Establish a routine of self-study in English including daily reading, writing, grammar practice, vocabulary study, etc.,
- Maintain personal vocabulary lists for study.
- Participate in individualized learning such as independent book study
- Set goals for personal English progress

Cultural Studies

- Communicate respectfully with teachers and adults in a BC school.
- Ask for help and clarification using appropriate questioning language.
- Use specific technology and multimedia programs and tools effectively in English
- Attempt to communicate with Canadian students in the online setting.
- Use materials and classroom tools appropriately.
- Use survival language in the school and classroom setting.
- Participate in inquiry projects
- Use social language appropriately.
- Converse with host family daily.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Possible outline for daily independent work on the course.

- Khan Academy Grammar practice (**grammar**)
- Online independent book study (**reading**)
- Vocabulary building for homestay and school (**vocabulary**)
- Journal writing (**writing**)
- English movie of the week (**listening**) & review (**oral, writing**)
- Weekly Class Online conversation (**speaking, listening, conversation**)
- Daily conversation with Homestay family (**conversation**)
- Power point online personal introduction presentations (**oral**)
- Study/HW habits goals, plan
- Other online tools of choice such as IXL, FluentU, BBC Learn English, Audible, etc.

Content – Elaborations

The course will use a combination of the Cultural Studies and Academic Literacy competencies and content. The content of the literature and discussions will focus around Canadian, BC, and school culture while the activities, assignments, projects, and skill development will use the Canadian content to practice and improve English language skills.

Academic Literacy Curricular Competencies have been taken or adapted from:

BC ELL Standards, Secondary, Ministry of Education, 2017. <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>

Guidelines for Board/Authority Authorized English Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels, British Columbia, 2018.

Recommended Instructional Components:

Instruction of the Big Ideas, Learning Competencies, and Content reflects the organizational structure of all ELL courses in that it encompasses the two major categories: Cultural Studies and Academic Literacy. Instruction and activities should connect both academic literacy with the cultural studies. Specific objectives of these two components may be taught in isolation when necessary, but primarily they overlap throughout the course.

- Individual Grammar practice
- Personal vocabulary lists and study
- Independent and/or class book study
- Journal writing (reflective and literary response)
- English movie of the week & review
- Weekly Online conversation participation
- Daily conversation with Homestay family and course classmates
- Power point online presentation
- Study/HW habits goals & personal plan
- Personal use of online tools such as IXL, FluentU, BBC Learn English, Audible, etc.
- Group work
- Class website discussions
- Written and oral response assignments including paragraph and essay writing
- Inquiry project
- Multi-media assignments
- Ongoing portfolio development

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

Assessment for learning is priority over assessment of learning in this preparation course. The purpose of assessment in this short course is to inform the ELL teacher and student of their strengths and areas for growth moving forward into further ELL study and academic subject area courses in BC. Therefore, assessment will support some important goals.

1. To assess English Language Proficiency Skills and levels at the end of the course prior to beginning academic courses in BC (summative).
2. To assess understandings of the culture of learning in BC and of specific content introduced.
3. To assess for learning in both social and academic language skills in order to both inform next learning steps and determine areas of strength.
4. To assess what students can do in areas of reading, writing, and oral language.
 - Province of British Columbia ELL Standards (Secondary Matrix for reading, writing, oral)
 - Writing Sample
 - Teacher-student interview
 - Oral read-aloud, comprehension interview, and reader response assessment
 - English Proficiency Assessment (SLEP, etc.)
 - Fountas and Pinnell Benchmark Assessment <https://www.fountasandpinnell.com/assessment/>
 - Pearson Developmental Reading Assessment (DRA) <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Developmental-Reading-Assessment-%7C-Third-Edition/p/100001913.html>
 - Content, grammar, vocabulary quizzes
 - Participation and completion of online activities
 - Teacher checklist and inventory
 - Teacher online observation
 - Student survey
 - Personal Self-Evaluation of English development
 - Self-inventory of independent learning and study habits
 - Student presentation of learning
 - Online portfolio of learning

Province of British Columbia, “Principals of Quality Assessment”, BC’s New Curriculum, British Columbia, 2020.
<https://curriculum.gov.bc.ca/assessment-info>

Learning Resources:

A selection of the following materials and resources may be used according to teacher and student preferences.

- Scholantis Course Website <https://portal.sd47.bc.ca/class/h4o8mog/Pages/default.aspx#/=>

Literature

- Selected Novel Studies: Cariboo Runaway, Holes, Touching Spirit Bear, Tuck Everlasting, Indian Horse, The Breadwinner, Charlie and the Chocolate Factory, Tom's Electric Light, True Story of Balto, Hatchet, Stargirl, BFG, Tiger Rising
- Selection of various English movies: Bears, Snow Dogs, Castaway, Night at the Museum, The Princess Bride, Holes, The Breadwinner, Call of the Wild
- Penguin ELL Readers <https://www.penguinreaders.co.uk>
- Puffin Classics <https://www.penguinrandomhouse.ca/series/DT1/puffin-classics>

Textbooks:

- Communication Beginnings: An Introductory Listening and Speaking Text for English Language Learners, BC Campus Open Ed <https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=e9d80e9f-5401-434c-86e1-d3eba7aa522f&contributor=&keyword=&subject=English%20Language>
- In the Community: An Intermediate Integrated Skills Textbook, BC Campus Open Ed <https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=3988a71f-654e-4c7c-b662-1bd7fe4fffe&contributor=&keyword=&subject=English%20Language>
- Kaskens, Anne-Marie, *A Beginning Look at Canada*. Pearson-Longman, 2010. <https://www.pearsonerpi.com/en/elt/reading/a-beginning-look-at-canada-student-book-133551>

Teacher Resources:

- BC ELL Standards, Secondary, Ministry of Education, 2017 <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>
- Second Story Press ESL guides, 2018 <https://secondstorypress.ca/esl-guides-canada>
- ESL Library <https://esllibrary.com/blog/new-2020>
- What in the World <https://www.lesplan.com/en/publications/what-world>
- Building Bridges <https://www.lesplan.com/en/publications/building-bridges>
- The Canadian Reader <https://www.lesplan.com/en/publications/canadian-reader/issues/canadian-reader-issue-8>
- SD 47 Apps and websites for intermediate students <https://portal.sd47.bc.ca/my/pages/intermediate.aspx#/=>

Online learning sites:

- BBC Learn English <https://learnenglish.britishcouncil.org>
- Fluent U <https://www.fluentu.com>
- IXL https://ca.ixl.com/?partner=google&campaign=71592328&adGroup=2429438848&gclid=EAlaIqobChMIsegu6cLD6gIwonnCh1twQ5BEAAYASAAEgKNVfD_BwE

- Khan Academy <https://www.khanacademy.org/coach/dashboard>
- Audible <https://stories.audible.com/discovery>
- Learn Now BC <https://www.learnnowbc.ca>
- EPIC https://www.getepic.com/?utm_channel=search&gclid=EAIaIQobChMIgt_S4MTD6gIVlxatBh3jEg6_EAAYASAAEgLQJfD_BwE
- Reading A-Z <https://www.readinga-z.com>

Additional Information:

Activity	Budget Item	Rationale
Sexual Health Coordinator	0.5 FTE (to continue)	To build programming and teacher capacity in sexual health education.
Physical and Mental Health Coordinator (k-7)	1.0 FTE (to continue)	To build programming and teacher capacity in physical and mental health education.
ADST Innovator	25 hours (to continue)	To build programming and teacher capacity for ADST curriculum.
Trades & Technical Clerical	20 hours (to continue)	Increases in Ministry, Skilled Trades BC, and local reporting and documentation.
Literacy Coordinator (K-7)	1.0 FTE (to continue)	To build programming and teacher capacity in literacy.
Numeracy Coordinator (K-7)	1.0 FTE (to continue)	To build programming and teacher capacity in numeracy.
Literacy Intervention (K-7)	5.0 FTE (to continue)	To improve the outcomes of students in literacy.
Numeracy Intervention (K-7)	1.0 FTE (addition)	To improve the outcomes of students in numeracy.
Outdoor Education Coordinator (K-12)	1.0 FTE (to continue)	To build programming and teacher capacity for how to place students in local heritage, cultures, landscapes, opportunities, and experiences to enable student agency, boost access and opportunity, prioritize deeper learning, and personalize learning.
Library Tech Positions	0.5 FTE (.1 at each elementary school)	To build programming and teacher capacity in technology.
Elementary Behavior Support Teacher	1.0 FTE	To support classroom teachers with managing challenging student behaviors and to build teacher capacity.
Teacher for the Deaf and Hard of Hearing	0.4 FTE	To support school teams and students who have experienced hearing loss.
Family School Liaison Worker	2.0 FTE	To improve connections and school engagement for youth who are disengaged.

		Connecting youth to community supports and services
Speech Language Pathologist	0.6 FTE	With the retirement of the SLP assistant and increased need at every school, more SLP time is required to meet the increased demand.
UDL Learning Series (Novak Education)	\$20,000	To improve the outcomes of students by designing curriculum instruction that is universally designed and evidence-based.
Reporting Implementation	\$5,000	Support for the implementation of the K-12 Student Reporting Framework.
Mentorship Program	\$30,000	The induction of new teachers plays an important role in improving teaching and learning. Quality induction programs foster new teachers' self-confidence and competence, help them improve their teaching practice, and help them grow into and stay in the profession.
Compassionate System's Leadership Series for leaders	\$15 000	Cultivating system-wide well-being through compassionate leadership. To support student well-being and resiliency, adults must have the tools and practices to support their own well-being. Compassionate systems leadership in education is an approach that inspires transformation and instructional best practices that lead to student success. Building on the strong foundation of leadership development that already exists, we need to engage new system awareness tools and embed compassion into the work.
School Requests		
James Thomson	0.6 Student Support	To provide an alternative place-based learning environment that incorporates traditional

		Tla'amin teachings for grade 5-7 students.
Kelly Creek	0.5-7 Student Support	To support students with diverse needs as well as students who need additional support in literacy.
Edgehill	0.5 Outdoor Educator/SEL Support Teacher	To support students with diverse needs, place-based learning, and Indigenous learning.
Texada	0.6 additional staffing to support literacy and numeracy	The configuration does not allow for primary and intermediate students to be separated. This allows there to be literacy and numeracy instruction for K-2, 3-5, and 6-7 students.
Brooks Library Learning Commons/Maker Space Resources	\$10,000	Continue to support the transformation of the school library into an LLC to empower students to be inquiring citizens and lifelong learners.
PIE	1.0 FTE School Counsellor	School counsellors provide a continuum of preventative, developmental, remedial, and intervention services and programs and facilitate referral to community resources. The school counsellor's role includes counselling, school-based consultation, co-ordination and education.



French Advisory Committee Meeting, April 25, 2023

Meeting Highlights (*top 3 to 5 topics*)

1. Additional Staffing

- Justine's role with Odyssey as a French Language Assistant can be extended until the end of the year, and we are waiting to receive confirmation from her.
- We have applied through the French Embassy to have two French language assistants for next school year, one for Brooks and one for James Thomson.
- We have applied for the French Immersion grant to hire a French learning assistance teacher and a French educational assistant for James Thomson again for next year. We should hear before the end of the year if it has been approved.

2. James Thomson Update

- There is concern about the Francophone textbooks as some students are falling behind because they don't understand the text and they are missing foundational skills before they move to English courses.
- They are hoping for a cultural event next year.
- JT is hoping to invite graduates to the school for an event to celebrate them.
- There will be DELF training in July. There needs to be a minimum of 2 teachers for 5 days to be able to use the program in our district.

3. Brooks Update

- A graduation dinner was held with a student from France coordinating the menu as her capstone project.
- Jasmin is trying to work with PIE to get some Immersion course options on BrightSpace.
- They need some additional time to source resources and will be using some of the leftover funds to provide that time.

4. Parent Update

- Parents have mentioned the concerns with so few choices in terms of course selection and wondered about when will they know when the French courses will be held?
- Tla'amin language is still a challenge, and they wonder how can we allow students to be in both?

Upcoming events

- They would like the opportunity for elementary French Immersion and Secondary French Immersion teachers to shadow each other.

• **Next meeting: October 24, 2023 – 3:45-4:45**

MINUTES

Joint Management Committee (JMC)

Date: April 24/23

Present

Vanessa Coray, PD Chair

Michelle Doyle, Ashley Nordman, Allison Burt, Roseann Dupuis, Maranda Burnikell, Kersten Van't Schip, Jay Yule, Leanne Gahan

1. Call to Order

Time: 3:54 pm, Chairperson: Vanessa Coray

Land Acknowledgement

2. Adoption of Agenda

MOTION: Moved by: Allison/Leanne:

THAT the agenda be adopted as is.

CARRIED

3. Approval of Minutes

MOTION: Moved by: Ashley/Rosie:

THAT the minutes of the March 27/23 meeting be approved as circulated.

CARRIED

4. Financial Report

Received funds from PRDTA and District

Balance as of March 24: \$225 251.65

5. Admin. Report

No Report

6. Coordinator's Report

See Newsletter

7. Other Business

a) Music LSA (as circulated): Proposed budget and Constitution for 2023-24 School year.

Budget to be approved in Oct with rest of budget

b) 2023-24 PD Planning

Survey sent out; 94 people filled out the survey. PD rep SURT on Sat, April 29 and school PD plans will come to JMC at the May meeting

c) JMC Bylaws – proposed changes per sub-committee

JMC feedback:

Throughout the document: PD, Pro D (all to be changed to “Professional Development Coordinator”) and TOC to be changed to TTOC

I. Aims: “driven by teachers”

II. Operation of the JMC: add the word “draft”; keep the word “final”

III. Coordinator: 0.2 (additional 0.1 paid by JMC for Coordinator role).

Add F. PRDTA Executive may increase or decrease the FTE and compensation of the Professional Development Coordinator depending on yearly circumstances.

Move F into the position of B, and make explanations of how compensation is reimbursed so those lines are together, even subsections.

Make current D, the last item under Coordinator heading

V. Disbursement of Funds:

Section B. ...within the current **school** year

Move section V.B to V.H

Section D. Annual **LSA and Chapter PD plans** must be submitted... (copy/paste error)

Section E. Personal Professional Development Funding

If increasing the Personal PD money to \$550, this equates to an extra \$35000 (Budgeting for 75% of teaching staff accessing funds). This would be a one-time “deal” because we have a large surplus

***JMC recommends that the PRDTA makes a motion outside the bylaws to increase the PD funds for one year to address the large surplus**

Funding PD for teachers on leave – currently not eligible, because they are not funded and do not pay any dues – JMC of mixed opinion; to be discussed at AGM

Procedures: take out all of b., remove heading and add “if required” at the end of a i.

VI. Self-Directed...

a. Provincial Specialist Association Day

d) JMC Applications

No applications

8. Adjournment

MOTION: Moved by: Allison:

THAT the meeting be adjourned at 5:17 pm.

CARRIED

Next Meeting: May 29/23

School District No. 47 (Powell River)

REGULATIONS

BY-LAWS FOR THE JOINT MANAGEMENT COMMITTEE (JMC)

2023-2024

I. Aims

Professional Development is driven by teachers, autonomous, ongoing, and requires District financial support. We believe that the main responsibility for Professional Development rests with the individual teacher acting along with others. In addition, the Board has a responsibility to provide for the needs of students by maintaining a competent professional staff.

Professional autonomy is the freedom for teachers to choose professional development that will best support them to meet the diverse needs of students and to implement the curriculum within their collective agreement as well as their district and local union policies, procedures, and JMC by-laws.

A. The Committee's specific functions are

- i. to actively communicate, organize, and encourage Professional Development activities encompassed within the BCTF Professional Development lens and initiated by teachers
- ii. to actively communicate, organize, and encourage Professional Development activities initiated by school professional development representatives
- iii. to disburse Professional Development funds equitably
- iv. to manage Professional Development resources in keeping with the contract
- v. to encourage individuals or groups to apply for external funding for activities

II. Operation of the JMC

- A. The professional development year shall run from September 1 to August 31 of the following year
- B. The JMC shall hold meetings once a month
- C. A quorum shall be four (4) voting members, with equal representation from the board and the union
- D. The JMC shall issue a statement of its proposed activities (Provincial Specialist Association PSA and District Day) in Professional Development for the following school year before the Administrative Day
- E. A draft budget for professional development shall be prepared by the JMC by June 30th of each year. A final budget shall be presented by the JMC at its October meeting

III. **Coordinator**

- A. The Professional Development Coordinator will be appointed by the PRDTA and acts as chairperson of the JMC
- B. PRDTA Executive may increase or decrease the FTE and compensation of the Professional Development Coordinator depending on yearly circumstances.
 - a. The Professional Development Coordinator will be provided a leave of absence for up to 0.3 of a full-time assignment, upon request from the PRDTA
 - b. The PRDTA will reimburse the Board for the Professional Development Coordinator's salary up to 0.2 of a full-time assignment, upon receipt of a monthly statement
 - c. In addition, the JMC will contract with PRDTA and pay a fee for executive and managerial services rendered by the Professional Development Coordinator, up to 0.1 of a full-time assignment.
- C. The Professional Development Coordinator will be given a vote on the Joint Management Committee in situations where there is a tie vote

Commented [VC1]: Suggestion from the JMC: Since this is teacher money, it should be the PRDTA exec who makes this decision. The JMC will adjust budget according to the PRDTA executive decision of PD coordinator appointment at any point in the year.

IV. **Professional Development Fund**

- A. The Board and the PRDTA shall pay their respective contribution to the Professional Development fund after September 30th at the request of the JMC
- B. The Professional Development Coordinator shall be responsible for keeping the account(s) and records of the funds
- C. The account(s) and records shall be subject to audit at the request of the Board or the PRDTA
- D. Fees for locally organized workshops will be paid by non-School District No. 47 employees at a rate set by the JMC. Non-SD47 employees attending a locally organized workshop will pay a fee set by the JMC

V. **Guidelines for Disbursement of Funds**

- A. All JMC Professional Development is subject to available funds
- B. Annual School Professional Development

Procedure

- a. Annual School Professional Development plans, including self-directed schedules, must be submitted for review by the JMC in May and will be subject to revision following the coordination of Professional Development activities
- b. Annual PROFESSIONAL DEVELOPMENT Plans must be submitted to the JMC in June
- c. Funding provided for school plans will be based on availability of funding
- d. School-based activities funded by the JMC are must be open to TTOC's and teachers unassigned to a school, other PRDTA members upon approved application

Commented [VC2]: Should we have a separate document outlining just procedures? Should we keep all procedures separate, or have one detailed bylaw, and then a separate procedures only?

- e. The bills or receipts for expenses ~~incurred as a result of the activity~~ must be submitted to the Professional Development Coordinator within thirty (30) days

C. Local Specialist Associations Professional Development

- a. Annual LSA and Chapter Professional Development plans, must be submitted for review by the JMC in May and will be subject to revision
- b. ~~Annual PROFESSIONAL DEVELOPMENT Plans must be submitted to the JMC in June~~
- c. ~~Funding provided for school plans will be based on availability of funding~~
- d. Such activities funded by the JMC must be open to other PRDTA members upon approved application
- e. Meeting Minutes should be sent to the Professional Development Coordinator and to the PRDTA President
- f. An annual report should be submitted to the Professional Development Coordinator and to the PRDTA by May 1st
- g. The bills or receipts for expenses ~~incurred as a result of the activity~~ must be submitted to the Professional Development Coordinator within thirty (30) days

D. Personal Professional Development Funding

******The maximum annual reimbursement per teacher is up to 375.00 ~~based on available funding.~~

****** Based on approval, teachers can access up to three (3) days District-paid TTOC time to engage in Personal professional development.

Personal Professional Development out of district requiring overnight accommodation

Any member of the PRDTA may be given approval to receive up to the \$375.00 of funding for eligible out of district Professional Development activities requiring overnight accommodation per professional development year, September 1 – August 31, subject to available funding. Reimbursement of up to \$375.00 will be paid upon proof of registration with the submission of the Professional Development Report.

or

Personal Professional Development not requiring overnight accommodation

Any member of the PRDTA may be given approval to receive up to the \$375 of funding for eligible in district Professional Development activities not requiring overnight accommodation per professional development year, September 1 – August 31, subject to available funding. Reimbursement of up to \$375.00 will be paid upon proof of registration based on actual cost of registration, including receipts, and submission of the Professional Development Report.

Criteria:

- i. Professional Development must be connected to classroom professional practice.

Commented [VC3]: Costs have greatly increased, and teachers will still likely have to pay out of pocket. Currently, the JMC bank balance is estimated to be over \$100,000 at the end of August, 2023. This will be reviewed annually.

Commented [VC4R3]: JMC Recommendation: That the PRDTA that the PRDTA makes a motion outside the bylaws to increase the PD funds for one year to address the large surplus

Commented [VC5]: Per collective agreement and past practice.

- ii. To be eligible for funding, the teacher must be a member of the PRDTA both at the time of approval and the time of request for payment.
- ~~iii. Teachers on leave on are not eligible for funding.~~
- iv. The following are eligible for Personal Professional Development funding:
 - ~~Out of District~~ Conferences
 - Workshops (Local, Summer, etc.)
 - Credit Courses & Certificates
 - Non-credit Courses
 - PSA Memberships
 - Professional Resources (limited to \$150.00 per year)

Commented [VC6]: We recognize that teachers on leave, intending to return, should have the same opportunity to engage in professional development that will keep them up-to-date and will improve their professional practice. This is to be monitored and is not available for teachers on leave working elsewhere.

Procedure

a. ~~Activities requiring a TOC~~

- i. Approval for leave must be granted by the school administrator and an appropriate Teacher on Call available, **if required**
- ii. The Professional Development application must be submitted to the Professional Development Coordinator at least two (2) weeks prior to the activity, or by June 15th for summer activities
- ~~iii. In order to receive funding, a completed Professional Development Report must be submitted to the Professional Development Coordinator within thirty (30) days after the activity, along with proof of registration~~
- iv. For Personal Professional Development not requiring accommodation, receipts must also be submitted for reimbursement for actual costs, in addition to proof of registration and a completed Professional Development Report**

b. ~~Activities that do not require a TOC~~

- ~~i. Approval for leave must be granted by the school administrator~~
- ~~ii. The Professional Development application must be submitted to the Professional Development Coordinator at least two (2) weeks prior to the commencement of the activity or by June 15th for summer activities~~
- ~~iii. In order to receive funding, a completed Professional Development Report must be submitted to the Professional Development Coordinator within thirty (30) days after the activity, along with proof of registration.~~
- iv. For Personal Pro D not requiring accommodation, receipts must also be submitted for reimbursement for actual costs, in addition to proof of registration and a completed Professional Development Report**

Note: Transcripts will be accepted in lieu of a written report, if applicable. Alternatively, to be reimbursed for accredited courses before they have been completed, applicants can submit a Professional Development Report, along with proof of registration, to the Professional Development Coordinator thirty (30) days after the course start date.

c. PSA Memberships & Professional Resources

- i. The Professional Development application must be submitted to the Professional Development Coordinator including details of the proposed purchase
- ii. Receipts must be submitted to be eligible for reimbursement

iii. Professional Resources are limited to \$150.00 per year

E. Honorariums

Teachers presenting one hour or more at local activities to PRDTA Members are entitled to an honorarium of \$150.00 (limited to one (1) per year) on and prior approval of the Professional Development Coordinator. JMC based on available funding.

F. Teachers on Call Additional Funding

- i. Teachers on Call, without an additional contract, are entitled to additional Professional Development funding of up to \$100.00 per year. These funds are in addition to the ~~\$375.00~~ \$550.00 of Personal Professional Development funding as defined by the bylaws.
- ii. The following are eligible for these additional TOC funds:
 - ~~Out of District~~ Conferences
 - Workshops (Local, Summer, etc.)
 - Credit Courses & Certificates
 - Non-credit Courses
 - PSA Memberships
 - Professional Resources
 - Teaching Supplies

Procedure

Applicants follow the Personal Professional Development Funding Criteria and Procedure as outlined above (Section V.D.)

Commented [VC7]: This section may need to be changed with final format edits

G. JMC Funded Initiatives ~~New Teacher Mentorship~~

The JMC will support and fund initiatives which will enhance professional learning. Upon approval, funds may cover TTOCs, speakers, supplies, and materials. The maximum available for a group is \$2000.00. The maximum for an individual teacher is \$550.00.

The following activities may be considered for funding:

- Special Projects
 - new and innovative plans proposed by a teacher or a group of teachers
- Inquiry Project
 - a process that involves a group of teachers collaborating and reflecting on an inquiry question(s)
- Teacher Collaboration/Peer Coaching (maximum 3 combined release days)
 - A formalized partnership between an experienced teacher and a teacher colleague in which the experienced teacher is available to guide and support their colleague and/or participate in classroom observation

- Other: make a proposal
 - Other professional development initiatives (see the BCTF Professional Development Lens for criteria)

To ensure equitable distribution of funds, funding approval for multiple applications per year from individual teachers will be at the discretion of the JMC. If teachers have already been approved for JMC funding within the current school year, priority will be given to first time applicants. After February 15th, additional applications may be considered for funding for that current year.

Procedure

- a. JMC Funded Initiatives application, including a detailed budget, shall be submitted to the Joint Management Committee at least two (2) weeks prior to a JMC meeting for consideration.
- b. To be reimbursed, a written report and an expense report listing expenses with receipts shall be submitted to the JMC within thirty (30) days upon completion of the initiative.

The JMC will provide ongoing support in the form of funds for release time to support a responsive and sustainable mentorship model that supports New Teachers in the first three years of their practice. Subject to available funding, New Teachers can access these funds to support dedicated time with their mentor as a central component of their induction into the profession.

- I. — New Teacher Mentorship is:
 - a. — Non-evaluative, voluntary, and growth-oriented
 - b. — A formalized partnership between the New Teacher and their mentor in which the mentor is available to support, give feedback, and facilitate evidence-informed learning conversations with colleagues new to the profession

Procedure

- a. — Approval for leave must be granted by the school administrator and an appropriate Teacher on Call be available
- b. — A New Teacher Mentorship application form must be submitted to the PROFESSIONAL DEVELOPMENT Coordinator at least two (2) weeks prior to the activity
- c. — The maximum amount available to an individual New Teacher and their mentor will be an annually combined release time of up to three (3) days

II. — Special Projects

The Joint Management Committee will encourage and may fund projects which enhance professional learning. Subject to available funding, financial support will be provided as start-up money. Where projects continue beyond the start-up phase, funding should be requested through the other budget categories and be subject to the annual PROFESSIONAL DEVELOPMENT planning process.

Commented [VC8]: Moved from Section V.B. Disbursement of Funds. And edited.

Rationale: This is to ensure equitable distribution of funds. This allows first-time applicants opportunity to apply before funding is exhausted by applicants submitting multiple applications.

Commented [VC9]: Do we want to keep the descriptions of each section in the policies?

~~Special Projects are new and innovative plans proposed by a teacher or a group of teachers.~~

- ~~i. The maximum amount available to an individual teacher will be \$500.00 and \$1250.00 for a group.~~

Procedure

- ~~c. A Special Projects application, including a detailed budget, shall be submitted to the Joint Management Committee at least two (2) weeks prior to the JMC meeting where the project will be considered~~
- ~~d. To be reimbursed, a report shall be submitted to the JMC within thirty (30) days upon completion of the project. This report will include an expense report~~

III. Inquiry Projects

~~Inquiry Projects are a process that involves a group of teachers, working together to pose a question about their practice and proceed to find answers~~

- ~~i. The maximum amount available to an inquiry group will be \$1250.00~~

Procedure

- ~~a. An Inquiry Project application form, including a detailed budget if applicable, shall be submitted to the Joint Management Committee at least two (2) weeks prior to the JMC meeting where the project will be considered~~
- ~~b. To be reimbursed for expenses other than release time, an expense report shall be submitted to the JMC within thirty (30) days upon completion of the project~~

IV. Teacher Collaboration/Peer Coaching

~~The JMC will provide an ongoing teachers' professional development program that is designed to provide essential support and encouragement to teachers. In addition, this program will provide support for all teachers wishing to partake in classroom observations with their colleagues.~~

Teacher Collaboration/Peer Coaching is:

- ~~i. Voluntary~~
- ~~ii. A formalized partnership between an experienced teacher and a colleague in which the experienced teacher is available to guide and support their colleague~~
- ~~iii. Not evaluative~~

Procedure

- ~~a. A completed application form indicating the goals for the partnership must be submitted to the JMC at least two (2) weeks prior to the JMC meeting. Approval will be subject to available funding~~
- ~~b. Annually combined release time of up to three (3) days may be granted by the JMC~~

V. Curriculum Implementation

- i. The JMC will consider funding individual or group initiatives that will further the implementation of curriculum or locally developed curricula.

Activities that might be included are:

- Content related workshops, summer institutes or courses.
 - Collaboration, planning and/or short-term study leave.
- ii. These funds are not to be used for instructional materials
 - iii. The maximum amount available to an individual teacher will be ~~\$500.00~~ **\$550.00**, and \$2,000.00 for a group
 - iv. Funds allocated in the collective agreement for Curriculum Implementation should not be designated to other categories of the budget

Procedure

- a. A completed application form will be submitted with complete plans for the project at least two (2) weeks prior to the JMC meeting. Approval will be subject to available funding
- b. The JMC may initiate Curriculum Implementation activities

VI. Contingency Fund

The JMC will allocate money to provide a fund to take care of unexpected expenditures after the budget has been finalized

VI. Self-directed Professional Development

We believe that choices for professional development should be made carefully, involving teachers' reflection on their practice, often including collaboration with colleagues. Self-directed professional development activities can be done individually or in collaboration with others.

Commented [VC10]: The JMC looked at this language at length last year.

Procedure

- a. **Self-directed professional development is available according to annual school professional development plan schedules and on the Provincial Specialist Association (PSA) Day.**
- b. A self-directed form shall be submitted to the School Professional Development Representative and Professional Development Coordinator at least two (2) weeks prior to the Professional Development Day.
- c. When self-directed activities take place at a school district building other than the teachers own workplace, teachers must also inform their School Administrator of their location for approval.

Commented [VC11]: This aligns with annual school professional development (See Section V.B.a.)

VII. Revision of Bylaws

- A. The JMC shall review these By-Laws by May 1st each year. Changes will be to the Powell River Board of Education and the Powell River District Teachers' Association for ratification
- B. If it is discovered that any one of these bylaws contravenes the School Act, School Act Regulation, or Contract, the necessary changes will be made

Last updated May/vc



Health Committee Minutes April 20, 2023

Welcome and Territorial acknowledgement

1. Additions to the Agenda – No additions
2. Adoption of previous minutes – Tanya Larkin
3. Old Business: no new business
4. New Business: Tawnie
 - New District Principal of Early Learning, Child Care and School Nutrition: Raun Rainbow
 - Welcome to our youth guests
 - ICY Teams update (K-12): Outbound support intended to provide services for the entire region, not just for the school district. The school district will be allocated funding for 1.0 clinical counsellor & 0.5 peer support worker. Implementation is still 18-24 months away, looking to see what other communities with established ICY Teams are doing as guide. Child and Youth Mental Health has been allocated funding for early childhood position- creating pathways and preventative measures, they are looking to hire a new 1.0 position for infant mental health. Funding will also be provided to VCH to hire a Team Lead. Recent announcement: 12 new Foundry locations will be announced in the next two years (serving youth aged 13 - 24)

Updates:

- A) **School Board**
 - The Board has begun the initial phases of the strategic planning process. This will be a Board priority for the coming months

- B) **Health Unit** Shereen Russell / Meghan Molnar

Shereen:

 - Kindergarten Health Fair May 4-5th, children attend the health unit and get all the check ups they need prior to entering kindergarten
 - Vaccinations well underway

- Staffing slowly on the way up
- Administering McCreary at Westview and Brooks in May

Meghan:

- BC Chapter for School Nutrition (healthy school food coalition) wants to connect and find a way to support universal school food programs
- Meeting with Vanessa Sparrow later to collaborate (school gardens and landed learning)
- School food and beverage guidelines are creating a “toolkit” and will be available soon
- [Hands on Food](#) is a food-based teaching resource for primary and secondary school educators in BC. Developed by experienced educators and health professionals, it includes engaging lesson plans designed for grades 4 to 7 but easily adaptable to any grade level.

With Hands on Food, educators can help students develop important food skills like growing, cooking, preserving, and reducing waste while teaching the BC curriculum

There is a free webinar April 27th about the new "[Hands on Food](#)" resource (please email below from Simone Jennings who helped develop this new resource).

Join on **April 27th at 3:30 pm on Zoom** by signing up at <https://HandsOnFood.eventbrite.ca>

Attached is a one-page description of [Teach Food First](#) (for K-8 educators)

VCH has our school nutrition web page, "[Supporting Healthy Eating At School](#)"

C) **Youth & Family Powell River**

Trevor Edwards

- Just successfully completed the CARF process
- Heather Gordon is retiring and her position has been posted
- ORCA bus – up and running, goes to multiple venues throughout the week (Texada included)
- Circle of security May 11 (starts)
- Men finding balance still running
- Parent Teen Conflict Resolution still running
- Family Centre Library open 12-4 Tuesday – Friday
- Pride Circle Wednesdays are on-going
- 5 new potential foster families have been identified, which is very positive

- Continuing to see new families needing additional services; shift from families needing parenting help to broader needs (mental health, housing security, food security, substance use)
- Strength in Self: second school year running, meet the need of mental health emergencies for youth, based on family support template (strength based solutions focused strategy). Feedback from clients “helpful to have someone to listen to them”. Helps teens find a way to speak with parents. Initially intended for youth that were on a waitlist for Child and Youth Mental Health services – now will be open to everyone. Youth and Family will be changing the promotional material so it’s clear that the services are available to everyone ages 13-19 in PR (see attached handouts)

If anyone would like printed copies for distribution, please contact Trevor via email (tedwards@youthandfamily.ca) or by phone or text at 604-223-7207 and he will happily deliver them

D) Child and Youth Mental Health Wendy Kerr

- Current waitlist for moderate to severe, continue to prioritize immediate concerns
- Wendy has become the official Team Leader
- Hiring in near future (2 postings coming soon)
- New infant and toddler clinician to be hired

E) Senior Policy Lead, Healthy Public Policy VCH Meriko Kubota

- Support role for wider health of our community: programs running, joint activities, health insights, and completing an environmental scan
- Connects with ministry and all other contributors/ service provision groups in the region
- Local Government representation: direct link to municipalities and grants.
- Senior Men’s fitness initiative proposal in progress.
- Survey data: questions related to youth self-harm and suicide, prevention is the goal. Where are locations where this is happening (complex and Marine Avenue)
- Speak Survey: province has delayed the launch (survey on our health and wellness). Survey data will help to advocate for more services.
- Proposal: bring to the Health Committee the VCH child youth mental health data, hoping to spark deeper conversations
- Just received EDI WAVE 8 data (2019-2021) Kindergarten data – COVID years. Meriko will dig into this data and pull-out key elements to share with this table
- Will try and get Recreation Complex re-engaged with the Health Committee

- F) **M.C.F.D** Jaclyn Miller
- May 29-June 4 is BC Child Youth in Care Week – awareness and reducing stigma
 - National Child and Youth Mental Health Day free event with Ross Greene 6-8pm May 4th
- G) **Youth Concurrent Clinician** Katie Glaze
- Job: Concurrent Disorder Clinician (up to age 19) 2 days week, and intensive case management team 2 days per week
 - ICM has adult and youth caseload, self-referrals, or clinician referrals. Folks having challenges due to concurrent disorders (High risk – mental health and substance use)
 - Katie – for her 2 days with ICM she is seeing clients for counseling who require ICM, and there are also other support staff available for the outreach component (social worker, nurses etc.). ICM youth counselling for those up to 24 years of age. Much of this is outreach services
 - Supporting many Brooks students (6/8 on her caseload are at Brooks, so at Brooks on her two days per week)
 - Seeing a lot of poppers (tobacco and marijuana), vaping and self-harm and an increase in disordered eating
- H) **Vancouver Coastal Health – Tobacco Reduction** Laurie Chaisson
- New tools for reflection around addiction (less punitive if caught) “Let’s Talk About Vaping” – email Laurie for trail (looking for feedback before general roll out) use of the document, will be available in the fall
 - Choice of words around vaping is key when identifying what vaping is for the user. Having “comfortable conversations”
 - Knowledge about nicotine and addiction has changed with vaping and what addiction looks like early on – understanding for youth
 - Big misunderstanding: all vapes legally sold in BC have nicotine (it is true)
 - Nicotine is the most addictive substance
 - Looking at the language that people use to help gauge their dependence on vaping.
 - Work with Brooks on presentation for parents, and will look at offering an evening virtual presentation to PR area as well, then see about having regional one.
 - Looking into a possible Cessation Support group at Brooks, work with Brooks (7-week session), the goal being to train the trainer

I) **Health Director Tla’amin Nation**

Marlane Paul

- Shíshálh Nation announced today the findings of 40 unmarked graves on the grounds of their former residential school <https://shishalh.com/2023/04/20/results-of-the-shishalh-ground-penetration-radar/>
Our hearts and thoughts are with the Nation during this difficult time

J) **Student Support Services**

Tawnie Gaudreau

- Tawnie –it appears we will not be participating in EDI or CHEQ this coming year due to increased costs – it will be a 4 year wave, rather than a 3 year wave (letter from Human Early Learning Partnership)
- Destination Imagination – Huge thanks to Kate Boyd for organizing a showcase tournament held at Henderson this year
- Mental Health Week: May 4-7, 2023
- Gr 7 Wellness Conference “Level up” – welcoming from elder, Leta Burechailo will be the keynote, break out presentations include: sexual health, mental health/physical health, counsellor and student panel , and drug and alcohol awareness). Student panel facilitated by Jessica Johnson will present while students are having lunch. The Brooks Mental Health Advocacy Group will have a table in the foyer as well as a few other community agencies/ supports
- Elementary Cross Country is underway and Track and Field will be starting soon with the Track and Field meet scheduled for the last Friday in May
- EDI, MDI and YDI all completed for this year
- Kindergarten Transition Committee meetings are well underway – looking at supports and needs ahead of September school entry
- Sexual Health Parent session scheduled for Monday April 24th 6-7pm @ Brooks
- Critical Incident Training session on the Sunshine Coast SD47 had team attend

K) **Early Learning**

Raun Rainbow

- Feeding Futures School Programs, starts Sept 2023
- Ready Set Learn – transitions for families ages 3-5, mini day where they can explore their local elementary school and receive a bag of fun supplies.
- Tla’amin is hosting a Kindergarten Health Fair – April 24-28
- SEY2KT – what do families need, collaborative initiative with reps from Nation, open to more board members.

L) **Administrators**

Tanya Larkin

- May 4th Fun Assembly & Job Fair (ARC in afternoon Gr 9-12)
- Counselling Suite – review for growth and further supports
- Sports are running smoothly
- Jazz Fest – very positive for many students in fine arts
- Food: seems to be positive and there is access for all
- International activities & new students: few new students his month, went skiing
- Assessments – end of April, making sure all students have what they need prior to graduation
- Grad: Scheduled for June 10th
- Canadian Playful Schools Network – video arcade at Brooks, presenting in Ottawa early June

M) **Mental Health Advocacy Group**

Gerry Brach & Adria Mitchell

- Goal: destigmatize mental health at Brooks
- Started wellness lounge at Brooks one lunch hour per week (based out of the media lab). Approx 10 students regularly and many drop in
- \$2000 funding grant from Brooks PAC – lighting and other supplies for wellness lounge
- Just applied for a \$4000 grant in hopes to have speaker series next school year looking for younger youth membership in the coming years
- Gr 7 May 25th TC Hotel mental health conference, Brooks MHAG will be available and conduct Gr 7 survey
- Mental Health week – will have speakers coming
- Working on a gratitude board for hallway at Brooks

N) **Youth CAT**

Emma Lou Corbett and Nikki Specht

- qCJ April 28th circle chats: services, self-image, and more
- Meet the Youth Cat Project: Instagram posts around who they are individually (portfolios)
- Name change project: revising old feedback and soliciting new feedback to see about possible need for name change

Future meeting date: June 1, 2023



FREE PROGRAM FOR YOUTH AGES 13-19 (10 SESSIONS)

We're here to help.

Everyone gets stuck sometimes. If we don't have someone to talk to or help us through this feeling of being stuck, it can feel overwhelming. If you are seeking support to work through a mental, emotional, or daily challenge, our Strength in Self program might be for you.

Our team of Youth & Family Enhancement Counsellors are here to provide support and connection, a listening ear, and guidance through challenging periods of your life.

You will work one-to-one with a counsellor and be invited to choose where and how you meet. Space is available at our offices, at Brooks High School, or anywhere in the community you feel comfortable talking about the issues at hand.

During the meetups, your counsellor will help you envision your life, identify and explore your strengths, and make a plan for tackling the obstacles you face in living your life the way you want to.

You will make a map together over 10 sessions – a map for your life. This will be something you can hold on to in the days ahead and refer back to when life feels difficult. People say these maps stay with them for many years and become tools to guide some of their most important decisions. It's your life. We're here to help you map out the way you want to live it.



For more information, call or text
Collette Sinkewicz 604-223-7043 or
Rachel Leblanc 604-223-7042.

Youth & Family Powell River
7105 Nootka St. Powell River, BC
www.youthandfamily.ca





Strength in Self

Strength in Self is a 10-session program meant to support youth in Powell River ages 13 – 19 who are either awaiting clinical mental health services or are looking for practical intervention strategies to assist them with mental, emotional, or daily challenges.

With the assistance of a Youth and Family Enhancement Counsellor, youth will create a vision of what they would like their lives to look like and a plan for living that life. Counsellors will help participants to:

- Identify the strengths and supports they already have within themselves primarily, plus their social circle and community(s);
- Identify obstacles they might be facing and develop strategies to overcome them; and,
- Create an action plan (aka map) to move toward the life they want to live.

Participants will meet with Youth and Family Enhancement Counsellors up to twice a week, working together to create their personalized roadmap to well-being.

Please see attached referral form for Strength in Self Program.

Referrals can be emailed to:

Collette Sinkewicz - csinkewicz@youthandfamily.ca

Rachel Leblanc - rleblanc@youthandfamily.ca

or faxed to 604-485-4215

Youth & Family Powell River
7105 Nootka St. Powell River, BC V5A 5E3
www.youthandfamily.ca



James Thomson Elementary School (School District 47)
6388 Sutherland Avenue, Powell River, BC, V8A 4W4



April 19, 2023

Dale Lawson & SD47 Trustees
School District 47
4351 Ontario Ave
Powell River BC V8A 1V3

Dear Ms. Lawson & SD47 Trustees:

On behalf of James Thomson School, I would like to invite you as honored guests at our May Day celebration scheduled to take place on **Friday, May 19, 2023**.

We would be honored if you would say a few words to open our ceremony. The ceremony will start as the parade ends, at about 9:45 am. The parade is scheduled to begin at 9:15am; it takes about thirty minutes, and you are welcome to join us!

Please RSVP to the school by Tuesday, May 16, 2023. RSVP can be either by phone (604-483-3191) or email (karen.stedman@sd47.bc.ca).

Yours truly,

A handwritten signature in blue ink, appearing to read "Bill Rounis".

Mr. Bill Rounis
Principal

BR/ks



ANNUAL BOARD WORK PLAN 2022-2023

JULY

- CSBA Conference-perspective attendance

SEPTEMBER

- Receive Enhancing Student Learning Report
- Review School Growth Plans
- Review Audit Findings Report
- Adopt Annual Financial Statements
- Adopt Multi Year Capital
- Review Executive Compensation Disclosure
- Approve Power to Suspend
- Approve Maintenance of Order
- Recognize Orange Shirt Day – Every Child Matters

OCTOBER

- Recognize World Teachers' Day

NOVEMBER

- Election of Board Chairperson & Vice Chairperson
- Election of Provincial Council and BCPSEA Representatives

DECEMBER

- Receive Statement of Financial Information
- Approve Trustee Appointments to Committees and Community Liaison Groups
- Represent Board at BCSTA Provincial Council
- Attend BCSTA Trustee Academy

JANUARY

- Receive Strategic & School Growth Plan Interim Report
- Review Process for 2023-2027 Strategic Plan
- Review Trustee Remuneration
- Submit Financial Disclosure Forms by January 15th
- Represent Board at BCPSEA AGM
- Recognize Literacy Week

FEBRUARY

- Adopt Amended Annual Budget
- Review School Calendar Consultation Information
- Chairperson – Represent Board at Ministry of Education Annual Partner Liaison Meeting
- Represent Board at BCSTA Provincial Council
- Recognize Pink Shirt Day – Anti Bullying

MARCH

- Approve School Calendar Submission
- Review Provincial Motions for BCSTA AGM
- Approve Budget Process

APRIL

- Review Government Grant Information
- Attend BCSTA AGM
- Recognize Anniversary of Tla'amin Treaty
- Recognize Education Week

MAY

- Review Annual Facility Grant Plans
- Recognize Mental Health Week

JUNE

- Adopt Annual Budget
- Receive Carbon Neutral Action Report
- Review Strategic Plan
- Review Board Meeting Calendar
- Review Board Work Plan
- Recognize National Indigenous Peoples Day
- Recognize Children and Youth in Care Week

OTHER ITEMS SCHEDULED AS NEEDED

- Review Board Policies and Bylaws
- Review and Approve Capital Project Bylaws
- Trustee & Superintendent Evaluations
- Hear Appeals as needed
- Ratify Collective Agreements
- Represent Board at BCSTA Branch Meetings
- Attend School Functions
- Attend Employee Recognition Events