



SCHOOL DISTRICT NO. 47 (POWELL RIVER) BOARD OF EDUCATION
Regular Board Meeting
4:00 pm, Wednesday, May 17, 2023
SCHOOL BOARD OFFICE

A G E N D A

PRESENTATION: A. Burt – K to 12 Reporting Structure

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

1.a) **MOTION:** "THAT the Regular meeting agenda of May 17, 2023, be adopted as circulated."

2. ADOPTION OF MINUTES

2.a) **MOTION:** "THAT the Regular meeting minutes of April 19, 2023, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) April 19, 2023 – The Board met in-camera to discuss items which include personnel.

3.b) May 3, 2023 – The Board met in-camera to discuss prospective contractual arrangements.

4. INCOMING CORRESPONDENCE

4.a) Dyslexia BC to BCSTA

4.b) First Nations Consultation Letter

MOTION: "THAT the correspondence listed in item 4.a) to 4.b) be received."

5. OUTGOING CORRESPONDENCE

5.a) SD47 to J. Carlson and L. Gunn

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) Enrollment Projections for 2023-2024 (oral)

6.b) Summer Programming

6.c) BAA Approved Course

6.d) Recruitment (SPED, French Immersion, Alternate Ed, Vice Principal) {oral}

6.e) Employee Recognition Assembly (June 5, 2023) {att} and Retirement Dinner (June 14, 2023) {oral}

6.f) Brooks Graduation Ceremony (June 10, 2023, commencing at 4:30 pm) {oral}

6.g) Strategic Planning Update (oral)

6.h) Suspension, Exclusion, and Seclusion Report – September 6, 2022, to April 30, 2023

MOTION: "THAT the Superintendent of Schools' Report be received as presented."

7. SECRETARY-TREASURER'S REPORT

- 7.a) Annual Facility Grant Plans
- 7.b) Month End Financial Report as at April 30, 2023

MOTION: "THAT the 2023/2024 Annual Facility Grant Plans be approved as presented."

MOTION: "THAT the Secretary Treasurer's report be received as presented."

8. COMMITTEE REPORTS

- 8.a) Committee of the Whole Report for May 10, 2023

MOTION: "THAT the Locally Developed Course for ELL Introduction to Language and Culture 10 be approved as presented at the May 10, 2023, Committee of the Whole Meeting."

MOTION: "THAT the proposed changes to the Bylaws of the Joint Management Committee be adopted as presented at the May 10, 2023, Committee of the Whole Meeting."

- 8.b) Northern Sunshine Coast Advisory Council – M. Mason (Oral)

9. OTHER INFORMATION

- 9.a) BCSTA AGM Attendance (oral)

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT



SCHOOL DISTRICT NO. 47 (POWELL RIVER)
BOARD OF EDUCATION - REGULAR MEETING
4:00 pm, Wednesday, April 19, 2023
SCHOOL BOARD OFFICE

MINUTES

Present: Dale Lawson, Rob Hill, Maureen Mason, Jaclyn Miller, Kirsten Van't Schip (via phone)

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer)

PRESENTATION – J. Carlson and L. Gunn – Powell River Festival of Performing Arts and Brooks Interact Club 80th year of the PRFPA next year.

J. Carlson and L. Gunn spoke to the following:

- History of Rotary's involvement with the School District and the Community.
- Thanked J. Yule and the Board for their annual support and hoping for this to continue in the future.
- Request – how can we encourage more speech arts in schools and is there a way to have a Pro-D day with a facilitator speaking on speech arts? J. Yule will send them Vanessa Coray's contact information.
- Garbage clean up Thursday, April 20th.

Rotary Youth Programs

- Brooks Interact Club
- RYLA (Rotary Youth Leadership Awards)
- Adventures in Citizenship
- Adventures in Forestry and Environmental Studies
- Short-Term Exchange Program
- Annual High School Bursaries

Question Period

No questions.

CHAIRPERSON'S REMARKS

"It can be a challenge to get back into the swing of things following March break, but I'm encouraged by the warming weather and all of the opportunities this time of year brings.

The recent announcement from the Ministry of Education and Child Care on the province's multi-year investment in the new Feeding Futures funding is very welcome news. Funding is essential to build capacity toward stigma-free access to healthy, local food for students. We're fortunate to have an excellent foundation on which to build food programs for students in Sd47. It's exciting to consider the possibilities of what the future could look like for our school communities, the families we serve and the broader community.

Every spring, elementary schools start amping up activities in their school gardens & outdoor spaces. Bike clubs are starting to meet again and fieldtrip ideas are plentiful. The warmer days seem to bring new energy for coming together and possibilities for the future. Plans are underway to focus on student transitions to Brooks and thoughts start to shift toward leaving ceremonies, celebrations, and events.

Spring is a time of emerging growth; it's the season of renewal and the evidence is everywhere. High school students at Brooks are planning their course selections and Grade 12 students are booking their grad photos and contemplating the many details of graduation day and their next steps. Student, staff and parent volunteers are working hard to plan the upcoming graduation festivities. The Brooks Royal Closet is fully stocked with dresses, suits, shoes and accessories. Students are contemplating their commencement note for their walk across the stage and looking through photos to contribute to the memory reel.

Recently, the Jazz Festival included a jazz and charcuterie concert inaugural event featuring local students from Brooks Secondary and visiting students from Reynolds Secondary in Victoria. During the festival, five of our elementary schools (Kelly Creek, Westview, Henderson, James Thomson and Edgehill) learned a song that was choreographed and rehearsed at each school separately before coming together alongside the Brooks choir and Canadian Jazz singer Heather Bambrick just an hour before the show. Paul Cummings, the Jazz Festival organizers and our wonderful music teachers provided this incredible opportunity for our students to participate in this collaborative choir of more than 150 students from across the district. The local exhibition of musical talent doesn't stop there. I'm always in awe of the incredible talent we are so fortunate to enjoy in our community and grateful for the rich opportunities afforded to SD47 students because of it. This month many of our students were introduced to the cello, to symphony orchestra and classical music with Maestro Arthur Arnold. The PRISMA 4 kids (P4K) program offers unique world class musical experiences right in our Sd47 classrooms with their recently completed classroom visits portion of their program.

This week, April 16th – 22nd is National Volunteer week. The theme this year is "Volunteering Weaves Us Together. The Volunteer Canada website reads: "Let's celebrate our individual and collective actions in creating a strong, interconnected and vibrant community! Volunteering weaves us together, strengthening the fabric of our community by sharing our time, talent and energy to support one another." Many of the goings on I've touched on today are supported by volunteer efforts. Special thanks to everyone who has in the past and continues to contribute to building community through music, food, events, activities or celebrations. You are needed and each of you are appreciated for what you do, thank you for sharing your time and passion to strengthen our community and inspire our students.

Next week Apr 24th-28th is Education Week, this is an opportunity for all of us to recognize and celebrate the important work happening in our schools. Visit our [website](#) or follow our social media channels to learn about Education Week activities from neighborhood schools.

1. **APPROVAL OF AGENDA**

Moved: R. Hill
Seconded: M. Mason

THAT the Regular meeting agenda of April 19, 2023, be adopted as circulated.

Status: Carried

2. **ADOPTION OF MINUTES**

Moved: J. Miller
Seconded: M. Mason

THAT the Regular meeting minutes of March 8, 2023, be adopted as circulated.

Status: Carried

3. **REPORT OF CLOSED MEETINGS**

3.a) March 8, 2023 – The Board met in-camera to discuss items concerning personnel matters.

4. **CORRESPONDENCE**

INCOMING

4.a) BCSTA to SD8
For information.

4.b) SD5 to Ministers Singh, Dix, and Ms. Brody
For information.
Question asked if our District has ample SLP staff. J. Yule responded in the affirmative.

4.c) BCSTA to Ministers Conroy and Singh
For information.

4.d) BCSTA to Minister Singh
For information.

4.e) DM C. Zacharuk to D. Lawson
For information.

4.f) PRISMA to D. Lawson and J. Yule
School District 47 pays fees for services for PRISMA for kids but does not provide a donation.
SD47 pays for this fee for service.

Other topics discussed:

- Fund to support school communities and meal programs.
- Received information for funding food programs.

- Indigenous Student Funding – underspending of funds has created an approved carry over to next year.
- Numeracy and Literacy instructors out at the Nation at Cousin’s House – able to serve the students at their home.
- Trades Builder program in place.
- Added 1.2 Indigenous Teachers in the District – now teachers supporting indigenous education in all schools.
- EA’s working as cultural workers at schools.
- Building capacity for teachers to be able to continue with programs.
- Elder hired in order to be connected with students.
- Cross Cultural program for grades 3-5 continues in the District as well as reconciliation projects with Welcome Poles at each of our sites – KC and OLC now.
- District Principal of Indigenous Education sends resources to all teachers every month.

Moved: J. Miller

Seconded: R. Hill

THAT the correspondence listed in items 4.a) to 4.f) be received.

Status: Carried

5. OUTGOING CORRESPONDENCE

N/A

6. SUPERINTENDENT OF SCHOOLS’ REPORT

6.a) Administrative Procedure 251 – Learning Resources

Ms. A. Burt reviewed the changes made to Administrative Procedure 251.

6.b) Administrative Procedure 260 – Student Trips (Draft) – ensure this is 260 (not 314)

The sub-committee is working on the field trip form and also working with IT to have forms online. Extensive one year work. Still taking feedback until the policy committee finalizes the procedure.

6.c) Administrative Procedure 417 – Employee Resignations

Change – offer exit interview if they would like. 2.3 spelling error.

6.d) Out of Country Trip Proposal to Greece in March 2025

The Board supported the trip in principle.

Question asked about the process for setting up an international field trip. J. Yule spoke to the process.

6.e) Suspension, Exclusion, and Seclusion Report – September 6, 2022, to March 31, 2023

For information.

Moved: R. Hill
Seconded: J. Miller

THAT the Superintendent of Schools' Report be received as presented.

Status: Carried

7. SECRETARY-TREASURER'S REPORT

- 7.a) Capital Plan Bylaw 2023/24-CPSD47-01
S. Hopkins spoke to the bylaw reviewed at the previous COTW meeting.

Moved: R. Hill
Seconded: J. Miller

That the Capital Plan Bylaw 2023/24-CPSD47-01 be adopted.

Carried

- 7.a) Bus access to Texada Ferry Terminal
S. Hopkins reported back to the item brought up at the March with respect to how vehicles line up for ferry and the need to cross yellow line, driving into oncoming traffic. The issue is not problematic.
- 7.a) Month End Financial Report as at March 31, 2023
S. Hopkins spoke to report included with agenda.

Moved: J. Miller
Seconded: R. Hill

THAT the Secretary-Treasurer's Report be received as presented.

Status: Carried

8. COMMITTEE REPORTS

- 8.a) Committee of the Whole Report for April 12, 2023
For information.
Salish Sea stewardship program possible – thanked educators for making this program possible.
Could they make a presentation to the Board? J. Yule will connect with them.
- 8.b) JMC Meeting – March 27, 2023
Kirsten Van't Schip spoke to meeting she attended.
Good meeting – Sub committee looking at all bylaws and policies.

8.c) DPAC Meeting – April 12, 2023

Dale Lawson spoke to meeting she attended.

“Good turnout, almost all schools represented around the table. It was noted that Texada is working toward re-establishing their PAC. Participants engaged in conversation about what PACS do & the guidance & resources available to them through their association (BCCPAC). Roundtable discussion, each school provided some highlights. Edgehill mentioned their momentum toward building capacity, Henderson touched on their wildly successful H3 as they approach their goals for funding new playground equipment. Westview mentioned a dance they’re planning and presented an opportunity for the group to collaborate on bringing grade 7’s together from throughout the district as an intro to their upcoming years together at Brooks. Challenges shared around the table re: grand funding application deadlines & how best to support each other. Discussion re: volunteers, book fairs and concession for District Track and Field and meal programs.”

9. **OTHER INFORMATION**

9.a) Welcome to R. Rainbow.

QUESTION PERIOD

Ms. I. Loveluck – clarified the PRDTA to look at bylaw changes.

Mr. K. Heuckroth – OLC committee – not sure who is on committee but is there an opportunity for others to join. J. Yule will speak with Mr. Heuckroth.

MEDIA QUESTION PERIOD

PR Peak - Tanya asked about food program funding and if it includes the gardening program? D. Lawson responded that it does not and explained how the programs are different.

ADJOURNMENT

Moved: R. Hill

THAT the Regular Board Meeting be adjourned at 4:59 p.m.

Status: Carried

D. Lawson
Chairperson

S. Hopkins
Secretary-Treasurer

SH/ac



April 17, 2023

Carolyn Broady, President
British Columbia School Trustees Association
Email: cbroady@bcsta.org

Dear *Carolyn*;

I am writing today with great enthusiasm to support a motion that is to be brought forward by *the Board of Education of School District No. 44 (North Vancouver)* to *the British Columbia School Trustees Association (BCSTA) AGM 2023* titled "*Learning Disability (Dyslexia) and Policy/Guidelines for Screening in Kindergarten.*"

As you probably know, early literacy scores are directly related to future academic success and failure; so it is imperative that we are proactive with our approach to addressing struggling students.

Early screening and targeted interventions using structured literacy starting in kindergarten will improve results and best outcomes for more students to reach their academic potential. It takes 4 times longer to remediate a struggling student or someone with a learning disability if the disability is not remediated by the end of grade 3. This makes it impossible for that student to catch up to grade level with academic skills. The result is plummeting mental health and self esteem to the point of no return for the student.

It is very important and massively more cost effective to catch students before they fall thus retaining their self esteem and ensuring the best outcomes for academic achievement, graduation rates and mental health. I am hopeful that BCSTA can pass the above motion to advocate to the BC Ministry of Education for policy, guidelines and for screening starting in kindergarten for learning disabilities like dyslexia.

Sincerely

A handwritten signature in blue ink that reads "Cathy McMillan".

Cathy McMillan, B.Sc.
Founding Director,
Dyslexia BC
DyslexiaBC.cm@gmail.com

Further support for the motion; *“Learning Disability (Dyslexia) and Policy/Guidelines for Screening in Kindergarten.”*

Rick Moore

Recipient of the BC Children and Youth Representative’s Award of Excellence in Advocacy for 2013

Vicki Nelson, B.Sc.

Executive Director, Learning Disabilities Association Fraser South Chapter

Cathie Camley

Former Board of Directors for the Learning Disabilities Association of Canada (LDA Canada), Former Board of Directors for Learning Disabilities Association of BC (LDABC), Former Chair of Education Committee for LDA Canada, Former Chair of Education Committee for LDABC, Former Board of Director for the Federation of Invisible Disabilities (FIDS), Former Director for Special Education Coalition of British Columbia

Dr Steve Truch

Director, The Reading Foundation

Gloria Ramirez, Ph.D., she, her

Professor

School of Education

Faculty of Education and Social Work

Kim Block

Disability Advocate- Speaking Up BC

Jim and Jill Sully

Retired Special Education Teachers

Port Moody, BC

Jim and Jill Sully wrote -

“We are writing in support of the Motion brought forward to BCSTA by the SD44 Board to support students with learning disabilities. The continuing erosion of adequate services for these students has been a terrible travesty! Without proper assessment, training and services, these students are extremely at risk. With support we know that students with learning disabilities can thrive and enjoy a well deserved quality of life! Success means good mental health, career opportunities and avoiding the issues that haunt those without the proper care in the school system. We look forward to seeing this motion move forward and reclaiming the services that have been lost over too many years! It is long overdue!”



May 3rd, 2023

Ref: 288248

NAME
POSTION
FIRST NATION
EMAIL

Dear SALUTATION:

As you may be aware, the Ministry of Education and Child Care (the Ministry) has been working towards implementing changes to Indigenous education as part of its commitments under the *Declaration on the Rights of Indigenous People Act* (Declaration Act) Action Plan and the BC Tripartite Education Agreement (BCTEA). Some education-related actions in the Action Plan relate to existing commitments, while others build on those commitments.

The Ministry of Education and Child Care is committed to meaningful truth and reconciliation with Indigenous Peoples. While achievement results have been improving over the past few years, based on the data, the current public education system has much more work to do to close the achievement gap between Indigenous and non-Indigenous students in our province. The commitments referenced are intended to be a shift in the public education system towards furthering reconciliation.

In keeping with the Province's commitment in s. 3 of the *Declaration Act* to take all measures necessary to ensure the laws of British Columbia are consistent with the United Nations Declaration on the Rights of Indigenous Peoples, in consultation and cooperation with the Indigenous peoples in British Columbia, I am writing to invite Esdilagh First Nation to engage on relevant aspects of proposed policy and legislative changes relating to Indigenous education for First Nation students attending provincial public schools.

The proposed changes are being developed in cooperation with the First Nations Education Steering Committee (FNESC). The Ministry is currently considering proposing policy and legislative changes in respect of the following:

- *Declaration Act* Action Plan Action 1.6 *Co-develop an approach to deliver on the BC Tripartite Education Agreement commitment, in which the Ministry of Education and Child Care and the First Nations Education Steering Committee will co-develop legislation that requires local education agreements (LEAs) with First Nations where a*

Ministry of Education and Child Care
System Liaison and Supports Division
Office of the Assistant
Deputy Minister

Mailing address:
PO Box 9887Stn Prov Govt
Victoria BC V8W 9T6

Location:
620 Superior Street
Victoria, BC V8V 1V2

First Nation wants one, and that requires the application of the provincial LEA at the request of a First Nation.

- Would designate the Provincial LEA that is being co-developed with FNESC.
 - Would allow a First Nation that is purchasing services from a board of education using funding from Canada, that does not have an LEA in place, to apply the Provincial LEA to a Board of Education.
 - First Nations and Boards of Education would still be able to keep their current LEA or negotiate their own LEA if they prefer.
 - A First Nation and Board will be able to terminate their existing Local Education Agreement and replace it with the Provincial LEA.
- *Declaration Act Action Plan Action 4.3 Co-develop and implement a framework for the involvement of Indigenous Education Councils in school district financial planning and reporting.*
 - All Schools Districts would be required to have an Indigenous Education Council.
 - The Indigenous Education Councils role is to support the board in its responsibility to deliver comprehensive and equitable education and services for Indigenous students and advocate for improved outcomes and student success for all Indigenous students attending school in the school district.
 - Proposing a provincial Terms of Reference, including membership, for an Indigenous Education Council.
 - Other commitments in the BC Tripartite Education Agreement (BCTEA) and the BCTEA LEA Guiding Principles related to parental involvement in choosing the school their First Nation student living on-reserve attends.
 - Enable First Nations to identify which school(s) within a school district First Nation students living on-reserve would attend.

Though the Ministry has been working in cooperation with FNESC on the development of these changes, the Ministry would welcome discussion with FIRST NATION on the proposed changes to hear your views on the proposed amendments and any potential impacts. If you would like to have a meeting, the Ministry would be happy to schedule one with you via teleconference or on-line. Please let us know by May 12th if you would like to schedule a meeting. We will be scheduling meetings over the next few months.

If you have any questions regarding the information included in this letter, please contact Denise Augustine, Superintendent of Indigenous Education, System Liaison and Supports Division via e-mail at denise.augustine@gov.bc.ca. If you would like to schedule a meeting, please reach out to the Indigenous Education Branch directly at EDUC.IndigenousEducation@gov.bc.ca.

Sincerely,

A handwritten signature in black ink, appearing to read "J McCrea". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jennifer McCrea
Assistant Deputy Minister
System Liaison and Supports Division
Ministry of Education and Child Care

May 12, 2023

Ms. Joyce Carlson and Ms. Lisa Gunn

Via Email

Dear Joyce and Lisa,

I am writing to thank you for your informative presentation to the Board of Education on Wednesday, April 19, 2023. Please extend our thanks to Rotary members for their ongoing support and dedication to children and youth in our community.

The Board of Education is also keen to help expand participation in Speech Arts at future Festivals.

Thank you for offering to possibly have a Speech Arts speaker attend one of our local Teacher Pro-D days. We have copied Ms. Vanessa Coray, our Teacher Pro-D Coordinator, so you can liaise directly with respect to potential future opportunities.

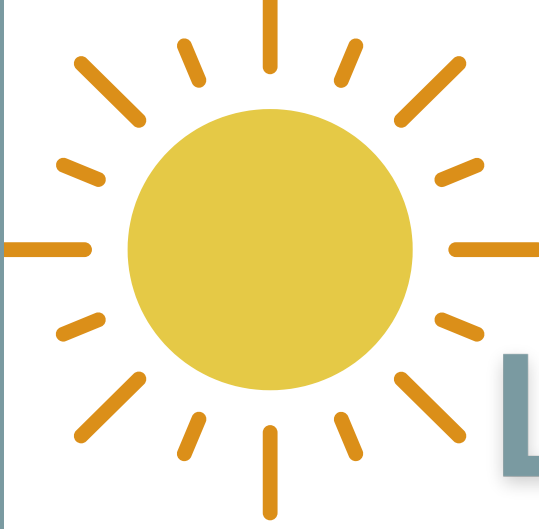
Yours truly,

A handwritten signature in blue ink that reads "Dale Lawson".

Ms. Dale Lawson
Chairperson
Board of Education
School District 47 (Powell River)

DL/ac

cc: Ms. Vanessa Coray, Teacher Pro-D Coordinator, SD47



School District 47

SUMMER LEARNING



Grades K-5

9am - 12pm

**July 10-28
Mon-Fri**

**Westview
Elementary**

SD47 students are invited to apply for the 2023 Summer Learning Program. This free program will keep students engaged and having fun with activities focused on reading, writing, and numeracy.

Apply at www.sd47.bc.ca by May 28

*As space is limited, registration will be confirmed by June 1

*Based on interest & staffing, a French Immersion K-5 program may be available

*Transportation available to/from each district school site

For more information
email: kristen.brach@sd47.bc.ca



SCHOOL DISTRICT 47



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:

SCHOOL DISTRICT 47 (POWELL RIVER)

DISTRICT PROD DAY

June 5, 2023

Morning

School Planning for 2023-2024 (at individual schools)

12:00 noon – 1:00 pm

For all staff: Keynote Speaker ~ Kevin Lamoureux
Decolonizing Teaching and Instruction

1:15 p.m.

Buffet Luncheon catered by Connor Knickerbocker and Brooks Culinary Students

🎪 Entertainment

Following Lunch

Call to Order/Employee Assembly

🎪 Long-Term Service Recognition Presentations

SCHOOL DISTRICT 47 - SUSPENSION, EXCLUSION AND SECLUSION REPORT YEAR TO DATE 2022-2023

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	2	3	2	1	2	2	3	1			16
10 days or less (violent)		1			3	3	2				9
11-20 days (non-violent)											0
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)			1								1
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)	1	4		9				2			16
Less than 20 days (second + drug/alcohol offence)		1		1							2
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension			4	4	3	1	2	1			15
TOTAL SUSPENSIONS	3	9	7	11	5	5	5	3	0	0	59
EXCLUSIONS											
Exclusions - Elementary	0	0	0	0	0						0
Exclusions - Secondary	0	0	0	0	0						0
SECLUSIONS											
Seclusions - Elementary	0	0	0	0	0						0
Seclusions - Secondary	0	0	0	0	0						0

*(Violent incidents include: fighting, physical altercations, threats of bodily harm, etc.
Verbal is considered violent if threatening)*

2023/2024 Facility Planning

Current Year

Facility	Description	Funding Source			Status		
		Building	Grounds	Equipment		Capital Grant	Annual Facility Grant
Brooks	New Portables					460,000	
	Counter Resurfacing (Home Ec)				7,500		
	Paint Exterior Railings (Balance of Railings)						5,000
	Daycare Skirting				5,000		
	Covered Bike Storage				30,000		
	Address Failing Wall Coverings				7,500		
	Shop Flooring Painting						5,000
	Rear Courtyard Development - Paving				25,000		
	Misc Concrete Repairs				15,000		
	Daycare Fencing				5,000		
			Great Hall Doors		5,000		
Oceanview	Misc Interior Painting & Flooring				20,000		
	Rooftop Heating & Air Handling Unit				66,670		
Texada	Flooring Replacement/Abatement				12,500		
	Replace & Flash Gym Pilasters				5,000		
	Window Replacement				90,000		
	Fire Alarm System Replacement				20,000		
	Car Charging Station				7,500		
Kelly Creek	Daycare Construction				1,110,000		Approved - New Spaces Fund
	Portable Move & Reno						
	Lighting Upgrade				43,970	15,000	
	Washroom Renovations					40,000	
	Fire Alarm System Replacement					20,000	
		Parking Improvements					

Westview	HVAC Circulation Pump Upgrade		5,000		
	Stage Lighting		5,000		
	Playground Installation			40,000	
Edgehill	Daycare Construction	1,110,000			Approved - New Spaces Fund
	Portable Moves		55,000		
	Resource Room Renovations		10,000		
	Office Renovation		5,000		
	Storage Garage				
	Irrigation upgrades		15,000		
	Hockey Court Paving		25,000		
	Garden Move		5,000		
Henderson					Approved - SEP
James Thomson	Lighting Upgrade	52,175	10,000		Approved - CNCP
	Mechanical Upgrade	2,000,000			
	Flooring		35,000		
	Outdoor Classroom Gazebo		25,000		
Haywire Bay					
Admin Building	Envelope Replacement - design phase		10,000		
	HVAC Upgrade		75,000		
Operations					
	Bus Garage Renovations		75,000		
	Electric Charging Infrastructure Study		7,500		
Total		\$ 4,316,145	\$ 759,170	\$ 510,000	
Approved Funding		4,316,145	759,170		
Difference		\$ -	\$ -		

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: April 30, 2023

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	19,202,570	0	19,202,570	23,854,583	4,652,013	20
200 Employee Benefits And Allowances	4,215,783	0	4,215,783	5,347,066	1,131,283	21
300 Services Purchased	3,478,871	0	3,478,871	3,545,697	66,826	2
500 Supplies And Materials	1,665,872	0	1,665,872	2,015,866	349,994	17
	-----	-----	-----	-----	-----	-----
Total For INSTRUCTION	28,563,096	0	28,563,096	34,763,212	6,200,116	18
DISTRICT ADMINISTRATION						
100 Salaries	1,072,543	0	1,072,543	1,244,390	171,847	14
200 Employee Benefits And Allowances	206,384	0	206,384	265,017	58,633	22
300 Services Purchased	278,056	0	278,056	313,205	35,149	11
500 Supplies And Materials	34,036	0	34,036	71,152	37,116	52
	-----	-----	-----	-----	-----	-----
Total For DISTRICT ADMINISTRATION	1,591,019	0	1,591,019	1,893,764	302,745	16
OPERATIONS AND MAINTENANCE						
100 Salaries	1,183,929	0	1,183,929	1,476,470	292,541	20
200 Employee Benefits And Allowances	244,773	0	244,773	315,944	71,171	23
300 Services Purchased	1,014,435	0	1,014,435	969,500	-44,935	-5
500 Supplies And Materials	1,281,653	0	1,281,653	1,393,302	111,649	8
	-----	-----	-----	-----	-----	-----
Total For OPERATIONS AND MAINTENANCE	3,724,790	0	3,724,790	4,155,216	430,426	10
TRANSPORTATION & HOUSING						
100 Salaries	503,723	0	503,723	597,698	93,975	16
200 Employee Benefits And Allowances	114,470	0	114,470	133,215	18,745	14
300 Services Purchased	39,254	0	39,254	54,087	14,833	27
500 Supplies And Materials	298,864	0	298,864	265,000	-33,864	-13
	-----	-----	-----	-----	-----	-----
Total For TRANSPORTATION & HOUSING	956,311	0	956,311	1,050,000	93,689	9
	-----	-----	-----	-----	-----	-----
Grand Total	34,835,216	0	34,835,216	41,862,192	7,026,976	17



SCHOOL DISTRICT NO. 47 (POWELL RIVER)
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
12:00 pm., Wednesday, May 10, 2023
SCHOOL BOARD OFFICE

MEETING NOTES

Present: Dale Lawson, Rob Hill, Maureen Mason, Jaclyn Miller, Kirsten, Van't Schip

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer)

Presentations – Ms. I. Loveluck, President PRDTA

Ms. I. Loveluck spoke to the Board on the various roles and responsibilities of the PRDTA and the working, collaborative relationship with the District:

- Who we are and what we do.
- Executive for 2022/2023.
- President's Role
- President to Member Assistance.
- President's Health Wellness Role and other Responsibilities.
- Current Staff Representatives.
- Professional Development Representatives.
- Joint Committees.
- Ultimate Goal.

1. **APPROVAL OF AGENDA**

Moved: J. Miller

Seconded: K. Van't Schip

THAT the Committee of the Whole Meeting Agenda for May 10, 2023, be adopted as presented.

Status: Carried

2. STANDING COMMITTEES

2.a) Education and Strategic Planning Committee

i) BAA ELL Introduction to Language and Culture 10

J. Yule spoke to the document attached within the agenda. This will be carried forward to the Regular Board Meeting on May 17, 2023, for approval. Question asked about activities for ISP students within the school and in the community with the response being that there are many activities in both.

ii) 2023/2024 Learning Services Budget Considerations

The two-page document itemizes initiatives adopted last year that senior staff would like to see carried over to next year along with proposed school-based initiatives.

At this time, these are draft considerations. A deeper discussion will take place once strategic plan objectives are in place.

2.b) Finance & Facilities Committee

i) 2023/2024 General Budget Planning

S. Hopkins reminded the Board of the approved budget planning process for the upcoming school year.

S. Hopkins spoke to:

- Government grant amounts that were shared with Trustees the prior month.
- Reported that the draft budget currently includes staffing levels consistent with the current year.
- That the draft budget includes salary increases for all employee groups.
- That the draft includes all the considerations presented earlier in the agenda.
- Reported that a draft would be available for consideration for the June Committee of the Whole and then be approved at the Regular Meeting scheduled for June 21, 2023.

Discussion ensued with respect to various positions and to the school requests and how the District solicits this information. J. Yule spoke to the process that was undertaken.

ii) Operations Report

S. Hopkins spoke to:

- Edgehill & Kelly Creek Daycare Projects

Edgehill

- The School District has engaged a modular company.
- Design has been finalized.
- Ready to apply for a building permit.
- Construction will take place in lower mainland with anticipated delivery date late fall.
- May be ready for operation in January or soon after.

- Kelly Creek
 - Plans underway to renovate the Community House building and turn it into a daycare.
 - Project scope includes moving two portables from Brooks Secondary to Kelly Creek School. These portables will support the educational programs currently being run from the Community House.
 - The expected completion date is also late 2023.

- Capital Plan Implementation
 - Henderson gymnasium roof replacement is currently underway, and once completed the balance of the solar system will be installed.
 - James Thomson low sloped roofs will be replaced later in May with the work likely continuing until late June or early July.
 - HVAC and ventilation upgrade design for James Thomson is complete and the project is ready for tender.
 - Planning for a prospective addition to Edgehill Elementary is underway.

- Prospective Annual Facility Grant Projects
 - Plans for 2023/2024 will be brought forward for Board consideration at the May 17, 2023, meeting.

- Transportation Plans
 - Reminded Trustees of plans to amend the transportation pass application process for the upcoming school year.
 - The deadline for bus pass applications is mid-June. Communication strategy in place. The plan is for those who applied will have a pass for start of school.
 - Question asked about digital bus passes for high school. S. Hopkins responded.

2.c) Policy Committee
N/A

3. COMMITTEE REPORTS

3.a) Minutes of French Advisory Meeting 2023.04.25

R. Hill touched on the DELF program which may be looked at for one of our schools.

J. Yule spoke to the reason there are fewer elective courses available.

The district received grant money to support full time teacher and CUPE support worker this school year.

3.b) Minutes of JMC Meeting 2023.04.24

i) JMC Draft Bylaws 2023.04.24

K. Van't Schip spoke to the meeting she attended and reported that they have been reviewing the terms of reference.

Ms. I. Loveluck stated that as recommended by JMC, some minor changes have been made at their Executive meeting – 0.40 release vs .30 and changed formatting to make it clearer.

J. Yule spoke to JMC using surplus available for individual teacher PROD. Important that this be worded in a way so when the surplus has been depleted, that it not be thought of as a cutback.

The contract states this is a joint committee – always pressure on JMC to increase JMC role. J. Yule is asking that this goes to their Executive. The School District is not opposed as it is coming out of their budget, and they know best how teachers should be supported with respect to Pro D.

3.c) Minutes of Health Committee Meeting 2023.04.20

i) Strength in Self

ii) Strength in Self Poster for Professionals

D. Lawson and K. Van't Schip spoke about several items in the minutes provided with the agenda.

4. OTHER INFORMATION

4.a) May Day Celebration – May 19, 2023

Invitation attached in agenda.

Maureen Mason will be in attendance. K. Van't Schip will be attending as a parent.

D. Lawson will let the Principal know who is planning to attend.

4.b) Board Work Plan

For information.

ADJOURNMENT

Moved: J. Miller

THAT the Committee of the Whole Board Meeting be adjourned at 1:14 p.m.

Status: Carried

SH/ac

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