COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, October 11, 2023
School Board Office

A G E N D A

1. **APPROVAL OF AGENDA**
   1.a)   **MOTION**: "THAT the Committee of the Whole Meeting Agenda of October 11, 2023, be adopted as circulated."

2. **STANDING COMMITTEES**
   2.a)   Education & Strategic Planning Committee
       i)   2023 / 2024 Operational Plan – Learning & Student Support Services
       ii) Community Engagement Questionnaire – M. Mason (oral)

   2.b)   Finance & Facilities Committee
       i)   N/A

   2.c)   Policy Committee
       i)   Policy 1 – Foundational Statements (Proposed Amendments)
       ii) Policy 5 – Role of the Board Chair (For Information)
       iii) Policy 6 – Role of the Vice Chair (For Information)
       iv) Board Evaluation (For Consideration):
   - Policy 2, Appendix B – Facilitated Board Self-Evaluation Process
   - Policy 2, Appendix C – Facilitated Board Self-Evaluation Sample Questionnaires.
   - Readiness for Government Improvement Survey – Ontario Example
       v)   Superintendent Evaluation (For Consideration):
   - Policy 12, Appendix A – Superintendent Evaluation Process, Criteria, & Timeline
   - Policy 12, Appendix B – Superintendent Performance Assessment Guide
   - Policy 12, Appendix C – Leadership Practices Interview Guide
       vi) AP 230 – Online Learning
       vii) AP 360 – Assessment & Reporting

3. **COMMITTEE REPORTS**
   3.a)   Northern Sunshine Coast Ferry Advisory Council, September 21, 2023 – S. Hopkins (oral)

4. **OTHER INFORMATION**
   4.a)   South Coast Branch Survey Summary
   4.b)   Advocacy Day & Meeting of Board Chairs – J. Miller (oral)
   4.c)   Board Work Plan – For Information

ADJOURNMENT
SH/attachments

qathet SCHOOL DISTRICT

STRATEGIC PLANNING

OCTOBER 2023

LAND ACKNOWLEDGEMENT

We are gathering and working today on the lands of the Coast Salish peoples, specifically the traditional territory of the Tla'amin Nation on which qathet School District resides.

MISSION

Learning and Growing, Together

VISION

Creating Brighter Tomorrows for All

VALUES

Integrity	Curiousity
Respect	Inclusivity
Courage	Good Relations

STRATEGIC PRIORITIES

Cultivating an Ethic of Learning (titɪwšɛm ʔəms taʔow)
Ensure early learners and students have the best possible learning experience.

Cultivating Curiosity (payot gagayɛɬtən)
Transform our learning environments into places of innovation.

Cultivating Connection (paʔa kʷʊms qʷayigən)
Prioritize mental health, community connections, and social-emotional learning.

Supporting Self-Determination (ʔaǰɛnxʷegəs)
Ensure holistic Indigenous student success.

Cultivating Truth and Reconciliation (gʊnaʔxʷuθs)
Honour Truth and reconciliation.

Cultivating Integrity/Responsibility (hays qaymɛmɪxʷ ʔayʔaytawθ)
Prioritize climate change, organizational health and sustainability.

CONTINUOUS IMPROVEMENT

Operational Plans, School Growth Plans, Equity Action Plans:

- Align with the *Educated Citizen* and the *Policy for Student Success*;
- Align with the *First Peoples Principles of Learning*;
- Aim to create momentum and a future planning mindset; and
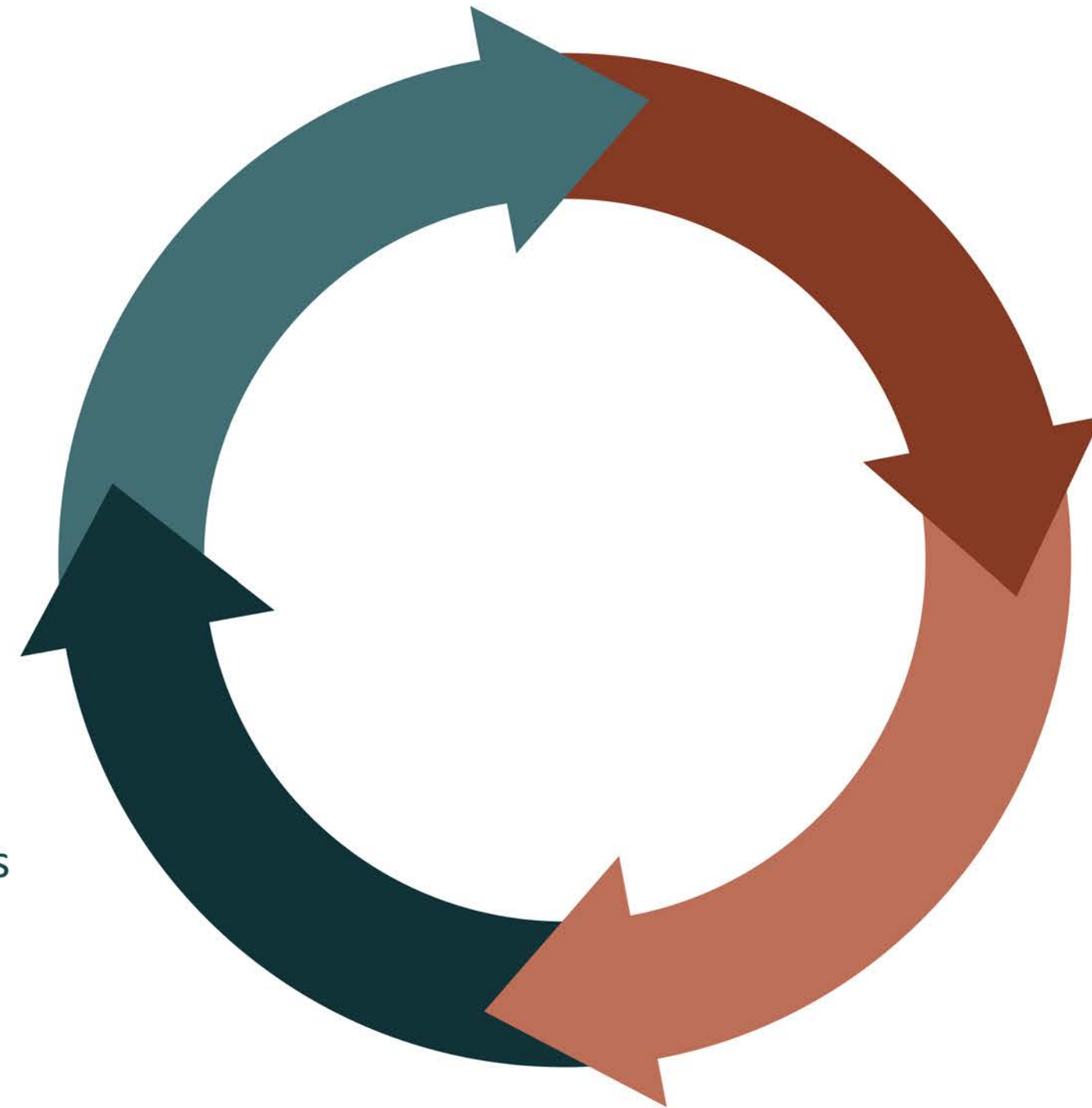- Be informed using data, evidence, and results from authentic engagement.
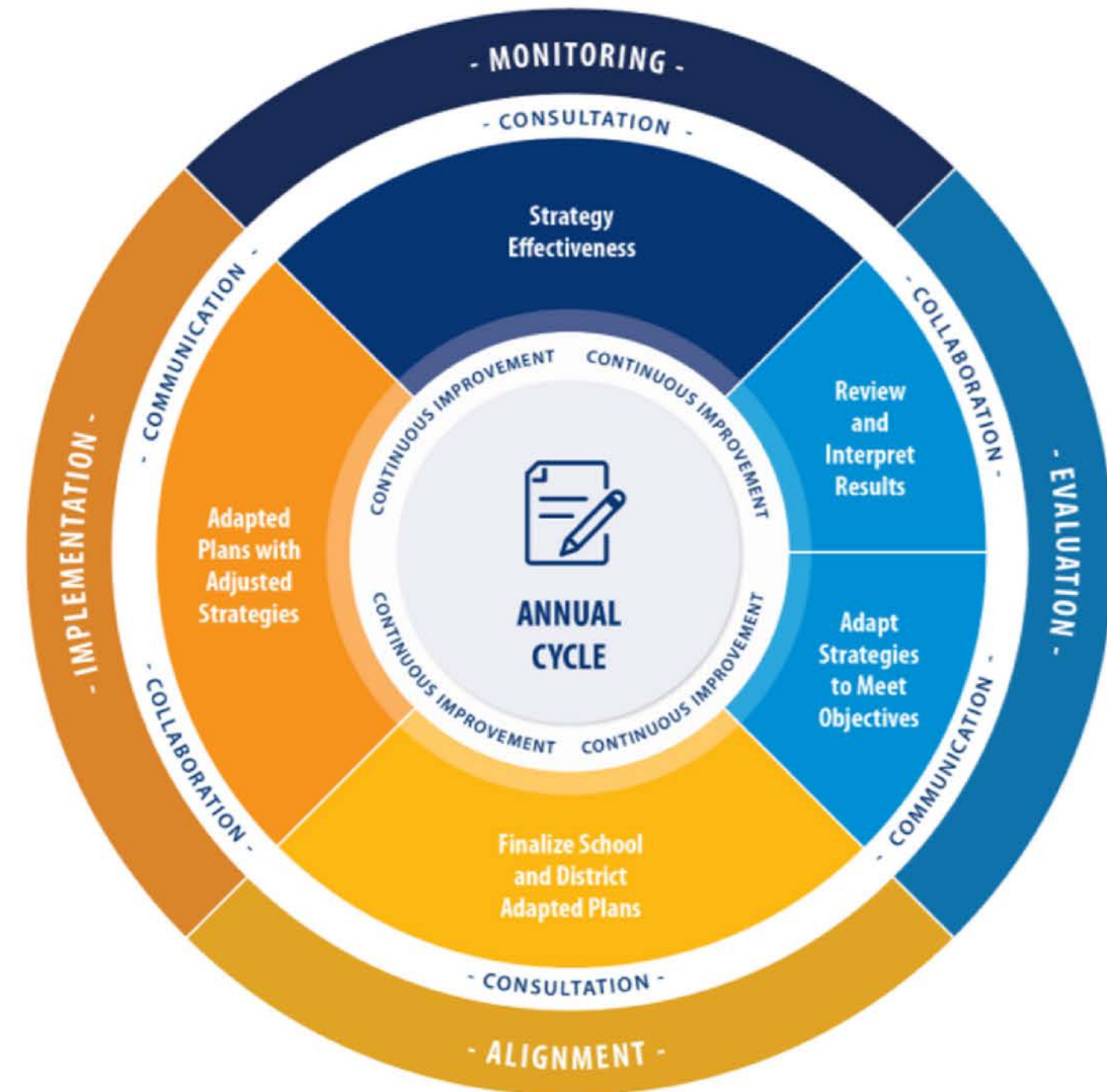
COLLABORATE

With local First Nations and engage with Indigenous peoples and key education partners

To reflect the shared commitment to improve student learning and equity of outcomes.

PUBLISH

Outcomes and measures for the district, each year

To support evidence-informed planning with a focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

REVIEW

District strategic plans and annual reports

To monitor the overall progress and determine where supports may be provided.

BUILD CAPACITY

For continuous improvement across the district

To provide targeted supports to departments and schools based on annual results.

DEPARTMENTS

Learning & Student Support Services

Indigenous Education

Early Learning and Child Care

Food Literacy

Human Resources

Communications

Information Technology

Finance & Facilities

DATA

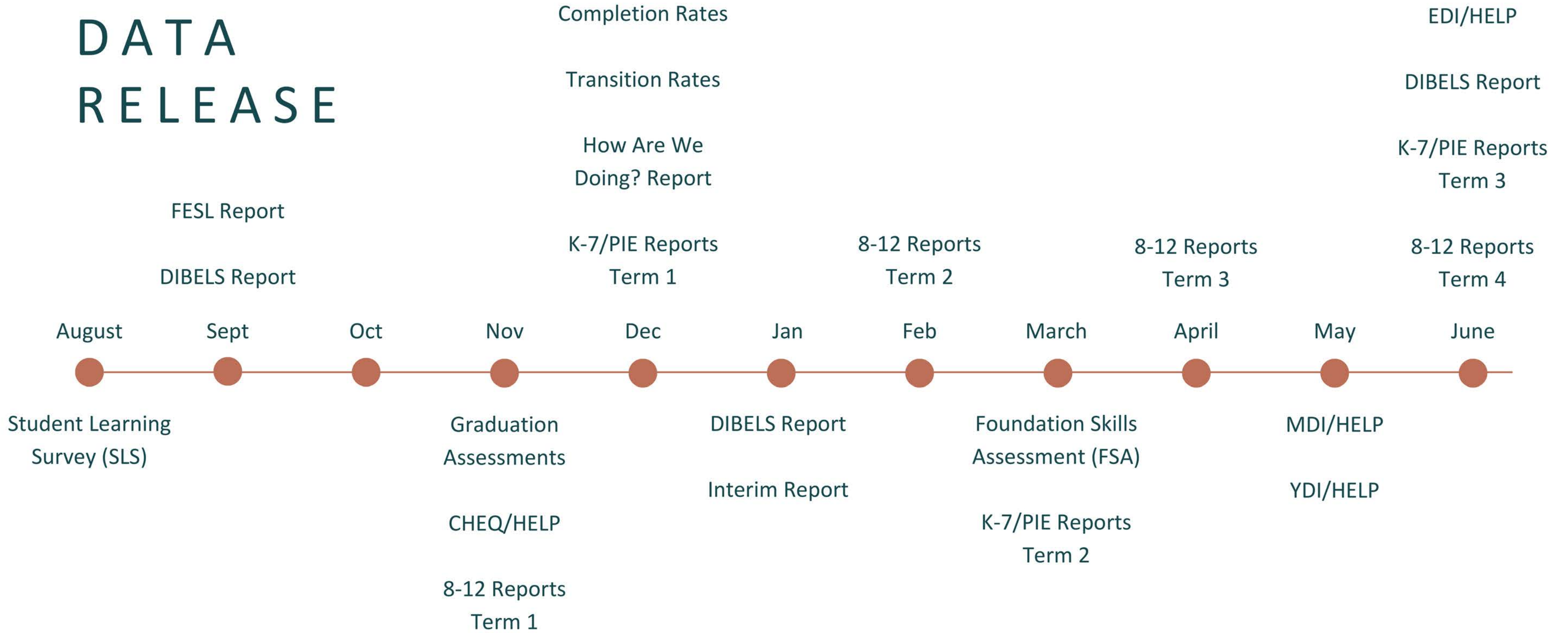**satellite**   **map**   **street**

Data is drawn from provincial and local sources, including satellite,
map, and street data. This data is used to analyze and interpret
results, strategies, and approaches for student learning.

qathet SCHOOL DISTRICT

Foundational Skills Assessment (FSA)   District Based Assessments

Graduation Program Assessments   Attendance Data

Student Learning Surveys   Transition Rates

How Are We Doing?   Completion Rates

Report Cards   EDI/MDI/YDI

Student Forums

Local Surveys

Competency-based Student Assessments

Listening Campaigns

Empathy Interviews

qathet SCHOOL DISTRICT

DATA RELEASE

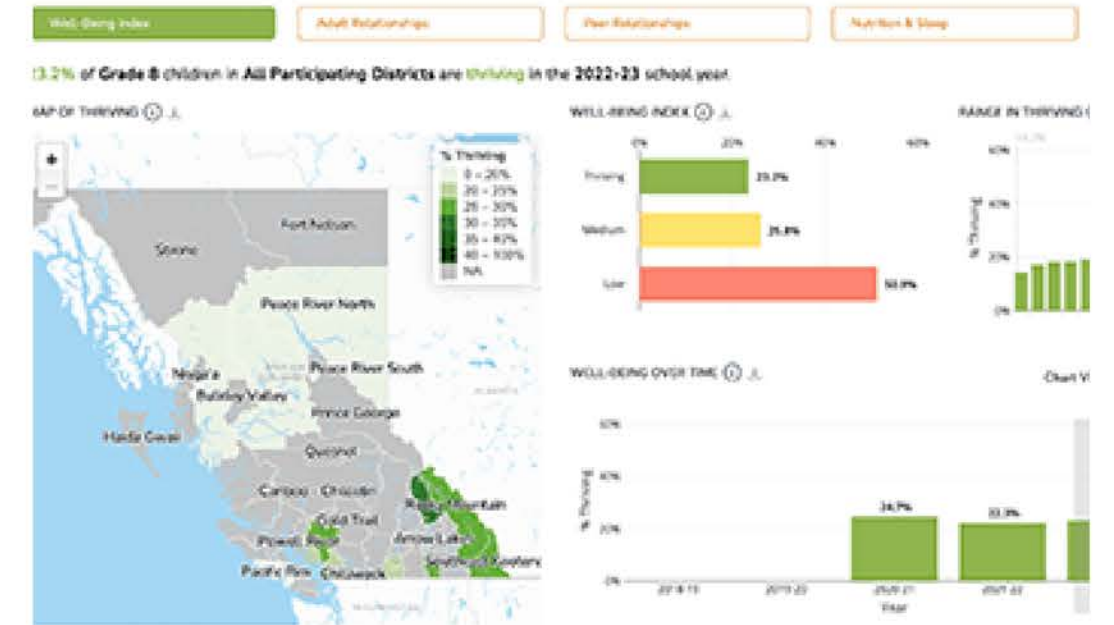**Completion Rates**

Transition Rates

How Are We Doing? Report

EDI/HELP

DIBELS Report

K-7/PIE Reports Term 3

FESL Report

DIBELS Report

K-7/PIE Reports Term 1

8-12 Reports Term 2

8-12 Reports Term 3

8-12 Reports Term 4

August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June

Student Learning Survey (SLS)

Graduation Assessments

DIBELS Report

Foundation Skills Assessment (FSA)

MDI/HELP

CHEQ/HELP

Interim Report

YDI/HELP

K-7/PIE Reports Term 2

8-12 Reports Term 1

MINISTRY

FESL

HELP

QUESTIONS

- Which district strategies and objectives have improved student learning outcomes from the previous Strategic Plan?
- What existing and emerging areas of need has the district identified?
- What relevant feedback has been gathered through the district's engagement processes with the community?
- Do district learning priorities and objectives address inequities and enhance learning for each student?
- Are priorities and objectives informed by relevant evidence, data, and stories?
- What are areas of concern identified through the TEA and Equity Scans?

- What are the board of education's mission, vision, and values, and the Ministry of Education and Child Care's guiding policies and curriculum?
- Are the objectives transformative in nature by being:
  - Student-centred?
  - Forward-thinking?
  - Holistic and core competency focused?
  - Focused on personalization?

qathet SCHOOL DISTRICT

qathet School District

OPERATIONAL PLAN

LEARNING & STUDENT SUPPORT SERVICES PLAN 2023/2024

qathet SCHOOL DISTRICT

CULTIVATING AN ETHIC OF LEARNING (titɪwšɛm taʔow)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
Ensure early learners and students have the best possible learning experience. • Focus on foundational learning in literacy and numeracy.	• Continue to focus on early literacy foundational skills. • Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate inequities. • Continue to reinforce and create district and school-based structures to facilitate continuous improvement and regular monitoring of student growth. • Continue to offer teacher learning opportunities for evidence-based practices that enhance literacy and numeracy for all. • Deepen understanding of formative assessment in the classroom. • Support the use of common learning targets to inform instruction and intervention. • Support Literacy and Numeracy Graduation Assessment activities. • Continue to support an inclusive delivery model for students with diverse needs using a Response to Intervention (RTI) Framework.	• Collaboratively create a K-7 Literacy Framework and K-7 Numeracy Framework that clearly articulates what components are required to create a rich literacy and numeracy environment for all students. • Select, pilot, and implement an elementary numeracy assessment that can be utilized across the district to determine where to focus improvement efforts. • Provide opportunities for grade 8-12 teachers to learn about adolescent literacy and disciplinary literacy. • Strengthen knowledge, understanding, and application of assessment principles necessary to support and empower students in their learning. • Support a Multi-tiered System of Support (MTSS) approach for enhancing student success.

EVIDENCE/METRICS

Foundational Skills Assessment (FSA)
Graduation Program Literacy & Numeracy Assessments
Student Learning Survey
How Are We Doing? Report

DIBELS Assessments
K-12 Learning Updates/Summary of Learning
Class Reviews
Course Completion Rates

qathet SCHOOL DISTRICT

CULTIVATING AN ETHIC OF LEARNING (tɪtɩwšɛm taʔow)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
Ensure early learners and students have the best possible learning experience. • Enhance early learning plans, opportunities, and partnerships.	• Continue to participate and coordinate the Early Years Planning Table. • Continue to engage with community partners and families such as the Tla'amin Kindergarten Health Fair and Kindergarten Health Fair to gather feedback and find ways to support early learning in schools and the community. • Continue to support smooth transitions from home to school. • Continue to host pre-school transition meetings to ensure supports are in place. • Continue to provide opportunities to engage ECE's and Kindergarten teachers with the Early Learning Framework. • Continue to support early learning programs such as Strong Start, Strong Start Go, Just B4, and Seamless Kindergarten. • Participate in EDI data collection and use results to inform program development. • Maintain and enhance relationships with community partners and establish ongoing collaborative projects. • Ongoing participation in Changing Possibilities for Young Children initiative.	• Deepen engagement with K-3 teachers with the Early Learning Framework. • Deepen family and community engagement in new and existing early years (birth to 5) programs. • Provide opportunities for collaboration with ECE's and Kindergarten teachers. • Investigate and pilot early learning assessment tools and techniques. • Enhance the sharing of information from pre-school transition meetings with Kindergarten teachers.

EVIDENCE/METRICS

Early Years Developmental Instrument (EDI)
Kindergarten Assessment
K-12 Learning Updates/Summary of Learning
Class Reviews
Parent Surveys

qathet SCHOOL DISTRICT

CULTIVATING AN ETHIC OF LEARNING (titɪwšɛm taʔow)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
Ensure early learners and students have the best possible learning experience. • Foster deep learning so all students can flourish in a rapidly changing world. • Increase student engagement and voice.	• Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate inequities. • Provide opportunities for learners to develop core competencies and engage in goal setting. • Enhance student engagement and skill development through personalized and project-based learning initiatives and specialized programs. • Support universal design for learning (UDL) to meet the diverse needs, skills, and interests of learners. • Support staff use of technology to enhance teaching and learning. • Build support for educators through department heads, coordinators, and student success teachers. • Continue to offer opportunities for student engagement on district committees.	• Strengthen knowledge, understanding, and application of assessment principles necessary to support and empower students in their learning. • Promote the use of the ISTE Standards for students, educators, and leaders to create high-impact, sustainable, and equitable learning experiences. • Facilitate and support opportunities for school-based staff to collaborate on initiatives that enhance student choice, student engagement, and differentiation of instruction. • Reestablish the district elementary student leadership committee. • Provide opportunities for student leaders to collaborate.

EVIDENCE/METRICS

Completion Rates
Transition Rates
Student Learning Survey
How Are We Doing? Report
Middle Years Development Instrument (MDI)

Youth Development Instrument (YDI)
Learning Updates/Summary of Learning
Self-Reflections on Core Competencies
Student Goal Setting Artifacts
Class Reviews

Listening Campaigns
Empathy Interviews
Surveys

qathet SCHOOL DISTRICT

CULTIVATING AN ETHIC OF LEARNING (titɩwšɛm taʔow)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
Ensure early learners and students have the best possible learning experience. • Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.	• Continue to support the Principal of Early Learning, Child Care, and School Nutrition and the Food Literacy Coordinator. • Continue to provide resources to ensure access to nutritious food in all schools. • Continue to support the development and maintenance of school gardens. • Continue to support teachers in planning for and implementing students' hands on experiences in the garden and kitchen.	• Create a cohesive plan that further supports nutritious food programs in all schools. • Develop a food security strategy in consultation with community partners.

EVIDENCE/METRICS

Student Learning Survey
Middle Years Development Instrument (MDI)
Youth Development Instrument (YDI)

qathet SCHOOL DISTRICT

CULTIVATING CURIOSITY (gagayɛɫtən)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
Transform our learning environments into places of innovation. • Continue to support land based and place based learning. • Strengthen our competencies around environmental stewardship.	• Continue to support the Outdoor Learning Coordinator. • Continue to develop and promote quality outdoor learning spaces and learning (e.g. school gardens, outdoor classrooms, CMA, LEAP, Environmental and Sustainability Club) to support and enhance learning in nature. • Continue to offer ongoing opportunities for learning at the Outdoor Learning Centre. • Continue to hold end of year outdoor learning camps for all Grade 7 students. • Continue to support the Food Literacy Coordinator. • Implement the Seed to Plate food skills program for Gr 4-7 students where students engage in seasonal land-based learning opportunities to understand food production in local context and climates.	• Enhance use of our school gardens to further develop students' understanding of climate action on food production. • Support collaboration between the Outdoor Learning Coordinator and the Numeracy Coordinator to offer learning opportunities in providing numeracy instruction outdoors. • Create a Sustainability Coordinator position to support environmental stewardship professional learning opportunities and K-12 curriculum. • Explore partnerships with Tla'amin on integrating local Indigenous land stewardship practices into food systems.

EVIDENCE/METRICS

Student Learning Survey
Middle Years Development Instrument (MDI)
Surveys

qathet SCHOOL DISTRICT

CULTIVATING CURIOSITY (gagayɛɬtən)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
Transform our learning environments into places of innovation. • Strengthen personalized and flexible learning opportunities, including redesigning learning spaces. • Create a culture of inquiry and innovation.	• Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate inequities. • Continue to use a collaborative team approach to teaching and learning. • Build support for educators through department heads and coordinators. • Continue to provide purposeful career-life development opportunities for all students (e.g. career education curriculum, BAA courses, dual credit programs, Skilled Trades BC programs, career fairs). • Continue collaboration with PSIs and community partners. • Support experiential learning opportunities. • Support exploration of a school library learning commons model. • Continue to support ADST Innovator. • Implement ADST Scope and Sequence.	• Increase opportunities that support interdisciplinary inquiry and core competencies. • Create common resources and procedures for Career Life Connections and Capstone. • Support the transition to a Provincial Online Learning School (POLS) while continuing to offer other online and blended spaces . • Transform school library spaces into vibrant library learning commons. • Increase the application of ADST curriculum. • Increase student agency throughout the system enabling voice and choice in decision making within a classroom, school, and district.

EVIDENCE/METRICS

Completion Rates
Transition Rates
Student Learning Survey
How Are We Doing? Report
Middle Years Development Instrument (MDI)

Learning Updates/Summary of Learning
Self-Reflections on Core Competencies
Student Goal Setting Artifacts
Class Reviews
Surveys

Focus Groups

qathet SCHOOL DISTRICT

CULTIVATING CONNECTION (ʔaʔaθəm)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
Prioritize mental health, community connections, and social-emotional learning. • Enhance mental health opportunities and partnerships that support well-being. • Engage, involve, and support connections within the school and community. • Continue to create and promote safe, welcoming, and inclusive learning environments. • Promote the development of social-emotional learning skills.	• Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate inequities. • Continue to offer learning opportunities to students and staff connected to mental health literacy and social emotional learning skills • Implement the Mental Health in Schools Strategy. • Continue to support a K-7 Mental Health Coordinator to assist educators with implementation of the mental health curriculum. • Support PHE educators with curriculum using a Professional Learning Community (PLC) model. • Strengthen successful transitions (school to school and school to community) (district wide events like the Grade 7 Health and Wellness Conference, tours, work experience and other experiential learning, etc.). • Offer Compassionate Systems Leadership training to Principals/Vice-Principals. • Continue to participate in the BC SOGI Educator Network	• Support the K-12 Anti-Racism Action Plan • Establish a Justice, Equity, Diversity, Inclusion (JEDI) committee. • Implement the Elementary Mental Health Literacy Resource and Mental Health and High School Curriculum Guide. • Reestablish the district elementary student leadership group and provide opportunities for them to connect with secondary school student leaders. • Expand the Compassionate Systems Leadership framework training to other staff and students. • Enhance mentorship opportunities for educators. • Create opportunities for greater parent involvement in the learning process. • Support the Integrated Child and Youth (ICY) Team implementation. • Support establishment of a community Foundry.

EVIDENCE/METRICS

Student Learning Survey
Early Years Developmental Instrument (EDI)
Middle Years Development Instrument (MDI)
Youth Development Instrument (YDI)
How Are We Doing? Report

Student and Staff Surveys
Listening Campaigns
Empathy Interviews

qathet SCHOOL DISTRICT

CULTIVATING CONNECTION (ʔaʔaθəm)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS

Prioritize mental health, community connections, and social-emotional learning.

- Enhance mental health opportunities and partnerships that support well-being.
- Engage, involve, and support connections within the school and community.
- Continue to create and promote safe, welcoming, and inclusive learning environments.
- Promote the development of social-emotional learning skills.

…continued

- Continue to support opportunities that promote staff wellness (e.g. Staff Wellness Committee initiatives, Homewood Health, LifeSpeak).
- Implement Safe Schools and erase strategies (e.g. Codes of Conduct, online reporting tool, training modules, nonviolent crisis intervention training).
- Continue strengthening ongoing community relationships (e.g. Tla'amin, MCFD, CYMH, Youth and Family, VCH).

…continued

- Create and share a year-long SOGI inclusive professional learning BINGO activity.
- Provide intersex-inclusive progress pride flags for each school and provide student-led SOGI-inclusive learning and activities during flag-installation ceremonies.

EVIDENCE/METRICS

Student Learning Survey
Early Years Developmental Instrument (EDI)
Middle Years Development Instrument (MDI)
Youth Development Instrument (YDI)
How Are We Doing? Report

Student and Staff Surveys
Listening Campaigns
Empathy Interviews

qathet SCHOOL DISTRICT

SUPPORTING SELF DETERMINATION (ɬəgamɛθot)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
Ensure holistic Indigenous student success. • Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports. • Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures. • Support students with setting goals for the future (ʔimot θ titiwšɛm, toχnɛgosəmčxʷʊm θoθo).	• Implement ɬaʔamʊn (Tla'amin) Education Agreement (TEA). • Increased focus on Indigenous perspectives, knowledge, and worldviews. • Continue to review school and district data focused on Indigenous students. • Strengthen successful transitions for Indigenous students (home to school, school to school, and school to community). • Support inclusive and anti-racist education and practices. • Support a competency based inclusive support model and competency based IEP process. • Continue to provide professional development opportunities for staff that reinforce and model learning that is culturally responsive and embraces the First Peoples Principles of Learning (e.g. ʔayʔaǰuθəm language lessons, cultural humility training).	• Support the Guided Indigenized Journey to Excellence (GIJE) program in a new semester. • Review school based assessments using an equity lens. • Reinforce school based structures to facilitate regular monitoring of student growth. • Begin a district appreciative inquiry/street data project focusing on the school experiences of Indigenous learners. • Create a district wide framework to support the successful transition of Indigenous learners between schools. • Establish regular meetings with school principals to examine the inequities that exist within the school system and find ways to support Indigenous students.

EVIDENCE/METRICS

Completion Rates
Transition Rates
Student Learning Survey
How Are We Doing? Report
Middle Years Development Instrument (MDI)

Youth Development Instrument (YDI)
Learning Updates/Summary of Learning
Self-Reflections on Core Competencies
Student Goal Setting Artifacts
Class Reviews

Listening Campaigns
Empathy Interviews
Surveys

qathet SCHOOL DISTRICT

CULTIVATING TRUTH AND RECONCILIATION

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
Honour Truth and Reconciliation. • Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaǰuθəm language revitalization initiatives and education. • Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation's Declaration on the Rights of Indigenous Peoples.	• Increase initiatives tied to the Truth and Reconciliation Commissions Calls to Action (Four Seasons of Indigenous Learning, Blanket Exercise, Truth and Reconciliation Week, Indigenous-focused courses, Equity in Action Project, etc.). • Raise awareness and understanding of Standard 9 of the BC Teacher Council Professional Standards. • Create safe and welcoming learning environments for Indigenous learners through regular language, history, and culture lessons provided by the Indigenous Education Team.	• Pilot an afternoon ʔayʔaǰuθəm language Kindergarten program called qaymɪxʷqɛnəmšt qay-mixw qeh-numsht (we are all speaking our language) at Tla'amin. • Support the expansion of Indigenous Education Team positions (čɛpθ [auntie or uncle] positions, Indigenous Student Success Teachers) • Support a planned school district name change to qathet with education resources

EVIDENCE/METRICS

Completion Rates
Transition Rates
Student Learning Survey
How Are We Doing? Report

Learning Updates/Summary of Learning
Surveys

qathet SCHOOL DISTRICT

CULTIVATING INTEGRITY/RESPONSIBILITY (tiyhɛgən mɛtəm)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
Prioritize climate change, organizational health and sustainability. • Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing. • Align planning, processes, policies, and procedures to improve the effectiveness of the system.	• Continue to support the Outdoor Learning Coordinator in encouraging outdoor learning that is grounded in Indigenous ways of knowing • Continue to provide professional development opportunities for staff that reinforce and model learning that is culturally responsive and embraces First Peoples Principles of Learning • Implement strategic planning reporting and accountability measures. • Align the review and evaluation of district and school data with the continuous improvement cycle. • Support the Professional Growth Plan, School Growth Plan, and Operational Plan processes.	• Support a collaboration between the Outdoor Learning Coordinator and the Indigenous Success Teacher to create collaborative learning sessions that support outdoor learning opportunities embedded in Indigenous ways of knowing. • Create a Sustainability Coordinator position to support sustainability and climate action professional learning opportunities and K-12 curriculum. • Support the implementation of the K-12 Student Reporting Policy. • Support the implementation of the *Accountability and Quality Assurance (AQA) Framework* for online schools. • Provide monthly professional learning sessions for Principals/Vice Principals on topics related to continuous improvement. • Create an Accessibility Committee and implement an Accessibility Plan in alignment with the Accessible BC Act. • Develop tools and resources to support departmental Operational Plans.

EVIDENCE/METRICS

FESL Report
Student Learning Survey
Middle Years Development Instrument (MDI)
School Growth Plan Reports

qathet SCHOOL DISTRICT

FOUNDATIONAL STATEMENTS

1. **Our Principles**
   Many Ways of Knowing, Learning and Being
   Diversity, Equity, and Human Dignity
   A Healthy Work and Learning Environment
   Innovation, Curiosity and Creativity
   Openness, Transparency and Accountability

2. **Our Mission**
   Learning and Growing, Together

3. **Our Vision**
   Creating Brighter Tomorrows for All

4. **Our Motto**
   Learners Preparing for the Challenges of Tomorrow

5. **Our Values**

   5.1 **Integrity** (Honesty, Transparency, Ethics, Care, Leadership)
   We strive to be a living example of what we want to see in the education system through continued self and organizational reflection to ensure the confidence of those we serve.

   5.2 **Respect** (Commitment, Compassion, Humility, Dignity, Collaboration)
   We honour others, value selflessness, and always strive to act considerately and honestly. We are intentional with our words and actively listen to others. We promote collaboration and power sharing to achieve positive change that benefits the entire learning community.

   5.3 **Courage** (Perseverance, Vulnerability, Risk-Taking, Strength, Accountability)
   We practice courage by moving beyond our comfort zones, embracing obstacles, and taking responsibility for our errors, allowing us to better ourselves and serve our learning community with excellence.

   5.4 **Curiosity** (Creativity, Wonder, Exploration, Inquiry, Innovation)
   We cultivate a safe environment to explore new ideas, take risks and challenge the status quo. We understand curiosity as critical for transformative growth, change and innovation.

   5.5 **Inclusivity** (Equity, Diversity, Fairness, Belonging, Open-mindedness)
   We promote inclusivity by changing mindsets and behaviours and cultivating welcoming and fair environments that actively oppose oppression. We strive to ensure everyone is seen, connected, supported and proud.

Adopted: May 18, 2022
Reviewed: October 11, 2023
Revised: October 18, 2023

5.6   **Good Relations** (Interdependence, Sustainability, Trustworthiness, Reciprocity, Balance)
We strive for balance in our relationship with ourselves, others and the lands and waters that sustain us. We consider the impact of our actions on past, present, and future generations and strive to leave a positive legacy for them.

6.   Our Priorities

Priority 1

Cultivating an Ethic of Learning (tᶥitᶥɪwšɛm taʔow)

Ensure early learners and students have the best possible learning experience.

- Focus on foundational learning in literacy and numeracy.
- Enhance early learning plans, opportunities, and partnerships.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.
- Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.

Priority 2

Cultivating Curiosity (gagayɛɫtən)

Transform our learning environments into places of innovation.

- Continue to support land based and place based learning.
- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.
- Create a culture of inquiry and innovation.
- Strengthen our competencies around environmental stewardship.

Priority 3

Cultivating Connection (ʔaʔaθəm)

Prioritize mental health, community connections, and social-emotional learning.

- Enhance mental health opportunities and partnerships that support well-being.
- Engage, involve, and support connections within the school and community.
- Continue to create and promote safe, welcoming, and inclusive learning environments.
- Promote the development of social-emotional learning skills.

Priority 4

Supporting Self-Determination (ɫəgamɛθot)

Ensure holistic Indigenous student success.

- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.
- Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures.

Adopted: May 18, 2022
Reviewed: October 11, 2023
Revised: October 18, 2023

- Support students with setting goals for the future (ʔimot θ titiwšɛm, toχnɛgosəmčxʷʊm θoθo)

Priority 5
Cultivating Truth and Reconciliation (tiyhɛgən mɛtəm)
Truth and reconciliation.
- Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaǰuθəm language revitalization initiatives and education.
- Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation's Declaration on the Rights of Indigenous Peoples.

Priority 6
Cultivating Integrity/Responsibility (tiyhɛgən mɛtəm)
Climate change, organizational health and sustainability.
- Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.
- Align planning, processes, policies, and procedures to improve the effectiveness of the system.

6. **The Logo Design and Use**

   The qathet School District logo shall only be used by external organizations with prior approval of the Superintendent.

7. **Legal Name**
   Board of Education of School District No. 47 (Powell River)

8. **Operational Name**
   qathet School District

Legal Reference: Sections 65, 75, 85 School Act

Adopted: May 18, 2022
Reviewed: October 11, 2023
Revised: October 18, 2023

ROLE OF THE BOARD CHAIR

At its first regular November meeting the Board shall elect one of its members to serve as Board Chair at the pleasure of the Board. At this meeting, the Secretary Treasurer shall preside until a Board Chair is elected; at which time, the Chair will preside. The Board entrusts the individual elected as Chair to safeguard the integrity of the Board's processes and to represent it locally and provincially. This position will be held until the following November election. Although it is normally a one-year term, a majority of the Board may elect a new chair at any time (School Act, sec. 67).

The Board delegates to the Chair the following powers and duties:

1. Prior to each Board meeting, meet with the Vice-Chair, the Superintendent and Secretary-Treasurer to determine the items to be included in the agenda, and to become thoroughly familiar with them.

2. To chair all public and closed Board meetings and ensure that such meetings are conducted in accordance with the *School Act*, the bylaws, policies and procedures, as established by the Board.

3. At the start of Board meetings the Chair will extend the Board's hospitality to all in attendance and remind those assembled that the meeting is being held on Tla'amin Traditional Lands.

4. To perform the following duties during Board meetings:

    4.1. Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.

    4.2. To ensure that issues being presented for the Board's consideration are clearly articulated and explained, and each trustee has a fair opportunity to be heard and understood by all the other trustees so that a collective opinion can develop, and a corporate decision reached.

    4.3. Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration in order that a Board decision can be reached.

    4.4. To direct the discussion by trustees to the topic being considered by the Board.

    4.5. Decide questions of order and procedure, subject to an appeal to the rest of the Board. They will speak to points of order in preference to other members.

    4.6. Determine disposition of each motion by a formal show of hands except where a ballot is required/used.

    4.7. Ensures that each Trustee votes on the issues before the Board.

5. Keep informed of significant developments within the District.

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6. Keep the Superintendent and Board informed of all District related matters or concerns coming to their attention and conveying directly to the Superintendent these concerns or questions which may significantly affect the administration of the District.

7. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.

8. Bring all matters requiring a corporate decision to the Board.

9. Act as a District signing authority.

10. To act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies (except for those instances where the Board has delegated this role to another individual or group).

11. Oversee the election of trustees to provincial affiliation groups including BCSTA and BCPSEA.

12. Make trustee appointments to:

    12.1. Representative to organizations; and

    12.2. Board committees.

13. To represent the Board, or arrange alternative representation, at Board events, meetings with other levels of government, other organizations, or at hearings. When representing the Board at official meetings or in an official function, the Chair is limited to speaking for positions the Board has determined through passing motions. The Chair shall bring back issues to the Board for consideration if the Board has not yet adopted motions on the matter or provided direction. The Chair shall share with the Board all information from meetings with other levels of government or external organizations at which the Chair attended as the Board's representative.

14. To ensure that the Board engages in regular assessments of its effectiveness as a Board.

15. Address inappropriate behaviour on the part of a trustee as per policy 4 sanctions.

16. Manage the Superintendent contract on the Board's behalf by bringing any relevant matters to the Board's attention in a timely manner. In addition, each month the Chair shall sign off on the Superintendents expenses as well as vacation and sick leave, days earned, taken, and accumulated.

17. Assist with the Board orientation program for new trustees.

Legal Reference: Sections 65, 67, 69, 70, 85 School Act

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ROLE OF THE VICE-CHAIR

At a November meeting, the Board shall elect a Vice-Chair who shall serve at the pleasure of the Board. The Vice-Chair assists the Board Chair in ensuring the Board operates in accordance with its own policies and procedures. A majority of the Board may elect a new Vice-Chair at any time.

Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence or inability to act, and shall have all the duties and responsibilities of the Board Chair in such instances.

2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.

3. Prior to each Board meeting, the Vice-Chair may meet with the Chair, the Superintendent, and the Secretary Treasurer, and will become thoroughly familiar with items included in the agenda.

4. The Vice-Chair shall be an alternate signing authority for the District.

Legal Reference: Sections 65, 67, 85 School Act

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Facilitated Board Self-Evaluation Process
School District No. 47 (Powell River)

PROCESS

The annual externally facilitated Board self-evaluation process shall be completed subsequent to the Superintendent evaluation process described in the appendixes to Policy 12 and entitled, *Superintendent/CEO Evaluation Process, Criteria and Timelines*. The two evaluation processes are complimentary in nature.

PURPOSE

The purpose of the facilitated Board self-evaluation is to answer the following questions:

1. How well have we fulfilled each of our defined roles as a Board during the evaluation period?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent?
4. How would we rate our Board-Superintendent relations?
5. How well have we adhered to our governance policies?
6. What have we accomplished this past year to improve student learning? How do we know? What else have we accomplished this past year?
7. What actions shall the Board take during the next year to become more effective?

The answers to these questions provide the data for the development of a positive path forward.

EVALUATION PRINCIPLES

The following principles form the basis for the Board self-evaluation process.

1. A learning organization is focused on the improvement of student learning.
2. A commitment to continuous improvement is a sign of organizational health.
3. An effective evaluation process provides for growth and accountability.
4. The annual Board evaluation process shall model the Board's commitment to principles 1-3.
5. A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board, and fosters an excellent Board-Superintendent relationship.
6. An evidence-based approach provides objectivity to supplement the subjectivity involved in evaluation processes.

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The Board has chosen to retain the nine areas of responsibility articulated in Policy 2, in order to carry out their governance role. These include: Accountability to the Provincial Government, Development and Maintaining a Culture of Student Learning, Accountability to and Engagement of Community, Strategic Planning, Policy, Board/Superintendent Relations, Political Advocacy/Influence, Board Development, Fiscal Accountability. The annual facilitated Board self-evaluation process is focused on Board performance in relation to these nine areas.

FACILITATED SELF-EVALUATION OF PERFORMANCE

Part 1: The Act provides the Board with significant authority including the authority to delegate. The Board must decide the authority it wishes to delegate and the authority to be retained. The Board is the only body in the District which can hold the Board accountable for performing its legally defined role.

With reference to Policy 2 Role of the Board, Policy 2 Appendix A Annual Board Work Plan, and the minutes from Regular, In-camera (closed to the public), and Special meetings held during the evaluation period, Trustees will assess the corporate Board's effectiveness relative to each role area. The objective is to identify areas of strength on which to build and specific changes the corporate Board is committed to make during the next evaluation period.

Evaluation Tool: Collect, collate, and analyze responses to a Role of the Board questionnaire completed by all Trustees.

Part 2: The Board functions as a corporate entity. Individual Trustees have only the authority granted them by the corporate Board. Therefore, the interpersonal working relationships between and among Trustees is vital to the effective functioning of the Board.

Evaluation Tool: Collect, collate, and analyze responses to a Board Interpersonal Working Relationships questionnaire completed by all Trustees.

Part 3: The Board is elected for a four-year term. One key role is to represent the electorate within the boundaries of the District and effectively communicate to the electorate between elections in a manner which creates accountability and builds confidence in the work of the Board.

Evaluation Tool: Collect, collate, and analyze responses to a Communications/Representation questionnaire completed by all Trustees.

Part 4: With reference to the functioning of the First Team during the evaluation period, Trustees will assess Board/Superintendent Relationships. In other words, is the Board effectively performing its role to make the First Team effective?

Evaluation Tool: Collect, collate, and analyze responses to a Board/Superintendent questionnaire completed by all Trustees.

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Part 5: Reviewing Board actions at least annually to determine perceived corporate Strengths, Weaknesses, Opportunities, and Threats (SWOT) can assist in defining a positive path forward and avoid repetition of less effective functioning.

Evaluation Tool: Conduct a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis considering Board minutes and direct Board observations.

Part 6: The Board's Policy role is critical to provide direction for the District, to delegate to and hold staff accountable through the office of the Superintendent, and to promote and protect public education. Regular review of Board policies is required to ensure the currency and effectiveness of such policies.

Evaluation Tool: Review the schedule of policy review to ensure the entire Handbook is subjected to review and revision once per term of office, identify any lack of alignment of practice with policy (e.g. from review of minutes) and make revisions as required in policy or practice as deemed appropriate.

Part 7: Board approves of the directions to be taken during the next evaluation period to strengthen Board functioning.

Part 8: Board assesses success or lack thereof addressing the Positive Path Forward (PPF) approved as a result of the last evaluation and includes any required actions in the current (PPF).

Part 9: Board reviews the process tools and process structure and identifies any changes desired for the next evaluation period.

Part 10: Board approves the Positive Path Forward (PPF) by formal motion.

Note in the second and subsequent years the evaluation process will commence with an accountability review of the previous year's Positive.

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Facilitated Board Self Evaluation Sample Questionnaires

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BOARD SELF-EVALUATION
Part 1 - ROLE OF THE BOARD

Score:
1 if you **strongly disagree** with the statement (i.e. there is no evidence this is taking place at your organization).
2 if you **disagree** with the statement (i.e. your organization is only talking about addressing this area).
3 if you neither agree nor disagree (i.e. your organization has started but is not making much progress yet).
4 if you **agree** with the statement (i.e. your organization is making headway and is comfortable with its progress).
5 if you **strongly agree** with the statement (i.e. your organization is currently demonstrating best practice abilities in this area).

Our Board does well in this component of its overall role:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Accountability to Provincial Government Comments:				
2. Developing and maintaining a Culture of Student Learning Comments:				
3. Accountability to and Engagement of Community Comments:				
4. Strategic Planning and Reporting Comments:				
5. Policy Comments:				
6. Board/Superintendent Relations Comments:				
7. Political Advocacy/Influence Comments:				
8. Board Development Comments:				
9. Fiscal Accountability Comments:				
10. Additional Responsibilities Comments:				

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Part 2 - INTERPERSONAL WORKING RELATIONSHIPS

Instructions:
Carefully read each statement below that pertains to your colleagues on the Board. Then determine how often they engage in the activity mentioned in the statement. Indicate your choice by inserting the appropriate number.

5: always
4: most of the time
3: about half the time
2: once in a while
1: rarely or never

			Rarely			Always	
			1	2	3	4	5
1.		My colleagues realize that priorities must be established and used to make sound and defensible decisions.					
2.		My colleagues insist on a clearly defined decision-making process for the Board.					
3.		My colleagues come to Board meetings prepared.					
4.		My colleagues engage in open, frank discussions with each other.					
5.		My colleagues think independently, gain knowledge, and rely on fact rather than hearsay in making decisions.					
6.		My colleagues display good listening skills.					
7.		My colleagues pay attention to each other's ideas and opinions.					
8.		My colleagues avoid making decisions on the basis of single-issue pressures.					
9.		When my colleagues disagree with each other on one issue, it does not affect votes on other issues.					
10.		My colleagues speak and vote their conscience, but support majority decisions.					
11.		My colleagues avoid committing the Board to a position with public comments except when Board policy is already clearly established.					
12.		My colleagues work with special interest groups in a way that is fair both to these groups and to the public at large.					
13.		My colleagues exhibit good character and self-discipline.					

14.		My colleagues avoid using Board membership or any issue for personal gain.	
15.		My colleagues are willing to work through defined channels of authority and responsibility.	
16.		My colleagues attend meetings, workshops and seminars which contribute to their knowledge and understanding of education.	
17.		My colleagues attend all Board meetings unless emergency situations arise.	

BOARD SELF-EVALUATION

Part 3 - COMMUNICATIONS/REPRESENTATION

1. **What community engagement initiatives has the Board undertaken during this past year?**

2. **What have been the results of the community engagement initiatives?**

3. **What other methods does the Board use to gather input?**

4. **What methods does the Board use to communicate to its constituents?**

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BOARD SELF-EVALUATION

Part 4 - BOARD / SUPERINTENDENT RELATIONS

1. **What does the Board do that makes it easier for the Superintendent to do his job?**

2. **What does the Board do that makes it more difficult for the Superintendent to do his job?**

Part 5 - SWOT Analysis	
Strengths	Weaknesses
Opportunities	Threats

Readiness for Governance Improvement Survey

This "Readiness for Governance Improvement Survey" has been adapted, with permission, from the *GOVERNANCE & MANAGERIAL TRANSFORMATION READINESS SURVEY* (Quantum Transformation Technologies) designed to provoke your thinking about **"**what needs to change"
at the governance level of your board to adapt best practices to suit your unique circumstances.

Board Score: Have participants complete the survey individually and total their scores.
Add the total scores, then divide the total by 40. This will give you the overall score for the board.

Example: 120/40 = 3 Where do you sit on the line below? Are there particular areas that need improvement?

1	2	3	4	5

MANY ←------------ **GOVERNANCE** ------------→ **FEW**
                        PROBLEMS

Score 1
If you strongly disagree with the statement,
(i.e. there is no evidence this is taking place at your organization).

Score 2
If you disagree with statement,
(i.e. your organization is only talking about addressing this area).

Score 3
If you neither agree nor disagree,
(i.e. your organization has started, but is not making much progress yet).

Score 4
If you agree with the statements,
(i.e. your organization is making headway and is comfortable with its progress).

Score 5 If you strongly agree with the statement, (i.e. your organization is currently demonstrating best practice abilities in this area).	

Board's Role	Board Self-Assessment Questions	SCORE
Model the Way	Members of the board have individual and collective credibility.	
	The board a cohesive group with strong mutual understanding and shared values.	
	The board values and strives to build trust and mutual respect.	
Inspire a Shared Vision	Board members able to articulate their vision "for something better."	
	They able to describe how their vision will bring about positive change and improvement.	
	Board members able to inspire colleagues, school board staff and the community to share the vision.	
Challenge the Process	Board members are prepared to take risks.	
	Trustees able to use an inquiring mind to explore alternative solutions and pose creative questions.	
	There room at the board table for dissent so that diverging views can be heard.	
	Conflict is acceptable and there are processes in place to manage it well.	

Enable Others to Act	Trustees focus on success for the organization and community rather than on their personal egos.	
	Board members foster relationships in order to build teams and empower others to take action.	
	Mentoring new members of the board is understood to be an important responsibility.	
	Leadership skills are fostered and opportunities are provided for trustees to develop them.	
	Authority and information shared in order to build capacity.	
Encourage the Heart	Even when they do not see eye-to-eye, trustees able to work well together based on their mutual respect and trust, shared values and beliefs.	
	The board demonstrates appreciation, celebrate victories and express empathy in tough times to its members and its staff.	
The Fiduciary Role	Trustees actively protect the interests, image and credibility of the school board.	
	The board has mechanisms in place to ensure its financial viability.	
	The board complies with all applicable laws, regulations and policies governing the board or enacted by the government.	
	The board is vigilant about the effectiveness and appropriateness of its undertakings. (Does our budget reflect our priorities for students? What can we learn from our audit?)	
	The board ensures that services and programs that are vital to children, families and the broader community are in place.	

The Strategic Role	The board has a well-developed vision and plans purposefully to ensure that all children in the system will have the opportunity to succeed in school and in life and to give parents confidence that schools provide a safe and caring environment for their children.	
	The board reaches out to involve key stakeholders in the development of its multi-year strategic plan in order to achieve its goals and fulfill its vision?	
	The board has a mechanism to communicate its work, describe its plan and the desired outcomes with the public as part of its accountability.	
	The board assumes responsibility for creating the conditions within their district to ensure that students meet high standards of achievement within a school that ensure student safety and well-being.	
The Innovative Role	The board creative and innovative in its approach and committed to the notion of continuous improvement.	
	The board sets high standards for itself, staff and the district.	
	The board nurtures a climate in the district that is consciously looking for better and more effective ways of working.	
	Professional development is part of the agenda of the board.	
	Members of the board stay current with trends in education and governance.	
	The board takes time during its meetings to talk about best practices, improvement, innovation and achievement.	
	The board discusses and considers what could increase the relevance of what happens in schools in our rapidly changing world.	

The Societal Role	The board is committed to its two major societal responsibilities: ensuring that children graduate with competencies to be successful in a global economy, and that they with have the values and character that will equip them to contribute to a civil society.	
	The board demonstrates its understanding of the importance of linking with families, the local community, parallel organizations, various levels of government and the world.	
	The board understands the important role parental and community engagement play in supporting student achievement and well-being.	
	The board is committed to collaboration, cooperation and ethics among its members.	
	The board is committed to collaboration, cooperation and ethics in its relationship with the community.	
	Members of the board practice collaboration and cooperation in their dealings with each other and with the community.	
	The board makes deliberate and on-going efforts to establish and maintain protocols and processes that actively seek the community's voice and enlist its commitment to public schools.	

ADAPTED WITH PERMISSION FROM: *Governance & Managerial Transformation Readiness Survey*. Quantum Transformation Technologies.

SUPERINTENDENT EVALUATION PROCESS
CRITERIA AND TIMELINES

Evaluation Process

Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written evaluation report will affirm specific accomplishments and identify growth areas if applicable. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the District's environment and therefore is not a reflection on past performance.

1. Provides for an annual written evaluation of the Superintendent's performance.

2. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.

3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies quality indicators (QI), which describe expectations regarding each assigned role expectation (RE).

4. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy (Policy 12) is in direct alignment with the evaluation document QI's.

5. Is aligned with the District's Strategic Plan and the key results contained therein.

6. Sets out standards of performance. The quality indicators (QI) in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.

7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations include an assessment of the Superintendent's success in addressing growth areas identified in the previous evaluation.

8. Uses multiple data sources.

9. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Superintendent/Board Relations QI's.

10. Ensures Board feedback is provided regularly. Such feedback will be provided annually, supported by specific examples, and will focus on areas over which the Superintendent has authority. The Superintendent cannot be held accountable for areas over which authority has not been granted.

The Board will assess the performance of the Superintendent regarding the QI's identified in Appendix B. The primary process for such assessment will be through the review and assessment of accountability reports provided by the Superintendent over the course of the year. When an accountability report is

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provided the Board shall adopt a motion indicating the QI's which have been fully met based on the evidence provided. If evidence has been provided and the Board has not assessed that a QI has been met, the Superintendent shall have opportunity to provide the evidence required by the Board at a subsequent meeting. Any QI's not addressed during the year shall be addressed in the evaluation workshop at which time the formal report is approved by the Board.

The Board and the Superintendent will be present during the facilitated evaluation workshop session. The Superintendent will ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent will only be absent from the room just prior to the evaluation and for the period when the Board constructs the conclusion section. All motions passed by the Board during the year assessing that the requirements of specific QI's have been met will preclude the need to examine those QI's at the evaluation workshop and these motions will form a significant part of the formal evaluation.

The evidence examined during the year or at the evaluation workshop will be in the form of internal reports or external reports. An external report is one from an external source such as an auditor. An internal report is one that comes through the Superintendent. A prime example would be a Strategic Planning accountability report. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the Board will supplement the evidence presented with agreed-upon direct Board observations. For example, direct Board observations would be most evident in the section Superintendent/Board Relations. Agreed-upon indicates it is a corporate or majority decision of the Board. No minority opinions shall be included in the evaluation report.

During the evaluation workshop, a written evaluation report will be facilitated by the external consultant. This report shall be constructed as follows:

- The evaluation process.

- Evaluation context.

- Assessments relative to the criteria (quality indicators) noted in Appendix B (including those assessments provided in motions during the year in response to the presentation of accountability reports.

- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation.

- Identification of any growth goals if deemed appropriate for the coming year.

- A "conclusion" section, followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect only the corporate Board position. This report will be approved by Board motion. The actual report is a confidential document. A copy signed by the Board chair will be provided to the Superintendent and a second signed copy will be placed in the Superintendent's personnel file held by the District.

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Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation "Leadership Practices", an external consultant will collect data relative to leadership practices by interviewing all principals and all "direct reports". "Direct reports" are those individuals who report directly to the Superintendent on the District's organizational chart. The Board and Superintendent shall receive from the consultant a report containing the verbatim responses received during the Leadership Practices interviews and a proposed evaluation report which reflects the summary of responses and proposed conclusions to be made based on the report.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent the performance expectations held by the Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent regarding each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted annually.

Legal Reference: Section 22, 85 School Act

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SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

1. Student Learning

    Role Expectations:

    RE 1.1   Provides leadership in all matters relating to education in the District.

    RE 1.2   Implements directions established by the Minister.

    RE 1.3   Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning, and citizenship.

    RE 1.4   Reports annually on student results achieved.

    Quality Indicators relative to Student Learning:

    QI 1.1   Annually conducts an analysis of student success and ensures school principals develop action plans to address concerns.

    QI 1.2   Identifies trends and issues related to student achievement to inform the strategic planning process, including the implementation of innovative means to improve measurable student achievement.

    QI 1.3   There is measurable improved student achievement over time.

2. Student well-being

    Role Expectations:

    RE 2.1   Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.

    RE 2.2   Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District.

    RE 2.3   Ensures the facilities safely accommodate District students.

    Quality Indicators relative to Student well-being:

    QI 2.1   Develops measurements and monitors progress relative to providing a safe and caring environment.

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QI 2.2   Ensures the safety and welfare of students while being transported to or from school programs on transportation provided or approved by the District.

QI 2.3   Ensures the facilities safely accommodate District students.

3. Fiscal Responsibility

    Role Expectations:

    Role Expectations:

    RE 3.1   Ensures the fiscal management of the District is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.

    RE 3.2   Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

    RE 3.3   Prepares and presents the budget which reflects Board priorities.

    RE 3.4   Ensures the Board has current and relevant financial information.

    Quality Indicators relative to Fiscal Responsibility:

    QI 3.1   Ensures accepted (PSAB) accounting principles are being followed.

    QI 3.2   Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.

    QI 3.3   Ensures adequate internal financial controls exist and are being followed.

    QI 3.4   Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.

    QI 3.6   Provides the Board with quarterly financial accountability reports.

    QI 3.7   Ensures the Board is informed immediately regarding pending litigation.

4. Personnel Management

    Role Expectations:

    RE 4.1   Has overall authority and responsibility for all personnel-related matters, except setting the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy.

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Quality Indicators relative to Personnel Management:

QI 4.1   Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.

QI 4.2   Models commitment to personal and professional growth.

QI 4.3   Provides for training of administrators and the development of leadership capacity within the District.

5.   Policy/Administrative Procedures

Role Expectations:

RE 5.1   Provides support to the Board regarding the planning, development, implementation, and evaluation of Board policies.

RE 5.2   Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, Regulations, and procedures.

Quality Indicators relative to Policy/Administrative Procedures:

QI 5.1   Appropriately involves individuals and groups in the administrative procedures development process.

QI 5.2   Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6.   Superintendent/Board Relations ("The First Team")

Role Expectations:

RE 6.1   Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.

RE 6.2   Provides the information and counsel which the Board requires to perform its role.

RE 6.3   Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

Quality Indicators relative to Superintendent/Board Relations ("The First Team"):

QI 6.1   Implements Board decisions with integrity in a timely fashion.

QI 6.2   Interacts with the Board in an open, honest, proactive, and professional manner.

QI 6.3   Provides the Board with balanced, sufficient, concise information, and clear recommendations.

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QI 6.4   Ensures Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.

QI 6.5   Keeps the Board informed on sensitive issues in a timely manner.

QI 6.6   Ensures high-quality management services are provided to the Board.

7.   Strategic Planning and Reporting

Role Expectations:

RE 7.1   Leads the development and implementation of the Strategic Planning Process.

RE 7.2   Involves the Board appropriately (Board identification of priorities and key results, and final Board approval of the plan in conjunction with the annual budget).

RE 7.3   Reports at least annually on results achieved.Quality Indicators relative to Strategic Planning and Reporting:

QI 7.1   Ensures key results identified by the Board are achieved.

QI 7.2   Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

8.   **Organizational Management**

Role Expectations:

RE 8.1   Demonstrates effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines.

Quality Indicators relative to organizational management:

QI 8.1   Ensures District compliance with all Department of Education and Board mandates (timelines and quality).

QI 8.2   Facility project budgets and construction schedules are followed, or timely variance reports are provided to the Board.

9.   **Communications and Community Relations**

Role Expectations:

RE 9.1   Internal and external communications are developed and maintained which build staff and community support for Board directions.

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Revised:

Quality Indicators relative to communications and community relations:

QI 9.1   Represents the District in a positive, professional manner.

QI 9.2   Manages conflict effectively.

QI 9.3   Ensures information regarding Board initiatives and priorities are disseminated to inform the electorate and build staff and public support for Board directions.

QI 9.4   Works cooperatively with the media to represent the Board's views/positions.

QI 9.5   Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy Act.

10. Leadership Practices

Role Expectations:

RE 10.1   Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

Quality Indicators relative to Leadership Practices:

QI 10.1   Demonstrates a high commitment to meeting student needs.

QI 10.2   Provides clear direction.

QI 10.3   Provides effective educational leadership.

QI 10.4   Establishes and maintains positive, professional working relationships with staff.

QI 10.5   Unites people toward achieving the Board's goals

QI 10.6   The Superintendent is trustworthy.

QI 10.7   Empowers others.

QI 10.8   Effectively solves problems.

Legal Reference: Section 22, 85 School Act

Adopted: May 18, 2022
Reviewed: October 11, 2023
Revised:

LEADERSHIP PRACTICES INTERVIEW GUIDE

Perceptions of Principals, Direct Reports

1. What evidence can you cite to support or refute the following:

    a. The Superintendent demonstrates a high commitment to meeting student needs.

    b. the Superintendent provides effective educational leadership.

    c. The Superintendent establishes and maintains positive, professional working relationships with staff?

    d. The Superintendent unites people toward achieving the Board's goals.

    e. The Superintendent is trustworthy.

    f. The Superintendent empowers others.

    g. The Superintendent effectively solves problems.

2. What does the Superintendent do, if anything, that helps you do your job?

3. What does the Superintendent do, if anything, that makes doing your job more difficult?

*Note: An external consultant will use this form to collect via telephone interviews the indicated data.

Adopted: May 18, 2022
Reviewed: October 11, 2023
Revised:

ONLINE LEARNING

Background

The District operates a Provincial Online Learning School and other online learning programs. ~~The program offers~~Online Learning offers government funded courses and programs for students who are ordinarily resident in British Columbia. Our programs include elementary, secondary, and adult graduation.

Procedures

1. Online ~~L~~learning is a method of instruction that takes place outside of the traditional school classroom when a learner is primarily at a distance from the educator and school.

2. Online Learning relies primarily on communication between students and teachers by means of the internet. It may also include other types of instruction at a distance from the learner, such as correspondence or teleconferencing.

3. Online Learning can also use in-person services to support students. For the Provincial Online Learning School this primarily means 49% or less.

~~2.~~4. Students choose online learning for a variety of reasons, but most commonly because it is their first choice or last resort. Students also choose online learning if a particular course is not available to them or because of a learning preference.

Reference: Sections 3.1, 75, 79, 82, 86.1, 166 ~~2, 3, 4, 7, 20, 22, 23, 65, 74.1, 75, 85~~ School Act

Adopted: May 18, 2022
Revised: ~~May 18, 2022~~October 11, 2023

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4. Students choose online learning for a variety of reasons, but most commonly because it is their first choice or last resort. Students also choose online learning if a particular course is not available to them or because of a learning preference.

Reference: Sections 3.1, 75, 79, 82, 86.1, 166 School Act

Adopted: May 18, 2022
Revised: October 11, 2023

ASSESSMENT AND REPORTING

Background

This Administrative Procedure includes objectives and principles for assessing, and reporting student progress. It provides an overview of District and Ministry philosophies of how assessment and reporting can support student learning.

Procedures

1. The primary goal of student assessment is to provide authentic and timely feedback to support student growth and teacher instruction.

2. Students and parents/guardians have the right to ongoing assessment and reporting information that provides an authentic understanding of student strengths and areas of needed growth. ~~learning needs~~.

3. The Principal, in consultation with the staff, is responsible for the development of overall school procedures on the assessment and reporting of student learning.

4. The District is responsible for ensuring that school assessment procedures reflect District values and comply with the School Act and Ministerial Orders.

5. The school and District are required to review information about student assessment and reporting to determine future directions for staff professional development and strategies to support student learning.

6. Assessment shall:

    6.1. Reflect the British Columbia Curriculum.

    6.2. Be strength-based and differentiated.

    6.2. ~~Use multiple strategies to gather assessment information that are appropriate for students' developmental backgrounds, including their cultural and linguistic backgrounds.~~

    6.3. Make the purpose of the assessment clear to the learner.

    6.4. Be accessible to all learners, including those with unique needs.

    6.5. Include assessment 'of' and 'for' learning.

    6.6. Involve students in setting personal goals for learning and monitoring their progress through ~~Incorporate the option of student~~ self-assessment and reflection.

7. Reporting shall:

7.1.   Occur at least 5 times per school year – 4 Learning Updates (2 Informal Learning Updates and 2 Written Learning Updates) and 1 Summary of Learning (3 formal and 2 informal) as as stipulated by the School Act. Decisions about the timing of reports may be made at the school level.

7.2.   Include Descriptive Feedback, along with the Provincial Proficiency Scale in grades K-9 and letter grades and percentages in grades 10-12 to provide students and parents/guardians with a clear understanding of both what students can already do and areas for future growth.

7.3.   Include information about student attendance, student behavior, and learning habits and engagement.

7.1.   Include information about student-generated content in the form of Student Self-Refection of the Core Competencies and Student Goal Setting.

7.4.

7.5.   In grades 10-12, include in the last report of the year the graduation status update providing a snapshot of student's progress towards obtaining credits and graduation assessments needed for graduation based on their graduation path.

7.2.

7.3.   Include information about learning behaviors and academic progress.

8.   Elementary

9.   Learning Updates

8.

9.1. 8.1 During the school year, parents/guardians must be provided with at least 4 Learning Updates (2 Informal Learning Updates and 2 Written Learning Updates).

8.1.

9.2. 8.2 Districts, schools, and teachers determine how they will informally communicate with students and parents/guardians. Informal Learning Updates may include, but are not limited to telephone calls, conferences, e-mails, and other means.

8.2.

8.3. 8.3 For grades K-9, the Written Learning Updates provided during the school year must include:

•   communication of learning in each Area of Learning currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale;
•   Descriptive Feedback on areas of significant growth and opportunities for further development;

- information about student attendance; and
  - • student-generated content including Student Self-Reflection of the Core Competencies and Student Goal Setting.

8.4. For grades 10-12, the Written Learning Updates provided during the school year must include:

- communication of learning in each learning area currently being studied in relation to the Learning Standards, using letter grades and percentages;
- Descriptive Feedback on areas of significant growth and opportunities for further development;
- information about student attendance; and
- student-generated content including Student Self-reflection of the Core Competencies and Student Goal Setting.

- communication of learning in each Area of Learning currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale;
- Descriptive Feedback on areas of significant growth and opportunities for further development;
- information about student attendance; and
- student-generated content including Student Self-Reflection of the Core Competencies and Student Goal Setting.

8.4 For grades 10-12, the Written Learning Updates provided during the school year must include:

- communication of learning in each learning area currently being studied in relation to the Learning Standards, using letter grades and percentages;
- Descriptive Feedback on areas of significant growth and opportunities for further development;
- information about student attendance; and
- student-generated content including Student Self-reflection of the Core Competencies and Student Goal Setting.

9. Summary of Learning

9.1. ~~9.1~~ During the school year, parents/guardians must be provided with 1 written Summary of Learning at the end of the school year or semester.

9.2. ~~9.2~~ The Summary of Learning will use clear and accessible language to provide information about student learning in relation to the Learning Standards of the Provincial Curriculum.

9.3. ~~9.3~~ For grades K-9, the Summary of Learning must include:

- a summary of student learning in all learning areas studied during the school year using the Provincial Proficiency Scale;
- summary Descriptive Feedback on areas of significant growth and opportunities for further development;

- information about student attendance; and
- student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

9.4. 9.4 For grades 10-12, the Summary of Learning must include:

- a summary of student learning in all learning areas studied during the school year using letter grades and percentages;
- summary Descriptive Feedback on areas of significant growth and opportunities for further development;
- information about student attendance;
- student-generated content including Student Self-Reflection of the Core Competencies and Student Goal Setting; and
- a graduation status update indicating student progress in relation to graduation program requirements.

10. Graduation Status Update

10.1. 10.1 The graduation status update provides parents/guardians, and students the information they need to ensure graduation requirements are met.

10.2. 10.2 The graduation status update must include:

1. the graduation requirements as outlined in the Graduation Program Order;
2. indication of a student's progress toward meeting those requirements;
3. a student's completion of any Provincial assessments; and
4. what graduation program students are on.

—— Insufficient Evidence of Learning

11. 1

11.1. "IE" will be used to inform parents/guardians when students, for a variety of reasons, have provided insufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum. It is accompanied by a plan of action to help the student provide sufficient evidence of learning and a timeline for converting the "IE" to another indicator or letter grade.

12. Standing Granted

12.1. 12.1 Standing Granted may be used in situations when completion of normal requirements is not possible but sufficient evidence of learning has been demonstrated to grant standing for the area of learning and grade. It may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by the Principal.

13. Inclusive Education

   13.1. ~~13.1~~ All students, including those who may also have individual learning goals identified in a document such as an Individual Education Plan (IEP) will receive communications of their learning in the same format, and on the same schedule as their peers.

   13.2. ~~13.2~~ Where a student with a disability or diverse ability is following the Learning Standards the provincial curriculum or a local program, regular reporting procedures are used to communicate student learning.

   13.3. ~~13.3~~ There will be rare occasions where students with significant cognitive disabilities and diverse abilities are assessed and evaluated only on individualized learning goals as outlined in their Individual Education Plan (IEP), and not the Learning Standards of the curriculum for the course or grade they are enrolled. In these instances, written feedback is required that clearly explains the student's progress made towards their individualized learning goals and areas for further growth.

   13.4. ~~13.4~~ If a scale indicator or a letter grade and percentage are used on Written Learning Updates and the Summary of Learning, it must be noted that the student is being evaluated in relation to their individualized learning goals as outlined in their IEP and not the Learning Standards of the curriculum for the course or grade for which they are enrolled.

   ~~9.3.   Students will be assessed using the Ministry proficiency scale:~~

Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

   ~~9.4.   Principals have the option of sending formal reports electronically or by paper.~~

   ~~9.5.   Report card comments are to provide information about what the student can do, areas of future growth as well as ways to support the student in their learning.~~

   ~~9.6.   Students with Individual Education Plans (IEPs) are to receive comments that directly relate to the goals in their IEP. They will be accessed with the use of letter grades/proficiency scale.~~

9.7.   Where it is determined that a student requires substantial course/program modification, alternative forms of communication that may not involve letter grades/proficiency scale are to be employed.

9.8.   Proficiency scale assessments are to be based solely on student achievement in relation to curricular competencies and do not include learning behaviors.

9.9.   Information about learning behaviors is to be imbedded into comments.

9.10.   Final assessments based on the proficiency scale are to be documented on the student personal record card by the classroom teacher.

9.11.   Letter grades for students in grades 4-8 will not be documented but can be communicated to parents orally upon request.

9.12.   The practices of age-appropriate placement and promotion with intervention are supported in Elementary schools. When students struggle, the school- based learning services team is to meet to determine a support plan and where necessary the creation of an IEP.

9.13.   "I" or incomplete may be used at any time to indicate that additional time is needed for the student to meet the learning objectives. This is to be accompanied by a written plan to document the learning needed. Parents must be informed.

9.14.   "Standing Granted" (SG) may be used when completion of normal requirements is not possible and a sufficient level of learning has occurred to warrant, consistent with the best interests of the student e.g., serious illness, hospitalization, late entry, or early leaving. 'Standing Granted' may only be granted by the Principal.

10. Secondary

10.1.   Formal reports shall be completed using the MyEducation platform.

10.2.   Students in grade 9/10 are to receive letter grades based on BC Ministry of Education Guidelines.

10.3.   Students in grade 11/12 are to receive percentages based on BC Ministry of Education Guidelines.

10.4.   Letter grades and percentages are to be based solely on student achievement in relation to curricular competencies and are not to include learning behaviors.

10.5.   Comments are to provide information about what the student can do, areas of future growth and ways to support the student in their learning.

10.6.   Students with IEP's are to receive comments that directly relate to the goals in their IEP. They are to be accessed with the use of letter grades/proficiency scale.

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Reference: Sections 17, 20, 22, 65, 85, School Act
School Regulation 265/89
Graduation Program Order MO93/22
Special Needs Students Order MO150/89
Permanent Student Record Order MO190/91~~82/09~~
Learning Update Order MO184/23
Provincial Letter Grades Order MO192/94
Education Program Guide Order MO231/19
Required Areas of Learning in and Education Program~~Study~~ Order MO~~-~~295/95
Individual Education Plan Order 638/95

~~Student Learning Assessment Order M60/94~~
~~Student Progress Report Order MO191/94~~
~~K-12 Education Plan and Guidelines for Student Reporting~~

Adopted: October 16, 2016
Revised: ~~May 18, 2022~~October 11, 2023

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                Permanent Student Record Order MO190/91
                Learning Update Order MO184/23
                Provincial Letter Grades Order MO192/94
                Education Program Guide Order MO231/19
                Required Areas of Learning in and Education ProgramOrder MO295/95
                Individual Education Plan Order 638/95

Adopted: October 16, 2016
Revised: October 11, 2023

Q1 Does this meeting schedule work for you? Four meetings per year - 2 coinciding with BCSTA gatherings and two via Zoom.
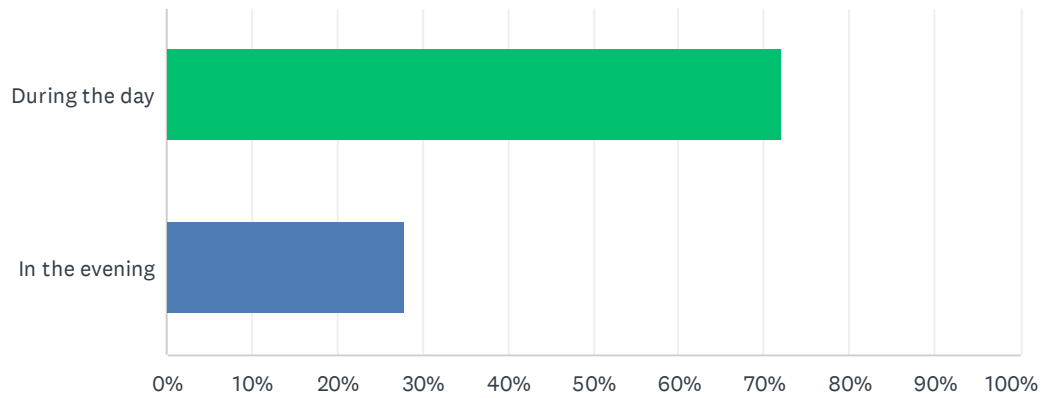
Answered: 25   Skipped: 0
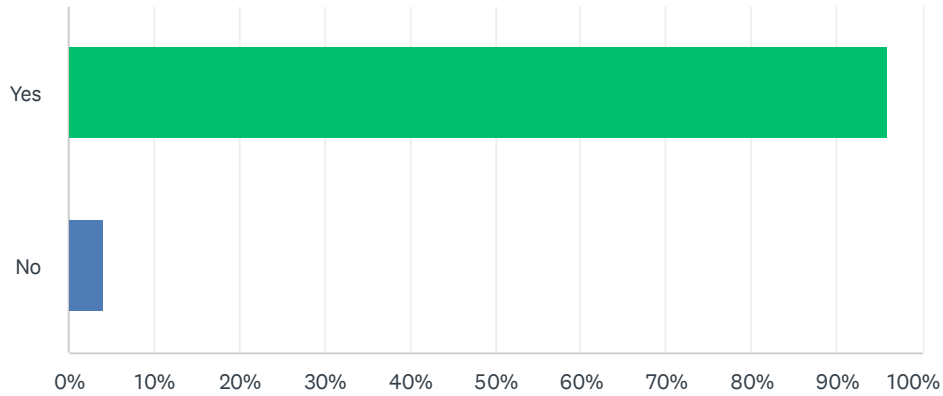
ANSWER CHOICES	RESPONSES	
Yes	96.00%	24
No	4.00%	1
TOTAL		25

Q2 I prefer to attend Zoom meetings:

Answered: 25   Skipped: 0

ANSWER CHOICES	RESPONSES	
During the day	72.00%	18
In the evening	28.00%	7
TOTAL		25

Q3 Knowledge-sharing topics that interest me are (check all that apply):

Answered: 25   Skipped: 0
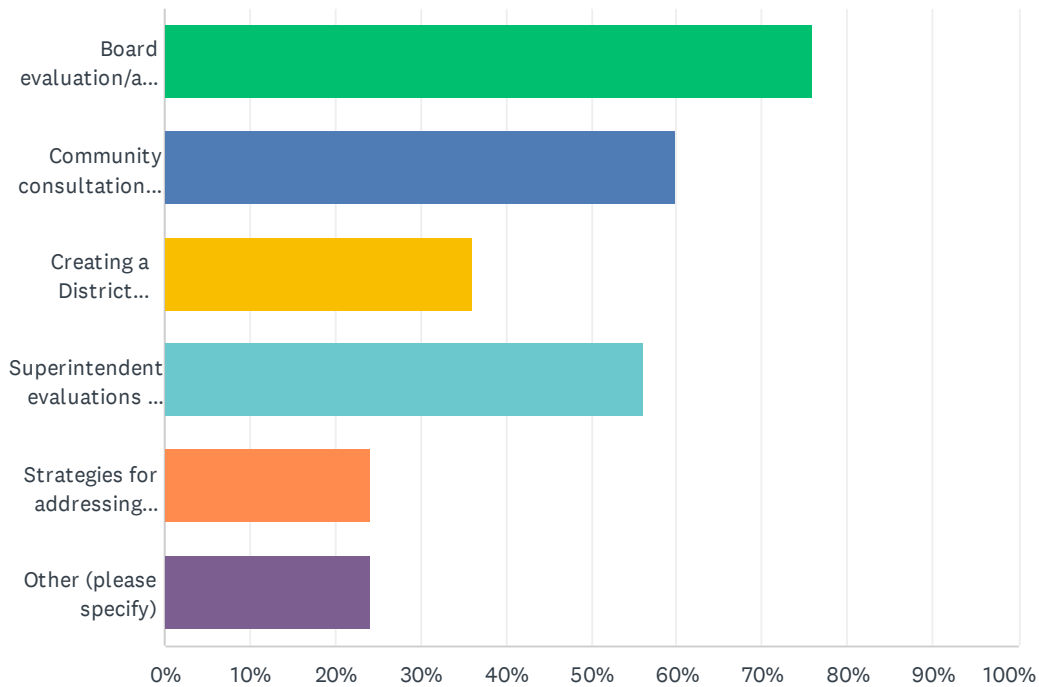
ANSWER CHOICES	RESPONSES	
Board evaluation/assessment tools	76.00%	19
Community consultation strategies/best practice	60.00%	15
Creating a District communications plan	36.00%	9
Superintendent evaluations - best practice	56.00%	14
Strategies for addressing school district housing needs	24.00%	6
Other (please specify)	24.00%	6
Total Respondents: 25		

# Q4 Shared branch training opportunities I would be interested in:

Answered: 25   Skipped: 0
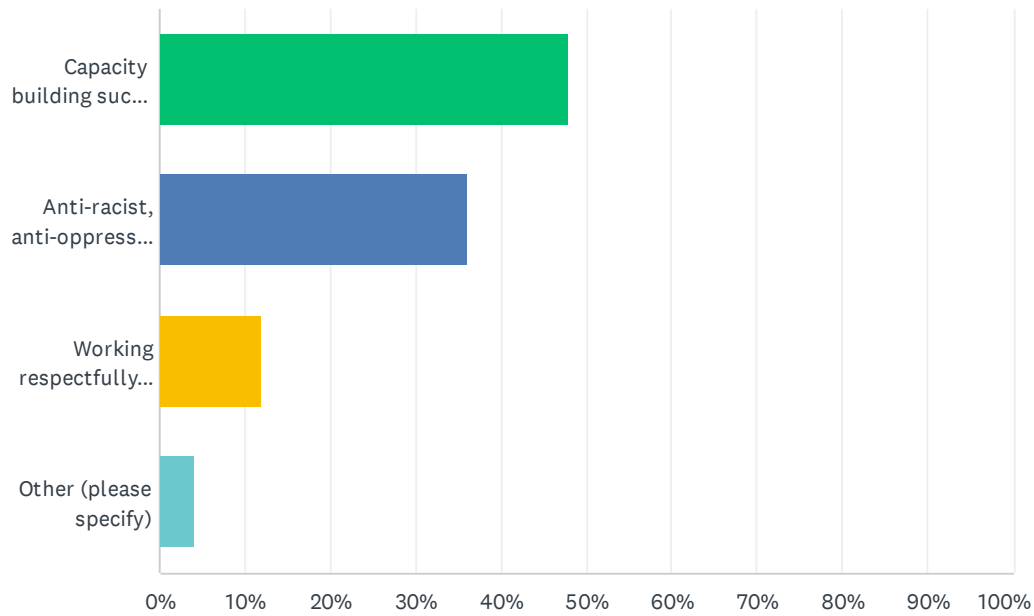
ANSWER CHOICES	RESPONSES	
Capacity building such as: conflict resolution, communication skills.	48.00%	12
Anti-racist, anti-oppressive and decolonial approaches to Board work	36.00%	9
Working respectfully with and honouring District Indigenous Nation(s) partners	12.00%	3
Other (please specify)	4.00%	1
TOTAL		25

Q5 Do you have any ideas for South Coast Branch Motions for BCSTA 2024 AGM?

Answered: 25   Skipped: 0

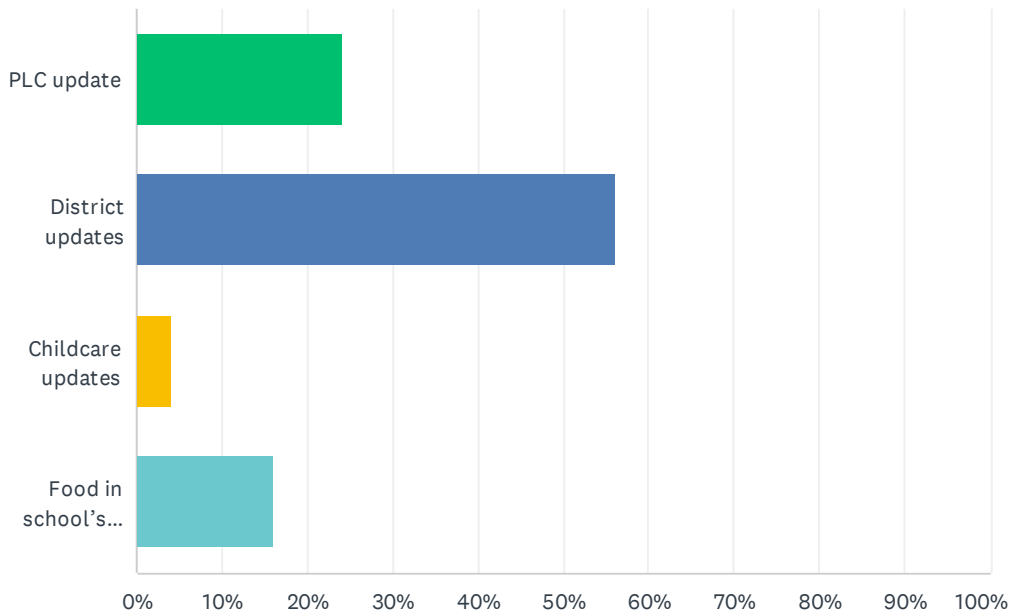# Q6 Should we invite guests to our branch meetings, such as local MLA's or topic specific speakers?

Answered: 25   Skipped: 0
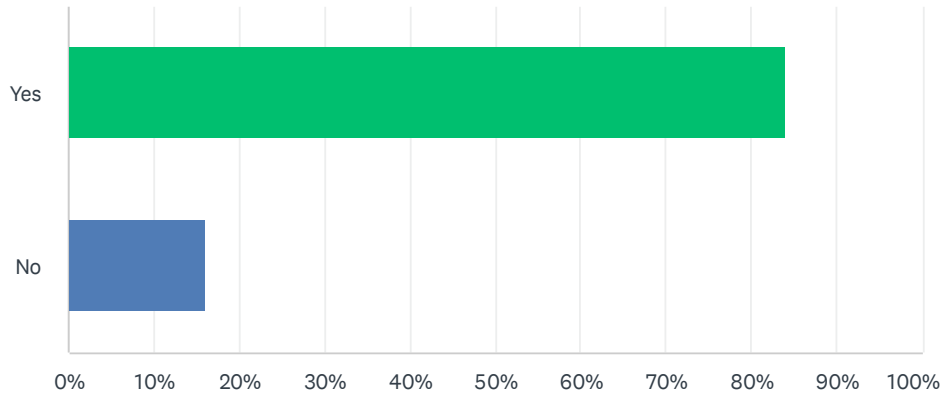
ANSWER CHOICES	RESPONSES	
Yes	84.00%	21
No	16.00%	4
TOTAL		25

Q7 Our current South Coast Branch standing agenda items are:

Answered: 25   Skipped: 0

ANSWER CHOICES	RESPONSES	
PLC update	24.00%	6
District updates	56.00%	14
Childcare updates	4.00%	1
Food in school's updates	16.00%	4
TOTAL		25

Q8 Do you have other suggestions?

Answered: 18   Skipped: 7
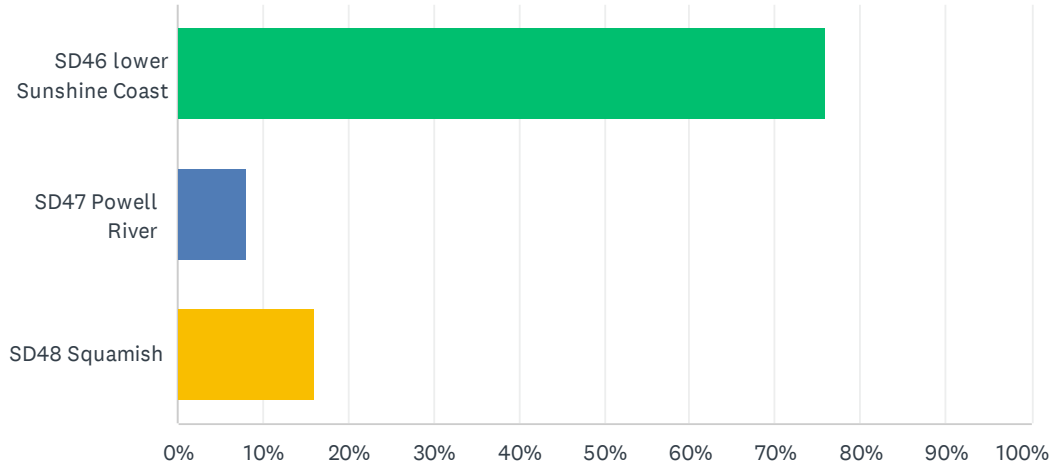
Q9 Which District do you represent?

Answered: 25   Skipped: 0
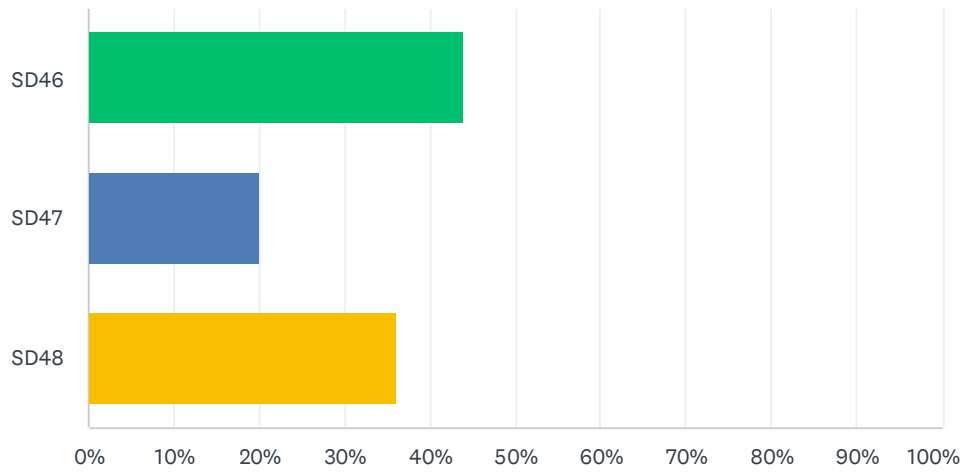
ANSWER CHOICES	RESPONSES	
SD46	44.00%	11
SD47	20.00%	5
SD48	36.00%	9
TOTAL		25

Q10 Where would you like the next South Coast Branch Training Session to be hosted?

Answered: 25   Skipped: 0

ANSWER CHOICES	RESPONSES	
SD46 lower Sunshine Coast	76.00%	19
SD47 Powell River	8.00%	2
SD48 Squamish	16.00%	4
TOTAL		25

10 / 11

Q11 What is your preferred date for the training session?

Answered: 25   Skipped: 0
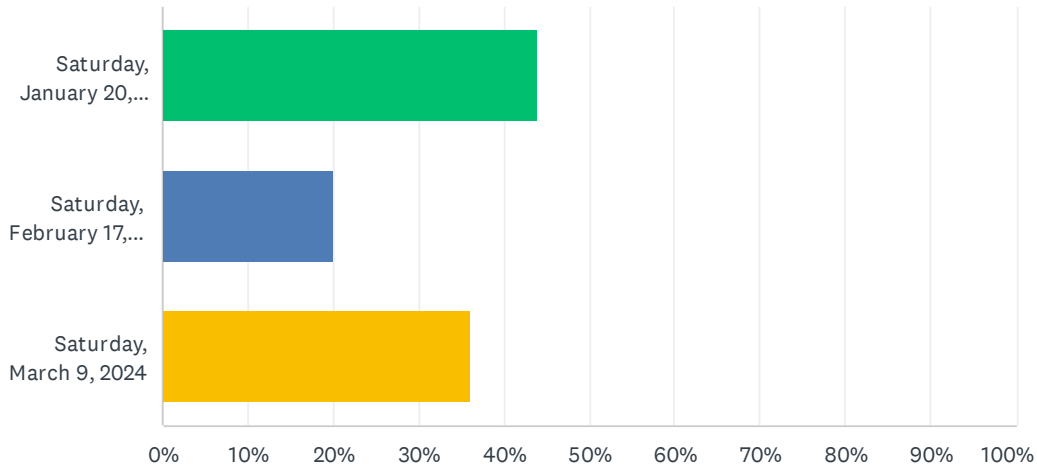
ANSWER CHOICES	RESPONSES	
Saturday, January 20, 2024	44.00%	11
Saturday, February 17, 2024	20.00%	5
Saturday, March 9, 2024	36.00%	9
TOTAL		25

ANNUAL BOARD WORK PLAN 2023-2024

JULY
- ☐ CSBA Conference

SEPTEMBER
- ☐ Receive Enhancing Student Learning Report
- ☐ Review School Growth Plans
- ☐ Review Audit Findings Report
- ☐ Adopt Annual Financial Statements
- ☐ Adopt Minor Capital Projects
- ☐ Review Executive Compensation Disclosure
- ☐ 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
- ☐ Attend BCSTA Trustee Academy

JANUARY
- ☐ Receive Strategic & School Growth Plan Interim Report
- ☐ Review Trustee Remuneration
- ☐ Submit Financial Disclosure Forms by January 15th
- ☐ 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

MAY
- ☐ Review Annual Facility Grant Plans
- ☐ Recognize Mental Health Week
- ☐ Attend May Day Celebration
- ☐ Attend District Track and Field Event

JUNE
- ☐ Adopt Annual Budget
- ☐ Adopt Major Capital Projects
- ☐ 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
- ☐ Attend Graduation Ceremony

OTHER ITEMS SCHEDULED AS NEEDED
- Review Board Policies and Bylaws
- Review and Approve Capital Project Bylaws
- Trustee & Superintendent Evaluations
- Hear Appeals as needed
- Represent Board at BCSTA Branch Meetings
- Represent Board at Provincial Council and BCPSEA Meetings and Events
- Attend School Functions
- Attend Employee Recognition Events