



**COMMITTEE OF THE WHOLE**  
**12:00 pm, Wednesday, October 11, 2023**  
**School Board Office**

**MINUTES**

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Present: Dale Lawson, Maureen Mason, Jaclyn Miller, Kirsten Van't Schip  
Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer)  
Regrets: Rob Hill, Trustee

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The meeting was called to order at 12:00 p.m.

**1. APPROVAL OF AGENDA**

**Moved: J. Miller**

**Seconded: K. Van't Ship**

**THAT the Committee of the Whole Meeting Agenda of October 11, 2023, be adopted as circulated.**

**Status: Carried.**

**2. STANDING COMMITTEES**

2.a) Education & Strategic Planning Committee

i) 2023 / 2024 Operational Plan – Learning & Student Support Services

A. Burt and K. Brach delivered a presentation outlining the development process of the operational plan. They emphasized the importance of data in supporting ongoing improvements and shared a timeline for data release by various entities like MOECC, HELP, and FESL.

The operational plan is designed to be realistic, allowing for progress tracking. It's structured on a year-to-year basis, ensuring that successful strategies are retained, and adjustments are made to address areas of need.

Key highlights from the Learning and Student Support Services Operational Plan presentation included:

- Actions aimed at promoting foundational learning in literacy and numeracy, such as collaborating with intermediate teachers, enhancing comprehension and decoding skills, and piloting elementary numeracy assessments.

- Professional development opportunities for secondary teachers focusing on adolescent and disciplinary literacy.
- Support for a Multi-tiered System of Support (MTSS) approach and continued use of a Response to Intervention (RTI) framework to assist students with unique needs.
- Ongoing initiatives to enhance early learning, community engagement, and support for transitions into kindergarten.
- Initiatives to boost student engagement and voice, including revitalizing elementary student councils, mentoring opportunities from existing secondary student councils, and promoting a culture of collaboration among school staff.
- An emphasis on deep learning through a new curriculum, fostering curiosity and inquiry.
- Support for teachers in implementing Universal Design for Learning (UDL) and promoting the use of the ISTE Standards for students and educators.
- A move towards personalized learning throughout all aspects of education.
- Promotion and expansion of empathy campaigns.
- Planning for food programs in all schools, with a focus on creating a cohesive plan this year.
- The creation of a Sustainability Coordinator position to support environmental stewardship.
- Increased application of the Applied Design, Skills, and Technologies (ADST) curriculum.
- Shifting towards learning commons, maker spaces, and opportunities for cross-collaboration.
- Expanding the Provincial Online Learning School (POLS) by leveraging staff expertise and integrating it into physical school sites.
- A focus on health and wellness through a conference, supporting mental health coordinators, and continuing the implementation of mental health in schools.
- Adoption of compassionate systems leadership, extending to principals, vice-principals, and student leadership teams.
- Efforts to enhance parent engagement and participation at both district and school levels.
- The establishment of a Justice, Equity, Diversity, and Inclusion (JEDI) committee.
- Conducting empathy interviews with indigenous students transitioning in grades 4, 7, and 12 to learn and share their experiences with a broader audience.
- Renaming the traditional skill builder program to "Guided Indigenized Journey to Excellence (GIJE)" (Ayajuthem for land) and expanding the Indigenous Education Team positions (čepθ) at schools.
- Continued professional learning opportunities for school leaders, including consultant meetings and monthly sessions focused on professional development.
- Ensuring that district objectives are aligned with a continual growth cycle and meeting provincial criteria in the accountability framework, with a particular focus on success rates for indigenous students and students with diversabilities.

Throughout the operational plan, there is a strong emphasis on considering the perspectives and needs of indigenous students in the pursuit of educational excellence.

Operational plans are being developed for all departments and will be presented to the board. The committee agreed to extend the November Committee of the Whole, from noon-4pm to allow an opportunity to review the remaining plans.

ii) Community Engagement Questionnaire – M. Mason (oral)

Trustee Mason suggested further review of open-ended comments obtained from a survey that played a role in shaping the board's strategic plan development.

Following a discussion, the board decided to task staff with sifting out board-related feedback and presenting it for further discussion at the December Committee of the Whole meeting.

2.b) Finance & Facilities Committee

i) N/A

2.c) Policy Committee

i) Policy 1 – Foundational Statements (Proposed Amendments)

The policy was revised to incorporate the modified school district logo and to align with the district's recently introduced operational name, "qathet School District." Further adjustments beyond the proposed changes can be initiated by a board motion during a subsequent board meeting.

ii) Policy 5 – Role of the Board Chair (For Information)

iii) Policy 6 – Role of the Vice Chair (For Information)

Policies 5 and 6 were introduced in accordance with the board's policy review cycle. As part of the board's commitment, a comprehensive review of all policies will be conducted on a four-year schedule. Staff will develop a structured policy review schedule, ensuring policies are presented for board review at the most relevant times. The board also retains the authority to request adjustments to the review cycle or additional policy assessments through the board chair.

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

A discussion took place regarding the current board evaluation processes. A suggestion was made to transition from the existing self-assessment model to an improvement or growth plan model. Trustees debated the matter and noted that:

- The Ontario model, which emphasizes a supportive plan, was seen as a valuable alternative to the current evaluation-focused policy.
- The current facilitated evaluation process provides information which in turn guides the creation of a "positive path forward", essentially an improvement plan.

Staff agreed to seek relevant examples of board and superintendent processes from organizations like BCSTA and BCSSA. Trustees were invited to share examples of interest as well. A request was made to query the Ontario Education Services Corporation to determine if a similar improvement process had been developed for superintendents.

The discussion concluded with the decision to review additional options at the upcoming December Committee of the Whole meeting, allowing for a more informed

discussion on the potential transition from evaluation to growth-focused models for both the board and superintendent evaluation cycles.

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

As above.

vi) AP 230 – Online Learning

S. Hopkins presented the updated Administrative Procedure, which had been amended to better reflect the district's current processes as part of the Provincial Online Learning Schools (POLS)

vii) AP 360 – Assessment & Reporting

S. Hopkins and A. Burt reported that the amendments to the administrative procedure reflect ministerial changes to reporting, including the use of a proficiency scale for students in grades K to 9. The district has fully transitioned to the new assessment and reporting process due to their involvement in a ministry pilot of the new assessment.

**3. COMMITTEE REPORTS**

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

S. Hopkins reported on his attendance at a recent Ferry Advisory Council meeting. He noted that a well-attended public open meeting formed most of the discussion. Where there were no items reported that relate directly to the school board, a member of the audience raised awareness of challenges navigating the road to the Blubber Bay ferry terminal when vehicles are parked on the small shoulder while waiting to board the ferry.

**4. OTHER INFORMATION**

4.a) South Coast Branch Survey Summary

The survey results were provided for information. The BCSTA Leadership Series has been set for March 9 and will take place on the lower Sunshine Coast.

4.b) Advocacy Day & Meeting of Board Chairs – J. Miller (oral)

Trustee Miller requested board feedback on items of interest to present at advocacy day. Trustees suggested the ongoing housing crisis and the education assistant shortage as two key items affecting the school district.

4.c) Board Work Plan – For Information

The work plan was provided for review. A request was made to add the trustee and superintendent evaluation cycle to the calendar for January.

**ADJOURNMENT**

The meeting adjourned at 1:41 p.m.