



COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, November 13, 2024
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 November 13, 2024, be adopted as circulated."

2. STANDING COMMITTEES

2.a) Finance and Facilities

2.a.i) Overview of Waste Management & Recycling in Schools (oral)

2.a.ii) qSD to qRD – Emergency Preparedness

- Appendix A: Emergency Evacuation Letter of 2019
- Appendix B: Emergency Evacuation Facility Survey of 2019
- Appendix C: Draft Emergency Evacuation Letter of 2024

2.b) Education and Strategic Planning

2.b.i) Program Review - Dual Credit Programs

- Appendix A: Career Programs – Dual Credit Program Review Presentation
- Appendix B: Program Review Cycle
- Appendix C: Administrative Procedure 280 – Program Review

2.b.ii) Review of Indigenous Education Annual Report

- Appendix A: Annual Indigenous Education Report

2.c) Audit

2.c.i) N/A

2.d) Policy Development

2.d.i) Review of Select Board Policies

- Appendix A: Policy 10 Policy Making and Review
- Appendix B: Policy 11 Board Delegation of Authority
- Appendix C: Policy 12 Role of the Superintendent

3.d.ii) Consideration of Alternate Board Meeting Calendar

- Appendix A: Alternate Calendar 1 (2nd & 4th Wednesdays)
- Appendix B: Alternate Calendar 2 (1st & 3rd Wednesdays)

3. OTHER INFORMATION

3.a) South Coast Branch Advocacy Discussion

Resource Information:

3.a.i) South Coast Branch (SCB) Constitution

3.a.ii) Professional Learning Committee Report

3.a.iii) Professional Learning Committee Minutes

3.a.iv) Prospective SCB Motion Building Process

4. ADJOURNMENT

4.a) **MOTION:** "THAT the Committee of the Whole Meeting be adjourned."

SH/attachments



Memorandum

Date: November 13, 2024
To: Board of Education, Committee of the Whole
From: Steve Hopkins, Secretary-Treasurer
Re: Emergency Preparedness

1.0 BACKGROUND

Select district school buildings have historically been identified as potential community assets in the event of a community wide emergency. In 2019 a partnership was formalized with the qathet Regional District and both Brooks Secondary School and Kelly Creek Community School were identified at that time as being strategic to the interest of the broader community. Also at that time, a large metal storage container was installed at the Kelly Creek site to houses supplies to be used in the event of an emergency. This container is owned and managed by the Regional District.

Staff with the Regional District have asked that the School District reaffirm its commitment to supporting the broader community in its emergency preparedness.

2.0 STAFF RECOMMENDAION

THAT: The qathet School District provide the Regional District with an updated letter of commitment in support of its emergency planning.

3.0 APPENDICES

- (A) Appendix A – Emergency Evacuation Letter of 2019
- (B) Appendix B – Emergency Evacuation Facility Survey of 2019
- (C) Appendix C – Draft Emergency Evacuation Letter of 2024



SCHOOL DISTRICT NO 47 (POWELL RIVER)
4351 Ontario Avenue, Powell River, BC V8A 1V3
Telephone: 604 485 6271 Fax: 604 485 6435

December 6, 2019

To: qathet Regional District

Re: Using School District 47 Facilities and Transportation Resources in the Event of a Major Emergency or Evacuation

School District 47 would like to support the surrounding community in the event of a major emergency or evacuation (earthquake, fire, etc.).

In the event of an emergency, the qRD's Regional Emergency Program can contact School District 47 staff to request access to schools throughout the District and Transportation Resources.

School District 47 recognizes that school facilities could be valuable community resources to operate as Reception Centres to deliver Emergency Support Services such as evacuee registration, family reunification, first aid, group lodging, etc. Upon a survey of available school facilities, we would like to identify and prioritize facilities based on location, capacity, amenities and services, etc. to determine primary locations and formalize activation procedures.

School District 47 recognizes that its fleet of buses may be useful for community members impacted by a disaster who do not have or cannot access their own vehicle. The qRD's Regional Emergency Program can contact the School District to request busses and licenced drivers to transport individuals in emergency circumstances.

School District 47 recognizes that some pre-planning, including the completion of the attached Reception Centre Facility Survey, by School District 47 and qRD staff will be necessary in advance of any emergency use of School District 47 resources to ensure safe and efficient use of School District 47 resources. The following School District 47 staff can be contacted to request School District 47 resources:

Name	Title	Office Phone	Mobile
Steve Hopkins	Secretary-Treasurer	604-414-2604	604-414-5264
Kaare Sayer	Manager of Operations	604-414-2631	604-414-5622
Chris Young	Health & Safety Officer	604-483-3171	604-223-4029

Sincerely,

Ms. Aaron Reid
Chairperson
Board of Education
School District 47 (Powell River)

AR/ac



SCHOOL DISTRICT NO 47 (POWELL RIVER)
 4351 Ontario Avenue, Powell River, BC V8A 1V3
 Telephone: 604 485 6271 Fax: 604 485 6435

RECEPTION CENTRE FACILITY SURVEY

Facility Name	
Address	
Telephone	
Internet? Wifi password?	
Age of Building	
Seismic Construction?	Yes No
Accessible to persons with disabilities?	Yes No
Amenities available	
Persons authorized to open facility in emergency	
Name Number Address	
Name Number Address	
Space available for use and max occupant loads:	
<ul style="list-style-type: none"> • Gymnasium • Multipurpose room(s) • Auditorium • Other 	
* Include size	

Parking area Number of parking spaces?	Yes No
Area available for household animals? Describe	Yes No
Food service facilities? Cooking Food storage Describe	
Water System	
Sanitary Facilities <ul style="list-style-type: none"> • Toilets • Sinks • Showers • Laundry Number	
Type of Heating	
Generator	Yes No
First Aid Room Equipped with	Yes No
Comments: Please note any factors or other information which might affect use as a Reception Centre.	
<div style="display: flex; justify-content: space-between;"> Date of Survey Name Signature </div>	



November 8, 2024

To: qathet Regional District

Re: Use of qathet School District Facilities and Transportation Resources in the Event of a Major Emergency or Evacuation

qathet School District is committed to continuing to support the broader community and the qathet Regional District in the event of a major emergency or evacuation (earthquake, fire, etc.).

This letter reaffirms our commitment, as outlined in our December 6, 2019, correspondence, to support the qathet Regional District's (qRD) Regional Emergency Program. In the event of an emergency, qRD may contact qathet School District staff to request access to school facilities and transportation resources as needed.

School facilities serve as valuable community assets, potentially operating as Reception Centres for Emergency Support Services, including evacuee registration, family reunification, first aid, and group lodging. We aim to identify and prioritize facilities based on location, capacity, amenities, and services to designate primary locations and establish formal activation procedures.

Additionally, the qathet School District's fleet of buses may assist community members affected by a disaster who lack access to personal vehicles. In these cases, the qRD's Regional Emergency Program can request buses and licensed drivers to provide emergency transportation.

For requests regarding School District resources, please contact the following staff:

Name	Title	Office Phone	Cell Phone
Steve Hopkins	<i>Secretary Treasurer</i>	604-414-2604	604-414-5264
Jared Formosa	<i>Director of Operations</i>	604-414-2631	604-868-0750
Lisa McMurray	<i>Health and Safety Manager</i>	604-414-2605	

Yours truly,

Jaclyn Miller
Chairperson
Board of Education
qathet School District

JM/er



Memorandum

Date: November 13, 2024
To: Board of Education, Committee of the Whole
From: Allison Burt, Director of Instruction
Prepared By: Tanya Larkin, Career Life Programs Coordinator
Re: Career Programs – Dual Credit Level 2 Review

1.0 BACKGROUND

Administrative Procedure 280 states that,

“Programs may be reviewed and evaluated for the purpose of ensuring that program goals and objectives are being pursued and achieved in an effective and efficient manner.”

2.0 INFORMATION

The Board of Education recognizes that timely and relevant information determined through a review process that evaluates the quality of programs and services offered to the students in the qathet School District, will enable the Board to make decisions on:

- 1) The maintenance, modification or discontinuation of existing programs
- 2) The need for the development and implementation of other programs
- 3) The ways in which existing or proposed objectives can be achieved in a more efficient manner.

To further support this work, the Board of Education approved a review cycle on the programs and services offered to support the teaching and learning within qathet School District at the Regular Board Meeting of October 23, 2024.

The Career Programs – Dual Credit Program Review was completed as a Level 2 Review, including surveys to a representative sample group of rights holders.

3.0 PROGRAM RATIONALE

Ministry of Education and Child Care – Vision for Student Success:

“British Columbia has a great education system, and we have the opportunity to make it even better. We have a renewed and clear mandate, to enable every learner to maximize their potential. This fuels our passion and vision that B.C. has educated citizens who thrive in a changing world.” (Last updated on May 9, 2024)

As specified in the Statement of Education Policy Order, the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

To achieve this purpose, we have a collective mandate to develop the “educated citizen.” which is defined as having:

- 1) Intellectual Development
- 2) Human and Social Development
- 3) Career Development

Career-Life Programs provide students with opportunities to integrate school-based learning with community-based career exploration experiences. These programs prepare students for transition to the workplace, further education and training at a post-secondary institution.

4.0 SUPERINTENDENT’S COMMENTS

The courses and programs in Career-Life education provide students K-12 with many opportunities to explore their interests and passions while garnering the necessary skills and qualities that support a successful transition to a career. The qathet School District is grateful for the work of the Career Programs Coordinator and the partnerships cultivated with several post-secondary institutes.

5.0 OPTIONS FOR ACTION

- (A) Accept the review as presented
- (B) Request further information regarding the Dual Credit Programs

6.0 STAFF RECOMMENDATION

THAT: The Board of Education accept the Career Program-Dual Credit Review (Level 2), as attached and presented.

7.0 APPENDICES

- (A) Career Programs – Dual Credit Program Review Presentation
- (B) Program Review Cycle
- (C) Administrative Procedure 280 – Program Review



PROGRAM REVIEW
CAREER LIFE & DUAL CREDIT PROGRAMS



LAND ACKNOWLEDGEMENT

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

We are grateful for the opportunity to teach, learn, live, and share knowledge on these lands. We also recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and Indigenization through truth, healing, celebration, and reconciliation.



AGENDA

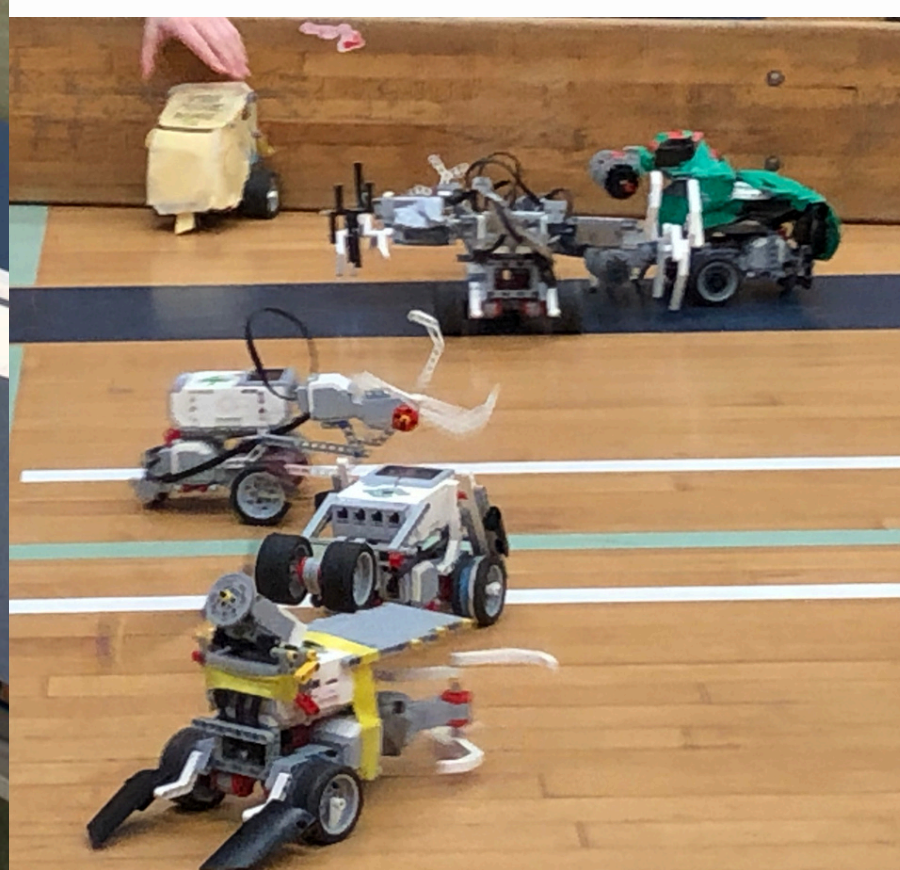
- Introduction
- History
- Goals
- Career Life Programs
- Dual Credit Programs



A person’s career is considered their “journey” through life, and K-12 curriculum and other career activities offer students personally meaningful and goal-oriented ways of pursuing this journey.

Program
Review
Level 2





INTRODUCTION

Career Education curriculum offers students many opportunities to explore and develop personal interests, strengths, and competencies while making connections with experiential learning, career-life possibilities, and preferred post-graduation opportunities.

Career Education includes reflection on learning experiences both in school and out of school, and facilitates connections with communities and networks to support personal career-life interests and goals.

“My students were engaged the entire morning and loved every moment” - *Jane (qSD teacher)*

Program
Review
Level 2





HISTORY



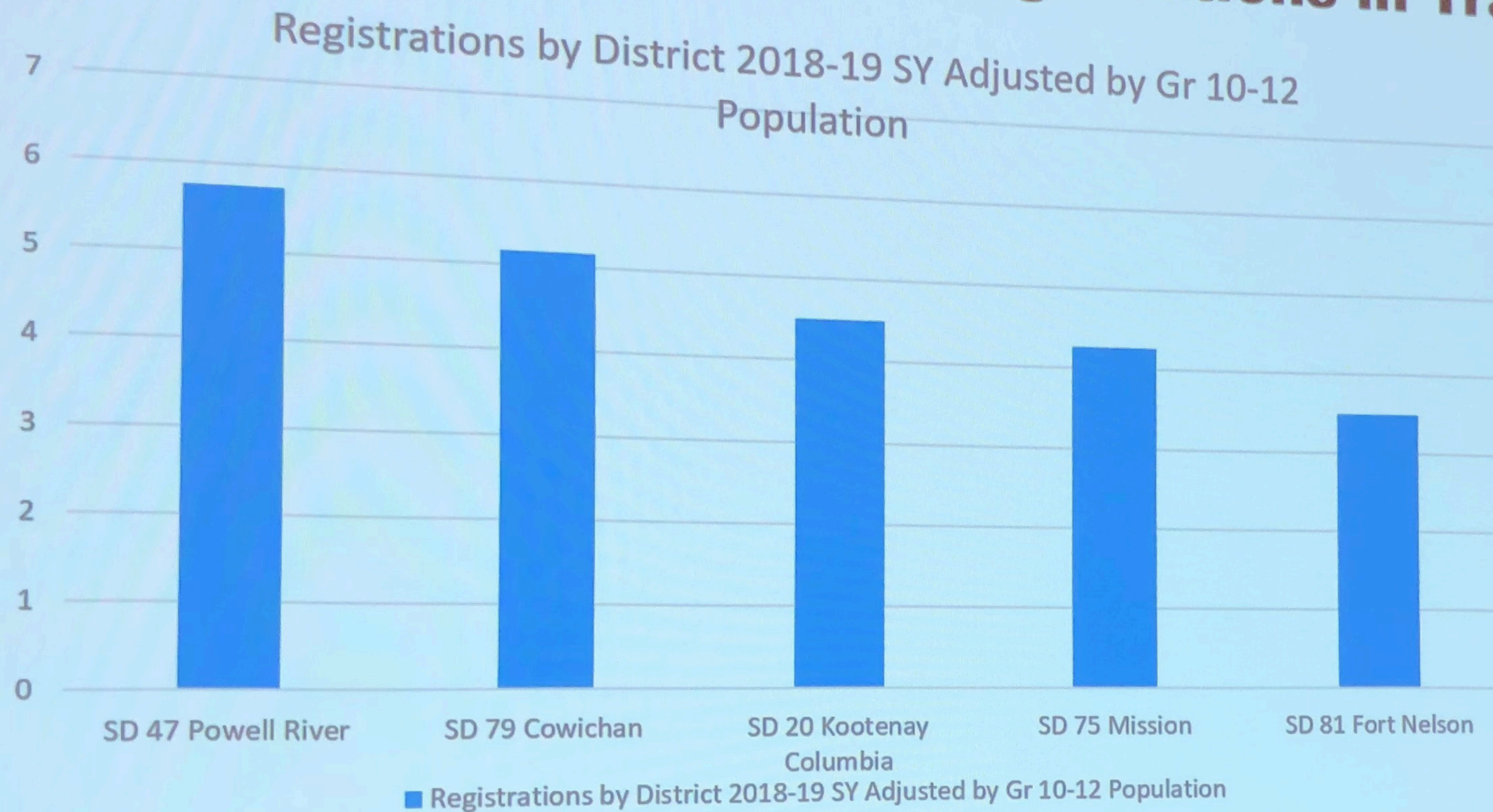
DID YOU KNOW?

In 1930, the school district and the Powell River Company created a three-year technical course to support the community's need for skilled employees.

HISTORY - LIKE THE WAVES OF THE OCEAN

- Brooks Outdoor Adventure Training and Tourism (BOATT)/Coast Mountain Academy (CMA)
- Powell River Digital Film School
- Mountain Ash Farms
- Hairdressing/Hairdressing Career Preparation
- Welding
- Culinary
- Automotive
- Carpentry
- Apprenticeships
- Health Care Assistant
- Academic Certificate Programs
- Academic Courses
- Work Experience
- Hockey Academy
- Traditional Skill Builder / Guided Indigenized Journey to Excellence (GIJE)

Which SD has the Highest % of Registrations in Train in Trade





2024-2025 Dual Credit Programs		
Welding – qSD program	11 registered	10 successful to date
Hairdressing - qSD	18 registered (9 waitlisted)	16 successful to date
Culinary - VIU	1 applicant – no program based on numb of applicants	
Carpentry - VIU	6 registered	4 successful to date
Automotive - VIU	8 registered	5 successful to date
Trades Sampler - qSD	22 registered but only room for 11	11 successful to date
*Academics / programs	52 registered / 11 registered	43 to <u>date</u> / 8 in prog. to date



GOALS

Today's graduates must be able to adapt to ongoing change in many aspects of their lives. For most people, career-life planning will not be a matter of making one major decision and living with it for a lifetime.

The Career Pathways Department supports K – 12 students to make connections and transitions between classroom learning, post-secondary training, and the world of work.

****AWARENESS****

Program
Review
Level 2



GOALS

FIGURE 2

Fastest-growing vs fastest-declining jobs, globally, 2023-2027

Top 10 fastest-growing jobs

1. AI and machine learning specialists
2. Sustainability specialists
3. Business intelligence analysts
4. Information security analysts
5. Fintech engineers
6. Data analysts and scientists
7. Robotics engineers
8. Electrotechnology engineers
9. Agricultural equipment operators
10. Digital transformation specialists

Top 10 fastest-declining jobs

1. Bank tellers and related clerks
2. Postal service clerks
3. Cashiers and ticket clerks
4. Data entry clerks
5. Administrative and executive secretaries
6. Material-recording and stock-keeping clerks
7. Accounting, bookkeeping and payroll clerks
8. Legislators and officials
9. Statistical, finance and insurance clerks
10. Door-to-door sales workers, news and street vendors and related workers

**The Career Pathways
Department supports K – 12
students:**

- 1. make connections,**
- 2. transition from
classroom to work,**
- 3. support PSI training,**
- 4. support them with the
world of work.**



CAREER LIFE PROGRAMS

“I am so stoked for this program, I like being at school again” - Kyle (trades student)

CAREER EDUCATION COURSES

The Career Education curriculum consists of three major phases:



K-5: Developing Foundations



Grades 6-9: Exploring Possibilities



Grades 10-12: Pursuing Preferred Futures



BIG IDEAS

K-3	4-5	6-7	8-9	CLE	CLC
Learning is a lifelong enterprise.	Exploring our strengths and abilities can help us identify our goals.	Leadership represents good planning, goal-setting, and collaboration.	Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.	Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding.	Lifelong learning and active citizenship foster career-life opportunities for people and communities.
Strong communities are the result of being connected to family and community and working together toward common goals.	Family and community relationships can be a source of support and guidance when solving problems and making decisions.	Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.	The value of work in our lives, communities, and society can be viewed from diverse perspectives.	Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options.	Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.

CURRICULUM OPTIONS



[Applied Design, Skills, and Technologies](#)



[Arts Education](#)



[Career Education](#)



[English Language Arts](#)



[Français langue première](#)



[Français langue seconde - immersion](#)



[Mathematics](#)



[Physical and Health Education](#)



[Science](#)



[Social Studies](#)



[Languages](#)

Career curriculum is found in every subject, we are all supportive and responsible.

K-4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
ADST & Resources and Classroom									
Design Thinking: Supports and UN Sustainability Goals									
						VEX - ADST Teacher Support / Equipment / Club			
Professional Development Sessions: ADST /Careers Curriculum									
Classroom ADST: VEX, Monsters, Name Boards, Flashlight, Bug Hotel, Catapults, Sling Puck, Gravity Cars, Wind Turbines, Make Do, and more									
	Girls Who Code and K-9 VEX Robotics (kits for all levels)								
			Skilled Trades BC						
			Try - A - Trade (VIU)						
						Explore Trades Skills - speakers and class visits from Careers Dept.			
						Skills X and Trades Sampler			
								Train in Trades	
							Youth Work In Trade		
							Academics		
							Dual Credit Courses and Programs		
						Work Experience			
Careers Curriculum									
				Career Curriculum: UN Sustainability Goals, MyBlueprint, Work BC, EPBC, Find Your Fit, PSI Presenters & Resources					
Career totes: resources and lessons; Careers week (Nov 25-29) add'l resources; and Guess my Career Event									
	Skills Canada								
			Gravity Cars, Wind Turbines, Robotics, and Spaghetti Bridge						
						Electronics, Public Speaking, and 3D Design			
						Welding, Carpentry, Automotive, Photography, TV and Film etc.			
Tours, Assemblies and Information Sessions									
				Find Your Fit					
				Presentation Info Sessions - students					
						Parent and Community Info Sessions			
						Trades and Health Tours & Heavy Metal Rocks			
							Academic PSI Tours X3		
					WEX Classroom Info Sessions				
Staff Meeting Info Chats: work with qathet PVP to share info.									
Truck and Trailer: ADST at each school, Trades Sampler work opportunities, Mentoring buddies opportunities									

WORK EXPERIENCE

Work Experience is open to Grade 10 - 12 students who have an interest in pursuing any career field.

Work Experience Benefits:

- 4 - 8 credits toward graduation
- Resume and covering letter creation
- Pre-employment job training
- Making valuable industry contacts
- Apprenticeship opportunities
- Pre-requisite for some post secondary education
- Community connections
- Building on passions
- Scheduled inside or outside of the timetable
- WEX 12a and WEX 12b



Program
Review
Level 2



YOUTH WORK IN TRADES

Paid work-based training and a curriculum that focuses on connecting, applying, reflecting on, and refining workplace skills and safety, work ethic, and job readiness.

- Four courses (16 credits) students 15 yrs +
- YWT11a, YWT11b, YWT12a, & YWT12b
- 480 hours towards their apprenticeship
- 900 hours students could earn \$1000 scholarship
- Career readiness and explorations
- Passions and purpose - graduating with honour
- Skills for life
- Community building



“I can work all semester 2 to earn credits towards grad and hours towards my apprenticeship, no brainer!” - Ben (student at Brooks)

Program
Review
Level 2



APPRENTICESHIPS

We are supporting students with paid and unpaid apprenticeships so students can:

- explore career pathways,
- expand their resume and portfolio,
- community connections and relationships,
- resiliency and work ethic - skills for success,
- pathway to graduation, and
- mentorship opportunities.



*“I am going to graduate early and I know what I am going to do” -
Addisen (HCA student)*

Program
Review
Level 2



SPECIALTY PROGRAMS

We are passionate about providing students with programming that supports next steps in their career journey. Programming opportunities are always adapting and changing as students needs and desires shift and work force demand shifts.



- Hairdressing
- Hockey
- GIJE

Program
Review
Level 2



OTHER EXPERIENCES

- ADST Innovator - see catalogue of options!
- Job Shadows
- Career Fairs
- Beyond Brooks
- Dual Credit Info Night
- PSI Tours
- Heavy Metal Rocks - Trades Days
- Skills Canada - Jr and Sr. Competitions
- Targeted Pathway Presentations - class presentations
- ADST Challenge Days
- Mentorship
- Careers Corner - [YouTube Channel](#)
- EGBC and High Tech U - ADST



“One of the best run, and fun events I’ve been to! Thank you!” - Cnst. Paula perry

Program
Review
Level 2



Careers Week

K-7 offerings:

- Four additional books for your schools Careers Learning Tote - school's library.
- "Spark Cards" and "Build a Story" cards.
- Lunch time tea and treats - Careers Chats with staff.
- "Guess my Career Event".
- Share careers curriculum assignments and interactive learning resources with all qSD staff K-7 leading up to Careers Week.
- Additional Resources (MOE & CES)

Gr 8-12 offerings:

- Provide infographics about careers and pathways to all Brooks students Nov 25-29th, through announcements and TV displays.
- Canada Revenue Agency chats with all career's classes Nov 28th.
- Post Secondary Vancouver Island trip Nov 12-13th: NIC, VIU, UVic and Camosun.
- Gr 11& 12 Trades and Health tours VIU.
- Beyond Brooks information evening Nov 13th at 7pm.
- Additional Resources (MOE & CES).



Canada
Province of British Columbia
A Proclamation

CONTINUING EDUCATION

We work with students, where they are at, to assist them in building the skills they need to be successful, this could be through upgrading courses, or working towards graduation.

- 1:1 support
- Meet students where they are at and build skills
- Numeracy and literacy
- Elective course explorations
- Build on historical successes
- Support with next steps





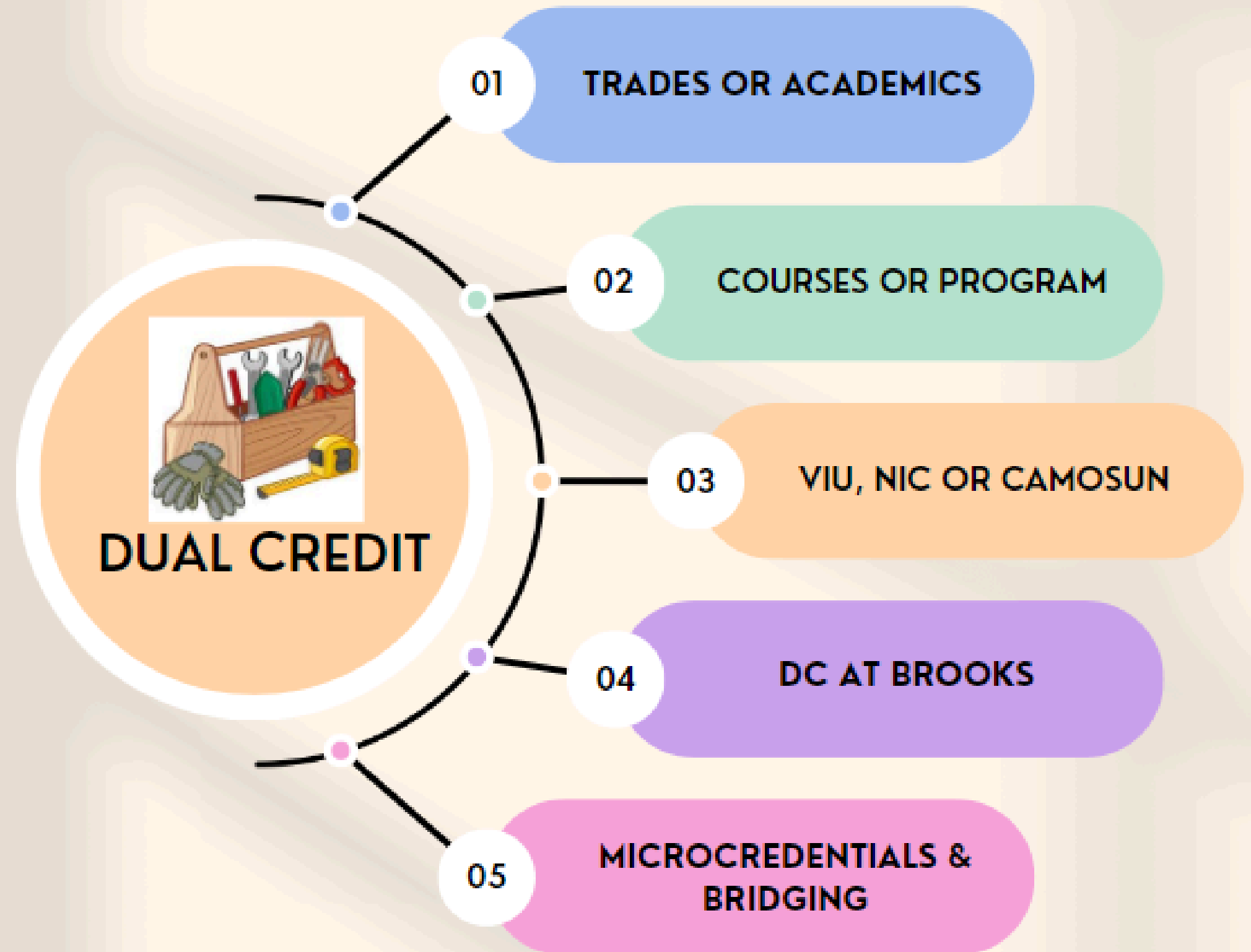
DUAL CREDIT PROGRAMS

“He is excited to leave home each morning and he’s excited to share about his day when he returns. We are so grateful for the valuable skills being taught in this program! It’s having a huge impact on our son.” - Mrs. Crawford (parent of trades student)



DUAL CREDIT OPPORTUNITIES

What are my Dual Credit options?



DUAL CREDIT OPTIONS



Programs

- Automotive
- Carpentry
- Welding
- Health Care Assistant
- Early Childhood Education
- Educational Assistant
- Any other trades prog.
 - NIC, VIU, Camosun
- Certificate Prog options in all pathways - based seat availability.

Courses

- English
- Psychology
- Indigenous Studies
- Sociology
- Medical Office Assistant
- Biology
- Math
- Business
- And much more so long as they meet career requirements

Credits

- 4 high school credits per course completed
- Gr 12 elective credits earned
- PSI course credits earned
- PSI certificate
- BC Transfer Guide

Partnerships

- Vancouver Island University
- North Island College
- Camosun College
- MOE grants to support ECEC and WEX:
 - Tech
 - ECEC
 - Health Pathways

WHAT'S NEXT

Health Care - exploration and shadow days VCH

Dual Credit Academic Courses - more cohort options at Brooks

Culinary - PC-1 program options through qSD and Camosun

Film and Media Program (Technology) - Focus group

Outdoor Learning - Working group

Trades Sampler - Off campus prep for Gr 12 + theory & trades exploration, VIU, and job shadowing

Trades Sampler finishing trades - student (trades stepping stones and readiness) + community need

Camosun College - additional business and medical courses offered virtually

Hair program - theory qSD, apprenticeship and exam challenge

“This program exceeded my expectations” - Aiden (student, dual credit program)



Hair Program Review and Rebuild:

An example of one of our reviews and rebuilds:

- Dual credit through VIU 2020-2022
- Low enrollment (10), completion (2), apprenticeships (0)
- Review and rebuild for 2022-2023:
 - inclusive of Gr 10-12
 - increase awareness and build passions early (Gr 10)
 - opportunity for growth - get students early, not sem 2 Gr 12
 - **inclusion - purpose - pride - hope - future goals and skills**
- 2022-present:
 - 2022 we had 18 registered with 17 completions + waitlist, Gr 10-12 students in program
 - 2023 we had 18 registered with 15 waitlisted, Gr 11/12
 - 2024 we have 18 registered with waitlist, Gr 11/12
- What did we learn?
 - generate interest early - awareness (Gr 10)
 - provide balance of off campus and on campus experiences
 - theory and practical = balance
 - gradual release of responsibility: friends and family - youth - public
 - patience and time - sem 2 gr 12, build in theory challenge exam and apprenticeship



THE ONGOING PUSH!

1. Ensure students are supported with:
 - a. qSD applications and pathway planning
 - b. EdPlannerBC, Student Transcript Services, and BC Transfer Guide
 - c. Student Support Services (Centre for Accessible Learning)
2. Student reflections and survey's to provide course and program options based on need, student interest, and future demand.
3. Work with community and industry: work placements, guest speakers, and career fairs.
4. Work with community and agencies to support program growth: MOE, STBC, Construction FDTNS, etc.
5. Collaborate with qathet school staff and admin to ensure ADST and Careers needs are met (Elementary for ADST Careers week, Careers teachers and dept.)
6. Grow Career Pathways programming and Dual Credit opportunities: awareness and support.
7. Provide students with pathways to exploration, growth, and graduation - no barriers.
8. Work Experience Enhancement Grant and Youth Work in Trades (STBC)

“... All our dreams can come true if we have the courage to pursue them.”-

Walt Disney





BCEHS Portal News in BCEHS in the Community has created a post

Oct 08, 2024, 16:15 from Web



qathetschooldistrict Today was Brooks Secondary's third annual Career Fair! This event provided an excellent opportunity for qathet School District's secondary students to explore various careers and connect with professionals from diverse industries within our community. Each grade level had dedicated time to engage with experts and get hands-on experience with equipment related to different professions.

Thank you so much to everyone who participated in this year's fair - the staff, students, and all the amazing organizations and businesses (over 40 of them!!) who shared their time and knowledge with our students!

WE ARE FAMOUS!

BC Emergency Health Services first post on their new website for workers.



Thank
you!

Tanya Larkin

Career Pathways Coordinator



Program
Review
Level 2

gathet School District - Program Review Cycle

REVIEW LEGEND
Level 3 Review
<ul style="list-style-type: none"> • District-wide surveys • Involving all rights holders • Focus Groups • Interviews with key staff and clients
Level 2 Review
<ul style="list-style-type: none"> • Surveys to a representative sample group of rights holders • Optional Focus Groups and personnel interviews as appropriate
Level 1 Review
<ul style="list-style-type: none"> • Limited or no surveying and/or interviews to gather informal feedback.

EDUCATION PROGRAMS	23/24	24/25	25/26	26/27
Board/Authority Authorized Courses (BAA) - <i>Annual</i>	(Proposals)	(Proposals)	(Proposals)	(Proposals)
Specialty Academies (New) - <i>Annual</i>		(Proposals)	(Proposals)	(Proposals)
Career Life Programs and Dual Credit Programs <i>3 to 5 year cycle</i>		(Review)		
Sexual Health Education Program - <i>Annual</i>		(Review)	(Review)	(Review)
Indigenous Education Program <i>2 to 3 year cycle</i>				(Review)
French Immersion (FI) <i>2 to 3 year cycle</i>			(Review)	
Sustainability Program - <i>Annual</i>		(Review)	(Review)	(Review)
Online Learning <i>2 to 3 year cycle</i>			(Review)	
SUPPORT STRUCTURES AND SERVICES	23/24	24/25	25/26	26/27
Long Term Facility Plan Review - <i>By Board Directive</i>				
Transportation Review <i>3 to 5 year cycle</i>				(Review)
International Education <i>2 year cycle</i>		(Review)		(Review)
Inclusive Education Services /Alternate Education (Formerly known as Student Support Services) <i>3 to 5 year cycle</i>		(Review)		
INITIATIVES	23/24	24/25	25/26	26/27
Superintendent’s Student Success Report – <i>Annual</i>		(Report)	(Report)	(Report)
Enhancing Student Learning Framework (FESL) – <i>Annual</i>	(Report)	(Report)	(Report)	(Report)
Early Learning Initiatives – Report <i>3 year cycle</i>			(Review)	
Child Care and Feeding Futures Programs <i>2 year cycle</i>		(Review-Child Care)	(Review-Feeding Futures)	
Music Program <i>2 to 3 year cycle</i>				(Review)
Literacy Support Programs <i>2 year cycle</i>			(Review)	
Numeracy Support Programs <i>2 year cycle</i>				(Review)

PROGRAM EVALUATIONS

Background

Programs may be reviewed and evaluated for the purpose of ensuring that program goals and objectives are being pursued and achieved in an effective and efficient manner.

Procedures

1. The Principal, in consultation with the supervisor, has the primary responsibility for the evaluation of programs in the school.
2. The Superintendent may carry out program evaluations at the school or District levels.
3. Evaluations will be used to make decisions regarding:
 - 3.1 The maintenance, modification, or discontinuation of existing programs.
 - 3.2 The need for the development and implementation of other programs.
 - 3.3 The ways in which existing or proposed objectives can be achieved in a more efficient manner.

Reference: Sections 20, 22, 65, 75, 85 *School Act*

Adopted: May 18, 2022

Revised: May 18, 2022



Memorandum

Date: November 13, 2024
To: Board of Education, Committee of the Whole
From: Vianne Kintzinger, Interim Superintendent
Prepared By: Jessica Johnson, District Principal Indigenous Education
Re: Indigenous Education Annual Report

1.0 BACKGROUND

The adoption of a Tla'amin Education Agreement (TEA) provides significant opportunity for Tla'amin Nation and the qathet School District to focus attention on improving educational outcomes for Tla'amin students and on developing the relationship necessary to accomplish that mutual goal.

2.0 INFORMATION

Accountability and Data Sharing

The TEA serves as a core shared accountability mechanism for both the Board of Education and the Nation regarding Tla'amin education in qathet schools. Timely and relevant data is required to inform decision-making to support Tla'amin students. This includes information on enrollment, learning outcomes and early warning signs.

3.0 SUPERINTENDENT'S COMMENTS

The timely use of both quantitative and qualitative data will ensure the strategies and structures in place within the qathet schools are effectively supporting the needs of the Tla'amin students and meeting the requirements as identified within the TEA.

4.0 OPTIONS FOR ACTION

- (A) Accept the review as presented
- (B) Request further information

5.0 STAFF RECOMMENDATION

THAT: The Board of Education accepts the report as presented and recommends submission to the Tla'amin Nation, as required in the Tla'amin Education Agreement.

6.0 APPENDICES

- (A) Annual Indigenous Education Report



Memorandum

Date: November 13, 2024
To: Board of Education, Committee of the Whole
From: Steve Hopkins, Secretary-Treasurer
Re: Review of Select Board Policies

1.0 RELEVANT BOARD MOTION/DIRECTION

Board Policies are to be reviewed over the course of each four-year elected term.

2.0 BACKGROUND

The Board Annual Work Plan identifies November and February as the months for the Board to review select policies as part of the planned review cycle.

3.0 INFORMATION STATEMENT

Staff have identified three policies to be reviewed in November:

- Policy 10 – Policy Making & Review
- Policy 11 – Board Delegation of Authority
- Policy 12 – Role of the Superintendent

4.0 APPENDICES

- (A) Appendix A – Policy 10: Policy Making and Review
- (B) Appendix B – Policy 11: Board Delegation of Authority
- (C) Appendix C – Policy 12: Role of the Superintendent

POLICY MAKING AND REVIEW

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the District will be operated. Policies provide direction for the action of the Board, Trustees, Superintendent, staff, students, electors, and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the District. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the School Act and provincial as well as federal legislation.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the District and the opportunity for the Superintendent to exercise professional judgment in the administration of the District.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

The Board normally shall request the Superintendent to develop the draft policy.

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of the other policies.

4. Evaluation

The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose. The Board shall review its policies following a schedule that results in all policies in the Board Policy Manual being reviewed at least once in a Board term of office.

Specifically

1. The Minister or Ministry may from time to time require that a Board approve a policy relative to a particular area.

Adopted: May 18, 2022

Reviewed:

Revised:

Policy 10



2. Any trustee, employee, parent, student, or other community member may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale. Likewise, the Superintendent may initiate such a request for a new policy.
3. The Superintendent will inform the Board of the request for policy development/revision. The Board will determine the action to be taken including the option of referring the matter to the Policy Committee
4. When appropriate, the Superintendent shall seek legal advice on any policy matter.
5. Policy drafts shall be brought by the Superintendent to the Board for consideration and possible approval.
6. The Board will determine whether further information or consultation is required.
7. If further consultation is required, comments and suggestions on the policy draft will be reviewed by the Superintendent and the Board.
8. Once comments have been considered and any information needs satisfied (if so determined), the policy will be recommended to the Board for approval.
9. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
10. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management, and operation of the District. Such decisions carry the weight of policy until such time as specific written policy is developed.
11. If the Board adopts a motion which has continuing applicability the Board shall seek means to include the direction of such motion as part of an existing policy or to develop a free-standing policy to reflect the direction contained in the motion.
12. The Board may request the Superintendent to change an administrative procedure to a draft Board policy and will in such an instance provide the rationale for same.
13. The Superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority, and may develop such other procedures as deemed necessary for the effective operation of the District.

Adopted: May 18, 2022

Reviewed:

Revised:

Policy 10



14. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
15. The Superintendent must inform the Board of any substantive changes to administrative procedures as an information item in a Board agenda.
16. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the District's website, in a timely manner, for staff and public access.
17. The Board shall review and revise its policies on a rotational basis which provides for all policies being reviewed at least once per term of office.

Legal Reference Sections 65, 74, 85 *School Act*

Adopted: May 18, 2022
Reviewed:
Revised:

BOARD DELEGATION OF AUTHORITY

The *School Act* allows for the Board to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated. This delegation of authority to the Superintendent specifically:

- Includes any authority or responsibility set out in the *School Act* and regulations as well as authority or responsibility set out in other legislation or regulations.
- Includes the ability to enact Administrative Procedures required to carry out this authority.
- Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional, or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically

1. The Board expressly delegates to the Superintendent and, at their discretion, a designate, the authority to discipline, suspend or dismiss an employee, subject to the limitations of legislation, collective or contractual agreements and Board policy. Any suspensions or dismissals shall be reported to the Board as soon as practicable.
2. The Superintendent is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal or provincial legislation.

Legal Reference: Sections 22, 65(2)c, 74, 85 *School Act*

Adopted: May 18, 2022
Reviewed:
Revised:

ROLE OF THE SUPERINTENDENT

Background

The Superintendent is the Chief Executive Officer of the District. The Superintendent reports directly to the Board and is accountable to the Board of Education for the conduct and operation of the District. All Board authority delegated to the staff of the District is delegated through the Superintendent. Whereas Section 77 of the *Freedom of Information and Protection of Privacy Act of British Columbia* requires that the Board of Education name an official corporate head, the Board of Education names the Superintendent of Schools as the official head of the school district for the purposes of the Act.

Specific Areas of Responsibility

1. Educational Leadership and Student Learning
 - 1.1 Provides leadership in all matters relating to education in the District.
 - 1.2 Implements directions established by the Minister.
 - 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 positive citizenship.
 - 1.4 Reports annually on student results.
2. Student Well-Being
 - 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.
3. Fiscal Responsibility
 - 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 or regulation.
 - 3.2 Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
 - 3.3 Prepares and presents a budget which reflects Board priorities.
 - 3.4 Ensures the Board has current and relevant financial information.
4. Personnel Management
 - 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy. Policy/Administrative Procedures

Adopted: May 18, 2022

Reviewed:

Revised:

Policy 12



-
- 4.2 Provides support to the Board regarding the planning, development, implementation, and evaluation of Board policies.
 - 4.3 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations, and procedures.
5. Superintendent/Board Relations
- 5.1 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
 - 5.2 Provides the information and counsel which the Board requires to perform its role.
 - 5.3 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.
6. Strategic Planning and Reporting
- 6.1 Leads the development and implementation of the strategic planning process.
 - 6.2 Involves the Board appropriately and collaboratively in the development of the Board's Strategic Plan (Board identification of priorities and key results, and final Board approval of the plan in conjunction with the annual budget).
 - 6.3 Reports annually on results achieved.
7. Organizational Management
- 7.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
8. Communications and Community Relations
- 8.1 Internal and external communications are developed and maintained which build staff and community support for Board directions.
9. Leadership Practices
- 9.1 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.

Legal Reference: Section 22, 85 *School Act*

Adopted: May 18, 2022
Reviewed:
Revised:

Policy 12 – Appendix A

**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.

Adopted: May 18, 2022

Reviewed:

Revised:

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 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.

Adopted: May 18, 2022

Reviewed:

Revised:

Policy 12



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.

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*

Adopted: May 18, 2022
Reviewed:
Revised:

Policy 12 – Appendix B

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.

Policy 12



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.

Quality Indicators relative to Personnel Management:

Adopted: May 18, 2022

Reviewed:

Revised:

Policy 12



- 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.
- 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.

Adopted: May 18, 2022

Reviewed:

Revised:

Policy 12



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.

Quality Indicators relative to communications and community relations:

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

Adopted: May 18, 2022

Reviewed:

Revised:

Policy 12



- 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*.

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:
Revised:

Policy 12 – Appendix C

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.



Memorandum

Date: November 13, 2024
To: Board of Education, Committee of the Whole
From: Steve Hopkins, Secretary-Treasurer
Re: Consideration of Alternate Board Meeting Calendar

1.0 RELEVANT BOARD MOTION/DIRECTION

That staff prepare an alternate Board meeting calendar for trustee consideration.

2.0 BACKGROUND

Board meetings are normally held on the second and third Wednesday of the month. Each year staff prepare, for Board consideration, a draft meeting calendar for the upcoming school year. The draft calendar is prepared using this established pattern as the starting point, with amendments made as needed to account for each of the winter and spring breaks.

Although there have been a variety of approaches over the years, the general pattern of meeting on the second and third Wednesday of the month is what has been in place for the last several years.

3.0 ADDITIONAL INFORMATION

Certain governance focused routines were amended for implementation this school year. These amendments were intended to improve the quality of information brought forward to trustees through the monthly agenda package. Early indicators suggest that these changes have been well received, however it's been recognized that production of the materials takes considerable time and effort, and staff have been finding it difficult at times to have everything prepared in time for the Regular Board meeting held on the third Wednesday given the Board just met the week prior.

4.0 OPTIONS FOR ACTION

Staff have prepared two alternate calendars for the Board to consider, one generally utilizes the first and third Wednesday as the meeting days each month and the other utilizes the second and fourth Wednesday of each month. With either approach an off week is created between the two meeting dates. This off week will provide staff with more time to prepare the materials that make up each meeting agenda. The creation of this off week also spreads out trustees' time commitments over the course of the month which will better allow for consideration of emergent items as the meetings are spread out over the course of the month.

Also to be considered is that the meeting calendar is sometimes altered in both September and June so that the meetings are later in the month to accommodate provincial workflow deadlines.

5.0 STAFF RECOMMENDATION

THAT: The Board of Education approves the implementation of a revised meeting calendar for the balance of the school year using the second and fourth Wednesdays as the regular meeting days.

6.0 APPENDICES

- (A) Appendix A – Alternate Calendar 1, Second & Fourth Wednesday
- (B) Appendix B – Alternate Calendar 2, First & Third Wednesday

2024-2025

Alternate Schedule v1:

CotW - Second Wed (except Mar)

Reg/Closed - Fourth Wed (except Dec & Mar)

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOV

Nov 13 - Committee of the Whole

Nov 27 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

DEC

Dec 11 - Regular / Closed Meetings

Dec 23 to 31 - Winter Break

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JAN

Jan 1 to 3 - Winter Break

Jan 8 - Committee of the Whole

Jan 22 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

FEB

Feb 12 - Committee of the Whole

Feb 14 - Professional Day

Feb 17 - Family Day

Feb 26 - Regular / Closed Meeting

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAR

Mar 12 - Regular / Closed Meetings

Mar 17 to 28 - Spring Break

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APR

Apr 9 - Committee of the Whole

Apr 17 - Professional Day

Apr 18 / 21 - Good Friday/Easter Monday

Apr 23 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY

May 14 - Committee of the Whole

May 19 - Victoria Day

May 28 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JUN

Jun 11 - Committee of the Whole

Jun 25 - Regular / Closed Meeting

Jun 27 - Admin Day

Jun 30 - Summer Break

2024-2025

Alternate Schedule v2:
 CotW - First Wed (except Jan)
 Reg/Closed - Third Wed (except Mar)

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOV

Nov 13 - Committee of the Whole
 Nov 27 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

DEC

Dec 4 - Committee of the Whole
 Dec 18 - Regular / Closed Meetings
 Dec 23 to 31 - Winter Break

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JAN

Jan 1 to 3 - Winter Break
 Jan 15 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

FEB

Feb 5 - Committee of the Whole
 Feb 14 - Professional Day
 Feb 17 - Family Day
 Feb 19 - Regular / Closed Meeting

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAR

Mar 5 - Regular / Closed Meetings
 Mar 17 to 28 - Spring Break

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APR

Apr 2 - Committee of the Whole
 Apr 16 - Regular / Closed Meetings
 Apr 17 - Professional Day
 Apr 18 / 21 - Good Friday/Easter Monday

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY

May 7 - Committee of the Whole
 May 19 - Victoria Day
 May 21 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JUN

Jun 4 - Committee of the Whole
 Jun 18 - Regular / Closed Meetings
 Jun 27 - Admin Day
 Jun 30 - Summer Break

CONSTITUTION

- I. These Articles comprise the Constitution and Bylaws of:

**THE SOUTH COAST BRANCH
A DISTRICT BRANCH ASSOCIATION**

(hereinafter called "the Branch")

**AFFILIATED WITH
THE BRITISH COLUMBIA SCHOOL TRUSTEES ASSOCIATION
FORMED IN ACCORDANCE WITH SECTION 9 OF
THE BRITISH COLUMBIA SCHOOL TRUSTEES ASSOCIATION
INCORPORATION ACT, 1956
AND ARTICLE 19 OF THE ASSOCIATION'S BYLAWS**

(hereinafter called "the Association")

- II. The objectives of the Branch are:

- A) to promote effective trusteeship;
- B) to meet and discuss matters of mutual interest and concern in education;
- C) to identify problems, consider alternatives and formulate solutions to the satisfaction of the Branch and the Association;
- D) to cooperate with the Association in furthering the objectives of the Association; and by any other means compatible with the Constitution and Bylaws of the Association.

- III. The composition of the Branch shall be those school districts so specified in Article 19 of the Association's Bylaws.

BYLAWS

I. MEMBERSHIP

- * update district name to qathet
- a) Membership in the Branch shall be open to all boards of school trustees eligible under Article 19 of the Association's Bylaws, i.e. School District No. 46 (Sunshine Coast), School District No. 47 (Powell River), and School District No. 48 (Howe Sound).
- b) All serving trustees of member districts are members.
- * discuss the branch executive roles and responsibilities -consider adding "Alternate Professional Learning Committee Representative"
- c) Honorary life membership in the Branch may, by extraordinary resolution requiring not less than two-thirds (2/3rds) majority for approval, be conferred upon trustees who have served on school boards within the Branch, and who have done outstanding work in education.
- d) Superintendents of Schools, Secretary-Treasurers and other administrative personnel of member boards may be associate members without vote.

2. BRANCH EXECUTIVE

- * change "Branch Education Representative" to Professional Learning Committee Representative
- a) The Executive of the Branch shall consist of:
- President
 - Vice-President
 - Immediate Past President
 - Branch Education Representative
 - Secretary-Treasurer (ex-officio)
 - Members -at-Large
- b) The President, Vice-President, and Branch Education Representative shall be elected at the annual meeting for a one-year term and shall take office at the end of the Branch annual meeting.
- c) In the event of a vacancy occurring on the Branch Executive other than with respect to the position of Secretary-Treasurer, the remaining members of the Executive shall have the power to appoint a trustee to fill the term of the vacancy.
- In the event of a vacancy occurring in the position of Secretary-Treasurer, members of the Executive shall have the power to appoint a Secretary-Treasurer to fill the term of the vacancy.
- d) Should a member board be void of representation on the Branch Executive, a Member-at-Large shall be appointed by the respective board.
- e) Nothing shall prevent an individual from holding more than one of these offices concurrently.

- f) The Branch Executive may appoint a Secretary-Treasurer and a Branch Superintendent to act in an advisory and resource role to the Executive.
 - 1. The Secretary-Treasurer shall be appointed by the Branch Executive to perform such duties as deemed necessary by the Branch Executive; the appointee shall be the Secretary-Treasurer of the same board of which the President is a member.
 - 2. A Superintendent of School will be appointed as Branch Superintendent by the Branch Executive to serve as an advisor on education matters.

3. **DUTIES AND POWERS OF BRANCH EXECUTIVE AND OFFICERS**

- a) The Branch Executive shall carry out such duties as the Branch shall from time to time assign by resolution.
- b) The President shall preside at every meeting and shall be ex-officio member of all committees.
- c) The President may appoint committees as deemed necessary, with terms of reference for each and every committee to be approved by the Branch Executive.
- d) The Branch Education Representative shall attend all meetings of the Branch Executive and report on activities of an education concern.
- e) The Branch Secretary-Treasurer shall send notices for all general, special, annual and Executive meetings when directed to do so; have charge of and maintain the records of the Branch and perform such other duties as the Branch Executive may require from time to time.
- f) The Branch Superintendent shall attend meetings of the Branch Executive to advise on education matters of concern to the Branch.

Meetings:
 -BCSTA AGM (Spring)
 -Trustee Academy (Winter)
 -Online Motion Building Business Meeting (January)-short
 - Professional Dev. Meeting in person; business, updates and potential PD keynote (Fall)
 -additional meetings as hosted by BCSTA eg. Leadership Series

4. **MEETINGS**

- a) The Annual General Meeting of the Branch shall be held in conjunction with the BCSTA Annual General Meeting.
- b) Not fewer than two (2) general meetings shall be held during the year; one to coincide with the Association's annual meeting to deal primarily with matters pertinent to the Association's annual meeting; and one other in the last three months of the year.
- c) A Branch seminar shall be held at the fall meeting.

- d) Not less than twenty-one (21) days notice of general, special and annual meetings shall be given to all member boards.
- e) Special general meetings may be called by the Branch Executive; and shall be called upon the request in writing of any two (2) member boards stating the nature of business to be transmitted; not less than twenty-one (21) days notice shall be given in writing to the Branch Secretary-Treasurer specifying the place, date and the hour of the meeting and the general nature of the business.
- f) No business other than that specified in the notice of meeting, may be transacted at a special general meeting.
- g) Meetings of the Branch Executive may be called at the request of the President and shall be called at the request of any two (2) members of the Branch Executive.

5. ELECTIONS

- a) Elections shall be by ballot vote of the trustees present at the annual meeting of the Branch.
- b) The immediate Past President of the Branch shall conduct the election of officers.
- c) Prior to the calling of elections, the President may appoint three (3) persons to serve as scrutineers to handle the balloting and counting procedure; the results of balloting for President and in subsequent balloting shall be given in confidence to the meeting Chairperson for announcement.
- d) A nominating committee of three (3) persons who are members of the Branch Executive, shall be appointed by the Branch Executive no later than two (2) months prior to the annual meeting.

The nominating committee shall obtain nominations for the offices of:

President
Vice-President
Branch Education Representative

The nominating committee shall appoint its own chairman and publish the names of candidates offering themselves for office fourteen (14) days prior to the annual meeting; and the chairman of the nominating committee shall report to the membership at the annual meeting.

- e) Nominations shall also be called for from the floor at the annual meeting prior to voting on each office.
- f) Before any ballot is taken, any person nominated may decline office or withdraw his/her name.

6. VOTING

- a) At any general meeting an ordinary motion shall be decided on a show of hands unless a ballot vote is called for by any eleven (11) trustees.
- b) In the event of a ballot vote on an ordinary motion, each trustee shall be entitled to one vote.
- c) In the event of a ballot vote on an extraordinary resolution each member board shall be entitled to five (5) votes, and these may be exercised by proxy.
- d) A motion to destroy the ballots shall be in order after all voting has been concluded.
- e) The President shall cast one vote only. In the case of equality in votes, the question shall be declared defeated.

7. RESOLUTIONS

- a) Ordinary resolutions which are not binding upon member districts may be proposed at any time by members present at a meeting, and these persons may exercise one vote each.
- b) Extraordinary resolutions are required:
 - 1. to add, delete, or amend the Constitution and Bylaws;
 - 2. to appoint associate members.
- c) Extraordinary motions may be proposed and voted by trustees.
- d) Notice of extraordinary motions shall be posted to all members boards at least six (6) weeks in advance of the meeting of the Branch.
- e) A two-thirds (2/3 rds) majority vote is required to pass an extraordinary motion.

8. FINANCE

Member Boards shall share equally in the cost of Branch Operations.

9. QUORUM

A quorum shall be a simple majority of trustees present at a Branch meeting providing there are at least two (2) members present per member board.

10. AMENDMENT TO CONSTITUTION AND BYLAWS

- a) the Constitution and Bylaws of the Branch shall not be altered or added to except by extraordinary resolution.

- b) all amendments to the Constitution and Bylaws must be approved by the B.C.S.T.A. Provincial Council.

11. CEASING TO FUNCTION

In the event of the Branch ceasing to function, the minute books, books of accounts, financial records, other documents of the Branch and any monies of the Branch shall become the property of and be duly transferred to the Association.

12. RULES OF ORDER

In all cases not provided for under these Bylaws, Bourinot's Rules of Order shall govern.

RESPONSIBILITIES OF OFFICERS OF THE BRANCH EXECUTIVE

(A guideline for incumbents)

A. PRESIDENT:

1. The President shall be chairperson of any or all meetings of the Branch, save and except the elections.
2. Provide leadership and direction in matters concerning the Branch and the Branch Executive.
3. Establish ad hoc committees, each to have terms of reference formulated by the President, and approved by the Branch Executive.
4. Serve as an ex-officio member of all committees, save and except the nominating committee.
5. If unable to attend, delegate an alternate to serve as chairman of the meeting.
6. The Branch President shall act as Branch Legislative Liaison.

B. VICE-PRESIDENT

In the absence of the President, assist in all matters delegated and act as President, in the absence of the President.

C. BRANCH EDUCATION REPRESENTATIVE

1. Initiate events or programs which will help school trustees become more effective policy makers in education.
2. Participate in the BCSTA Education Committee; convey trustee concerns on education matters to the BCSTA Education Committee.
3. Provide a liaison between the BCSTA Education Committee and members boards in the Branch on matters of education significance.
4. Assist in recommending a topic(s) for BCSTA trustee effectiveness programs.

D. BRANCH LEGISLATIVE LIAISON (BRANCH PRESIDENT)

1. Initiate events or programs which will assist school trustees to become more effective in influencing other levels of government.
2. Participate in the BCSTA legislative communications system with other branch presidents.

3. Provide a liaison between Branch member boards and the BCSTA legislative communications system, either through telephone or correspondence in order to advise trustees of critical developments in the Legislature and obtain their reactions where necessary to construct a BCSTA position.

E. BRANCH SECRETARY-TREASURER

1. Shall send notices for all general, special, annual and Branch Executive meetings when directed to do so.
2. Have charge and maintain the records of the Branch and perform such other duties as the Branch Executive may require from time to time.
3. Forward a copy of the minutes of each and all branch meetings to the Secretary-Treasurer of each member board in the Branch and the Executive Director of the Association.
4. Distribute copies of the Constitution and Bylaws to each new trustee in the Branch at the first Branch meeting following their election as trustee.

F. BRANCH SUPERINTENDENT

1. Shall serve as an advisor to the Branch on educational matters.
2. Assist in promoting the discussion of education topics at Branch meetings and seminars.

**Professional Learning Committee Representative: Report to the South Coast Branch
AGM- April 19. 2024**

Hello, everyone!

I hope you are all enjoying the learning sessions and keynote at this year's AGM. I'm sorry I can't be with you in person but look forward to hearing all about it!

I've included the PLC minutes from our February 2024 meeting, for your information and review.

I will highlight a few things below:

The Structure of PLC, the importance of regular meetings, and feedback:

-PLC is the only committee with representatives from every branch; the BCSTA Board of Directors relies on input from the PLC rep to accurately reflect the unique experiences, needs, and strengths of the region(s) represented

-for a PLC rep to be a good steward of the branch (its distinct needs, advocacy requests, learning requests, etc.) the work is rooted in the quality of connection/relationship of the branch

-the committee shared ideas of what some branches already have in place, or would like to implement, for relationship building:

-create a private Facebook group for the Branch for information sharing, learning opportunities, sharing news, questions, and so on,

-plan ahead and book a room at one of the BCSTA events to share a meal as a Branch, or book a reservation at a restaurant for dinner together (in addition to the scheduled Branch meeting)

Importance of meeting as branches/how:

- Set an intention for branch meetings; planning; why we're meeting with messaging of how important it is that individual trustees share their voices
- Some branches hold regular Zoom meetings; regardless of how branches meet, the *emphasis is on the value of holding regular meetings*
- Some branches have developed their own Branch Strategic Plans
- Mentorship (at branch and district level): lean in with others; new and old experiences as trustees; capacity building; confidence building; coaching mentality; trustee to trustee outside of own district

Other:

- bringing back the connection of how the broad learning can be applied at the district/trustee level—
 - How does learning get on the board agenda?
 - How does learning continue after BCSTA events?

- Discussion on having an alternate rep for PLC within the Branch; connecting capacity building with other trustees—*something to consider discussing at a branch meeting to create the position of alternate PLC rep*
- South Coast Branch Constitution Review: for discussion at AGM
- Proposal for a South Coast Branch Motion Building Process: for discussion at AGM

Looking forward to Trustee Academy:

Some of the (very preliminary) topics suggested for learning themes included:

- Compassionate Leadership
- Emotional Intelligence
- Interpersonal Skill Development

And some comments shared during that discussion:

- Strengthening communication strategies and tools to de-escalate
- Sharing power
- Self-regulation and co-regulation
- Opening the heart to curiosity and having these conversations as a board
- Allowing emotional work to become a regular part of overall board work

Feedback Welcome!

What are the professional development needs and hopes that come to your mind for your district?

We are a small branch, and I can understand that sometimes Branch work doesn't feel as important as individual board work. However, being a small branch can be our strength, as it enables us to provide clear and focused support, and be strong advocates for our regions, districts, and students!

Thank you for allowing me to serve as the Professional Learning Committee Representative for this year. It has truly been an honour.

Best,
Kirsten



Professional Learning Committee Minutes

February 11th, 2024

8:00 am – 4:00 pm

Lonsdale Room (3rd Floor)
Marriott Pinnacle Vancouver

Leah Ward, Chair	Thompson Okanagan Branch
Kate Toye, Vice-Chair	North West Branch
Roxanne Gulick	Northern Interior Branch
Tania Brzovic	Vancouver Island Branch
Craig Wood	Metro Branch
Kirsten Van't Schip	South Coast Branch
Pascale Shaw	Fraser Valley Branch
Jaime Massey	Kootenay Boundary Branch
Jen Mezei	BCSTA Director Liaison
Gordon Li	BCSTA, Education Services

Time	Item	Lead Person
Welcome	Welcome members to meeting <ul style="list-style-type: none"> Recognize traditional territory Opening remarks 	Leah
Adoption of Agenda	Moved by Shelley <ul style="list-style-type: none"> Seconded by Roxanne Carried 	Leah
Approval Minutes	Approval of minutes from November 22 nd , 2023 Moved by <ul style="list-style-type: none"> Seconded by Leah Carried Jaime 	Leah
Connection and Check-in	Branch meeting updates <ul style="list-style-type: none"> each rep shared one item from their branch 	Discussion
Pro-D: Board Growth and Development, Our Changing BPR process	Gordon shared BPR Process <ul style="list-style-type: none"> Context Looking forward <p>Some needs identified in improving BPR in practice was an emphasis on the importance of including compassionate leadership, emotional intelligence, and emotional skills/interpersonal skills—explicitly addressing the elephant in the room.</p> <ul style="list-style-type: none"> understanding where we are emotionally (addressing the heart in the room before we can get to the head). 	Gordon

	<ul style="list-style-type: none"> • When we address this work it builds capacity and curiosity and would help to stabilize boards (<i>discussion on toxic boards; discussion on reality after re-election of losing 40% of people, basically two and half years to invest in this work</i>). • Strengthening communication strategies and tools to de-escalate, share power • Self-regulation and co-regulation; opening the heart to curiosity and having these conversations as a board • Allowing emotional work to become a regular part of overall board work <p>How do we share this work within our branches?</p> <p>Gordon is seeking suggestions for a new name that aligns better with the essence of the work. The current name, Board Review Process, does not accurately reflect the nature of the work, which is focused on self-assessment and affirmative statements of highly effective boards. It is not an evaluative process.</p> <ul style="list-style-type: none"> • <i>Continuous Improvement Process?</i> <p>ACTION: share your ideas on process naming with Gordon.</p>	
<p>AGM Day of Learning</p>	<p>Gordon early program for AGM Day of Learning</p> <p>Preconference: <i>Governing Through Change</i>. This year dealing with bargaining, elections, catastrophic weather, etc. We will include four short presentations focused on things we need to be prepared for emotionally.</p> <ul style="list-style-type: none"> • Emergency Preparedness • Elections: <i>provincial elections; preparing trustees and boards around expectations and our role within it</i> • Compassionate Leadership • Bargaining <p>Opening: Riaz Meghji—Human Connection Keynote Speaker. <i>Building extraordinary relationships, connected work culture, out-care your competition.</i></p> <p>Friday Morning: Ramona Pringle, daughter of CBC anchor, will talk about AI; high level conversation.</p> <p>Followed by an Advocacy Panel: asked leaders from four parties to come, BC United, Conservatives, NDP, and Green. Not all confirmed; possibly Education Minister, Education Critic, Leader of Green Party. <i>What is their big thing in education?</i></p> <p>ACTION: Asking board chairs for advocacy questions and feedback from boards—deadline is Feb. 16.</p> <p>Student Voice:</p> <p>Group of students representing urban Indigenous youth from inner city Britannia Secondary.</p> <p>ACTION: Gordon is seeking suggestions around a theme of questions for these students</p> <ul style="list-style-type: none"> • <i>Eg. what does success look like to you as an Indigenous youth? What are some challenges? Etc.</i> • Discussion on safety as potential theme; discussion on racism of low expectations as potential theme <p>Five streams of concurrents:</p>	<p>Gordon</p>

	<ul style="list-style-type: none"> • Trustee 201: solving problems at the board table, etc. • ADEI—Anti-racism, Diversity, Equity, Inclusion Working Group. • Student Achievement/Student Data. • Accessibility, Diverse Needs, Inclusion and Equity. • FNEESC; <i>Bill 40</i>. <p>Other: BCSTA has been offering voter training sessions for AGM with little uptake.</p> <p>ACTION: have a conversation with your board members/branch members to encourage attendance at the training session. Note: these are for those who have had difficulty with the technology; those who are comfortable using/accessing the voting technology need not attend.</p> <p>Discussion on the overall theme for AGM.</p> <ul style="list-style-type: none"> • The preconference is themed <i>Governing Through Change</i>. • Boards dealing with AI, phone bans, elections, etc. • What could be a theme that ties all streams together? • Potential Theme: <i>Leading Through Change</i>. (Or, <i>Leading Through Uncertainty?</i>) <p>ACTION: send your theme ideas to Gordon.</p>	
<p>Leadership Series Update</p>	<p>Leadership Series Update</p> <p>Information and Feedback: two more sessions were completed, one on the Island and one in the Fraser Valley. Feedback has been excellent, particularly around the content.</p> <ul style="list-style-type: none"> • The day begins with activation and then moves into research/evidence that boards look at throughout the year (what guides our decision-making and leadership?). The context is a framework for continuous improvement. • After a break, FNEESC presents, honing in on evidence/data that all boards should have. Gordon provides every trustee with data for the session through QR codes. • Denise follows by contextualizing the data; <i>this is what that means, connecting local data with systemic issues</i> • After lunch, Dr. Charlesworth brings kids into the room, and has us read scenarios that reflect evidence • Take learning from the beginning of the day, exercise around activation; eco-cycle planning, end of day workshop <p>Additional feedback:</p> <ul style="list-style-type: none"> • Powerful, place-based learning; <i>what do these concepts look like in your particular region?</i> • Dr. Charlesworth handed out papers with the names of actual students; the exercise was triggering for some participants—the <i>disclaimer that it could be triggering ought to be implemented</i>. • Even participants who went into the day with skepticism found that it was well worth the time • FNEESC not as well received; Bill 40 concerns <p>WINFY:</p> <p>The leadership series came out of the MOU with FNEESC. We want to reinforce the structure of the PLC and the structure of branches and create a platform for PLC reps to become leaders in their branches—how do we achieve this goal? (PLC role at</p>	<p>Gordon</p>

	<p>Leadership Series)</p> <ul style="list-style-type: none"> • Discussion: reach out/work with the branch chair in covering logistics that typically happen at the local level, eg. connecting with Elder, renting space, catering, etc. • PLC rep to promote the event within the board/branch • Reinforce the role of PLC in branch • Sometimes the branch chair will introduce presenters or could share the role with the PLC rep—check in with your branch chair • Review the day of learning with boards/branches—how can we continue this work as a branch? What worked? What was missed? Etc. <p>Other discussion: creating cohesion/connection within the branch:</p> <ul style="list-style-type: none"> • PLC is the only committee with representatives in every branch; its work is rooted in you being connected to your branch—relationship building is essential to be good stewards of our branch • Discussed ideas to build relationship; create a FB group for branch as a way to keep informed, connected, market events/news; book a room during BCSTA event to share lunch with branch members (in addition to morning branch meeting); • Discussion on having an alternate rep for PLC within branch; connecting capacity building with other trustees—<i>something to consider discussing at a branch meeting to create the position of alternate PLC rep</i> 	
<p>PLC reports to PC</p>	<p>Share PLC report</p> <p>PC is coming up the weekend after next; Roxanne will deliver the PLC Report. This is a great document to share with branches. <i>Gordon will send out links to this and other valuable documents in the portal (work plan, etc).</i></p>	<p>Roxanne</p>
<p>Who are we? What we do?</p>	<p>PLC Roles and Structure within Branch and Association: Discussion on characteristics of PLC—</p> <ul style="list-style-type: none"> • soft skills (engaging, collaborative, etc.) provide the foundation to get to the strategic, big picture thinking • an effective PLC member communicates with the branch, brings people in, has a voice • is empathetic, open-minded and can see through different lenses • needs knowledge and confidence in the role • Job description/succession planning/competencies: what would the job description look like for PLC? Need for a unified understanding/definitions of the competencies required for the role in order to do this work well and be good stewards to branches <i>and</i> the BCSTA Board (so the Board can be accurately informed across regions) • branches all across the province need a fair understanding of where were going, where we've been, and how well get there • bringing back the connection of how the broad learning can be applied at the district/trustee level—how does learning get on the agenda? How does learning continue after BCSTA events? • Self-awareness and understanding of role: what do I need to be doing to ensure I'm doing good work on the part of PLC to branch? To district? <p>PLC is the Information Elevator between branches and the board of directors. PLC is on one floor, the Board is on one floor, and the branch is on one floor.</p> <p>Importance of meeting as branches/how:</p>	<p>Leah & Kate</p>

	<ul style="list-style-type: none"> • Set an intention for branch meetings. planning; why we're meeting with messaging of how important it is that individual trustees share their voices. • Some branches hold regular Zoom meetings; regardless of how branches meet, the emphasis is on the value of holding regular meetings • Some branches have developed their own Strategic Plan • Mentorship (at branch and district level): lean in with others; new and old experiences as trustees; capacity building; confidence building; coaching mentality <p>Actualizing discussion from last meeting— PLC Activation—Roadmap and Tools:</p> <ul style="list-style-type: none"> • See the portal for the work plan, BCSTA Strategic Plan, and other documents to guide/inform work • Discussion on the trustee learning cycle • Engagement activity focused on identifying needs and building the connection between the role of PLC rep in relationship to <ul style="list-style-type: none"> ○ Our boards ○ Our branches ○ PLC itself ○ Our communities ○ At events ○ Other committees 	
Committee Business	<p>Elections</p> <ul style="list-style-type: none"> • Leah acclaimed as Chair • Kate acclaimed as Vice-chair <p>Budget</p> <ul style="list-style-type: none"> • Motion to approve budget as presented; carried. 	Gordon
Next Meeting	BCSTA AGM	Leah



South Coast Branch Motion Building Process: Proposal

Rationale:

The *South Coast Branch Motion Building Process* includes a *Branch Motion Building Session* to provide enough time for South Coast Branch member boards to construct and debate potential motions meaningfully.

Implementing such may help South Coast Branch member districts to

- consider potential motions more efficiently,
- gain clarity and cohesion,
- build branch relationships,
- share in the workload of motion building and
- fulfill our collective role and responsibilities according to the South Coast Branch Constitution and membership to the BCSTA.

[Resources: [South Coast Branch Constitution](#), [BCSTA Motion Guide](#)]

Proposed Process and Timeline, *South Coast Branch Motion Building Process*:

Mid-October onward (exact dates TBD)	Member districts will allocate time from mid-October to mid-December to formulate motions as an agenda item in their regularly scheduled meetings.
Mid-December (exact dates TBD)	By mid-December, districts submit their proposed motions for agenda setting to the branch executive. The proposed motions should include a rationale and supporting documents/ resources using the motion template to be added to the Motion Building Session agenda. This process provides additional information to members and an opportunity for member districts to consider the notice of motion before the Branch Motion Building Session. The agenda is finalized and distributed to all branch members.
Mid-January (exact dates TBD)	Branch Motion Building Session via Zoom. This can be a brief yet productive meeting where we will review, edit and improve the wording of motions, and determine whether or not each potential motion has the support of the Branch.
Mid-February	Branch executive or Motion Sponsor to submit branch supported motions to the BCSTA.

Branch Motion Building Session (example/agenda):

South Coast Branch (SCB)
Motion Building Session
Agenda
Virtual Meeting

Call to order
Land Acknowledgement
Adoption of Agenda

THAT the agenda for this [date] meeting BE ADOPTED as circulated.

Adoption of Minutes

THAT the minutes for the [date] meeting BE ADOPTED as circulated.

New Business
MOTION BUILDING

- a. Example of submitted motion: motion brought forward by qathet School District (rationale/support documentation attached)

Proposed Resolution:
THAT the BCSTA

[Branch discussion of potential motion; determining Branch support of potential motion].

- b. Example of submitted motion: motion brought forward by qathet School District (rationale/support documentation attached)

Proposed Resolution:
THAT the BCSTA

[Branch discussion of potential motion; determining Branch support of potential motion].

Next Steps

Upcoming Meetings (example)
-AGM/BCSTA AGM
-Fall Branch Business Meeting w/PD keynote
-Trustee Academy Branch Meeting

Adjournment