1. Opening By Chair
   1.1 Call to Order and Acknowledgement of Meeting Held on Traditional Secwepemc (Shuswap) Territory
   1.2 Approval of Agenda

   Recommended Motion
   THAT the agenda of the regular open meeting of the Board of Education be adopted as circulated.

2. Public Participation (Section 1)
   2.1 District Showcasing

   On 28 November 2017 district staff presented to the Board for approval, School Plans for all School District schools. Following approval of the School Plans the Board passed a motion to invite district staff back to provide a final update. Directors of Instruction Jerome Beauchamp and Dean Coder will provide this update.
2.2 Public Input/Comment on Items ON the Agenda

*How and when does public address the Board of Education?*

**Items ON the Agenda:**

1. At the start of the agenda, the Board allows for a period of not more than 30 minutes total for public to address the Board (max 5 minutes each).

2. Address the Board Chair with COMMENTS only regarding items ON the agenda. The Board Chair will not enter into dialogue with the public as the Board has not debated the issue yet. Public comments will be considered when the Board addresses and debates the issue later in the agenda.

3. To be placed on the speakers’ list, public members MUST fill out a card and identify themselves to the Secretary Treasurer PRIOR to the opening of the meeting.

**Items NOT on the Agenda**

1. There is a QUESTION period at the END of the agenda for items NOT on the agenda. Cards are not required. There is a 15 minute maximum time allotment for all to speak.

2. Address the Board Chair. Other than answering simple questions of fact, the Board Chair will not normally act upon any concern or request brought forward at the same meeting.

3. Members of the Board will not enter into debate with members of the audience.

3. **Consent Agenda**

All items that are deemed to be non-controversial (such as the approval of previous minutes, motions to receive reports, proposals to change the agenda or add late items or motions to it, and other routine business) may be grouped together under "Consent Agenda."

At the request of any member, an item may be removed from the Consent Agenda for separate consideration.

After the Chair gives the opportunity to remove any items, the Chair shall take one vote on the items remaining on the Consent Agenda, and shall then proceed with the items (if any) that were removed from it for separate consideration.

**Recommended Motion**

THAT the Board of Education adopts and receives all items listed on the Consent Agenda [], with the exception of items (list by number)].
3.1 Items for Approval

3.1.1 Adoption of Minutes

**Recommended Motion**
THAT the minutes of the regular open meeting of the Board of Education, dated June 26, 2018, be adopted as circulated.

3.1.2 Correspondence Report

**Recommended Motion**
THAT the Board of Education receive the correspondence as listed in the Open Correspondence Report dated September 25, 2018.

3.1.3 Cyclic Policy Review

3.1.3.1 Policy 1160 School Board Powers/Duties

Revision being contemplated following the Dianne Turner Report.

**Recommended Motion**
THAT the Board of Education request input regarding Policy 1160 School Board Powers and Duties from the stakeholder groups and the general public via the District's website.

3.1.3.2 Policy 3541.1 Transportation of Students

District Staff is recommending a review of this policy.

**Recommended Motion**
THAT the Board of Education direct District Staff to review Policy 3541.1 Transportation of Students.

3.1.3.3 Policy 5140 Video Surveillance

No changes recommended.

**Recommended Motion**
THAT the Board of Education confirm Policy 5140 Video Surveillance.

3.2 Items for Information

3.2.1 Closed Meeting Report

3.2.2 Upcoming Meetings and Conferences
3.2.3 Outstanding Motions and Directions Report

3.2.4 Superintendent of Schools Report

The Superintendent's Report contains the following topics:

- In the Valley of Wild Horses
- Superintendent's Visits to Schools
- Board Partners' Retreat
- Thompson Rivers University Focus Group
- City of Williams Lake Education and Training Focus Group
- Race for the Crown
- Meetings/Events Attended
- Community Meetings/Events Attended
- Upcoming Meetings/Events

3.2.5 Secretary Treasurer Report

The Secretary Treasurer's report includes the following topics:

- Facilities Department - Summer 2018 Projects
- Health and Safety Training
- Information Technology Department - Summer 2018 Projects
- Financial Systems Additions

4. Action Items

4.1 Finance

4.1.1 2017-2018 Audited Financial Statements

The Secretary Treasurer presented the 2017-2018 Audit Financial Statements. The Board Chair thanked the Secretary Treasurer and his staff for the work on the audit over the summer.

Recommended Motion
THAT the Board of Education receive the 2017-2018 Audited Financial Statements and submit the Statements to the Ministry of Education, as presented.
4.1.2 **Unexpended Funds Targeted Dollars - First Nations**

Pursuant to section 106.4(2) of the School Act, the Board of Education of School District No. 27 (Cariboo-Chilcotin) may formally request to underspend its 2017-2018 school year Aboriginal Education target. These funds would be brought forward and added to the 2018-2019 school year Aboriginal Education targeted amount to be expended on Aboriginal education programs.

As in previous years, finding qualified personnel for FN Language programs and TTOC purposes remains a challenge.

**Recommended Motion**
THAT the Board of Education request that the Minister of Education grant permission for the Board of Education to underspend 2017-2018 Aboriginal Target funding of up to $174,461.

4.2 **Policy 3519 Alcohol Protocols**

The Secretary Treasurer seeks Board ratification of the decision made 05 July 2018 to move outside Board Policy, requiring a custodian or management be present when alcohol is served/consumed, for the Horsefly Arts on the Fly event July 13-14, 2018.

In addition, the Secretary Treasurer is requesting that the Board consider changes to Policy 3519 Alcohol Protocols to allow the Secretary Treasurer to use discretion when determining whether custodial or management staff may be required to be present at events where alcohol is served/consumed. See draft policy

**Recommended Motion**
THAT the Board of Education ratify the decision made 05 July 2018 to move outside Board Policy, requiring a custodian or management be present when alcohol is served/consumed, for the Horsefly Arts on the Fly event July 13-14, 2018.

**Recommended Motion**
THAT the Board of Education approve the presented policy, in principle, and invite input from the public and stakeholder groups.

4.3 **Appointment of Second Deputy Chief Election Officer**

Ms. Johnston is the Chief Election Officer for the CRD (Cariboo Regional District) School District No. 27 and the CRD will be working together in several aspects of the upcoming elections including training election officials and operating several polling stations jointly. The appointment of Ms. Johnston as Deputy Chief Election Officer would enable her to swear in election officials in special advance polls in the Chilcotin saving SD27 time and money. The appointment is at no cost to the Board.
4.4 **Policy 5127 Graduation Ceremonies**

At the 22 May 2018 meeting, the Board passed the following motion:

THAT the Board of Education approve, in principle, the deletion of Policy 5127 Graduation Ceremonies and seek input from the Governance Committee and the public via the District's website.

No feedback was provided.

**Recommended Motion**

THAT the Board of Education delete Policy 5127 Graduation Ceremonies and that graduation ceremonies continue under the authority of the Superintendent of Schools, in consultation with School Principals.

4.5 **Policy 3110 Operating Budget Accumulated Surplus**

At the 26 June 2018 meeting, the Board passed the following motion:

THAT the Board of Education temporarily adopt revisions to Policy 3110 Operating Budget, renamed to Operating Budget and Accumulated Operating Surplus, until such time as the Board's process to solicit input is completed, at which time the Board will consider the feedback and dispose of the policy.

Feedback attached

**Recommended Motion**

THAT the Board of Education, upon review of Policy 3110 Operating Budget and Accumulated Operating Surplus, and consideration of feedback provided, adopts Policy 3110 Operating Budget and Accumulated Operating Surplus as revised and presented.

4.6 **Policy 1220 School Planning Councils & new Policy 6100 School Plans**

At the 25 April 2017 meeting, the Board passed the following motion:

THAT the Board of Education, to meet the requirements of the School Act, develop a policy regarding School Plans and once this policy is approved, delete Policy 1220 School Planning Councils.

Feedback attached
**Recommended Motion**
THAT the Board of Education delete Policy 1220 School Planning Councils and approve the new Policy 6100 School Plans according to legislative requirements.

4.7 **Policy 5126 Scholarships**

At the 17 April meeting, the Board passed the following motion:

THAT the Board of Education approve, in principle, revisions to Policy 5126 Scholarships, and request input from the Governance Committee and the general public via the district's website, prior to final approval.

Feedback attached

**Recommended Motion**
THAT the Board of Education, upon review of Policy 5126 Scholarships, and consideration of feedback provided, adopts Policy 5126 Scholarships as revised and presented.

5. **Discussion Items**

5.1 **Board Partners' Retreat - A Journey Forward**

Board Chair Tanya Guenther will provide an update on the 16-18 September 2018 Partner Table Retreat at South Thompson Inn and Conference Centre.

The Board Chair will present trustee appointments to the Partner Group Table.

**Recommended Motion**
THAT the Board of Education approve the Board Chair's appointment of three trustees to the Partner Group Table:

1. 
2. 
3. 

5.2 **Premier's Awards For Excellence in Education**

Ms. Shelly Peel, a teacher at Mountview Elementary School in Williams Lake has been selected as one of three finalists in the Community Engagement category of the Premier's Award for Excellence in Education. Board Chair Tanya Guenther and Superintendent Mark Wintjes will be joining Shelly in Victoria for the ceremony on October 5, 2018.
Recommended Motion
THAT the Board of Education write a letter to Shelly Peel congratulating her on being recognized as a finalist for the Premier's Awards for Excellence in Education in the Community Engagement category.

6. Public Participation (Section 2)

6.1 Public Questions Regarding Items NOT On the Agenda

7. Adjournment

Recommended Motion
THAT the Board of Education adjourn the meeting at ___pm.
Submitted by: Brian Davidson
August 25, 2018
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Introduction

Professional Learning Communities continued to mature during our 9th year.

I established several goals to focus improvement efforts this year for the PLC Coordinator and PLC Facilitator roles of my position. These included:

Goals for 2017/2018

- Respond to the challenge of TTOC shortage
- Develop leadership potential in others (School Leaders PLC, Facilitators taking on specific roles during our sessions, etc.)
- Continue to build connections to the provincial network (NOII) through conversations with Deb Koehn, Linda Kaser, and Judy Halbert; attend NOII events; and encourage applications to NOII for school inquiry grants; connect PLC Facilitators to the network including through NOII Symposium and Summer Institute; explore having Judy and Linda work in the District
- Continue to support the School Leaders’ PLC and invite participation in a second cohort
- Emphasize the training of PLC Facilitators – include Rural principals in the new Facilitator training sessions
- Provide responsive supports for Rural Schools
- Continue my own learning and skill development related to professional learning, inquiry, collaboration, facilitation and communication by reading/researching, connecting with other SD27 teacher-leaders, networking provincially, attending conferences, and conducting personal inquiry. Reflect on and apply learning from TELP.

TTOC Challenge Goal: This challenge proved to be less difficult in the first half of the year, but did return to difficulty in the second half. The challenge of TTOC availability for our Rural Schools remains. We explored different options – meeting less frequently, combining in smaller groups, joining half-day release with other half-day release, and providing in-lieu time to spread out the TTOC work. All of these have their disadvantages, but it appears having a variety of responses to the challenge makes releasing educators possible. We will continue to monitor and respond to this province-wide challenge.

Leadership Development Goal: Recognizing that leadership can happen anywhere in an organization, I intentionally looked for ways to build capacity in others. For example, as part of the design of meetings, participants are routinely asked to contribute to the design or content of the session. Participants have been asked to contribute articles for the PLC Newsletters. They have been asked to lead sections of our meetings with their observations/thinking from books they’ve read or from inquiry experiences they’ve had. Participants are always asked to do most of the talking and writing during our sessions. I use these as opportunities to scan for where we are in our own Facilitator development. The School Leaders’ PLC group is another place where leadership development occurs.

Connections to Regional, Provincial, and International Organizations Goal: I was very successful in connecting SD27 with other networks. Sharing my own learning and connections with PLC Facilitators at our 2 meetings this year makes these networks visible to others. I brought 3 PLC Facilitators with me to the NOII Symposium and we shared our experience with other Facilitators at our May meeting. I used my
network connections to organize a very valuable school visit for the participants of the SD27 School Leaders’ PLC inquiry group.

**School Leaders’ PLC Inquiry Group Goal:** This group formed last year with 4 participants. This year, two new members joined (and one left). We met 6 times through the year to develop leadership-focused inquiries, share questions of practice, and learn together (and share our own learning) around various topics of leadership. These school leaders are keen to lead by example, making their own learning visible to their colleagues and to the teachers they work with. After attending a school visit, each leader followed up with plans and actions connected to our learning and observations. This group is committed to learning together next year.

**PLC Facilitator Training Goal:** Training was modified this year. Experienced PLC Facilitators were expected to participate in our two main training sessions in early January and early May. They could additionally attend any of the other sessions designed for new Facilitators. New Facilitators, in addition to attending the January and May sessions, also participated in a full day of training in September, as well as individual support as needed throughout the year (including check-point emails/calls at specific times of the year). Additionally, Rural Principals were invited to the initial training session. One principal attended and continued to attend sessions throughout the year.

**Rural Schools Goal:** As each school’s BRL Plan reflects the specific needs of students in the school at that time, combining schools for collaboration only makes sense when needs align. This means we must be flexible each year to combine schools only when it makes sense. Several rural schools participated in Bella MacQuarrie’s Last Word and Difference Makers (SET-BC) inquiry projects. These aligned nicely with Building Resilient Learners Plans. Despite the alignment, principals in these schools worked on their own school-centered inquiries (through the BRL Plans) and Bella’s inquiry concurrently. The demands of the role of Principal in a rural school meant that they found it very difficult to prioritize these inquiries with other, often emergent, demands on their time. It will be important to broaden the types of support offered to these schools in order to enable successful participation.

**Learning Goal:** I was able to develop my own skills and knowledge this year. My reading included articles/blogs around leadership, self-regulation, visible thinking/learning, literacy, social media, and student behavior. I attended the NOII Symposium in May and took in a school visit (Norma Rose Point School) in April. In late May I participated in a ‘Learning Rounds’ session in Ashcroft and visited a secondary school using the Spirals of Inquiry (and managing built in collaboration time) in Kamloops. Through my TELP (Transformative Educational Leadership Program, UBC) network, I’ve connected with educators doing interesting things in the Okanagan, Kootenays, the north, and the Lower Mainland. Typically, these involve using inquiry as a framework for change/improvement/problem solving at the classroom, school, and even district level. Writing and having an article published by the TEL Journal involved a great deal of learning.
NOTE: Report Format: On the following pages, find a summary document prepared by each school’s PLC Facilitator(s) which highlights the question(s) each group looked at, an analysis of school evidence to support conclusions staff members drew from their collaborative inquiry, and a reflection on the process and/or plans for next steps. Following the school reports is a section with reports from non-school based inquiry projects supported by PLC funding this year. To conclude the report, a Coordinator’s Reflection, including goals for next year, is included.

School Reports

École 100 Mile Elementary (“I can” Statements; FreshGrade; Ownership of Learning)
Report submitted by Shawn Nelson, PLC Facilitator, on behalf of 20 educators

Inquiry Question: How will the use of “I can” statements and FreshGrade help improve students’ self-assessment and ultimately ownership of their learning?

Checking: We still had students coming to the office for "not working" but the number of incidences were less. Overall parents were happy with Fresh Grade (according a survey sent home to parents) but there were 3 parent surveys returned that were not in favour of using fresh grade as a way of assessing students' achievements. Students said that they enjoyed using Fresh Grade at a rate of about 75%. Most parents, 67%, used Fresh Grade to communicate with teacher and/or give encouraging words to students about their work. (one class was very low which weighed down the average). Over all teachers felt that Fresh Grade was a good tool to use and that it helped in their classrooms.

Reflection: At 100 Mile House Elementary we feel that using Fresh Grade as a way to increase student engagement was a worthwhile endeavor in that students like using the program for a way to share their work and feedback with teachers and parents. Students also felt that they were getting more feedback from parents. Students that were in their second year of using Fresh Grade felt they were “better at using it” (getting around in, posting work and getting and giving feedback). Teachers reported that students in a class that was mixed first year users and second year users of Fresh Grade found that the new users caught up quickly to the second years.

We found that teachers using Fresh Grade gave more open-ended assignments and looked at assessing students in different ways.

I would try to find a way for teachers to have more consultation time and it would be great if the PLC facilitator was able to be involved in all (or most) of the teacher group meetings as a way to be able to share which teacher/resource people would match up with the need that is being presented.

150 Mile Elementary (Self-regulation; Zones; Shanker; Supporting Struggling Readers/Writers)
Report submitted by Maria Lepetich, PLC Facilitator, on behalf of 9 educators

Inquiry Focus 1: Self-regulation in primary-aged students:
Checking: Phase 1: Teacher’s collective experience, knowledge and practices.

Teachers reported noticeable improvements in their classroom learning environment because the majority of students could Self-regulation better when the teacher:

- provided consistency with their rules, routines and expectations.
- nurtured lots of positive reinforcement,
- made adjustments for variety of maturity levels of students
- changed physical space
- strategically placed students in classroom spaces,
- provided visual supports for tasks and routines,
- gave extra time to do what was expected,
- changed routines when they were not working
- allowed student choice,
- communicated upcoming changes to routines
- made time to discuss expectations before a task or routine happened (pre-correction.)
- strategically planned quiet transition times from in the school to going out of the school.
- intentionally created calming transition times between classroom activities with quiet music or reading of books.
- provided a variety of breaks before and after certain activities, communicated and received parental support

Were they enough?

Teachers reported that for their students struggling the most with Self-Regulation, our Phase 1 work wasn’t enough.

Although we have just begun Phase 2 and Phase 3, some teachers reported that it helped them make the shift from trying to control the students, to the student learning to recognize when they were unregulated and learning strategies from the teacher to try to regulate themselves independently.

In Phase 2, teachers also acknowledged how important is to regulate themselves in order to successfully help a child regulate themselves, but this was also challenging at times.

Were you satisfied?

In our learning together in Phase 1, overall teachers were pleased with the improvements made by students, which created a more positive and less chaotic classroom environment.

However, teachers felt that more needs to be done to shift the responsibility to each child to manage/recognize when they need to change something so they can self-regulate better.

What did you use as baseline - and change - evidence?

At the beginning of the inquiry, we used a 4 point scale to identify the degree to which students were able to Self-regulate. Because each teacher used different criteria, we decided not to spend the time in coming up with group criteria. Instead teachers observed and reflected on the fact that the majority of students
were better able to Self-regulate given the flexibility and changes teachers made by responding more effectively to students individually and to their class as a whole.

**How much richer are your learners’ answers to the four questions?**

Teachers have not asked students the four questions, yet. The teacher New Professional Learning (Phase 2 and Phase 3) only began near the end of this school year. Asking the 4 questions is linked to this learning of Self-regulation. However, teachers did have an opportunity to participate by asking the 4 questions of some of their students through their participation of the Reading Strategies Collaboration Inquiry. That experience has supported a mindset for asking students next year the 4 Questions regarding Self-regulation.

The big idea thinking behind the 4 questions are for students to be able to articulate their own learning and to learn how to have some control over it. This aligns with Dr. Shanker’s beliefs that children can be taught how to recognize when they are un-regulated and that they can be taught strategies to Self-regulate independently.

**Phase 3: Practices Based on Educational Research**

**Summarize the differences you made.**

One teacher started targeting stressors form the Physical Domain: sleep diet and gathered parental support through information and education.

**Were they enough? Were you satisfied?**

This teacher felt this was a good start, but thought more work needs to be done. She was satisfied with the insights she gained and changes she had made, so far.

**Reflection:** Students have to cope with a great deal of stress. Stress presents itself in many forms. It is important to figure why and when a child is unregulated in order to better support our students.

Our time with our students will be better spent by helping them learn strategies to recognize when they are stressed and what strategies they can use to independently Self-regulate in the classroom and the school, rather than teachers repeating the cycle of warnings and consequences for their behaviour.

**Where you plan to go next?**

All the teachers in this inquiry want to continue to learn and trial Dr. Shanker’s 5 Step Method in supporting independent Self-regulation of students. They would also like to explore and trial other methods that help students Self-regulate.

**What advice you would offer other schools with a similar interest?**

It is recommended for other schools to trial Dr. Shanker’s 5 Step Method in order for students to learn how to be independent with their Self-regulation.

We have decided that we need to host a parent information night on physiological needs of children: sleeping, eating, video games, blue light effects to educate parents.
Inquiry Focus 2: Supporting struggling readers/writers:

Checking: *When a teacher learns new skills by working 1-1 with a student then all learners benefit.*

The results from the classes of two teachers who specifically worked 1-1 with at least one student and participated in the June 2018 Reading Inquiry Collaboration Day reporting the following impressive results with their class:

1. **Grade 2/3 - 20 Students total**
   **Grade 2: Summary of Results:**
   - An overall increase of 7 students reading at or above grade level since the Fall with noticeably improved reading strategies.
   - Only 3 students reading below grade level at mid-grade 2 level, but most of these students made a 1 year gain in reading.
   
   **Grade 3: Summary Results:**
   - All students made significant gains in their ability to use flexible reading strategies to solve difficult parts of the story.
   - From the group of 4 students mentioned above 3 students made gains of 5, 6, and 7 levels in reading. All these students made a minimum gain of 1 year and a maximum gain of 2 years in reading.
   - One other student made a gain of 2 years in their reading, 10 Levels from Level I to Level S. This student happens to be a student who cannot regulate his behavior unless directly supported.
   - This classroom teacher was also involved with me in the mentorship program, which focused on Reading.

2. **Grade 4 – 25 students total**
   **Summary Results:**
   - 6/12 Students who were reading below grade level at the beginning of this year, completed grade 4 reading at or above the end grade 4 level.
   - There is now a total of 19/25 students reading at or above grade level.
   - An overall increase from 48% of students not reading at grade level to 76 % of students reading at or above grade level.
   - Of the 5/ 12 students still not reading at grade level, they improved 5, 6 and 7 levels in their reading (from 1 to 1 ½ years improvement). All improved significantly, but the category student who was not targeted during this inquiry.

**Summary of working 1-1 with 1 Struggling Reader.**

Three teachers, 2 from of the above class results, made the commitment to work 1-1 with 1 struggling reader every day for a minimum of 5 minutes. The following are the results when teachers last checked on their student in May.
The student:

1) **on independent flexibility (trying the other sound(s) of the vowel and vowel combinations),**
   - Student # 1: can solve words in this way when prompted.
   - Student # 2: can solve words independently,
   - Student # 3: cannot solve words, yet this way.

2) **on independent flexibility by breaking words apart in different ways to trial the word,**
   - Student # 1: can solve words in this, independently
   - Student # 2: can solve words, when prompted and some assistance
   - Student # 3: needs support, can sometimes recognize parts she knows.

3) **on independent flexibility with solving high frequency (sight words), using a close approximation and re-reading the sentence to reveal the correct word,**
   - Student # 1: can solve words when teacher uses the prompt “Say what you know.”
   - Student # 2: sometimes this strategy doesn’t work and the child has to be told to re-read for meaning.
   - Student # 3: has a lot of knowledge and can read most high frequency words at her level of reading.

*Were they enough?*

Overall, students are more flexible in trialing words and re-reading to confirm that what they problem solved made sense, sounded right and looked right. Some students have gained a lot of independence others still need prompting and reminder of specific reading strategies to use.

*What did you use as baseline - and change - evidence?*

Teachers listened to students read, guided them to reading “Easy” books, used PM Bench Mark assessments and analysis, and daily analysis of each student’s processing.

*How much richer are your learners’ answers to the four questions?*

There was a noticeable distinction between students who worked 1-1 with their teacher during “Independent Reading” time and those that didn’t. Most of those students could specifically articulate the strategies they were using or needed to get better at using.

It should be noted that 3 other teachers from the Self-Inquiry group participated in asking their students the 4 Key Questions focused around reading and writing learning. In this group of teachers who worked specifically on Reading or Self-regulation Strategies, their students articulated and reflected on their learning, surprising well. Other very capable students from grade K to 4, reflected on the mechanics of reading and writing, but their teachers had recently made this a focus. These students appear to need to engage in creative and critical thinking activities in both their reading and writing to reflect deeper thinking learning.
Reflection: The majority of readers are now engaged and enjoy reading. They are re-reading and checking that what they read makes sense, sounds right and looks right. They are flexible in using problem solving strategies while reading.

When working with a teacher, struggling readers need to know that they need to say when they know a word doesn’t make sense, sound right or look right. That will let the teacher know that they have noticed and to seek help rather than reading on. Some students require more opportunities to practice flexible problem solving. They need to know that they must re-read and check what they have trialed makes sense, sounds right and looks right every time.

Working 1-1 with Struggling Readers and teaching students reading strategies during class Independent Reading time is very effective in accelerating children’s reading ability. It increases their overall ability to read and their confidence and enjoyment of reading.

Teachers need to be explicit when teaching strategies to improve struggling readers and their flexible problem solving. If a student does not seem to be progressing, teachers should have another experienced teacher listen to the child read to offer other insights into what strategies the child needs next.

If a child is a struggling reader or writer, the conclusion must be that we have not yet discovered a way to help him learn. (Clay, 2016)

Where you plan to go next?

Teachers would like to continue working 1-1 with struggling learners during “Independent Reading” time and would like to learn more specific reading strategy prompts to use with readers, in next year’s Reading Strategies inquiry.

Teachers would also like the opportunity to use the reciprocal strategies of reading to teach students flexible problem solving with Struggling Writers, in next year’s inquiry.

What advice you would offer other schools with a similar interest?

To use the Taking Action plan trialed in this inquiry and “Gradual Release Model” or Mentorship program to collaborate with teachers to show them how to work with Struggling Readers, teaching the readers how to use flexible reading strategies when reading.

Cataline Elementary (Ownership of Learning; Zones; Growth Mindset)
Report submitted by Rebecca Johnson (Primary) and Carol Anne Dikur (Intermediate), PLC Facilitators, on behalf of 18 educators

Inquiry Focus-Primary: Student ownership of learning:

Checking: One significant change we all agree on is the increased common and shared language that “Zones” gives students and staff to use. “We have a common language that students seem to grasp easily.” “I have noticed the students have been able to identify different zones that they are in, except when in the red zone”. “I have noticed the children making connections between stories that I have read
and behavior regulating strategies.” “Some children noticed that Gerald (from The Gerald and Piggy Books) has poor emotional control... and that Piggy is calm and is able to regulate her emotions.” Another observable change is the increased use in classrooms of sensory, calming and cognitive strategies; with the cognitive strategies being less observable than the sensory ones.

Super flex, Zones and Successful Learner Traits posters are more visible in classrooms teaching and using the curriculum. “Basically, the class can apply ideas and show social responsibility on a daily basis.” Another common observation by the Kindergarten and grade one teachers was that ‘the Zones language is valuable to plant the “seed”, but the Fun Friends program is more age appropriate.’ While many students responded well to the lessons and could start to use the language, “connect with the self-regulation strategies taught”, “verbalize and problem-solve between peers”, we all agreed that tier three students or students in “red” zones are not able to effectively use the strategies or implement the lessons taught. We “recognize that students (especially severe behavior) need additional support/ practice outside class to realize the benefits of the program/ lessons.” “Students are using language from the 4 zones but need further support to help them understand how their actions/words/ feelings impact others.” “Change is tough especially for angry kids.” “Hopefully with consistent messaging in future years they will begin to practice the strategies in a way that is beneficial.” “Imagine what could happen if we worked on this for 20 minutes every day.” We also recognized the need for “the caring adults with a trusting relationship.”

In summary we learned that even young students can be taught the language of social-emotional regulation. Students “have been able to identify different zones that they are in.” We learned that by reframing our thinking about behavior, we could improve our agency as teachers. ‘It is also important to look at what social skills the students are “missing” and find materials/ teach intentionally towards helping them gain these skills.’ We learned to work with sensory tools and toolboxes for some students in our classes and we became sensitive to calming activities for all students to benefit from.

**Reflection:** Finally, “not every child is able to act on the taught strategies yet, but it is clear when they are asked to verbalize their learning, most are able to clearly state what they know.” Most primary students can’t de-escalate from a “red” zone without adult intervention, but some can from a “yellow” zone. Some of the tools had a useful stage in a classroom, and not all of the tools were effective. Some tools had to be tried and then realized as not helpful. Kids feel empowered when they have choices and it was powerful to hear students offering to teach other students “how to candle-breathe” or “I have an idea...” and trying to help their peers. Also, administration and school counsellors need to be part of this process and language building.

We continue to have concerns about our tier three kids and wondered how best to support them, even while using toolboxes to help them get back to “green”. “But to reach tier three kids...what we do about them is a big question. Part of me thinks parents/boards of education are expecting teachers to be miracle workers as well as educators.” Several teachers felt it is important to inform parents of the language and help them be aligned with the classroom practice. Our advice would be to “use elements of the zones but build and modify the approach.” Some examples of modification included: “Need accountability from student, not only articulating what ‘zone’, but understanding consequences of both behavior and making amends (conflict resolution/ restitution)” and “picture books were more manageable for younger
students”. In trying new language and skills we can “expect some ups and downs.” We conclude with a quote, from one of our bathroom wall articles, by Aviva Dunsiger: “Imagine if we never thought about children as this child or that child, but just a child: each of whom needs us in different ways at different times and teaches us different things along the way.” [https://self-reg.ca/2017/09/18/reframing-that-child/].

Inquiry Focus-Intermediate: Growth mindset:

Checking: After implementing many of the above actions, and after the teachers reflected a lot on their own self and their practice, we started to see noticeable differences in both the students and the teachers. From anecdotal notes, observations, and conducting the final student survey of asking the 4 Questions or a version of the 4 Questions, teachers noted the following about their students.

Students are:
- more willing to trying even when things are challenging
- starting to use the language around GMS more
- able to name what they are struggling with.
- more confident with taking risks.
- showing less anxiety.
- more able to see that “they can do it!”

Reflection: Throughout this inquiry this year we have done a lot of reflecting on ourselves and our teaching practice. We discovered that to change the mindset of the children that we are working with needs to start with reflecting and changing the mindset of ourselves. Mindset can be reflected in how we respond to a question, how we think about others, and even how we plan and teach. We need to believe in the power of change and that we are all capable of being better and doing better by working hard, using feedback to help us grow, and seeing mistakes as a learning opportunity. Changing mindsets of ourselves and that of others can take time. We know that we have only just scratched the surface with our understanding around fixed mindset and growth mindset, but we will continue to use this new lens to reframe our thinking. We have made an intentional shift to implement some links to Growth Mind Set and we will continue to dig a little deeper next year in this same area.

Chilcotin Road Elementary (ADST; Creative Problem-Solving)
Report submitted by Reanne Sacchetti, PLC Facilitator, on behalf of 11 educators

Inquiry Focus: ADST leading to creative/innovative problem-solving:

Checking: Because the ADST curriculum was new, we assumed that students knew very little about “Design Thinking.” Therefore, we did not do an initial scan and a baseline was not establish.

At the end of May a Student Survey was given out and we discovered the following (Choice on the survey was very well, well, somewhat, a little and not at all):
- Student reported that they were able to follow the main objective of a project. (well)
• Student reported that they were able to give ideas towards a design. (well)
• Student reported that they could add to others’ ideas about a design. (somewhat)
• Students reported that they could choose a design to purse. (well)
• Students reported that they could choose the right tools and materials for a project. (very well)
• Student reported that they learned how to use their mistakes to make a project better (very well)

Reflection: I think overall, we underestimated how capable many students were in this area of Applied Design Skills and Technology. Technology and design thinking has been part of our world for some time and the education system has just got on board.

Many of these students have been developing these skills at home with gaming programs like Minecraft and are very familiar with the technology needed to run these programs.

It is not surprising that students struggled when adding to other’s ideas. At this age many students are centered on their ideas and what they can do. Working to create something as a team is much harder. In the future we will continue to work on “group works” skills.

Horsefly Elementary/Jr Secondary (Artistic/Linguistic Abilities in Outdoor Classes)
Report submitted by Rick Miller, PLC Facilitator, on behalf of 4 educators

Inquiry Question: How will the use of outdoor education classes and being outside further inspire the artistic and linguistic abilities of our students and staff?

Checking: All the “Taking Action” points mentioned above were participated in throughout the whole year, despite the numerous changes in classroom teachers. Some of the classes were more involved in the journal writing and creative writing based on the outdoor walks, but all classes did complete some writing projects. The teachers report that students were more enthusiastic about their writing due to the connections and observations they’d made during their walks and with the outdoor art they produced on their walks. As the year progressed more high-level art was produced and students’ writing, based on the environment and the wildlife they observed, improved in length and quality. The teachers also reported that students were very disappointed if their outdoor ed classes had to be cancelled and that they were more engaged in other subjects when they could apply the knowledge and experience they had been a part of. The teachers believe, based on their observation of students’ enthusiasm and the quality of their writing, that the project was a huge success and the answer to the inquiry is the outdoor ed classes most definitely inspire the artistic and linguistic abilities of the students at Horsefly school.

Reflection: The staff is glad that they had the opportunity to be a part of this inquiry and hope that once the school’s outdoor classroom is built with this further enhance the students’ connections and spur them on to produce even better artistic and linguistic assignments.

Horse Lake Elementary (Sense of Belonging/Community)
Report submitted by Kristi Pecor, PLC Facilitator on behalf of 10 educators
Inquiry Focus: Sense of belonging and/or community:

Checking: The two groups in our school spent a lot of our meeting time brainstorming ideas for enhancing students’ sense of belonging in the school. We had a lot of great ideas put forth, but unfortunately, we ran out of time this school year to implement everything we wanted to do. Although we have made some impact throughout the year for some students, we are hoping that when we continue this inquiry next year and implement all our wonderful ideas then we will have a more significant impact on a greater number of students.

For the primary grades we gave them a simple, one page, sixteen question survey part way through the year then again at the end of the year. There were slight improvements in some of the categories in a few of the classes. One class in particular had great improvement in the questions regarding friendship – at the end of the year most of the students that felt they did not have a friend and/or anyone to play with at recess and lunch at the beginning of the year did by the end. By the end of the year most of the classes had at least one or two more students who liked being at school and had a friend or someone to play with at recess or lunch.

At the beginning of the year we gave the intermediate students an eight-page survey. We chose not to give the same survey at the end of the year since it was intense, and we had not made a significant dent in what we wanted to do this year to increase the sense of belonging. Instead we had the intermediate teachers reflect on improvements they had noticed in specific students.

One student was very negative when filling out the survey part way through the year. As the year comes to a close she has many friends in her class and has someone to play with at recess, lunch, and outside of school. She enjoys being at school.

There is one class that had a few students who were a handful and did not interact positively with adults. One of these students would always have a defensive attitude when talking to adults. Now he is friendly and confident with the same adults, even outside of the school. Another of these students has had adults give him positive reinforcements about his behaviour improving throughout the year, and he has continued to be much better behaved and easier to interact with.

We had a student who is in school for the first time this year, in an intermediate class. His behaviour did not always jive with his classmates and he was subjected to bullying at the start of the year. This class has chosen to have open, honest conversations in the classroom, with everyone present, to discuss the problems this student was having. As a result of these conversations the student is now confident to tell adults when someone else is treating him badly and his classmates are including him more in their activities.

There is a very socially driven young woman who, in previous years, has had very sporadic attendance at school. This year, however, she attends very regularly and has been improving academically with this continued attendance. One of the reasons we attribute to this increase in attendance is that one student who could be a bully moved to another school, therefore, there was no longer someone making her feel as though she did not belong. Also, the teacher in this class is very receptive to having small group
conversations with students when problems arise among them. These discussions have helped improve several students’ school lives and made them feel more positively about being at school.

Finally, there was a student who vocally announced that she was going to kill herself in the fall and she is still with us. She has become connected with others in her class and even had a birthday party with some of her classmates attending. She has changed a lot during the year, showing less attitude towards others, including adults. There is no longer a concern that she will harm herself, which is an amazing transformation for her to go through this year.

**Reflection:** We plan to continue working on this inquiry next year. It is a vast topic and we have come up with so many great ideas, but we simply did not have enough time this year to even make a small dent in everything we wanted to do.

It is very satisfying to know that even though we did not get to many of the things we wanted to, we still helped some students feel as though they belong more to the school community. Hopefully next year our impact will be even greater.

Our advice to any other schools with this interest is that it is a really big undertaking. However, the potential positive impact that we could have on students’ life is immeasurable.

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**École Lake City Secondary-Columneetza (Supporting Grade 7 Students; Transitions)**

Report submitted by Nara Riplinger, PLC Facilitator, on behalf of 15 educators

**Inquiry Focus:** Supporting all students in Grade 7 (transition):

**Checking:** The intervention programs were not implemented until February of 2018 mainly due to disruptions in September (lack of teachers) and the resultant change of PLC focus as well as the need to collect baseline data. Given the late start, the results were promising.

In personal interviews, most students accessing the support programs revealed that they felt challenged in their support classes and felt that they were receiving the help they needed. They also felt fairly connected with their support teacher and they believed that their support teacher thought they would be a success in life. However, it is interesting to note that most students still wait for feedback from the teacher to tell them how they have done instead of self-reflecting (refer to interview summaries). It would be interesting to compare the students receiving support with the rest of the student population.

The classroom teachers also felt that the programs were successful as the students who needed more individual support were receiving it. One teacher also commented that she was now able to focus on the rest of the class (refer to interview summaries). Teachers would like more valuable communication from the support teachers to allow them to communicate with parents.

The support teachers found that they needed to support their students in multiple ways. Curriculum, reading, math were taught but soft skills were also emphasized. Students were continuously reminded to bring their supplies, to stay focused, to ask for help when needed, and to take risks. While most Grade 7 teachers also emphasize these skills, the smaller groups that support blocks offer allow the teacher to
really focus on each individual student. Students in smaller groups are not able to ‘hide’ as they would in a larger classroom.

One concern was the possible lack of connection between the student and their regular classroom. As the support program did not begin until February, students had ample time to connect with their main teacher and their peers. Furthermore, most students were only out of class for a 41 minute support class. Other students who needed more intensive intervention were in a support class for 82 minutes (1/4 of the day).

**Reflection:** We learned that a large percentage of our students are working well below grade level. We also learned that some teacher fatigue and frustration is due to trying to design and implement multiple programs within a class. We also learned that many of these struggling students have the ability to do better but due to other factors such as attendance, changing schools, and family support, they have developed skills to help them hide in a classroom. Most support teachers found that the students were pleasant but lacked confidence, motivation, and work ethic to move forward. The support teachers focused on these soft skills as well as the curriculum.

It would be beneficial to gather baseline information through some standardized test early in the year (September). The STAR program is excellent as the test is administered online, multiple students can be tested at once, there is no extra marking for teachers, and most importantly, data can be summarized quickly and efficiently. We are currently looking for a similar math program to facilitate data collection.

It would also be beneficial to have a rough estimate of the number of students who may need support in September so the support classes can be built into the school master timetable in June. We have added English 8 Essentials, Math 8 Essentials, English 9 Essentials and Math 9 Essentials to the current schedule. We are currently investigating ways to add structured support classes to the Grade 7 schedule.

The driving philosophy behind the addition of intensive support programs was inclusive education. Middle school students who are many grades below grade level seem to be disengaged. If they are not able to participate in a specific lesson or activity as it is too difficult, we need to meet that student where they are at. This may mean an intensive pull-out program. Many of these students do not ask for help in a regular classroom and would not feel comfortable reading a Grade 2 book in front of their peers. One teacher also noted that her math group was very reluctant to use manipulatives even though it is what they needed to learn the concept. If the school as a whole is inclusive, every learner should be able to be successful. This may mean developing structures that support students both within and outside of the classroom.

**École Lake City Secondary-WL Campus (School Culture/Connectedness)**

Report submitted by Caitlin Sabatino, PLC Facilitator, on behalf of 2 educators

**Inquiry Focus:** School Culture/Connectedness:

**Checking:** I feel that there was a small shift in school culture this year- we did try to recognize staff and students more and provide more opportunities to come together outside of “teaching” time-such as school wide breakfasts. I’m not satisfied with the years progress as a whole because I was disappointed in
the buy in from my second semester Leadership class who were supposed to facilitate a lot of these initiatives, as well as lots of resistance from staff. As a result, I know there were staff and students who didn’t get recognition for various things which is counterproductive.

**Reflection:** I learned that this topic is so much bigger than I initially thought and that a series of very small steps must be taken over a period of several years to rectify the situation. I believe that our baseline challenge at the school is getting staff all on the same page as to what kind of community of culture we would like to see in our building. From the staff’s responses I think we need to work on our staff culture as well—providing more opportunities for social, emotional and physical wellbeing. I felt very overwhelmed with the topic this year and wish that I was continuing next year so that I could immediately implement some of my other ideas.

**Marie Sharpe Elementary (Self-regulation; Zones; Successful Learner Traits)**

Report submitted by Calvin Dubray, PLC Facilitator, on behalf of 16 educators

**Inquiry Focus:** Self-Regulation and Self-Reflection using the Successful Learner Traits:

**Checking:** The PLC this year was ‘tweaked’ from its original intent in which our Primary and Intermediate teachers met during our ‘Buddy Reading’ time to incorporate the Successful Learner Traits (SLT) as a strategy to assist in regulating behaviors but at the same time have the students reflect on their learning and becoming more successful. The Primary group agreed on introducing 1 Successful Learner Trait per month and taught explicit lessons to those traits using suggested books that demonstrated those traits. Teachers then built lessons out of these stories to further expand the knowledge of students in ways that these traits could be demonstrated in their school day. Teachers intentionally used the Successful Learner Trait terminology and ‘caught’ students demonstrating the trait and referenced to the class what the students was doing to demonstrate the trait. One of our primary teachers compiled a list of resources of books that demonstrated the traits and shared it with other primary teachers (there is an attachment to this document of some of those resources in a write up from a teacher). Our classes really used the SLT cards when they noticed students reflecting a trait that they were focused on for the month. Our Kindergarten class, a very vulnerable group, were using many trait cards during the year, in particular in the last half of the year (see attached pictures). They became very comfortable in reflecting on their learning in the assessment piece for their report card. These pieces were adapted to reflect what these students could do in their own way. Our Intermediate group looked at the statement ‘Will the use of direct, explicit instruction of the Successful Learner Traits and incorporating them into all aspects of school life, increase motivation, independence and increase their self-esteem as being successful learners?’

Many of our Intermediate teachers used the targets and goals posters that were in their packages (see pictures of example). Some other teachers tweaked the goals area to be ‘to do lists’ and then used this as a ‘checklist’ and checked things off as they did them. The teachers used a ‘step method’ and had no more than 4 of them and found that students felt very successful and good about their learning as they checked off each step (see attached lesson plan of spaghetti bridges). It was found to be incredibly successful to increase independence and went from a class climate of ‘what do we do next?’ to feeling
accomplished and reflecting back on their work and learning more frequently. Successful Learner Trait cards were attributed to those demonstrating that in their reflections.

**Reflection:** Our staff has found the incorporation of the Successful Learner Traits (SLT) to be a nice parallel with our Zones of Regulation program but the SLTs are more definitive in having students reflect more on their learning and what they believe themselves to be successful at. Every student has an opportunity to be successful at one of the traits as we as educators ‘dig deep’ to find those and create opportunities in which even our most vulnerable learners can demonstrate them. We believe that the Successful Learner Traits also lend itself to creating that celebration of individualistic learning of each child and that our teachers now have a more precise avenue of directing their teaching to accommodate for this; now they know the SLTs in which each student can reflect or are more successful in. We were fortunate to have a few teachers last year delve into the use of SLTs last year after Sue Bannisters workshop and they were able to assist other teachers and model in their classrooms of how to get started. Our one primary teacher was able to compile a list of book resources for our other staff and librarian based on the SLTs and we have purchased some of these books and will continue to do so for next year. We do have some staff that are not fully engaging in the use of the SLTs but we believe that will change next year as other staff have shared their success stories. I have agreed to purchase more resources such as cards and posters to help support those teachers that continue to move forward in this and those that need a lift. We believe as a staff that the SLTs have had a positive impact on our students and school and it has increased the self-esteem of students in feeling successful at school; for some of our vulnerable students who have felt little success at all, it has made a remarkable difference in not only their learning but the regulation of their behavior as well because they have become more confident. Some of the challenges we faced this year was the amount of time we would like to spend collaborating with each other to the amount of time we are allocated. We know this is not only an issue at our school level but of one at the District level. Our teachers crave more collaboration and sharing time and imagine the growth that would take place if this was recognized in our school calendar. We also did not incorporate the SLTs into our announcements or Zones board as everyone was at different stages it seemed, and we will look at next year to be more formal and intentional on a school level like we are with Zones. We are looking forward to the continued work on Successful Learner Traits as we will have new staff, so we will be reteaching what we do here at MSE. Overall, I am proud of the work my staff has done this year with SLTs and the sharing and collaboration amongst our new staff that joined us later in the year has gone a long way to impacting our students yet in another positive way.

**Mile 108 Elementary (Self-regulation; SEL; Zones)**
Report submitted by Kevin McLennan, PLC Facilitator, on behalf of 11 educators

**Inquiry Focus:** Social-Emotional Learning/Self-regulation:

**Checking:** By implementing Zones, we have created a common language and knowledge base in every student when it comes to social/emotional learning. We have raised awareness in our students about their readiness for learning and what to do about it if they are not. Students have learned acceptance of themselves and to be present. Students are more self-aware and more mindful of the things that drive
other’s behaviours as well as their own (triggers, etc.). While what we implemented isn’t easily assessed, the staff has agreed that the learning taking place through Zones was beneficial and is worth taking further in years to come.

**Reflection:** I think Zones is a good entry into social/emotional learning. Our staff has become comfortable enough with Zones that I think they realize its limitations – to the point that at least a few teachers are ready to dive deeper into SEL and implement other practices beyond what Zones can provide.

Mountview Elementary (Self-regulation; Zones)
Report submitted by Craig Munroe, PLC Facilitator, on behalf of 13 educators

**Inquiry Focus:** Self-regulation:

**Checking:** At this point our student surveys indicate most students have a solid grasp on what the 4-5 Zones of Regulation are and can self-identify what zone they are in upon request. Note we tried to make it more simplified, in many instances, for the lower grades (Primary) by only having 4 Zones rather than 5 Zones as yellow and orange zone could be lumped together. Given this was our first year that indicator was held as a success. Also, the self-managing strategy of deep breathing was well established across all grades and is in place for most students upon request. Unfortunately for us the deep breathing self-management strategy still needs to be requested rather than being utilized after or during conflict.

Another big strategy that was unexpected in helping self-regulate was having students decide what ‘size’ of problem they were dealing with in an effort to de-escalate. This still needs to be part of a teacher conversation, but the hope is to continue with this line of inquiry for next year to develop each student’s capacity for building perspective.

Student survey in the Winter (February) indicated approximately 35% of students were starting the day in the Blue Zone (tired, no energy) prompting us to send out parent information on sleep requirements for children and healthy eating habits in newsletters. The same survey also indicated that approximately 4-5% of students were elevated after Recess and Lunch. This data compared with our Spring (June) survey with similar %’s of students starting the day in the blue zone and students in the orange or red zones after recess and lunch. The blue zone data will lead to discussions in the Fall on how to ‘wake’ our students up.

Anecdotal reports from teachers indicate that we have established a firm foundation and that we should expect to see more student self-regulation next year as they apply their knowledge. We were expecting small results as we build knowledge and skill sets both with staff and students. The chapter readings and lessons from the book, “The Zones of Regulation” book by Leah M. Kuypers were good but we did do lessons out of order to address specific requests for support. It must also be noted that many lessons had to be modified/adapted to be more applicable to Primary and Intermediate Grade students, one lesson did not fit all. Office referral data showed no significant change from Term1 through Term 2 and Term 3. I do not know what to make of that.

**Reflection:** We plan to continue the same inquiry for next year in the hopes of building more knowledge and skills for both staff and students. Requests for more visible and larger school-based posters as well as
including the Zones as part of our daily announcements. Teachers asked for more and newer resources to augment those we currently have would be great to include for next year.

We need to focus some efforts on how to inquire about getting students to better utilize the self-regulation strategies and skill sets independently. This will be an area of focus for next year for our inquiry as we delve deeper. Building student independence is key for second year gains to match expectations.

Although we did not expect huge gains in the first year for student behavior we have been pleasantly surprised by the modest retention of Zones knowledge by our students. Establishing our knowledge base of what self-regulation is, what the zones are, and 2 simple strategies was good for both staff and students however application and implementation needs work for both staff and students. Larger, more accessible strategy posters throughout the school will be implemented for next year to assist.

For other schools with similar interests I would suggest patience throughout the process and a more profound presence of the self-regulation program throughout the school might facilitate implementation.

École Nesika Elementary (Ownership of Learning; FreshGrade)
Report submitted by Allison Bos, PLC Facilitator, on behalf of 16 educators

Inquiry Focus: Formative assessment; student ownership of learning (self-regulation):

Checking: How do we know FreshGrade was a success at improving student ownership of learning? We sent home a survey to parents asking a variety of questions relating to the new form of reporting. Overall the results told us that a majority of parents liked FreshGrade as it kept them up to date on what is going on in their child’s classroom, as well as initiated conversations at home. For the parents who did not like it, we feel that most of the issues could be solved with parent information sessions, as it was clear by their answers that they did not fully understand the program. Others flat out do not like it and do not want to deviate from the traditional reporting. Some feel FreshGrade is a waste of everyone’s time.

At this point, I do not feel like we answered our question as this year was a steep learning curve for all involved, and we did not get a chance to delve into evaluating student ownership of learning. We will continue our inquiry into year 2 of our pilot project.

Reflection: As we did not get into answering our question, teachers were asked to reflect on the implementation of FreshGrade. Overall, teachers liked FreshGrade but felt like there were a lot of kinks to work out. It was much more work than they were originally anticipating, and some felt many parents, and students were not looking at the feedback they were giving. They also felt it was double the work because they were consistently posting to the portfolio and felt they made it clear where the students were at. However, they were asked to write a formal report card 3 times during the year, which is what they have always done. They also felt there was not clear communication on expectations with the formal report. In the beginning, they were told there was only going to be one summative report at the end where marks (letter grades only) were to be put into MyEd, and everything else was to be done in the FreshGrade portfolio with levels, and not letter grades. Teachers were then expected to do report cards (with letter grades) that took as much time as the traditional MyEd report did, on top of the required
assessment posts. Going forward, most teachers feel that if traditional report cards are expected (like they were this year), there also should not be the expectation for the full assessment posts, or the reporting piece has to change. All teachers feel we need to get rid of the traditional report card system, and how we were expected to report this year, is a different form of the same traditional report. Despite all the negatives, not a single teacher said they do not want to continue with FreshGrade next year, and most said they would be upset if they had to go back to using MyEd for reporting.

Positives from feedback – Teachers liked:
- how it allows for teachers to keep parents better informed of students’ work and evaluation of said work
- how it gives students an opportunity to take pride in their work and it feels like they are showcasing it
- gives students a portfolio of their work so they can look back and see their growth
- it allows for teachers to look at learning as a continuum instead of chunking term by term or year by year and reporting on what they worked on, and what they accomplished for the subject/assignment
- it allows parents to email teachers and some teachers felt like issues were dealt with quicker (some teachers did not like that parents now have their email)
- photos and videos of learning – often a photo tells more than a written report can
- the ease of passing on messages to parents about class activities
- it made sure that teachers were on top of marking and increased accountability
- parents can SEE why their child has gotten the mark.
- it brings the classroom home.
- parents can watch their child speak, play and learn in a second language!

Negatives/Suggestions from feedback –
- Traditional reporting is the biggest issue. One teacher said, “I did not like the feeling that I was reporting on assignments to the system. This means the blurbs or term comments at the end of traditional reporting periods and the end of the year report card. If I wanted the report card stress I would not have voted for using FreshGrade.”
- Taking pictures sometimes made me feel like I was not available to help students learn in the moment.
- Lack of technology is an issue. One teacher said, “Although I appreciate the new iPads, I feel like we can never have enough because when assignments are not uploaded during a designated time and additional time is given later, it feels like all the students have something to upload and panic when they don’t have an iPad”.
- Some teachers felt it took too long to upload and assess all the students work as not all kids (especially primary) are able to upload their own work.
- One teacher said, “the most aggravating part of this process was the constantly changing, unclear expectations. I continually felt rushed around report time as there was always a change in what needed to be done. Even a small change made it more stressful. It also felt like double the work, continually reporting and then writing a formal report each term.”
- The technology needs to be in place before diving into using FreshGrade. One or two iPads per class in not enough.

- It is unfortunate that Nesika had to put in approximately $5000 to upgrade our wireless, and we were not able to put that money into much needed devices to support FreshGrade. This expenditure is equivalent to approximately 10 iPads.

- One teacher commented, “If we need to have a report to go into the students file, then I would like to see it only be term comment plus strictly the marks. A summary of what was covered seems redundant and more work as all the information is already up in FreshGrade for parents to see.”

- Teachers would like to see a sample of what is expected for the reporting with direct, to the point emails explaining what is required. This email and sample a few weeks prior to a formal report would be beneficial.

- Parents need guidance on how to effectively comment on their child’s portfolio, and not just say, “Good job.”

- There are a lot of steps for students to log in. With the log in short cut in t-common, it cuts down on log ins on the computer, but with the steps involved with the iPad log in, it takes far too long for students to log in. This seems like wasted time, especially with the shortage of iPads.

- One teacher said, “FreshGrade lends itself wonderfully to the new curriculum, promoting self-reflection and parent/teacher/student feedback on assignments. I feel that having to report with letter grades or final marks throughout the year is counterintuitive and does not align with new curriculum expectations. My suggestion is if teachers report with MyEd to keep using that format; but if they choose to use FreshGrade, expectations should be altered slightly to reflect the newer style of assessment. For example, letter grades for intermediate at the end of the year only; formative and summative assessments based on a 1-2-3-4 scale throughout the year (which is equivalent to letter grades, but changes the wording to growth mindset language); having a minimum amount of posts (activities) for each subject, so as to include all aspects of curriculum covered that term; separating the three terms as usual, so as to give students and teachers a set amount of time to complete certain assignments and activities; having a minimum amount of reflection or feedback posts students and parents need to make on any particular assignments.”

- Another teacher said, “I felt there was a serious lack of communication from the director of instruction and the principal of technology to our staff. Our staff was not signed up for FreshGrade until after November break, which left us scrambling to make sure we were correctly and fairly assessing students with the new program. After communicating to our admin that intermediates would not be receiving letter grades until the end of the year, the director of instruction told staff and parents at an evening parent meeting to expect letter grades for each term. I felt completely blindsided and a bit cheated, as it had supposedly been clarified several times otherwise. It made teachers look like we didn't know what we were doing or talking about when having to correct previously confirmed information to parents and students.
École Peter Skene Ogden Secondary (School Culture; Ownership of Learning; Differentiation in Science)

Report submitted by Jessie Sviatko & Lori Meville/Denise VanDalen, PLC Facilitators, on behalf of 10 educators

**Inquiry Focus 1**: improve school culture (ownership of learning):

**Checking**: Re: self-regulation – implemented two lessons based on the Trevor Ragan’s “Train Ugly” tutorials for the grade 8s and 9s. Although all teachers during one specified block were asked to do the lesson and show the videos to their classes, few actually did. The feedback from those who did them are valuable to shaping the lessons for the grade 8’s next year.

Re: strategy frames – Kyla Marten used them as the basis for mini-lessons to fairly good success. The Learning Strategies students are not quite self-motivated enough to use them on their own yet, although with the “Train Ugly” presentations, that may change.

Re: anxiety – we are currently in the “searching” stage on this part of the inquiry. Shawn Meville, CrystalDawn Langton, and Jessie Sviatko have been interviewing the counselor and examining the strategies used at Brocklehurst Middle School in Kamloops and looking at a variety of resources to tailor a strategy to help the multitude of student struggling with this issue in our school.

**Reflection**: This year’s Inquiries took a while to reveal themselves in their final iteration. As a result, the “Train Ugly” based lessons were not presented to the students until June – always a problematic time of the year to throw something new at teachers and students. The upside to this process is that, when the first lesson was presented to staff, the consensus was made to show it to all junior-level students as opposed to the original plan to present only to the Learning Strategies students, so teachers obviously saw the merit and need for the message.

The work on the anxiety initiative is in its infancy. The discussion with Brock Middle School was eye-opening. Their greatest advantage is having Social Worker Students from TRU who did their practicums in the School and therefore run their program, but we were able to glean ideas that we can hopefully build on. CrystalDawn Langton is looking into funding options through the Red Cross as part of the fire recovery funding to supply a part-time counselor. We have the beginnings of a plan that we’re going to work on over the summer so that we can implement it as early as possible in the 2018-19 school year.

In conclusion, this year’s PLC Inquiry is a work in progress. Firm plans are in place for short-term and longer-term advancement of both inquiries.

**Inquiry Focus 2**: differentiated instruction/formative assessment in Science:

**Checking**: We have compared students to their own past grades and their success early in the term. We believe that we have made a positive difference in some students’ overall success. We can pin-point some individuals who have succeeded in that they have completed the course and have shown improvement in their scientific literacy over the term. Not all students showed improvement in their scientific literacy or overall progress. Students have completed surveys and reflections to describe their learning and understanding. As well we looked at their term grade compared to their grades in previous science
courses. We have found the team-teaching model to be a positive one in that we have both improved our repertoires of effective formative assessment tools and teaching strategies but were both frustrated with some of the logistics. Both of us had very full and busy course loads during our team-teaching semester and found it difficult to take time away from our other classes to collaborate. We both feel that this could have been a much more beneficial experience if we had been able to have shared prep time.

**Reflection:** We have discovered that the composition of our class greatly affects the success of teaching strategies that usually work well with other groups of students, even with two teachers present. Having two teachers in a class of reluctant learners is effective in many practical ways, such as being able to implement IEP requirements, tracking students’ attendance and assignment completion, and providing timely feedback to students about their learning. To take this model into the future we would like to see the team-teaching model continue to be used in our school, especially in the areas of numeracy and scientific literacy, but are investigating ways to spread out the benefits, such as having the PLC coordinator team-teach with a larger number of teachers over the school year, perhaps in 2 to 3 week sessions. Our advice to teachers attempting to team-teach a course such as Earth Science 11 to improve student efficacy would be to choose a few “tried and true” student-centered teaching strategies to use regularly so that students become accustomed to and comfortable with the process. Regular reflection in a friendly format for these students would also be beneficial as a measuring tool.

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**Skyline Alternate School (Independent Study)**

Report submitted by Mike Franklin, on behalf of 5 educators

**Inquiry Focus:** Independent Study

**Checking:**

- Staff and students dried, canned and frozen seasonal fruits and vegetables for future use
- 24 students completed Food Safe
- adapted Foods 10/11/12 courses to “fit” a working kitchen
- dried Salmon and berries with First Nations Elders in Residence (some dried traditionally, most dried with modern methods) – poster crated comparing methods and outlining how technology has built upon traditional methods
- monthly guest “chefs” from the community sharing ethnic recipes and idea around nutrition
- gathered, dried, processed and learned about the cultural significant of sage through a partnership with Dog Creek school
- a focus on IDS courses as an extension to areas of interest met with limited success. We are finding that students are perceiving that projects are more work and more difficult than completing paper-based courses. We will continue to slowly phase out paper-based fill in the blank options. This is a tricky balance because we are looking for quick success to build confidence.

**Reflection:**
• gaining a better understanding of how (who) our First Nations students are connected in their home communities helps us to identify elders that we can encourage to become involved in our school programs. We discovered that elders were very willing to share knowledge and skills when approached directly rather than putting out a general call for “help”.
• Non-First Nations and First Nations students were very willing to engage with our “Elders in Residence”.
• preserving seasonal foods helped our food budget stretch. Donations of traditional First Nations and ethnic foods was greatly appreciated.

Rural Schools—Alexis Creek (Literacy Engagement)
Report submitted by Caitlin Currie, on behalf of 4 educators

Inquiry Focus: Literacy improvement through increasing engagement and confidence:

Checking: Assessment plan: PM Benchmarks, Reading Level indicator assessments, IPT, Peabody, Teacher anecdotal records, Student Surveys, Teacher Observation Tools, formative and summative assessments in classrooms:
• Student reading levels increased from September through June.
• Student participation in peer mentorship between grade 6-9 and K-4 classes increased. Students maintained weekly peer reading and teaching roles weekly throughout the year.
• Student engagement in classroom literacy activities increased when the subject area was of personal or cultural interest.

Reflection: Peer teaching/coaching and reading programs were very successful. Primary students demonstrated joy in reading during this time and often looked forward to visits from older students. Older students participated without complaint, many demonstrating it as a preferred choice activity. Older students who began the year significantly below grade level (more than 3 grade levels) were nervous to participate in read aloud activities with younger students, gained confidence over the course of the year as their skills built and as positive experiences grew. Many students who had demonstrated resistance at the beginning of the year due to low confidence in their reading skills showed sustained interest and joy in peer reading by year end.

We continued to see positive impacts in incorporating student voice in reading programs. We continued with initiatives from last year to build classroom and school library resources through having students help select additions to the collection. Students demonstrate increased engagement in our daily school wide reading time when they can pick from books they have help selected to be in their classrooms. A school wide reader of the week program proved successful. Students were nominated by their teachers and had their pictures featured in the public/school library space as well as the school newsletter along with their book recommendations and short interview about what they liked about reading.
Rural Schools—Anahim Lake (Literacy: Fluency and Comprehension)
Report submitted by Dylan Walsh, on behalf of 3 educators

Inquiry Focus: Improve literacy (especially reading fluency and comprehension):

Checking: We have been able to capture evidence of student improvement. Please see attached documents. The depth of improvement was not as universal or tremendous as we would have liked, but progress is progress. We have built a foundation to build upon in future years as the need for competent readers is not diminishing.

Reflection: We learnt a lot from our School Plan. Perhaps the biggest stressor that we came across was the lack of time to collaborate as a team and to focus in on core learning needs. In the coming years, for our plan to take further root, more effort will need to be put into creating and setting aside time for collaboration as a team. There were periods of the school year when very little collaboration happened. This was due to a multitude of reasons which included, differing levels of buy in from staff, differing schedules and a lack of TOC coverage to create release time during school hours. In the coming years, compromising and accommodations will have to be made to make our plans take further root.

Rural Schools—Big Lake (Ownership of Learning; Culture of Thinking)
Report submitted by Holly Zurak, on behalf of 3 educators

Inquiry Focus: Ownership of learning through core competencies and school-wide culture of thinking:

Checking: We made many changes to our physical learning environment to promote space for thinking and learning, including:

1. Removing most of the desks from the classrooms.
2. Adding flexible seating to the classrooms (balls, wiggle seats, circular and rainbow tables, a student meeting space, floor seating, floor desks, standing desks, rugs and mindful corners).
3. Adding learning tools such as whiteboards, books, technology, robots, apps, and hardware.
4. Interactive bulletin boards to provoke thinking.
5. Displays that celebrate learning.
6. An outdoor learning space.

Pre-inquiry and post-inquiry self-assessment activity through ‘Cultures of Thinking’;

Funnel: to what extent does problem-solving move through the teacher (or other adult).

- Post-inquiry self-assessments reveal that teachers and EAs see more problem-solving happening independently and with less teacher/aide involvement. The work is never done, and we do collectively agree that spending time working on the “language” of thinking with our whole staff to support students will be necessary learning for September and beyond.
We took photos and displayed images of student evidence of growth in independence and core competencies.

- Students have increased the frequency with which they talk about their thinking, their learning and their independence.
- At the year-end Celebration of Learning and Awards Assembly we recognized students for achievement in the areas of the 8 Successful Learner Traits. We emphasized the importance of being recognized as a thinker, a creative, strategic, industrious, etc.

Anecdotal feedback from students and parents support the changes we have made in our school environment and culture. One parent’s comment was, “You have changed the school. The students have had an amazing year and have had so many new learning opportunities connected to a new way of learning. Some kids have had the best year they’ve ever had.”

**Reflection:** This year, we have begun to transform our school by creating and promoting a culture of thinking. We have made thinking visible by displaying the process of thinking and development of ideas. In our physical learning environment, we have arranged the space to facilitate thoughtful interactions. We have focused on interactions and relationships by showing a respect for and valuing of one another’s contributions of ideas and thinking in a spirit of ongoing collaborative inquiry. We have worked as a good team, with purposeful intent. We are using a language of thinking that provides students with the vocabulary for describing and reflecting on thinking.

Next year, we intend to work towards transparency with students, so they are aware of the inquiry direction and can be involved in its ongoing development. We intend to provide structured thinking opportunities and provide purposeful activities that require students to engage in thinking and the development of understanding as part of their ongoing experience of the classroom. We seek to explore how the use of common language as a staff and school community (involving parents) about thinking and visible learning will increase achievement and continued individualization of learning for our students. We intend to explore how documenting learning through portfolio assessment can help make thinking (and student voice) visible, meaningful, shareable and amplified.

We are proud of the learning happening for staff and students in our school and intend to continue to network, share and celebrate our learning because we think it is meaningful and transferrable to others in our school district.

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**Rural Schools—Dog Creek (Writing Engagement)**

Report submitted by Jane Hancock, on behalf of 2 educators

**Inquiry Focus:** Engagement in writing through FPPL and relevant/authentic practice:

**Checking:** We contacted community and Secwepemc elders with knowledge of traditional stories, songs and dances, and collected materials from across the territory. As a reinforcement and goal for our rattle project, we learned a traditional song which we made into our rattle song, to share on Indigenous Peoples
Day on June 21, 2018. As well, we took part in Isabella MacQuarrie’s Last Words project, and began the process of writing a song specifically for Xgat’temc (Dog Creek); we will complete this process next year, along with a story to support it. There was a significant turnover of our students and staff during the year, but we had good buy in from everyone, and real enthusiasm to complete this first project in 2018.

**Reflection:** We took on a large project; we now will modify our goal in the coming BRL to learn traditional songs/stories/dances in a more direct, less broad way, and study each one in more detail. Slow down, engage more deeply, integrate, move on to new material.

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**Rural Schools—Forest Grove (Individualized Balanced Literacy)**
Report submitted by Mark Doolan, on behalf of 4 educators

**Inquiry Focus:** Individualized balanced literacy:

**Checking:**

- Marked each term’s school-wide write on the same rubric in different coloured highlight to view progress
- Observations of student ability in spelling
- Classroom observation of student progress
- Used phonics and spelling program to track progress
- Use of our school continuum (rubric for whole school)

**Reflection:**

- We only got to team-mark one SWW this year. We found the first earlier than last year. We had 4 teachers, so we were able to break into primary and intermediate and confer about what our particular needs and goals were. The information was most helpful for report cards.
- We found the use of Explode the Code helped students become more confident with spelling and this was visible in their term spelling assessment.
- Students have moved from only being able to recognize beginning and end sounds to using vowels, diagraphs and blends correctly.
- We will plan on using Reading Assessment next year
- We felt that time was a limiting factor for us in this process. Nearly all of our meeting times took place after school or at noon hour. We did not take advantage of release time that was available to us this year because we did not fully understand how this worked. In the upcoming year we hope to utilize release time to better meet and collaborate throughout the year.

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**Rural Schools—Lac La Hache (Ownership of Learning; SEL; Zones; School Vision)**
Report submitted by Kristy Davis, on behalf of 2 educators

**Inquiry Focus:** Social-Emotional learning (ownership of learning; independence); school vision:
Checking: Overall, we noticed that many students benefitted from the implementation of the Zones of Regulation program. Students were better able to acknowledge and describe how they were feeling and which zone they were in. Students became very comfortable with the program and would often do a “zone check in” in the morning without being prompted to do so. Many students would also move their name on the check-in bulletin throughout the day to reflect their changing zones. Students became better able to monitor their emotions and some students learned to recognize their need to use “tools” to help them return to the “green zone”. At the beginning of the year, we rated how well each student was able to self-regulate and we did this again at the end of the year. Overall, we noticed improved self-regulation in about ½ of our students. Most students whom we had little or no concern regarding their self-regulation at the beginning of the year, we continued to have little or no concern with at the end of the year. There were a few students who regulated less well at the end of the year than they did at the beginning of the year. Overall, however, we noticed that students benefitted from the implementation of the Zones of Regulation Program.

Reflection: As a staff, we felt that the Zones of Regulation program was quite easy to implement and that it provided a common language between classes that would continue to be beneficial in coming years. Both classes were not able to get through the entire Zones of Regulation Program and have decided that it would be a good idea to review the program in the fall and then continue where they left off. We felt that it was unfortunate that the self-regulating “tools” are not taught until near the end of the Zones of Regulation program. We want to make sure that we cover this part of the program early next year so that students become aware of more strategies that can help them become even better self-regulators.

Rural Schools—Likely (Reading/Writing Connection)
Report submitted by Michele Bebault, on behalf of 2 educators

Inquiry Question: To what extent will implicitly teaching the connection between reading and writing improve literacy skills in the multi-grade classroom?

Checking: The focus for the entire year has been on non-fiction reading, research skills, summarizing and evaluating what they read. We have completed a number of research reports across the grades and are currently involved in an inquiry project of their own choice. The hope is that the students will take some of the skills we have practiced and utilize them into completing their personal inquiry project.

Reflection: The move to a more unstructured, inquiry-based project has been difficult for some of the students. The general reading and comprehension level in the school is low and many of the students struggle with organizational skill. That being said, they have all eagerly finding out information on their chosen topic and trying to determine a way to represent and demonstrate their learning. We will have an Inquiry Fair during the final week of June.

Rural Schools—Naghtaneqed (Resiliency, Respect, Responsibility)
Report submitted by Tony Speers, on behalf of 2 educators
Inquiry Focus: Resiliency through respect and responsibility

Checking:

A.) Comprehensive School Health Plan

Cultural Component
- We implemented cultural component across all curriculum throughout the entire year. This practice brought about higher student engagement.

Physical Environment & Healthy Eating:
- Awareness around physical goals and limitations.
  - Learners were able to discuss how our bodies react to physical challenges and what we can do to train our bodies for physical fitness.
- What is food? Where does it come from? How do we prepare food?
  - During Science and PE we answered these questions repeatedly. We processed food in many ways in our classroom such as canning tomatoes, baking low fat/low sugar recipes, dehydrating fruit & vegetables.
  - We belong to the BC Fruit and Vegetable & Dairy program.
  - We dry meat and do traditional cooking during culture week.

Emotional Environment & School Connectedness
- Extra-curricular activities: The whole school was well behaved, respectful, and adhered to the expectations.
- RAM: Slips had a lot to do with student role within the community and reflect the student’s ability to make that choice rather than being instructed to fill that role. This is good evidence.
- Staff Support: Students are able to use their own learning strategies to gain assistance through selected staff that they connect to. Staff is flexible and provide support.
- Peer Support: Given any opportunity students are ready and willing to support other learners social, emotionally, and academically, and physically.
- Circle Meeting: Recovered one student focus and commitment to her education. She demonstrated resilience and began engaging in her responsibilities.
- Learning Stations: This year we did learning stations in Math & LA, divided among: individual learning, group learning, & incorporating technology. Students were challenged in all areas as we promoted independence in learning, which was uncomfortable at first but created a sense of individual pride once tasks were completed.
- Seven Sacred Teachings: We explored a sacred teaching each month and linked them to current lessons across all subjects. The benefit was that all students had a common language to use for communication. Daily infusion of cultural awareness.
- Music & Essential Oils: Students chose which essential oil they wanted during the morning learning and afternoon learning. Students chose between all forms of music to be played during appropriate learning opportunities. They often chose classical cello.

Teaching and Learning Curriculum
- Daily Physical Activity: We did “Boot Camp Style” training each morning and set the goal of being better than ourselves yesterday. Students took pride in their fitness and strengths.
• Strong Focus on Mathematics & LA: Each of these subjects was presented for an hour a day every day. Primary Learners are still below grade level in reading but have made considerable progress in confidence & completion of written work. Senior Learners demonstrate a strength in reading and writing and continue to be challenged by mathematical thinking. The issue continues to reflect, “How do we make Math relevant to our learners?”
• ELL: We chose not to pull students from their learning community and our ELL support staff seamlessly embedded this learning into classroom support. This prevented the learner from feeling different than others and included. Support includes looking up words, reading aloud instructions, finding key ways to maintain focus and be on task. Positive support around meeting students where they are at in their development along with encouraging the direction and goals towards future learning opportunities. Evidence to support this show that learners do not let their challenges, to deny them the opportunity to have a positive relationship with assignments and completed works.
• Public Speaking: Many opportunities were available for students to engage in public speaking. Some of the students chose to participate voluntarily during community events.

Parent & Community Partnerships
• XGFNG:
  • Provide funding for our healthy hot lunch program
  • Provide funding and staff hours for our cultural week program.
  • Linked us to food donations to the community by Punky Lake Wilderness Society for our Science program. Such as canning tomatoes.
  • The entire school participated wholeheartedly in the community clean-up! The school benefits from the found recycling being brought to the depot.
  • Land Title rangers had a presence at the school, discussing land stewardship.
  • Provide valuable school supplies each year!
  • Provided opportunity for youth ages 10-14 an opportunity to apply and gain employment over the summer holidays.
• Parents:
  • Our parents constructed the outdoor arena for the ice skating unit in our PE.
  • Our parents helped to develop the classroom library in the primary class.
  • We have a consistent handyman who comes to our school each week to assist in whatever we requested.
  • Extended family was present to facilitate teachings such as lahal.
  • During culture week many parents and extended family attended and facilitated & assisted in the delivery of cultural activities showcasing their knowledge and talents.
  • Parents were involved in the medicine gathering activities throughout the year by providing transportation and traditional knowledge.
  • Evidence of parental & extended family involvement in our school activities promote resilient learners by providing an opportunity for learners to take pride in their accomplishments and work hand in hand with their family members.
• Denisiqi:
• We formed a partnership with this agency resulting in the sharing of medicinal resources and teachings, including the gift of a dehydrator for valuable lesson around healthy foods.
• The society often brought healthy snacks as outlined for the students to share.
• Facilitated the Fun Friends program and gave completion certificates at the awards ceremony along with a fun prize.
• They had a large presence at cultural week, including evening group facilitation and daily assistance to facilitators during the many workshops throughout the week.
• ?Eniyud:
  • We scheduled monthly meetings with the elders in the community to do crafts, share teachings, share traditional foods, and have students do a presentation for the elders. We also harvested traditional medicines.
  • We planted all of the community gardens for the different groups to utilize.
  • The youth program brought our youth to many field trips addressing such issues as digital identity, sexual orientation, and personal health. In addition to community participation.
  • Mens group, developed and groomed trails for us during the winter cross country skiing season. They hosted our entire school to go ice fishing.
  • We benefitted from Daycare staff attending to our school and providing supports during the last month of school.

B.) Curriculum: Core Competencies & FPPL
• We set the goal of focusing on one FPPL per month. We decided to focus on one principle per subject per term. This was a more consistent and broader examination of the principles. We reported on these principles in each report card.
• Consistent use of Tsilhqot’in language during classroom conversation is an active and living implementation of all seven FPPL on a daily basis.
• Including core Tsilhqot’in beliefs and elder teachings during class time, outdoor play, and individually consistently throughout the year has given students the opportunity to engage in the FPPL in a nation specific way.

Reflection:
Sharing:
• We learned that community has been looking forward to the opportunity to be a more active contributor to the school.
• We learned that exciting things could happen when we make learning timely and relevant to our learning community.
• Our youth have risen to the challenge of creating a healthy learning environment.
• The older grades have demonstrated some resistance towards learning community structure with regards to how to conduct oneself respectfully including issues such as bullying, listening, and expressing oneself.

We plan:
• To develop and further unpack the Indian Residential School Survivor Program in a more nation specific way rather than a broader spectrum with the goal of deeper engagement from both learners and community.

• Develop a consistent language and expectations school wide. With a consistent response to deviations from this way of being. Development, Implementation, & Consistency! Need to do this as a team exercise at the beginning of the next year utilizing development funding offered by Brian’s department of Building Resilient Learners Program.

• Speak more conversational Tsilhqot’in language across the staff and students. This role modelling will gain experience in daily conversation and encourage participation.

• Including more guest speakers internal and external with a focus on language and culture.

• PA & daily Musical inclusion, eventually focusing on cultural music & presentation.

Advice:
• Begin with everyone on the same page! Start with a strong strategy.

• Involve extended community to first assembly with teachings presented to expose everyone to the language and way of being. This will help with consistency.

• Keep evolving; do not become complacent or stagnant! There is always a way to build on what you’re doing.

Rural Schools—Tatla Lake (Sense of Belonging/Connectedness; Leadership)
Report submitted by Clare Gordon, on behalf of 2 educators

Inquiry Focus: Sense of belonging/connectedness; leadership development:

Checking: We had different people ask the four questions in the spring. Upon reading the results, students could have been asked to dig deeper and clarify their answers for the June report. It was difficult to analyze results from the survey since the June responses were pretty vague. We should have had the same person conduct all of the interviews.

Project time worked well. Students were invested because they had some say in picking topics. Students loved all of the hands-on learning in Science and due to this type of learning, received excellent marks. Almost half of the Intermediate students received As in Science and almost half of the Primary students received Exceeding Expectations. Students loved Applied Design Skills and Technology; especially the kits that came to the schools. The Intermediates were enthralled with the Virtual Reality Goggles! Everyone was really engaged!
We started off the year with a School Wide art unit on Fire. Students studied the history of man’s relationship with fire. Students even created a late Paleolithic cave art installation.

Our school welcomed a refugee family from Eritrea this February. In order to prepare the students, Angela Hartwick and a few of her friends led us in a workshop on how it feels to be a refugee. The assembly started with a presentation by our students in grades 2-6 on research they have completed on countries located near the horn of Africa.

This was followed by a screening of short clips from Ai Weiwei’s film, Human Flow. Then we were led through an experiential learning process whereby the students had to decide, if they had to leave their homes and could only take three things, what they would take. They could choose from: a pet, medicine, food, water, a toy, tools, a musical instrument, a motorcycle, clothes, or an electronic device. Students then had to pay (using one of these three items) to get on a boat. All of the students got into a canoe.

They had to get to a border crossing and pay again. Finally, they arrived at a refugee camp, which was set up in the gym, and had to pay with their final possession. Finally, students had to think of one thing that all humans have in common and that we all value. Students wrote these ideas on luggage tags. Some students wrote family and water on their cards. This was an excellent exercise to help the children gain a bit of understanding as to what sorts of things some refugees experience.

Students had another opportunity to showcase their research at a community information session hosted by Lisa and Angela Hartwick at the Tatla Lake Community Centre. Lisa led the audience through a process of looking at different perspectives with regards to the words “inclusion” and “exclusion”.

For the last few weeks of school, the whole Elementary School was involved in a project about creatures that live in tide pools, in preparation for our year end trip to Hakai Institute on Calvert Island. Ms. Gordon used a strategy, Four Corners, which she learned from her ELL (English Language Learners) Inquiry Group. Primary students watched videos, talked with partners, wrote on little whiteboards, wrote in their Journals, and made crafts of a variety of tide pool creatures – sea anemones, sea stars, sea cucumbers, sea urchins, hermit crabs, sand
dollars, and barnacles. They made dioramas and glued their creatures into their dioramas. They presented their dioramas to the whole school. Art classes used this theme as well. Students listened to stories about sea creatures in Story and Snack time. The Grade 2 to 6 group researched tide pool creatures, wrote paragraphs, chose photos and made cue cards, and presented their PowerPoint Projects to the whole school. These were the best Power Point Projects that I’ve seen our students produce. Students knew so much about their topics, they engaged their audience – made eye contact – and really talked about their slides.

We also were involved with an organization called Planet in Focus. We were one of four schools in Northern BC who received a Film Festival from this group. We were sent and watched an 88 minute documentary called Sea of Life – made by a young, Canadian female filmmaker. Inspired by Rob Stewart’s Revolution, young filmmaker Julia Barnes embarks on an epic journey around the world to save the ecosystems we depend on for survival, as we come closer to causing a mass extinction in the oceans. Sea of Life leads audiences through the stunning world of coral reefs into the heart of the environmental movement, meeting passionate scientists, activists and explorers who reveal an enormous opportunity to rise up and become the heroes the world needs. Our secondary students really enjoyed this film and found it thought provoking.

Our secondary students had two projects in their Socials 10 class. The first was a video game they had to create and the second was an inquiry project about World War Two. Tatla students loved the challenge and spent hours and hours on these projects. They received excellent marks; one student receiving 155% for all the extra effort she put into her project.

I (Clare Gordon) felt honoured to be able to take four students to the BC Student Leadership Conference in Surrey this past October. The Tatla students were excellent ambassadors of our school. They especially enjoyed the community service work they had to do – clean up Crescent Beach in White Rock. Our students took on the job with gusto and were thrilled being near the ocean. They brought back the enthusiasm from the conference and created a Student Council at our school. The Student Council went on to organize the Remembrance Day ceremony, made morning announcements, and created a Valentine’s assembly, complete with puppet show and school friendship dance.
Reflection: This has been a successful start in implementing the new curriculum. We really enjoyed school wide projects and themes. Students put a lot of effort and met with a lot of success when they were involved with Project Base Learning, so we hope to continue with more of this next year. We probably won’t have any secondary students next year. Our oldest students will be in grade six. I would like to get these students involved in student leadership and use their suggestions to create Spirit Days at school. We will continue to celebrate Student of the Week. It was so nice to hear the students cheer when each week a new student was chosen. Students loved getting a certificate and a little stuffy. They felt proud when they were added to our Wall of Fame.

Non-School Inquiry Project Reports

School Leaders PLC
Report submitted by Brian Davidson, PLC Coordinator, on behalf of 6 educators

Five School Leaders participated in a PLC focused on leadership development. We spent time during our six sessions following the Spirals framework, examining questions of practice, digging into recent literature on leadership and examining different growth plan structures. We were fortunate to be able to participate in a school visit to Norma Rose Point school, a collaborative and inquiry-focused school in Vancouver and to also meet with Dianne Turner and work with her on the topic of visioning. School Leaders were able to plan and implement some impactful changes as a direct result of the visit. For example, one principal designed an inquiry time for students in her building that gave students options and choices to investigate a topic of personal interest. Another school leader is investigating ways to restructure the school timetable to permit interested teachers to collaborate together in ways that allow for combining students in different ways. These changes occurred as a direct result of the school visit. School Leaders are keen to continue to work together and support each other’s leadership development and professional growth. They see the value in collaborative work and have developed a trusting relationship to support this.

ELL SIOP Inquiry
Report submitted by Stephanie vanderLaan, District ELL Coordinator, on behalf of 12 educators

ELL and classroom teachers were invited to participate in an inquiry to see how specific, research-based ELL instructional strategies would support the language needs of ELL students (and all students) within a classroom setting. Teachers were provided with a resource (SIOP: Making Content Comprehensible for English Learners) and shown several strategies over time which could be used in the classroom and asked to select one to teach in a whole class lesson. They were asked to have the students reflect on the value of the strategy and how it supported their learning/understanding. Teachers were asked to use the strategy with students 3 or 4 times. Teachers then reported back to the group what they and their students learned from the experience. Teacher reflections are summarized below.

- Gave new teaching ideas that support all learners
• Surprised how much background knowledge is taken for granted
• Pushed me to try new things
• The sharing brought out more ideas
• “Talk about ideas” bring into own work
• Rediscovered past practices
• The strategies made my class more inclusive Learning with me not just from me
• Used a backward design approach
• The “sharing out” helped motivate to try new teaching strategies and take risks in my own learning
• We are smarter together
• Excited to try out variations to the strategies that others used
• Made me aware that I need to do more oral work
• Made me aware of the language I use
• Need to ALWAYS include student reflection
• Try more than once
• Specific instruction and video of strategy is useful

How can we improve the format?
• Begin meetings in the fall
• Liked afternoons
• Like the format
• 4-6 weeks between meetings was good
• Keep reminder emails of what to bring and complete for each meeting
• Put a call out to all teachers again

Reading Strategies Inquiry
Report submitted by Carol Anne Dikur, Literacy Support Teacher and Brian Davidson, PLC Coordinator, on behalf of 7 educators

Following training in literacy processing theory in the Fall of 2017, through Reading Strategies, 5 teachers participated in an inquiry to support applying theory into practice. Each teacher selected a focus and used the other members of the group to provide feedback and observations to support new or refined practice. Based on the feedback and conversations, each teacher selected a focus/change/refinement to work on before a follow-up observation. Reflections, in the form of answers to 3 prompts, from participants are summarized below.

1) What did you learn this year? What differences or changes have you experienced? (Highlight, surprise, new practice)
   - Deeper understanding of the Literacy Processes of both reading and writing.
   - Feeling more confident in understanding the needs of their students and how to move them forward.
   - Their teaching and planning of instruction was more intentional and targeted.
- They’ve noticed a change in confidence in their teaching practice and an increase in students’ confidence and independence.
- They noted the value of working with other teachers and Learning Support Teachers using common language and teaching.

2) Think about all the things that you changed in your practice or added to your practice.

- Importance of Familiar Reading
- Have structured components in a Guided Reading lessons and allow for time to complete all parts.
- Start the year Concepts About Print assessment
- Using Hearing and Recording Sounds assessment to gain a better understanding of what the student can do.
- By focusing on ONE area of change and perfect that area before moving on to a new area of focus.
- Organize your supplies in a way that allow you to access them when they are needed. This has allowed them to become more efficient and intentional with their teaching moments.
- Planning for instruction is planned and organized.
- Intentionally focusing on reading and writing strategies is important in moving a student forward.
- Careful selection of leveled books to meet the needs of the reader.

3) What direct and indirect impacts on student achievement and learning were realized because of your inquiry work this year?

- The importance of teaching independence and fostering opportunities to support independence is foundational in sustaining reading and writing.
- Students are more confident, independent and enthusiastic in independent writing because of adding Word Work and Guided Writing to the Guided Reading Lessons.
- Students are more willing to take risks and can try multiple strategies before seeking help.
- Teachers have a better understanding of the value of Guided Reading and Writing, and make sure GR is a uninterrupted, protected block of time in their day.
- Teachers have noticed progress in all their students, both big and small.
- Students are prouder about their achievements, and more willing to engage in reading.

The Last Word Project (SD27/SET-BC Joint Inquiry)

Report submitted by Isabella MacQuarrie, Inclusion Support Resource Coordinator, on behalf of 12 educators

Note: A requirement of Bella’s participation in the SET-BC Synergy Project was to report on the inquiry – this is a portion of that report. The full report can be found here (the rest of the blog is worth digging into!)

Although this is a final report, it is not the end of the project, so in this post, I will summarize our year, explain some of our challenges and successes and share some resources and artifacts, in the hopes that others may choose to use this project in their own communities and schools!
1. A general description of the project – who was involved, what were the goals, what were the anticipated outcomes, what curricular themes/activities took place, what specific technology was used?

This project was designed around the theme of endangered and disappearing languages both locally and globally and the goals were to examine efforts to save and revitalize those languages, specifically through the arts communities. I enlisted the participation of teachers in SD 27 that work in the schools in the Chilcotin region of our school district, specifically, Anahim Lake, Alexis Creek and Dog Creek. Between the 3 schools, 3 separate indigenous languages (all endangered) are represented: Carrier (Dakelh), Shuswap (Secwepmectsin), and Chilcotin (Tl’etinqox). All 3 schools have largely First Nations populations, and the 3 teachers are all teacher/administrators. My hope was that schools/teachers would then take on the challenge to contribute to these efforts by creating artifacts through local projects and sharing their work locally and globally with an authentic audience in the larger community through social media. We would use the technology supplied through the grant from the Synergy project to help create content, by utilizing apps and websites to learn and create. This included 5 iPad Pros, and 5 Apple pencils, and a projector.

As the project coordinator, my hope was to introduce the project to the schools I was supporting and then interested teachers would help to build lessons around selected content that I curated and shared with them. My goal was to make curricular connections to the curated content through English and Socials and the Arts and Music as well as FN education around residential schools and the impact on FN Language and culture. There was also an opportunity to build a lesson around infographics which touches on graphic design and math concepts. There were opportunities for making literature connections in picture books and novel studies, as well as connections to poetry writing and comic creation. I wanted to offer as much flexibility as possible when making connections and provide options for a variety of grade levels.

As well, I wanted students to explore the role of technology in helping to save and preserve endangered and disappearing languages. I was able to curate numerous examples of iPad apps for various First Nations languages that were built to help preserve language and culture. These included everything from games, dictionaries, and songs, to keyboard extensions, and more.

One activity for future development would be for students to design an app to promote their language.

Embedded into the whole project was the plan to connect students to people outside of their local communities who are also working to save and preserve endangered languages. We developed a Twitter hashtag #thelastword27 and posted work, articles, websites and other content using the hashtag, in hopes of making some of those connections, and modelling the use of social media as a means to expand learning opportunities. We will continue to use this hashtag and hope that others using resources or ideas from this project will post to this hashtag as well. As a group of teachers, we embedded into this project a book study on social media to help us define how we might better leverage social media into this project.
2. A description of how the project proceeded – what, if any, training took place, how was the technology introduced to students, how was it used during the project by the teacher(s) and the students, how were the project activities completed?

I developed an interest in this topic when I was looking through the fantastic site, “The Global Oneness Project”, where I came across the lesson called, “Marie’s Dictionary”. The film and accompanying lesson tells the story of Marie Wilcox, the last fluent speaker of the Wukchumni language and the dictionary she created in an effort to keep her language alive. I was intrigued by this story and that was the beginning of my dive into the topic of endangered and disappearing languages. This led me down the “rabbit hole” of discovery, and when I saw the topic of the Synergy Project, I knew I wanted to make this my focus. I started compiling resources into an Evernote folder, and the more I found the more interested I became. I shared my idea with the teacher/principals at the 3 Chilcotin schools and all expressed an interest in the project going forward. I invited the 3 teachers to join my pre-existing iPad PLC which meets monthly to look at specific ideas and strategies for embedding iPad technology into good pedagogical practice. I wanted to model a competency-based learning approach, so started creating “Teacher Challenges” which I shared on this blog to help teachers learn some specific tools and strategies to incorporate some of the iPad tools into their lesson planning. Teachers would earn “Badges” for completing challenges.

I was then hopeful that teachers would use these skills to build lessons on the endangered and disappearing languages theme incorporating some of these ideas. I also offered to go into classrooms to introduce the project, teach students to use any apps/technology, collaborate with lesson planning ideas, and co teach or facilitate any lessons! The Cariboo/Chilcotin region is huge (roughly the size of New Brunswick), and my ability to spend lots of time in any given school is limited, so I was hopeful that teachers would feel comfortable moving forward on their own with my support where possible.

Another resource I developed to support teachers in their work, was a TES Lesson page. TES, (formerly known as Blendspace) is a free online resource that is designed to help teachers create digital lessons that can be shared out with students. Using TES Teach you can create interactive lessons with your own content as well as any content from the web. Using this site, I added content around specific lesson ideas: Building Background, and then focusing on the themes of: Music, Story Telling, There’s An App For That, Visual Arts, Words Have Power (Poetry), Documenting Languages (kind of a catch all on efforts at revitalization). This is a LIVING SITE and I am continuing to add content as I find and/or create it! In much the same way as I set up a badging system for teachers, I set this site up as a set of challenges that could be completed and badges earned for each section. There are built in discussion questions and links to worksheets (Google docs) that can be used to demonstrate competence for each section.

I also created a FLIPGRID board for #thelastword27, and continue to add posts to the site. Flipgrid is a video response tool that allows you to pose questions to a topic that you can then share out to allow for students to respond. You can make the responses private or public. (In this case the responses are public and shared out via Twitter in the hopes of generating a more global response-we’d love to see you!)
Coordinator’s Reflection

“The question is how do we come together and think and hear each other in order to touch, and be touched by, the intelligence we need?” —Jacob Needleman

I continue to be struck by how the development of teacher agency has impacted teacher and student learning in School District 27. Teachers are making important discoveries and making the connections necessary to drive their practice forward so that student learning is increased. We are making strides toward becoming a ‘Learning District’ where everyone’s learning is supported and expected. Continuing to develop teacher agency is an important aspect of this cultural shift in our district.

In the context of professional learning, teacher agency is the capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues. Rather than responding passively to learning opportunities, teachers who have agency are aware of their part in their professional growth and make learning choices to achieve their goals. (Laurie Calvert, JSD, Vol. 37, No. 2, p.52)

Some key findings of our teachers include:

- a recognition that knowing students well makes the job of supporting students easier
- shifting from an emphasis on ‘teaching’ to an emphasis on ‘learning’
- using specific frameworks (Daily 5 or Guided Math, for example) provides teachers time to work with students in personalized ways
- assessments provide evidence to drive planning and decision making
- connecting students to the outdoors comes with many benefits
- having time to reflect on practice and have learning focused conversations with colleagues is integral to refining practice
- understanding the value of choice, place and voice for students and how these impact student engagement and connection with teachers and other learners
- meaningful inclusion is possible with the support of collaborative teams and useful frameworks

Many teachers recognize that focused, collaborative, teacher-driven inquiry results in change in teacher practice. Some administrators also recognize this. Cultural change is challenging; however, reports such as this one can highlight specific successes and act as evidence of the impact empowering teacher learning has on student learning.

Goals for 2018/2019

- Communicating the message that PLC is an effective structure to develop collective teacher efficacy – the number one influence on student learning and achievement (Hattie).
- Personalize and refine the model of support for Rural Schools
- Assess/refine evidence collection and reporting to better communicate impact of PLC structure on student learning
Public Board Meeting of the Board of Education
School District No. 27 (Cariboo-Chilcotin)
MINUTES

Tuesday, June 26, 2018
Alexis Creek School

Trustees Present  
Tanya Guenther, Chair  
Brice O'Neill, Vice-Chair  
Bruce Baptiste, Trustee  
Sheila Boehm, Trustee  
Willow Macdonald, Trustee  
Linda Martens, Trustee

Staff Present  
Mark Wintjes, Superintendent of Schools  
Kevin Futcher, Secretary Treasurer  
Connee Newberry, Executive Assistant

Guests  
Mike McKay, Ministry of Education Special Advisor  
Harj Manhas, Assistant Superintendent  
Dean Coder, Director of Instruction  
Jerome Beauchamp, Director of Instruction  
Caitlin Currie, Principal Alexis Creek

1. **Public Budget Presentation**  
   With limited public in the audience, the Secretary Treasurer did not present the 2018-2019 Preliminary Budget summary to members of the public. The budget was presented during the regular agenda.

2. **Opening By Chair**

   2.1 **Call to Order and Acknowledgement of Meeting Held on Traditional Tsilhqot'in (Chilcotin) Territory**  
The Chair called the meeting to order at 6:35 pm and acknowledged that the meeting was being held on traditional Tsilhqot'in (Chilcotin) territory.

   2.2 **Approval of Agenda**  
   O2018.06.26-01 **It was duly moved and seconded:**  
   THAT the agenda of the regular open meeting of the Board of Education be adopted as circulated.  
   CARRIED

2.3 **BCSTA Recognizes Trustees**  
At the BCSTA AGM, the BCSTA recognized individual trustees for their contributory service. The Board Chair acknowledged the service of each trustee. By consensus the Board agreed to also acknowledge the service of past trustee Christine Dyment, by writing her a letter.
2.4 Premier Awards
The Superintendent and Secretary Treasurer announced that the Province of BC had awarded School District No. 27 (Cariboo-Chilcotin) with three Premier’s awards: two in First Nations and one in Technology.

3. Public Participation (Section 1)
3.1 District Showcasing
Principal Currie advised that students had planned to be here to perform for the Board in Chilcotin. Students were participating in the annual bike and horse ride to Williams Lake Stampede.

3.2 Public Input/Comment on Items ON the Agenda - none

4. Consent Agenda
The Chair gave opportunity for items to be removed from the Consent Agenda for separate consideration.

O2018.06.26-02 It was duly moved and seconded:
THAT the Board of Education adopts and receives all items listed on the Consent Agenda.

4.1 Items for Approval
4.1.1 Adoption of Minutes
O2018.06.26-02
THAT the minutes of the regular open meeting of the Board of Education, dated 2018.05.22 be adopted as circulated.

4.1.2 Correspondence Report - 2018.06.12
O2018.06.26-02
THAT the Board of Education receive the correspondence as listed in the Open Correspondence Report dated 2018.06.12.

4.1.3 Policy
4.1.3.1 Cyclic Policy
O2018.06.26-02
THAT the Board of Education adopt revisions to Policy 1150 Appeal Procedures that reflects the dual reporting model of the Superintendent and Secretary Treasurer.

O2018.06.26-02
THAT the Board of Education directs District Staff to prepare a draft policy for Board consideration that combines Policy 3532 Safe Transportation of Students and Policy 3541.1 Transportation of Students.
O2018.06.26-02
THAT the Board of Education review and confirm Policy 5131.5 Vandalism.

4.1.3.2 3110 Operating Budget and Accumulated Operating Surplus
O2018.06.26-02
THAT the Board of Education temporarily adopt revisions to Policy 3110 Operation Budget, renamed to Operating Budget and Accumulated Operating Surplus, until such time as the Board's process to solicit input is completed, at which time the Board will consider the feedback and dispose of the policy.

4.1.3.3 Policy NEW - School Plans
O2018.06.26-02
THAT the Board of Education temporarily adopt new policy School Plans, seek stakeholder and public input via the District's website, and consider permanent adoption once the process for input is complete.

4.1.4 Carbon Neutral Action Report
O2018.06.26-02
THAT the Board of Education re-affirm the endorsement of the 2017 Carbon Neutral Action Report.

4.1.5 Locally Developed Resources
O2018.06.26-02
THAT the Board of Education, with recommendation from the Superintendent of Schools, approves local use of the following resources:

4.2 Items for Information
4.2.1 Closed Meeting Report - 2018.05.22
4.2.2 Outstanding Motions and Directions Report - 2018.05.23
4.2.3 Superintendent of Schools Report
The Superintendent's Report contained for following topics:
• FN Role Model Celebration
• Graduation Ceremonies
• UBC Teacher Candidate Welcoming
Deputy Minister's Meeting with all Superintendents
City of Williams Council Meeting - Rainbow Crosswalk Request
Cadets 18th Annual Ceremonial Review
Streets of Learning - Cataline
Meetings Attended and Upcoming

4.2.4 Secretary Treasurer Report
The Secretary Treasurer's report included the following topics:
1. Facilities - Summer Projects
2. Health and Safety Training
3. Information Technology Update
4. Financial Systems Additions
5. Year End and the Annual Financial Audit
6. Meetings and Event Attended and Upcoming

4.2.5 Other Trustee Liaison/Representative Meeting Reports
Chair Guenther's report included the following topics:
• List of meetings attended
• Report from Funding Formula Review Plan
• Report from BCSTA AGM
• Report from South Cariboo Rec Expansion
• Upcoming meetings/conferences

CARRIED UNANIMOUSLY

5. Action Items
5.1 Upcoming Meetings and Conferences List 2018-2019 School Year
O2018.06.26-03 It was duly moved and seconded:
THAT the Board of Education adopt the preliminary 2018-2019 calendar of meetings and conferences.

CARRIED UNANIMOUSLY

5.2 Bylaw - 2018-2019 Preliminary Budget
The Secretary Treasurer provided an overview of the 2018-2019 Preliminary Budget. The Board Chair thanked those that provided input through the on-line survey.

O2018.06.26-04 It was duly moved and seconded:
THAT School District No. 27 (Cariboo-Chilcotin) Preliminary Annual Budget Bylaw for fiscal year 2018-2019 in the amount of $65,006,080 be read a third time, passed and adopted this 26th day of June 2018.

5.3 Five Year Capital Plan - 2019-2020
The Secretary Treasurer presented the Five-Year Capital Plan.
O2018.06.26-05  It was duly moved and seconded:
THAT the Board of Education adopts the 2019-2020 Five Year Capital Plan, as presented and including requests for: Busses, Playground Equipment Program, School Enhancement Program, School Replacement, and Carbon Neutral Capital Program, and that the Plan be submitted to the Ministry of Education.

CARRIED UNANIMOUSLY

5.4 Bylaw B2707 Trustee Elections
O2018.06.26-06  It was duly moved and seconded:
THAT School District No. 27 (Cariboo-Chilcotin) Bylaw 2707 Trustee Election Bylaw be read a third time, passed and adopted this 26th day of June 2018.

CARRIED UNANIMOUSLY

5.5 2017-2018 Audit Planning Report
The Secretary Treasurer presented information regarding the 2017-2018 audit process.

O2018.06.26-07  It was duly moved and seconded:
That the Board of Education submit its response to School No. 27 Auditor's questionnaire regarding the Board's business understanding for 2017-2018, as presented.

CARRIED UNANIMOUSLY

5.6 Employer Health Tax
O2018.06.26-08  It was duly moved and seconded:
THAT the Board of Education join the Cariboo Regional District, City of Williams Lake, City of Quesnel, District of 100 Mile House, District of Wells, and School District No. 28 (Quesnel) in voicing concern regarding the BC Employer Health Tax.

CARRIED UNANIMOUSLY

5.7 Letter of Support - Rainbow Crosswalk
O2018.06.26-09  It was duly moved and seconded:
THAT the Board of Education write a letter to the City of Williams Lake supporting the Williams Lake Pride Committee’s effort to install a rainbow colored crosswalk in the City of Williams Lake.

CARRIED UNANIMOUSLY
6. Discussion Items

6.1 BCSTA Survey - Co-Governance Agreement with the Ministry
Trustees discussed the co-governance model between the BCSTA and
the Ministry of Education. The Board Chair is to respond to a survey put
out by BCSTA.

7. Public Participation (Section 2) - none

8. Adjournment
O2018.06.26-10 It was duly moved and seconded:
THAT the Board of Education adjourn the meeting at 7:47 pm.
CARRIED UNANIMOUSLY

____________________   ____________________
Kevin Futcher          Tanya Guenther
Secretary Treasurer    Chair
Tuesday, September 11, 2018

1. Correspondence TO the Board of Education
   1.1 Board Chair’s Invite – Premier’s Award for Excellence in Education
       Premier’s Awards for Excellence in Education
   1.2 Rotary – Teachers being recruited for Spring Break to Kenya
       Rotary – Vocational Training Team to Kenya 2019
       Vocational Training Team - Information
   1.3 2018.06.29 - From the Ministry of Education
   1.4 Funding Model Review update for Board Chairs
   1.5 2018.09.05 – Notification under the Teachers Act

2. Correspondence FROM the Board of Education
   2.1 none

3. Correspondence COPIED to the Board of Education
   3.1 BCSTA Weekly
       • 2018.08.16 BCSTA Weekly
       • 2018.08.23 BCSTA Weekly
       • 2018.08.30 BCSTA Weekly
       • 2018.09.06 BCSTA Weekly
       • 2018.09.13 BCSTA Weekly
   3.2 BCSTA Resources/Information
       • 2018.07.12 BCSTA Membership Renewal

4. Other
   • Audit of School District No. 27 – Appendix
   • Audit of School District No. 27 – Letter of Instruction
Preamble

Board members have powers and duties that relate to making policies rather than administering them. Administrative officials employed by the Board are responsible for ensuring that Board policies and directions are carried out.

Policy

The Board, functioning within the framework of the School Act, and recognizing the authority of the Province, fulfills its responsibilities by acting as follows in the execution of its duties.

1. Establishes policy.

2. Approves locally developed curricula and provides instructional aides.

3. Appoints all staff members and prescribes their duties.

4. Approves the budget and policies whereby the administration may formulate procedures and regulations for the orderly accomplishment of business.

5. Estimates and allocates funds for the operation, support, maintenance, improvement and extension of the school system.

6. Provides for the planning, improvement, financing, construction, maintenance, use and disposition of Board assets of the school system.

7. Establishes performance measures and performance indicators for the educational program and the operation of the district.

8. Provides for the dissemination of information relating to the schools necessary for creating a well-informed public.

9. And all other duties and responsibilities as outlined in the School Act and Regulations.

School Act

Section 65(1) The Trustees elected or appointed under this Act for each school district and their successors in office constitute a board of education for the district and are continued as a corporation under the name of "The Board of Education of School District No. 27 (Cariboo-Chilcotin)", or as the case may be.
Section 65(3) Committees of trustees or individual trustees may not exercise the rights, duties and powers of the Board.
Preamble
The Board of Education recognizes that the majority of students in this District live beyond a reasonable walking distance to their schools. It believes that school buses or transportation assistance should be provided to those students.

Policy
1. The Board shall provide bus transportation for students in accordance with Board Regulations, where students live beyond a reasonable walk limit from their schools.

2. If bus transportation is not feasible or practical, transportation assistance shall be provided in accordance with Board regulations.

3. Students shall normally be accommodated in schools closest to their homes providing the required school programs are available in those schools.

4. Subject to Regulations accompanying this Policy, transportation will not be provided when weather conditions are such that it is unsafe to transport students.

5. Provided that bus transportation is feasible or practical and that the student is not under suspension from any School District No. 27 school, a student who attends a school other than a District school, may, with permission of the Manager of Facilities and Transportation, ride district buses.

Regulations
A. General
1. Primary students living beyond 4.2 km from school shall be eligible for transportation to and from school.

2. Pupils in intermediate or secondary classes living beyond 4.8 km from school shall be eligible for transportation to and from school.

3. No pupils living within 3.2 km of the nearest bus stop shall be eligible for transportation or transportation assistance. Students may be transported within the walk limits with the approval of the Manager of Facilities and Transportation if space is available on an existing bus route.

4. The conveyance of physically handicapped pupils shall not be
subject to the regulations 1-3 above, but will require the approval of
the Manager of Facilities and Transportation who will determine the
feasibility of the request.

5. School buses will use the shortest possible routes to load and unload
pupils who are eligible for transportation.

6. Bus stops shall normally be a minimum of .8 km apart.

7. School bus loading zones at schools must be adequately supervised.

8. Requests for bus route extensions must be made to the Manager of
Facilities and Transportation.

9. Deadheading is to be eliminated wherever possible.

10. School bus drivers are responsible for the safe operation of their
vehicles and must follow the "Instructions to School Bus Drivers" in
the driver's handbook.

11. Students are responsible for their behaviour and must abide by the
rules for conduct on buses established by the District.

12. Students who have been suspended from school may not ride
District buses during the period of their suspension.

13. School Principals / Vice-Principals will notify the Dispatcher of
students suspended from school, as well as any students not allowed
to ride the school bus.

A. **Cold Weather Procedures**

Parents must exercise discretion as to whether or not students should be
sent to school when temperatures are low and conditions are hazardous.
Responsibility for such decisions cannot rest with the supervisor, the bus
driver or the Board.

1. Cold Weather - Williams Lake and 100 Mile House Area
   a. When the temperature at the Williams Lake Airport is -32
degrees Celsius or colder, school buses will not be operated in
the Williams Lake area.

   b. When the temperature at the 100 Mile House bus garage is -32
degrees Celsius or colder, school buses will not be operated in
the 100 Mile House area.

   c. Cancellation of school buses will be determined by the
Manager of Facilities and Transportation after notifying the
Superintendent and the cancellation will be broadcast on the
local radio station and telephoned to each school.

2. Cold Weather - West Chilcotin Area
   (This includes attendance areas at Puntzi Mountain, Tatla Lake, Naghtaneqed and Anahim Lake.)
   a. When the temperature at the bus driver’s location is -32 degrees Celsius or colder, that school bus will not be operated in that area.
   b. The cancellation of school buses in any or all of these areas will be determined by the Manager of Facilities and Transportation and will be broadcast on the local radio station.

3. Winter Weather - General
   If road conditions are such that, in the opinion of the school bus driver, the school bus cannot be operated safely, he/she must contact his/her immediate supervisor, report the road situation. The immediate supervisor shall notify the Manager of Facilities and Transportation immediately.

C. Student Bus Conduct
   The Superintendent of Schools shall ensure that rules are developed for student conduct on District buses. These rules shall be distributed to students who ride buses, their parents and all bus drivers.

D. Field and Athletic Field Trips
   The Superintendent shall ensure that procedures are established for all field trips within and outside the School District. These procedures shall be included in the Administrative Reference Manual and communicated to all principals.

E. Students Attending Independent Schools
   1. When students from independent schools board or disembark from buses at District Schools, the independent school must notify the principal of the names and ages of students who wish to board the bus. The Board assumes no responsibility for the supervision of these students. The principal of the District School may require that a supervisor from the non-district school be present to supervise at the bus loading zone.

   2. The Independent Schools will be charged a fee in regard to the September and January registrations. An invoice will be submitted to the Independent Schools in October for the months of September through December. A second invoice will be submitted to the Independent Schools in February for the months of January through June inclusive. The monthly fee will be determined by the Board by January for the following school year.
F. **Dorm / Boarding Students**

Students riding the Dorm Bus must have an updated pass every year stating what school they attend. All luggage must be stored underneath in the luggage compartments.
Preamble
For reasons of enhancing the safety of students and others on school premises and deterring destructive acts, the Board of Education authorizes the use of video surveillance equipment on School District property and buses supporting School District activities, where circumstances have shown that it is necessary for these purposes and its benefit outweighs its impact on the privacy of those observed.

Policy
In dealing with surveillance of students, the Board of Education recognizes both its legal obligation to provide appropriate levels of supervision in the interests of student safety and the fact that students have privacy rights that are reduced but not eliminated while the students are under the supervision of the school. Thus video surveillance, like other forms of student supervision, must be carried out in a way that respects student privacy rights.

The Board of Education recognizes that the surveillance of students and drivers on board school buses can be useful in promoting safety and minimizing disputes. The Board of Education also recognizes that the surveillance of students and drivers is a matter of sensitivity, and therefore, the Board believes the use of video cameras on School District buses should be governed by strict policy guidelines to ensure safety, order and discipline, including prevention of vandalism.

A recording is recognized to be subject to the provisions of the Freedom of Information and Protection of Privacy Act.

Regulations
A. USE
   1. Surveillance systems may be used to monitor and/or record.
   2. Video surveillance camera locations must be authorized by the building administrator (school principal or building supervisor), or the officers of the School District. The School Planning Council (SPC) of the affected school must be consulted and must approve of any permanent video surveillance camera installation and proposed locations before any authorization is granted. Any change in camera location must be authorized in the same manner.
   3. Before video surveillance is introduced at a new site, a report must be provided to the Superintendent of Schools describing the
circumstances that indicate the necessity of having surveillance at that site, including a discussion of less invasive alternatives.

4. Video surveillance may be used at times and places where vandalism, safety or security issues are likely to occur.

5. Public notification signs, clearly written and prominently displayed, must be in place in areas that are subject to video surveillance. Notice must include contact information of the building administrator or designated staff person who is responsible for answering questions about the surveillance system. Any exception to this, such as for a time-limited specific investigation into criminal conduct must be authorized by the Superintendent of Schools on the grounds that covert surveillance is essential to the success of the investigation and the need outweighs the privacy interest of the persons likely to be observed. Covert surveillance may not be authorized on an ongoing basis.

7. Temporary installations of video surveillance cameras for specific investigative purposes do not require the approval of the SPC.

8. Video surveillance within school buses is exempt from requiring SPC approval. All buses have or shall have video surveillance cameras installed to be used in accordance with the policy statement. All other guidelines below do apply to school bus surveillance recordings.

B. SECURITY
1. Video cameras will be installed only by a designated employee or agent of the School District. Only designated employees or agents and the building administrator shall have access to the video surveillance equipment. Only these employees shall handle the camera or recordings.

2. Video recordings shall be stored in a locked filing cabinet in an area to which students and the public do not normally have access.

3. Recordings may never be sold, publicly viewed or distributed in any other fashion except as provided for by this policy and appropriate legislation.

C. REAL TIME MONITORING
1. Real time monitoring generally takes place for the purpose of identifying problems that require immediate intervention and for the safety of people on the premises.

2. The monitor will be located in the administrative office area under the
direct supervision of staff that have been authorized by the Superintendent of Schools or building administrator (school principal or building supervisor).

D. VIEWING OF RECORDINGS
1. Monitors used to view recordings should not be located in a position that enables public viewing. Recordings may only be viewed by the building administrator or individual authorizing camera installation, by parents and students (see D 2. below), or by School District staff with a direct involvement with the recorded contents of the specific recording, or employees or agents responsible for the technical operations of the system (for technical purposes only). If an employee or student is facing any disciplinary action, he may authorize his union representative or other advocate to also view the tape.

2. Parents or guardians requesting to view a segment of a recording that includes their child/children may do so. Students may view segments of a recording relating to themselves if they are capable of exercising their own access to information rights under the Freedom of Information and Protection of Privacy Act. Student/parent/guardian viewing must be done in the presence of a principal and/or vice principal. A student, parent or guardian has the right to request an advocate to be present. Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or on any other ground recognized in the Freedom of Information and Protection of Privacy Act.

E. RETENTION OF RECORDINGS
1. Where an incident raises a prospect of a legal claim against the Board of Education, the recording, or a copy of it, shall be sent to the Board of Education's insurers.

2. Recordings shall be erased within one month unless they are being retained at the request of the building administrator, Board officer, employee, parent or student for documentation related to a specific incident, or are being transferred to the Board's insurers.

3. Recordings retained under E 2. shall be erased as soon as the incident in question has been resolved, except that if the recording has been used in the making of a decision about an individual, the recording or a copy of it must be kept for a minimum of one year as required by the Freedom of Information and Protection of Privacy Act unless earlier erasure is authorized by or on behalf of the individual.
F. REVIEW

1. Each building administrator is responsible for the proper implementation and control of the video surveillance system.

2. An annual review of each video surveillance system must be undertaken that assesses if the installation and operation of the system is accomplishing its intended purpose (protecting safety of individuals and their belongings, or school property).

2. The Superintendent of Schools, or designate, shall share the annual review report with the Board on the use of video surveillance in the School District.

G. IMPROPER USE

3. Video surveillance is to be carried out in accordance with this policy and these procedures. The Board will not accept the improper use of video surveillance and will take appropriate action in any cases of wrongful use of this policy.
Record Pursuant to Section 72 of the School Act: Matters Discussed and Decisions reached at the special Closed Meeting of the Board of Education held 26 June 2018, Alexis Creek School, Alexis Creek, BC.

TRUSTEES PRESENT: Guenther, O'Neill, Boehm, Baptiste, Martens, Macdonald
STAFF PRESENT: Superintendent Wintjes, Secretary Treasurer Futcher, Executive Assistant Newberry
GUEST: Mike McKay, Ministry of Education Special Advisor

1. Opening by Chair
   1.1. Call to Order 3:32 pm
   1.2. Special Motion to hold a closed meeting
   1.3. Approval of Agenda
2. Consent Agenda
   2.1. Items for Approval
       2.1.1. Adoption of Minutes 2018.05.22
       2.1.2. Correspondence Report – 2018.06.12
   2.2. Items for Information
       2.2.1. PERSONNEL Superintendent Report
       2.2.2. Motions and Directions Report – Closed – 2018.05.23
3. Action Items
   3.1. PERSONNEL: 4 motions
   3.2. PLANNING: Board Annual Self-Review – 1 decision
   3.3. Special Closed Meetings called: July 5 and July 26
   3.4. PERSONNEL: 1 decision. Executive Assistant excused for this item.
4. Discussion Items
   3.1. PERSONNEL/PLANNING: Information shared
5. Adjournment 4:56 pm

Record Pursuant to Section 72 of the School Act: Matters Discussed and Decisions reached at the special Closed Meeting of the Board of Education held 05 July 2018,

TRUSTEES PRESENT: Guenther, O'Neill, Boehm, Baptiste, Martens, Macdonald
STAFF PRESENT: Superintendent Wintjes, Secretary Treasurer Futcher
GUEST: Mike McKay, Ministry of Education Special Advisor

1. Opening by Chair
   1.1. Call to Order 6:13 pm
   1.2. Special Motion to hold a closed meeting
   1.3. Approval of Agenda
2. Items
   2.1. PLANNING: Discussion
       Mr. McKay left the meeting at 9:35 pm.
       The Board moved to extend the meeting to 10:30 pm.
3. Adjournment 10:15 pm.

Record Pursuant to Section 72 of the School Act: Matters Discussed and Decisions reached at the special Closed Meeting of the Board of Education held 24 July 2018,

TRUSTEES PRESENT: Guenther, O'Neill, Boehm, Baptiste, Martens, Macdonald
STAFF PRESENT: Superintendent Wintjes, Secretary Treasurer Futcher

1. Opening by Chair
   1.1. Call to Order 5:51 pm
   1.2. Special Motion to hold a closed meeting
   1.3. Approval of Agenda
2. Action Items
   2.1. PLANNING: Board Self-Review – 1 decision

“Learning, Growing and Belonging Together”
2.2. PERSONELL/PLANNING: Information shared
2.3. Trustee Election: 2 decisions
2.4. PLANNING: Information shared
2.5. PERSONELL: 1 decision
2.6. PERSONELL: Information shared
3. Adjournment 10:15 pm.

Record Pursuant to Section 72 of the School Act: Matters Discussed and Decisions reached at the special Closed Meeting of the Board of Education held 14 August 2018,

TRUSTEES PRESENT: Guenther, O’Neill, Boehm, Baptiste, Martens, Macdonald
STAFF PRESENT: Superintendent Wintjes, Secretary Treasurer Futcher
1. Opening by Chair
   1.1. Call to Order 5:37 pm
   1.2. Special Motion to hold a closed meeting
   1.3. Approval of Agenda
2. Items
   2.1. PERSONELL/PLANNING: Information shared
3. Adjournment 8:17 pm.
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<td><strong>STAT - district calendar</strong></td>
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<td><strong>Student Day Shortened by 2.5 hrs - district calendar</strong></td>
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<td><strong>1:00pm Canceled: IUOE Liaison (committee)</strong></td>
<td><strong>4:30pm Canceled: CCPVPA Liaison (committee room) - district calendar</strong></td>
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<td><strong>Trustee Exp Claim Due - district calendar</strong></td>
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<td><strong>5:00pm Board Partners Retreat - &quot;A Journey Forward&quot; (South Thompson 2:00pm)</strong></td>
<td><strong>3:00pm Canceled: CFTA Liaison (board room; committee room) -</strong></td>
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<td><strong>3:30pm 3rd Mtg - Closed (committee)</strong></td>
<td><strong>Orange Shirt Day SD27 Events - district calendar</strong></td>
<td><strong>Non I Day - No Students - district calendar</strong></td>
<td><strong>Non I Day - No Students - district calendar</strong></td>
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<td><strong>Orange Shirt Day - district calendar</strong></td>
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<td>10:00am FNEC (board room) - district calendar</td>
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<td>STAT - district calendar</td>
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<td>1:00pm IUOE Liaison (committee room; board room) - district</td>
<td>2:45pm Agd Review (committee room) - district calendar</td>
<td>4:30pm CCPVPA Liaison (committee room) -</td>
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<td>Trustee Exp Claim Due - district calendar</td>
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<td>3:00pm CTTA Liaison (committee room; board room) - district calendar</td>
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<td>Non I Day - No Students - district calendar</td>
<td>Trustee Election - district calendar</td>
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<td>3:30pm Brd Mtg - Closed (committee room) - district</td>
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<td>6:30pm Brd Mtg - Open (board room) -</td>
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<td>3/14/2017</td>
<td>Cyclic Policy Review</td>
<td>02 - THAT the Board of Education direct District Staff to update the following policies accordingly: 5145 Protection of Students and Maintenance of Order; 1210 Parents' Advisory Councils; and 4111.12 Harassment and Discrimination and bring draft language to the Board at a later date. ACTION: prepare new policy - work thru liaison committees</td>
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<td>4/25/2017</td>
<td>Policy 1220 School Planning Councils</td>
<td>5/30/2017</td>
<td>03-THAT the Board of Education, to meet the requirements of the School Act, develop a policy regarding School Plans and once this policy is approved, delete Policy 1220 School Planning Councils. ACTION: prepare new policy - School Plans, then delete 1220</td>
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<td>6/27/2017</td>
<td>Policy 4112 Whistleblower Protection</td>
<td>8/23/2017</td>
<td>02 - THAT the Board of Education direct the Secretary Treasurer to review Policy 4112 Whistleblower Protection in regard to the implementation of the policy. ACTION: review/rewrite</td>
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<td>9/26/2017</td>
<td>Policy 6130 Alternate Delivery - Curriculum</td>
<td>10/13/2017</td>
<td>02-THE BOARD OF EDUCATION direct District Staff to bring forward recommendations to revise Policy 6130 Alternate Delivery - Curriculum, to reflect new curriculum implementation. ACTION: develop policy</td>
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<td>9/26/2017</td>
<td>Ministry of Education Finance Audit of SD27</td>
<td>6/22/2018</td>
<td>05-THE BOARD OF EDUCATION receive the Ministry Finance Review of Cariboo-Chilcotin School District and direct District Staff to work towards the completion of the actionable items as listed in the SD27 - Action Plan Progress Report and report back to the Board of Education from time to time. ACTION: work thru list; report to board</td>
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<td>10/17/2017</td>
<td>Cyclic Policy Review: 6141.3 Rural Secondary Programs</td>
<td>11/22/2017</td>
<td>02 - THE BOARD OF EDUCATION direct the Superintendent to review Policy 6141.3 Rural Secondary Programs and recommend revisions to the Board that support the Board's Strategic Plan and the 2016 Rural Education Plan. ACTION: revise 6141.3, open mtg</td>
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ACTION: Staff Consultation / Distribution                                                                                                                                                                |
| 11/28/2017  | School Plans                                     | 6/15/2018   | 05 - THAT the Board of Education invite District Staff to report back at the conclusion of the school year a final update of the School Plans.
ACTION: invite back to June/Sep 2018 board mtg                                                                                                                                                    |
| 12/19/2017  | First Nations Education Committee Minutes - 2017.11.06 |             | Trustees, by consensus requested more information, in future, regarding information on proposals approved by FNEC.
ACTION: advise Dave / Jerome                                                                                                 |
| 1/23/2018   | Further District Considerations and Recommendations |             | 08 - THAT the Board of Education, after considering input from stakeholders, staff and the public regarding the proposed bus lane reconfiguration at Cataline Elementary School to address safety and traffic flow issues, approves the following:
expanding the west parking lot;
modifying traffic flow in the two existing parking lots;
monitoring the control of the traffic/pedestrian flow of school parking lots, before and after school, for the 2018-2019 school year; and
reporting back findings to the Board in May 2019 for further consideration of bus lane configuration.
ACTION: advise Mnt; bring back May 2019                                                                                              |
| 1/23/2018   | Bylaw B2707 Trustee Elections                   |             | 11 - THAT the Board of Education direct the Secretary Treasurer to revise Bylaw B2707 Trustee Elections to reflect the use of mail-in ballots and to ensure the Bylaw is reflective of the new election legislation.
ACTION: draft bylaw and review zone changes                                                                                              |
08 - THAT the Board of Education direct the Superintendent of Schools to begin the application process to the Human Rights Tribunal that will allow the Board to give preferential hiring to people who self-identify as Aboriginal until such a time as the number hired identifying as Aboriginal is in proportion to the number of students who self-identify as Aboriginal.
ACTION: prepare application

03 - THAT the Board of Education direct District Staff to review Policy 3516 Anti-Idling of Engines to reflect a more inclusive policy reflecting a governance model for environmental stewardship.
ACTION: prepare draft

03 - THAT the Board of Education direct District Staff to review Policy 5124 School Completion Certificate to ensure it meets the standards of the Ministry of Education.
ACTION: prepare draft for Board

05 - THAT the Board of Education have staff review our schools for the feasibility of upgrading or adding SOGI neutral washrooms.
ACTION: begin review

08 - THAT the Board of Education direct the Human Resources Committee to review the process for conducting performance reviews on the Superintendent of Schools and Secretary Treasurer.
ACTION: take to HR Committee; set up meeting

09 - THAT the Board of Education, if the Ministry of Education is unable to provide a variance order to vary Trustee Electoral Area boundaries for the 2018 General Election, that a further boundary changes be recommended to align Trustee Electoral Areas 1 and 2 with current Cariboo Regional District and Thompson Nicola Regional District boundaries.
ACTION: contact Ministry; consultation
Open 3/13/2018 Outstanding Motion - SOGI / Washrooms

2018.01.23-12 - THAT the Board of Education direct staff to review policy 5111 Safe Caring and Orderly Schools, for potential input of SOGI and its references.

Open 4/17/2018 Cyclic Policy Review

04 - THAT the Board of Education confirm Policy 3518 Smoking and Smokeless Tobacco Restriction.
ACTION: update, website, share, bcsta

Open 4/17/2018 Cyclic Policy Review

05 - THAT the Board of Education approve, in principle, revisions to Policy 5126 Scholarships, and request input from the Governance Committee and the general public via the District's website, prior to final approval.
ACTION: governance and website

Open 4/17/2018 Locally Approved Resources

02 - THAT the Board of Education accepts the recommendation of the Superintendent of Schools and approves, in accordance with Policy 6163.1 Selection of Learning Resources, the learning resource paperback book: Carey Price; Catherine Rondina for Grades 4-10 for use in School District No. 27 schools.
ACTION: process approval

Open 4/17/2018 Gavin Lake Bus Credit Request

02 - THAT the Board of Education approve $3500.00 in the form of a bus credit to support Grade 6 students attending Gavin Lake Outdoor Education Program for the 2018-2019 school year.
ACTION: write letter
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<tr>
<td>Finance</td>
<td>Governance and Accountability Requirements</td>
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<td><strong>13 - THAT</strong> the Board of Education revise Policy 1120.5 Committees of the Board to include an addition committee of the Board: Audit Committee, with the following parameters: Standing Committee of the Board Model – Advisory Mandate as per the Ministry requirements Committee composition will be a Committee of the Whole</td>
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<td><strong>ACTION:</strong> update Policy</td>
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<td>Finance</td>
<td>Governance and Accountability Requirements</td>
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<td><strong>14 - THAT</strong> the Board of Education, after one year of operation, review the composition of the audit committee to consider the membership of the committee to include the addition of an external community member.</td>
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<td><strong>ACTION:</strong> back to Board June 2019</td>
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<td>Finance</td>
<td>Governance and Accountability Requirements</td>
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<td><strong>15 - THAT</strong> the Board of Education continue the practice to fulfill the requirements of an internal audit by using current staff, and that the Board seek a recommendation from the newly formed audit committee, as to whether the School District would benefit from implementing an Internal Auditor position.</td>
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<td><strong>ACTION:</strong> take to audit committee</td>
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<tr>
<th>Open</th>
<th>5/22/2018</th>
<th>Policy 3522 Teacherages</th>
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<tr>
<td><strong>Given</strong> initial feedback from liaison committees, District Staff is recommending changes to Policy 3522 Teacherages. District Staff will bring recommended changes and rationale to the next meeting of the Board.</td>
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<tr>
<th>Open</th>
<th>5/22/2018</th>
<th>Policy 1125 FOIPPA</th>
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<td><strong>O-02 THAT</strong> the Board of Education, considering the revision is house-keeping in nature, adopt revisions to Policy 1125 Freedom of Information and Protection of Privacy Act without seeking external input.</td>
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<td><strong>ACTION:</strong> Update, distribute, website, bcsta</td>
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<td>6/26/2018</td>
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02 - THAT the Board of Education directs District Staff to prepare a draft policy for Board consideration that combines Policy 3532 Safe Transportation of Students and Policy 3541.1 Transportation of Students.
ACTION: prepare policy

02 - THAT the Board of Education temporarily adopt revisions to Policy 3110 Operation Budget, renamed to Operating Budget and Accumulated Operating Surplus, until such time as the Board's process to solicit input is completed, at which time the Board will consider the feedback and dispose of the policy.
ACTION: process temp policy; gov com; public input

02 - THAT the Board of Education temporarily adopt new policy School Plans, seek stakeholder and public input via the District's website, and consider permanent adoption once the process for input is complete.
ACTION: process, post, seek public input/gov com

02 - THAT the Board of Education, with recommendation from the Superintendent of Schools, approves local use of the following resources:
ACTION: process

04 - THAT School District No. 27 (Cariboo-Chilcotin) Preliminary Annual Budget Bylaw for fiscal year 2018-2019 in the amount of $65,006,080 be read a third time, passed and adopted this 26th day of June 2018.
ACTION: sign, post, submit
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<th>Open Date</th>
<th>Motion Title</th>
<th>Motions Text</th>
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<tr>
<td>6/26/2018</td>
<td>Five Year Capital Plan - 2019-2020</td>
<td>05 - THAT the Board of Education adopts the 2019-2020 Five Year Capital Plan, as presented and including requests for: Busses, Playground Equipment Program, School Enhancement Program, School Replacement, and Carbon Neutral Capital Program, and that the Plan be submitted to the Ministry of Education. ACTION: submit</td>
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<tr>
<td>6/26/2018</td>
<td>Bylaw B2707 Trustee Elections</td>
<td>06 - THAT School District No. 27 (Cariboo-Chilcotin) Bylaw 2707 Trustee Election Bylaw be read a third time, passed and adopted this 26th day of June 2018. ACTION: update; post</td>
<td></td>
</tr>
<tr>
<td>6/26/2018</td>
<td>2017-2018 Audit Planning Report</td>
<td>07 - That the Board of Education submit its response to School No. 27 Auditor's questionnaire regarding the Board's business understanding for 2017-2018, as presented. ACTION: submit to auditors</td>
<td></td>
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<tr>
<td>6/26/2018</td>
<td>Employer Health Tax</td>
<td>08 - THAT the Board of Education join the Cariboo Regional District, City of Williams Lake, City of Quesnel, District of 100 Mile House, District of Wells, and School District No. 28 (Quesnel) in voicing concern regarding the BC Employer Health Tax. ACTION: advise CRD</td>
<td></td>
</tr>
<tr>
<td>6/26/2018</td>
<td>Letter of Support - Rainbow Crosswalk</td>
<td>09 - THAT the Board of Education write a letter to the City of Williams Lake supporting the Williams Lake Pride Committee's effort to install a rainbow colored crosswalk in the City of Williams Lake. ACTION: write letter of support</td>
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</tr>
</tbody>
</table>
In the Valley of Wild Horses
I recently viewed the trailer of the film “In the Valley of Wild Horses”, found at https://www.youtube.com/watch?v=CiQT_uvHJCE&feature=youtu.be and was inspired by the beauty and sense of community that the film exposes viewers to. The film is being shown at the International Film Festival in Vancouver in October. I encourage everyone to watch the trailer and then the film when available. Let’s celebrate this accomplishment alongside our First Nations from Xeni Gwet’in in the beautiful Nemiah Valley.

Superintendent’s Visits to Schools
Part of my commitment to our students and staff includes visits to schools across the district. I scheduled two visits per school from September through January and have attended 19 of our schools prior to this Board meeting. I have thoroughly enjoyed my visits, speaking to students and staff. Every school has highlighted some of the great things happening in their buildings to support student achievement. I look forward to continuing the visits, going deeper each time, while supporting our schools to focus on providing outstanding learning environments in which our students will thrive.

List of Visits
Visit to GROW/Skyline Alternate School – September 4, 2018
Visit to Lake City Secondary (both campuses) – September 5, 2018
Visit to Mile 108 Elementary School – September 7, 2018
Visit to Horse Lake Elementary School – September 7, 2018
Visit to 100 Mile House Elementary School – September 7, 2018
Visit to Peter Skene Ogden Secondary School – September 7, 2018
Visit to Horsefly Elementary/Junior Secondary School – September 11, 2018
Visit to Likely Elementary School – September 11, 2018
Visit to Big Lake Elementary School – September 11, 2018
Visit to 150 Mile Elementary School – September 14, 2018
Visit to Lac La Hache Elementary School – September 14, 2018
Visit to Forest Grove Elementary School – September 14, 2018
Visit to Naghtaneqed Elementary/Junior Secondary School – September 20, 2018
Visit to Alexis Creek Elementary/Junior Secondary School – September 20, 2018
Visit to Anahim Lake Elementary/Junior Secondary School – September 21, 2018
Visit to Tatla Lake Elementary/Junior Secondary School – September 21, 2018
Visit to Cataline Elementary School – September 24, 2018
Visit to Nesika Elementary School – September 24, 2018
Visit to Chilcotin Road Elementary School – September 24, 2018
Board Partners’ Retreat
Our Board Partners’ Retreat has provided a venue to begin our collaborative effort to move the district forward in a positive direction. I was extremely pleased to have all of our employee groups represented, which provided for a fulsome discussion of where we are currently at as a district. With the creation of the Partnership Table, I look forward to engaging our partners in discussions to move forward collectively.

Thompson Rivers University (TRU) Focus Group
TRU Williams Lake partnered with the Scion Group to undertake a Student Housing Market and Demand Analysis. I was invited to participate in this community stakeholder focus group regarding student housing in Williams Lake and provided my insights into current realities and future directions.

City of Williams Lake Education and Training Focus Group
The City of Williams Lake, moving to create a new economic development strategy, invited me to attend a focus group session. The session, lead by Peak Solutions Consulting Inc., explored opportunities and emerging opportunities, current challenges and threats, impediments to development as well as proactive training for a transitioning economy.

Race for the Crown
I attended the Race for the Crown fundraising event put on by Ms. Kaylee Billyboy, who is running for Miss Rodeo Canada. I entered the “Chicken Race” and had a fun time chasing a chicken around the rodeo arena, with my chicken ending up under the bleachers. I was pleased to see School Trustee, Sheila Boehm, take second place in my heat, which qualified her to chase again in the head to head final. Well done Sheila! I also enjoyed the time spent at the event with my spouse, with Secretary Treasurer Kevin Futcher and his spouse, as well as Director of Instruction Dean Coder.

Meetings/Events Attended:
FNEC Special Meeting – June 27, 2018
District Leadership Team – June 27, 2018
Senior Leadership Team – June 27, 2018
PSO Awards Day Ceremony – June 28, 2018
Awards Ceremony at Mile 108 Elementary – June 28, 2018
Meeting with Special Advisor, July 5, 2018
Meeting with International Recruiter and Dean Coder – July 16, 2018
Meeting with Toshiba Representatives and Kevin Futcher – July 19, 2018
Special Closed Board Meeting – July 24, 2018
Meeting with Special Advisor – August 2, 2018
Shortlisting Committee for VP at Lake City – August 7, 2018
Interview Committee for VP at Lake City – August 10, 2018
Special Closed Board Meeting – August 14, 2018
BCSSA Summer Leadership Academy, August 15-17, 2018
Meeting with Special Advisor and Senior Team – August 20, 2018
Principals/Vice-Principals Summer Meeting, August 21-23, 2018
Educational Leave Review Committee – August 27, 2018
Meeting with CCTA re Staffing – August 27, 2018
Senior Leadership Team, September 4, 2018
Senior Leadership Team – September 6, 2018
Meeting with Special Advisor – September 7, 2018
Senior Leadership Team – September 10, 2018
Agenda Review Committee – September 11, 2018
Senior Leadership Team – September 12, 2018
BCSSA Chapter Council Meeting – September 13, 2018
Board Partners’ Retreat – September 16 – 18, 2018

Community Meetings/Events Attended:
Junior Cadets Awards Night – June 27, 2018
Thompson Rivers University Focus Group Meeting – July 24, 2018
Meeting with City of Williams Lake Economic Development – August 2, 2018
Meeting with Sacred Heart Independent School Principal – September 5, 2018
Regional Education Council, September 10, 2018
Meeting with Lori Macala from Rotary re: Starfish Program – September 13, 2018
Race for the Crown – September 15, 2018

Upcoming Meetings/Events:
Orange Shirt Day (School District) – September 26, 2018
Curriculum Implementation Day – September 27, 2018
Professional Development Day – September 28, 2018
Orange Shirt Day (Community) – September 30, 2018
FNEC – October 1, 2018
New Principal/Vice-Principal Meeting – October 3, 2018
Mary’s Lunch (Dog Creek) – October 4, 2018
Thanksgiving Statutory Holiday – October 8, 2018
DPAC – October 11, 2018
Parent/Teacher Interviews – October 15 -18, 2018
Deputy Minister’s Meeting with All Superintendents – October 18, 2018
Professional Development Day – October 19, 2018
Facilities

2018 Summer Facilities Work

100 Mile Elementary
- Completely replaced the schools 13 furnaces
- Replaced sidewalks at the south west side of the school and landscaped the grass area and reseeded
- Replace classroom 2 and rear entry flooring
- Replaced gym hot water tank

150 Mile Elementary
- Replaced all the sinks in the school

Administration
- Replaced 2 roof top heating / air conditioning units

Alexis Creek Teacherage #3
- Replaced furnace

Cataline
- Replaced roof section #1 over office, Library and main entry

Chilcotin Road
- Replaced roof section # 1 over office, main entry and staff room
- Added a H/C washroom for a special needs student
- Replaced the school septic system
- Replaced flooring in Classroom 101, 102 and the office area

Dog Creek
- Replaced Library and office flooring

Horsefly
- Replaced gym furnaces

Horse Lake
Full mechanical system upgrade (heating/ventilation/air conditioning) and replacement of the asbestos T-Bar ceiling throughout the building.
Lac La Hache
- Replaced the staffroom flooring

Lake City Secondary – Columnneetza
- Removed the asbestos floor tile in the back hall of the gym
- Replaced the manual basket-ball backstop lifting system with a new electric system

Mile 108
- Replaced the asbestos tile in the lower hallway and stairway as well as the strong start classroom

Nesika
- Replaced asphalt in main driveway

Peter Skene Ogden
- Replaced the asbestos floor tile in the main hall and counselors area
- Replaced the 2 main heating boilers in the school
- Replaced 2 large hot water heaters

Williams Lake Maintenance
Replaced several windows in the main office building

Health and Safety

A one day Health and Safety training session took place in August for site based Health and Safety Committee members. There are also two additional training sessions planned in October for members who were unable to attend the date in August.

Information Technology

Major items developed over the summer include:

1. The Rural Secondary Program received Eight Spark Video Conferencing Boards. These boards were installed, the operation streamlined, and the installation of WebEx into our Active Directory. They allow the Junior Secondary Students to Interact in an immersive environment of full video and audio along with a Shared Whiteboard.

- The 55 Inch Screen allows for presenting documents (e.g. anything on a laptop or other wireless device) and a whiteboard that can be shared between sites with full touch capabilities.

“Learning, Growing and Belonging Together”
• Students can also be linked into the presentation from a laptop or other device using the WebEx Team Client.

• Possibilities for expansion into other areas is possible such as Pro-D Meetings, Support Services assistance to students, individual face to face meetings, or other scenarios to reduce travel time or program expansion into other schools.

• Spark Boards will eliminate Blackboard Collaborate that was used for many years in the Rural Schools.

• Overall, Spark Boards will change Rural Junior Education and how it is delivered.

• Previously, students sat at a computer, but now they can also sit at a regular desk and receive instruction via the teleconference.

• In the end, the concept will morph into something wonderful and hopefully transferable to other Educational Scenarios in SD27.

For more information on Spark Boards, please watch this video.

2. Intune Device Management is a great leap of efficiency for the IT Department in terms of managing applications, deployment, upgrades, and asset management. From a user point of view, we can now automatically install applications on any Windows, iOS, or Google Device remotely and apply it to any or all devices upon request.

3. Moodle Upgrades including the installation of 88 edymanic courses.

4. Installation of TextHelp which allows all students to have text read to them via their computer, as well as assistance back to them in the creation of documents.

Financial Systems Additions
The Finance, Payroll and Human Resources Departments worked on several projects over the summer including implementation of the Employee Expense Reimbursement System and the Leave Management system. These projects were carry forward from last summer due to the wildfires in the District. It is anticipated that these projects will be ready for implementation and staff training at several small sites this fall.
Preamble
Under the School Act, the Board of Education is obligated to provide facilities and grounds sufficient to conduct School Age education programs.

Policy
The Board of Education recognizes that schools are primarily for the use of children and supports the philosophy that this use is incompatible with the consumption of alcohol on school district property or at school events where students are present. Therefore, serving or consumption of alcohol upon properties owned or operated by the Board of Education is prohibited, unless special permission is granted.

Regulations
A. Definitions
1. School/District Use: For the purpose of this policy, “School/District Use” refers to use for:
   - Activities sponsored, authorized, organized and/or supervised by the District, School, District Parent Advisory Council, or Parent Advisory Council and be for the primary benefit of School District students and be at no cost to the students or be a fundraiser with all monies going to a School District or PAC/DPAC bank account for the primary benefit of School District students.
   - Activities sponsored, authorized, organized and/or supervised by the District or School and be for the primary benefit of School District employees, parents or the community at large.
   - Meetings of School District employee association’s or union’s membership, held on School District properties (owned or operated).

2. User(s) of a Facility: For the purposes of this policy, “User(s) of a Facility” is defined as any individual, organization or business renting a facility.

B. School / District Use
1. Serving or consumption of alcohol upon properties owned or operated by the Board of Education is prohibited.

2. Consumption of alcohol is not permitted on student field trips or any off-site school event where students are present.
3. Storing of alcohol upon properties owned or operated by the Board should not occur. It is recognized that on occasion it may become necessary to temporarily store alcohol on school district premises. The School Principal or Building Manager must be made aware that there is alcohol on the premises. A plan, authorized by the School Principal/Building Manager, must be in place to ensure any alcohol being stored on the premises is in a secured space where students have absolutely no access.

4. At no time shall alcohol be transported or consumed in any school district owned or leased vehicle (the definition of district vehicle includes school buses).

5. The School District will not benefit from the sale of alcohol at events/functions or at fundraisers. No permission will be granted for any District or school specific fundraising events. This includes events sponsored by Parent Advisory Councils.

C. User(s) of a Facility

1. The Secretary Treasurer has authority to approve the serving of alcohol on school district properties when extenuating circumstances arise. (eg. where no other non-school district facilities are available).

2. Applications will only be approved where appropriate steps have been taken to mitigate to the greatest extent possible the Board's exposure to liability.

3. All restrictions expressed and implied by the BC Government Liquor Act are applicable. Special Occasion Licenses are issued under the Liquor Control and Licensing Act to authorize the selling or serving of alcohol at the place designated in the license. A valid certificate issued under the Responsible Beverage Service training program is mandatory.

4. At the discretion of the Secretary Treasurer, School District custodian or management staff may be required to be present at all times at events where alcohol is served and consumed. More staff may be assigned at the discretion of the Secretary Treasurer.

5. Consuming alcohol during times of regular District operation (i.e. 7:00 am – 6:00 pm, Monday – Friday) or at any time students are present, will not be permitted.

6. For special permission to be granted, applications must be in writing to the Secretary Treasurer, received a minimum of three (3) weeks in advance of the event, and include:
a. Clear acknowledgement that approval is conditional on the appropriate license issued by the Liquor Control and Licensing Branch (LCLB) is obtained and that a copy of the license will be provided to the Secretary Treasurer at least one week prior to the event.

b. Clear acknowledgement that approval is conditional on the appropriate valid certificate issued under the LCLB Responsible Beverage Service training program naming the person responsible for the serving of alcohol at the event is obtained and that a copy will be provided to the Secretary Treasurer at least one week prior to the event.

c. Clear acknowledgement that approval is conditional on the appropriate liability insurance in the minimum amount of two million dollars ($2,000,000) with a Host Liquor Liability clause is obtained and that a “Certificate of Insurance” is provided to the Secretary Treasurer at least one week prior to the event.

d. An adequate plan for the security and control of the function.

7. Additional fees will be assessed and are due one week prior to the event:
   a. A refundable damage deposit in the amount of at least 50% of the rental value.
   b. $30.00 per hour fee for each school custodian assigned to monitor the event.

8. Any user group failing to comply with the foregoing requirements, or being deemed guilty of any misuse of Board permission, shall be refused further use of school facilities and grounds.
Open Board Meeting: 25 September 2018  
Kevin Futcher, Secretary Treasurer  
Policy 3519 Alcohol Protocols

Over the summer the School District received a request from the Horsefly Arts on the Fly Festival to use the Horsefly School ice rink for a beer garden on July 13th and 14th.

Over the past number of years the group has successfully operated a beer garden at the Horsefly School grounds. Their safety/control plan includes the use of hired security staff and RCMP presence during the beer garden.

Under the SD27 Alcohol Policy a custodian is required to be in attendance when alcohol is served. However I do not believe that a custodian is required at this event due to the safety/control precautions already in place. Furthermore it is unlikely we would be able to provide custodial coverage so close to the event.

The Secretary Treasurer sent an email to the Board of Education on July 5th (see email below) asking if there were any objections to moving outside Board Policy for this event and then follow up with a Board ratification at the September Open Board meeting. No objections were received and as such the Secretary Treasurer requests Board ratification.

In addition the Secretary Treasurer is requesting that the Board consider changes to Policy 3519 Alcohol Protocols to allow the Secretary Treasurer to use discretion when determining whether custodial or management staff may be required to be present at events where alcohol is served/consumed. See draft policy

From: kevin futcher  
Sent: Thursday, July 5, 2018 8:42 AM  
To: Board of Education <BoardofEducation@sd27.bc.ca>  
Subject: Request to use the Horsefly School ice rink.

Good morning,

The School District received a request from the Horsefly Arts on the Fly Festival to use the Horsefly School ice rink for a beer garden. The event takes place in just over one week (July 13th and 14th)
Over the past number of years the group has successfully operated a beer garden at the Horsefly School grounds. Their safety/control plan includes the use of hired security staff and RCMP presence during the beer garden.

Under the SD27 Alcohol Policy a custodian is required to be in attendance when alcohol is served. However I do not believe that a custodian is required at this event due to the safety/control precautions already in place. Furthermore it is unlikely we would be able to provide custodial coverage so close to the event.

Are there any objections to moving outside Board Policy for this event and then follow up with a Board ratification at the September Open Board meeting?

thanks, Kevin

Kevin Futcher CPA, CGA  
Secretary Treasurer, Corporate Financial Officer  
School District No. 27 (Cariboo-Chilcotin)
Preamble
The Board encourages the recognition of students completing secondary education.

Policy
Schools enrolling Grade 12 students shall hold graduation ceremonies each year. The dates for these ceremonies shall be established by the principals in consultation with the Superintendent of Schools.
Preamble
The annual operating budget, including the Accumulated Operating Surplus, is a financial plan reflecting the objectives established by the Board of Education for the school/fiscal year to which the budget applies. It should further support the implementation and maintenance of the District’s educational and operational plans. The budget should also be consistent with the Board's mission, vision and values statements.

Policy
The Board of Education views the preparation and approval of the Annual and Amended Annual Operating Budgets as a major Board function. It believes that there must be opportunities for meaningful input from employees, parents and the community in the development of the budget.

The Board of Education recognizes that healthy Accumulated Operating Surplus levels are important in achieving educational goals including financial health and stability and are an integral part of the budget process.

The Board of Education is responsible for ensuring the School District is protected financially from extraordinary circumstances which would negatively impact the education of students. To discharge this responsibility, the Board will establish a restricted portion of its accumulated surplus which would be used to mitigate any negative impact such circumstances might cause.

Regulations
A. Definitions:
1. School/Fiscal Year: The school year runs from July 1st to June 30th.

2. Budget Cycle: The budget cycle begins in January each year, with the Annual Budget being finalized in June for implementation in September, and continues through to February of the following year, with the finalization of the Amended Annual Budget.

3. Annual Operating Budget or Annual Budget: The Annual Budget is the preliminary budget that is prepared each spring for the next school year. It is based on estimated student enrolment, revenue and expenditures. The Annual Budget must be adopted by the Board and is currently due to the Ministry of Education by June 30th each year.
4. Amended Annual (Operating) Budget: Revisions to the Annual Budget, using confirmed student enrolment and provincial revenue and estimated other revenue and expenditures, form the Amended Annual Budget. The Amended Annual Budget must be adopted by the Board and is currently due to the Ministry of Education by February 28th each year.

5. Budget Bylaw: Annual and amended budgets are required by the School Act to be adopted by the Board through a bylaw. A bylaw requires three distinct readings before it is finally adopted by the Board.

6. Accumulated Operating Surplus: Is a term defined by the Public Sector Accounting Standards. It is the accumulated excess of operating revenues over operating expenses from prior budget years.


8. Unrestricted Surplus: The accumulated operating surplus built up in the School District’s operating fund that has not be designated for specific uses.

B. Budget Development

1. The Board is required by the School Act to develop an annual operating budget and submit it to the Ministry of Education in a prescribed form by prescribed dates.

2. The Secretary Treasurer, as the Board’s corporate financial officer, is specifically responsible for the financial management of the budget, and all financial reports and reports directly to the Board of Education in this capacity.

3. Responsibility for the overall management of the educational and operational programs that are supported by the annual budget is that of the Superintendent and Secretary Treasurer.

4. The Secretary Treasurer will lead the Board through a comprehensive review of the District’s financial situation at least once during the term of the Board, generally after each general election of trustees.

5. The Board encourages input and consultation into the Annual Budget at appropriate times each year with stakeholders and the general public. The Board, in recognizing the vast geography of the school district, will do its best to ensure that opportunity is provided for meaningful input into
the budget. Opportunities may include physical and/or electronic meetings and any other avenues as deemed appropriate by the Board.

6. Each year, by December 31, the Secretary Treasurer will present, for the Board’s approval, a preliminary annual budget process timeline outlining meeting dates and times, including those times for public and stakeholder input and consultation.

7. The Secretary Treasurer will provide periodic financial information regarding the status of the budget to the Business Committee.

8. A typical Financial Cycle:

C. Accumulated Surplus

1. There are four categories of Accumulated Operating Surplus:
   a. Internally Restricted due to nature of constraints on the funds, such as contractual obligations, Aboriginal education, School Generated Funds, Education, and Donator named funds.

   b. Internally Restricted due to anticipated unusual expenses identified by the Secretary Treasurer, such as exempt staff compensation, staffing and labour relations, employee benefits, NGN implementation, anticipated severance, contingency reserve

   c. Internally Restricted due to operations panning the school year, such as future years’ operations/budget (not beyond the next three fiscal years), Schools and Department surpluses/carry-forwards (not beyond the next three fiscal years), Operating projects in progress, Technology, utilities, equipment and Capital projects (including amounts to be transferred to Local Capital, but have not
yet been identified for specific initiatives), purchase order commitments, distributed learning, summer school, International program, strategic planning, school reconfiguration.

d. Unrestricted operating surplus (includes funds that may be used in budget years beyond the next three fiscal years).

2. A healthy Accumulated Operating Surplus should be in the range of 1%-4% of the Board’s Operating Revenue. If the accumulated surplus is expected to be higher or lower than the range, the Board of Education must develop a plan of how to restore the accumulated surplus, to the specified range.
   a. The Internally Unrestricted Accumulated Operating Surplus should not exceed 10% of the total Accumulated Operating Surplus. If the amount exceeds 10%, a resolution of the Board of Education is required.

3. The Secretary Treasurer will annually assess each operating surplus item to determine if the amount is still valid. The assessment will include reviews of historical usage of operating surplus items. Amounts will not be internally restricted that will not likely be spent in the next three fiscal years, unless extraordinary circumstances occur.

4. Although accumulated surpluses can be a source of cash for spending, surpluses cannot be used to sustain on-going services.

5. The Board of Education will provide information in the Notes to the Financial Statements, itemizing what internal restrictions have been placed on the accumulated operating surplus. Further narratives explaining how the funds were accumulated and what the ongoing plan is for the use of these accumulated surpluses, in addition to how the surplus supports achievement of the goals of the School District in a Financial Statement Discussion and Analysis is encouraged.

6. Accumulated Operating surplus will not be transferred to Local Capital without supporting detail of what projects these Local Capital funds will be spent on. Until such time as the funds can be identified for a specific Local Capital funded project, the funds will be retained in accumulated operating surplus.

7. It is expected that the annual operating budget will allow transfers to local capital which are sufficient to allow efficient replacement or acquisition of assets. Transfers to local capital should be authorized through budget bylaw process or by separate Board resolution.
8. Any transfer of funds between the Operating Fund and Capital fund not included in the Annual Budget, or the Amended Annual Budget, will be considered by the Board, who may seek input from the Governance Committee prior to making its decision.
Q3 Do you foresee any difficulties posed by the implementation of this policy?  
No

Q4 Will the proposed policy put unreasonable demands on people or resources?  
Yes,  
If so, in what way?:  
Put more pressure in schools, teachers, and support staff in supporting students. Additional funds should be implemented in classrooms in September.

Q5 Do you have ideas to make the policy more effective?  
Yes,  
Please indicate the intent of these suggestions.:  
Having a plan to have that large of a surplus every year seems counter productive to ensuring student success. What unforeseen circumstances do you foresee needing a surplus this large for?

Q6 Please indicate any proposed wording changes and your intent for these changes.  
Respondent skipped this question
Policy

The Board of Education, in each school year, is required by the School Act to approve a School Plan for every school in the school district.

Regulations

1. Each school in the School District must prepare annually a School Plan. Input on the plan from staff and the Parent Advisory Council of the school, through its executive, is recommended and encouraged.

2. The plan must be submitted to the Superintendent of Schools on a date determined by the Superintendent.

3. The Superintendent, or delegate, is responsible for reviewing each school’s School Plan to ensure they meet the requirements of the Ministry and/or District.

4. It is the responsibility of the Superintendent, that in making a formal recommendation to the Board of Education regarding the approval of each School Plan, that the Plans meet all requirements.

5. Once the Board has approved the School Plan for each school, the Plans will be posted to the District’s website for parent and community perusal.
School District No. 27 (Cariboo-Chilcotin)

SCHOOL PLANNING COUNCILS

Policy No. 1220
Effective: April 2004
Initial Adoption: January 2003

Policy
The Board of School Trustees of School District 27 (“the Board”) supports the establishment of School Planning Councils for the purposes set out in the School Act.

The School Board recognizes its responsibility to ensure that School Planning Councils function effectively and in accordance with ethical standards and the School Act to represent the school community in the development of the School Plan.

Definitions:
Collaboration: Collaboration is the process of various groups in the school community working together to develop a School Plan that will provide direction to the school community in its improvement efforts.

Consensus: Consensus is achieved in the deliberations of the School Planning Council by discussion and dialogue about an issue until there is agreement about the issue by all members of the School Planning Council.

Consultation: Consultation is the process whereby advice is sought from individuals and groups in the school community to assist in the development of the School Plan. The consultation process, the development of the School Plan, and the decisions made about the School Plan are the responsibility of the School Planning Council.

District Liaison Officer: The District staff member assigned by the Board of School District No. 27 to be responsible for the implementation and ongoing operations of School Planning Councils in the schools of the District.

Regulations
School Planning Councils (SPC) are organized and operated as follows:

1.0 NAME
1.1 The title of the SPC for each school shall be the full name of the school followed by the words “School Planning Council.”

2.0 PURPOSE
2.1 The SPC provides parents, teachers and the Principal with an advisory process as they:
2.1.1 Review the Draft School Plan and supporting documentation prepared by the Principal;
2.1.2 Prepare the final School Plan; and
2.1.3 Participate in the development of:
• The goals and objectives identified for the School Plan;
• The targets for improvement in student achievement;
• The data and process used to identify the goals and strategies;
• The data to track the progress of the School Plan; and
• The funding and resource decisions linked to the School Plan.

2.2 The aim and focus of the work of the SPC is to facilitate student achievement.

2.3 The following are not within the mandate of the SPC:
  2.3.1 Personnel matters;
  2.3.2 Personal and confidential information on students, parents, teachers, other employees and members of the school community;
  2.3.3 Performance or conduct of individual employees, students, parents and members of the school community;
  2.3.4 Terms and conditions of employment contracts;
  2.3.5 Complaints; and
  2.3.6 Activities beyond the advisory and consultative roles set out in the School Act and this policy.

3.0 SUPPORT
3.1 The Superintendent shall designate a Board Officer to act as District Liaison for the SPCs. The District Liaison Officer is available to attend any meeting of a SPC or a SPC sub-committee and may designate another Board Officer to attend in his or her place.

4.0 MEMBERSHIP
4.1 With the exception of the Principal, membership is voluntary.

4.2 Membership is restricted to:
  4.2.1 The Principal of the school;
  4.2.2 One (1) of the teachers at the school, elected annually by secret ballot by the teachers who teach at the school;
  4.2.3 One (1) Grade 10, 11, or 12 student in schools that enroll one or more of those grades, appointed by the Principal in consultation with the students from those grades; and
  4.2.4 Three (3) representatives of the Parents’ Advisory Council (PAC) who are:
    a. Parents of students enrolled in the school;
    Note: A parent is defined in the School Act as:
    i. The guardian of the student or child; or
ii. The person legally entitled to custody of the student or child; or

iii. The person who usually has the care and control of the student or child.

b. Elected annually by the PAC; and
c. Not an employee of any school board.

4.2.5 In addition, one of the parent representatives must be an elected member of the PAC executive.

4.3 By September 30th of each year, the Principal of each school shall advise the PAC, if one exists, teachers and students, where applicable, in the school of the need to elect representatives.

4.4 Where appropriate, the PAC is encouraged to actively seek nominations from specific groups in the school.

4.5 If there is no PAC in the school, the Principal shall notify parents of the need to establish a SPC with parent representation. In consultation with the District Liaison Officer, the Principal will make recommendations to the School Board regarding parent representation on the SPC.

4.6 If an insufficient number of parent representatives are elected by the Parent Advisory Council by October 31st of each year, the Principal, in consultation with the PACs and the District Liaison Officer, will make recommendations to the School Board regarding parent representation.

4.7 If no teacher representative is named by October 31st of each year the Principal shall, in consultation with teachers and the District Liaison Officer, make recommendations to the School Board regarding teacher representation.

4.8 The Board may appoint appropriate members to the SPC if vacancies occur and cannot be filled after the best efforts of the Principal and District Liaison Officer are exhausted.

4.9 Teachers and Parents' Advisory Councils should elect alternate representatives.

4.10 The Principal may designate a Vice-Principal, the District Liaison Officer or District Officer responsible for the school to act as her/his alternate for one or more meetings.

4.11 The term of office for elected SPC representatives is not more than 12 months from the date SPC members first take office in October. Representatives may be re-elected.
4.12 During their term of office, if a teacher or parent rep resigns or if during their term of office a teacher or parent rep fails to attend two duly called meetings in a row, unless the SPC agrees otherwise, then the membership of that teacher or parent rep on the SPC will cease and the alternate will take the previous rep’s place on the SPC. If there is no alternate, then the group the member represents will elect another rep within one (1) month of that member’s loss of SPC membership. Alternatively, the Board will appoint a representative.

4.13 If, in reference to Clause 4.2, an individual ceased to be an eligible member, their alternates will take the previous rep’s place on the SPC. If there is no alternate, then the group’s members will elect another rep within one (1) month of that member’s loss of membership. Alternatively, the Board will appoint a representative.

4.14 The teacher and parent reps must maintain the confidence of those who elected them. If the teaching staff or parents hold a vote of non-confidence in their rep and that vote of non-confidence is supported by a two-thirds majority of those members present at a meeting called for that purpose with each member being provided with written notification at least one week in advance of the meeting, then the SPC membership of that rep ends immediately and the alternate will take the previous rep’s place on the SPC. If there is no alternate, then the group the member represents will elect another rep within one (1) month of that rep’s loss of SPC membership. Alternatively, the Board will appoint a representative.

5.0 ELECTIONS and DUTIES OF OFFICERS

5.1 Officers: Chair and Secretary. The Chair and the Secretary shall be elected from the members of the SPC. The Chair and the Secretary will be the officers of the SPC.

5.2 The term of office for the Chair and Secretary will be for one year. They may be re-elected for subsequent terms.

5.3 Chair: The Chair of the SPC will preside over all meetings.

5.4 Secretary: The Secretary shall record attendance and prepare minutes (cc. SPC, staff bulletin board, PAC, Principal, Students (where applicable), District Liaison Officer, District Officer responsible for the school) and prepare and distribute notices for all Council meetings and have custody of all records and documents of the Council.
5.5 Committees: The SPC may establish advisory committees and appoint members of the SPC to serve on committees and delegate tasks to those committees.

6.0 RESPONSIBILITIES OF MEMBERS
6.1 Members of the SPC are expected to:
   6.1.1 Attend SPC meetings;
   6.1.2 Become knowledgeable about the issues facing the SPC;
   6.1.3 Support the SPC in its focus on student achievement;
   6.1.4 Be free of “Conflicts of Interest;” and
   6.1.5 Adhere to all other responsibilities regarding the operation of the SPC, including, but not solely limited to those identified in this Policy.

7.0 MEETINGS
7.1 When the representatives have been named, but not later than October 31st of each year, the Principal shall call the inaugural meeting of the School Planning Council. The inaugural meeting shall include:
   7.1.1 The election of officers;
   7.1.2 The establishment of guidelines under which meetings will be run; and
   7.1.3 The establishment of a schedule of future meetings. An outline of future agenda items may also be discussed and determined.

7.2 It is expected that meetings will be conducted effectively based on an agenda prepared and circulated in advance by the Chair and Secretary. The scheduling of the meetings is the responsibility of each planning council.

7.3 All business or matters coming before the SPC shall be decided by consensus. The SPC may request the services of the District Liaison Officer to assist with mediation of issues if consensus cannot be achieved.

7.4 The Principal shall ensure that minutes from the meetings are held in the custody of the school as an ongoing record of the operations of the SPC.

7.5 SPC meetings shall be open to members, alternates and invited guests who have permission from the Council.

7.6 The Chair may require anyone to leave, other than a member, if he or she is disrupting the functioning of the Council.

7.7 The SPC may meet by telephone or electronically as long as all
members can communicate with each other.

7.8 Additional meetings may be convened at the call of the Chair with at least one week’s notice. Notice may be waived by unanimous consent.

7.9 Any member may place an item on the proposed agenda of the next meeting by request to the Chair. Agendas shall be provided at least one week in advance but this shall not prevent members from adding matters to the agenda for discussion without prior notice.

8.0 FINANCIAL

8.1 As volunteers, SPC members will not receive an honorarium, payment or reimbursement of expenses.

8.2 A SPC has no power to raise or expend money.

9.0 SCHOOL PLAN

9.1 The SPC will submit the complete School Plan and any supporting documentation to the Board by April 15th of each year.

9.2 The Board will consider the School Plans, and after the Board has approved the School Plan by June 30th of each year, the SPC will support its implementation and monitor the progress being made to achieve the school’s goals, as established in the school plan.

9.3 The Superintendent may adjust these dates if necessary to integrate with the School District’s planning cycle and may set different dates for different components of the consultation process.

9.4 The SPC must consult with the school’s PAC during preparation of the School Plan. Consultation shall be continuous, with notice given to parents in accordance with PAC protocols. This consultation will provide the PAC members a reasonable opportunity for input into the School Plan and must include a presentation of the final draft. The SPC will consider such input when deciding on the School Plan.

9.5 The SPC will also consult with other members of the school community regarding preparation of the School Plan. Such consultation shall, at a minimum, provide notice of the Draft School Plan and a formal opportunity for employees in the school to meet and discuss the Draft School Plan. The SPC shall provide employees with a reasonable opportunity for input into the School Plan and consider such input when deciding on the School Plan.

9.6 The SPC will consider what other groups and individuals who are important to the life of the school should be included in the
consultation and how to communicate with them.

10.0 CONFIDENTIALITY and CONDUCT

10.1 From time to time, the SPC may be provided with school resource information by or on behalf of the Board that has been designated as confidential. The members of the Council are expected not to disclose such information without permission given by or on behalf of the Board and to abide by any restrictions or conditions placed on disclosure of the information.

10.2 Members are expected to be collaborative and respectful in the conduct of Council business and to abide by the rulings of the Chair.

10.3 Any member of a SPC may request the District Liaison Officer appointed under this Policy to assist the SPC in resolving internal disputes or problem-solving or improving its processes.

10.4 Any complaint about the functioning of the SPC should be made to the Council through its Chair. If the complaint is not resolved, then the complainant may address the complaint to the District Liaison Officer as part of the District Communications protocol.

10.5 If it appears to the Board, following investigation, that a member of a SPC has been guilty of misconduct, including, but not limited to, breach of confidentiality, the Board may discharge the member and request that a new member be elected or may appoint a new member if elections are not feasible. Before making such a decision, the Board shall ensure that the member has had the opportunity to respond to the allegations.

11.0 ACCEPTANCE, REJECTION, MODIFICATION OF THE SCHOOL PLAN

11.1 In order for the proposed School Plan to be adopted by the School Board, it must meet the following criteria:

11.1.1 Be consistent with the protocols and processes of the SPC as outlined in the policy;

11.1.2 Indicate a consistency between available data, goals and strategies;

11.1.3 Be focused on student achievement; and

11.1.4 Include the major domains of achievement in literacy and numeracy, social responsibility, equity and career education (where appropriate) as outlined by the Ministry of Education

11.1.5 Be consistent with the policies of the Board, meet legal requirements, and be supportable from available school resources.

11.2 If the Board rejects a proposed School Plan, it shall provide reasons in writing to the SPC. The SPC will modify the School Plan and
return to the Board by the date specified.

12.0 QUORUM
12.1 Quorum shall be the Principal (or a representative of the principal as defined in Clause 4:10 and two other members or their alternates.

13.0 AMENDMENTS
13.1 The Board may make amendments to this Policy and Regulations from time to time.
Q3 Do you foresee any difficulties posed by the implementation of this policy?

Yes,
If so, explain why:
Am somewhat concerned that there is no consultation with students or parents prior to putting a School Plan in place.

Q4 Will the proposed policy put unreasonable demands on people or resources?

No,
If so, in what way:
It's a legislated requirement to have a School Plan in place.

Q5 Do you have ideas to make the policy more effective?

Yes,
Please indicate the intent of these suggestions:
Consultation is needed.

Q6 Please indicate any proposed wording changes and your intent for these changes.

I would think that there would be value in having a period of consultation, i.e. Superintendent makes School Plans publicly available for input from students and parents prior to submitting for approval from the Board.
School District No. 27 (Cariboo-Chilcotin)

SCHOLARSHIPS

Policy No. 5126
Effective: 2018.09.25
Initial Adoption: October 1984

Preamble
The Board is committed to community involvement in the education of its students. It views the granting of scholarships and bursaries as a recognition of student achievement and as encouragement for further education.

Policy
1. The Board encourages the provision of scholarships and bursaries for graduating students by individual citizens or community organizations. Such donations shall be provided in accordance with Board regulations.

2. The Board shall establish a District Scholarship Committee which shall administer the Ministry sponsored Dogwood District/Authority Awards (District Scholarship Program) in accordance with Board Regulations.

Regulations
A. SCHOOL AWARDED SCHOLARSHIPS
1. Each school enrolling Grade 12 students shall establish a School Scholarship Committee or Joint School Scholarship Committee of professional staff and, if desired, community members. The Committee will administer the scholarship program in schools represented by membership. Any appeals by students will be adjudicated by the District Scholarship Committee.

2. Donors should specify criteria upon which they wish the grant to be made, and are encouraged to consult the staff of the school when drafting such provisions.

3. The selection of recipients, based on the criteria specified by each donor, will be made by the professional staff, or a committee of staff and community members.

5. Funds will be transferred to award winners as per agreement with the school and the donor.

6. In addition to any scholarships thus awarded, the school will give public recognition for outstanding scholastic achievement.

7. Scholarships available, and the criteria upon which each award is based, will be made available to all Grade 12 students and their
parents via the District website. A printed handbook may be made available at the discretion of the school. Applications will be actively encouraged.

B. **DOGWOOD DISTRICT/AUTHORITY AWARDS (District Scholarship Program)**

The Dogwood District/Authority Awards Program rewards graduating students for excellence in their chosen non-academic field(s). These scholarships are intended to assist tuition for furthering students’ post-secondary education.

1. Under the Ministry of Education’s Handbook of Procedures for the Graduating Program, a District Scholarship Committee is required to administer the Dogwood District/Authority Awards Program.

2. The District Scholarship Committee shall consist of:
   i. one trustee appointed by the Board Chair
   ii. the Superintendent of Schools who will act as the chair
   iii. two secondary school principals
   iv. one teacher appointed by the president of the CCTA

3. The Committee shall be convened to act as an adjudication committee in the event of an appeal relating to the awarding of scholarships or bursaries or to establish further regulations for the granting of the awards as necessary.

4. Dogwood District/Authority Awards as established by the Ministry of Education, will be distributed on a proportional basis, determined by the September 30th, Grade 12 enrollment to schools.

5. School Scholarship Committees will make the selection of award winners for their schools in accordance with the Ministry of Education’s Handbook of Procedures for the Graduating Program.

6. Students applying for Dogwood District/Authority Awards must have attained superior achievement (minimum of 80%) in one or more fields of learning, as per the Handbook of Procedures for the Graduating Program in any of the following specialty areas
   ii. International Languages
   iii. Indigenous Languages and Culture (demonstrated in the school or in the community)
   iv. Fine Arts (Visual Arts, Dance, Drama, Music)
   v. Physical Activity (eg: Athletics, Dance, Gymnastics, not limited to Physical Education)
vi. Community Service (Volunteer Activity)
vi. Technical and Trades Training (e.g.: Carpentry, Automotive, Mechanics, Cook Training)

7. Principals shall submit to the Chair of the District Scholarship Committee the names of the award winners of the Dogwood District/Authority Awards prior to the school notifying award winners and prior to the Ministry of Education’s deadline of August 31.

8. The Superintendent of Schools, as District Scholarship Committee Chair, will ensure that an equitable distribution of scholarship awards are made across the recognized fields of learning as per the Ministry of Education’s Handbook of Procedures for the Graduation Program.
Q3 Do you foresee any difficulties posed by the implementation of this policy? Yes, Consultation with the SD#27 scholarship coordinator is recommended.

Q4 Will the proposed policy put unreasonable demands on people or resources? Yes, Consultation with the SD#27 scholarship coordinator is recommended.

Q5 Do you have ideas to make the policy more effective? Yes, Consultation with the SD#27 scholarship coordinator is recommended.

Q6 Please indicate any proposed wording changes and your intent for these changes. Respondent skipped this question