



SD70 (ALBERNI) BOARD OF EDUCATION
PUBLIC AGENDA
5:00 pm – January 14, 2020
Administration Office, Port Alberni, B.C.

Call to Order – Board Chair

Questions of Agenda/Approval of Agenda for January 14, 2020

Conflict of Interest Declaration

1.0 Adoption of Minutes of December 10, 2019

2.0 Announcements of the Chair

3.0 Good News from the Schools

3.1 ACRD Child Care Planning Team – *Marcie DeWitt, Tracy Smyth*

3.2 ADSS Social Justice (Equality) – *Anne Ostwald*

4.0 Trustee Statements

5.0 Petitions/Delegations/Presentations - Nil

6.0 Staff Reports

6.1 Superintendent's Report

The Superintendent will provide his monthly report.

Greg Smyth

6.2 Expenditures for November 2019

RECOMMENDATION

It is recommended that the expenditures for the month of November 2019 be approved as follows:

Description	November
Supplies and Services	\$574,950.03
Salaries and Benefits	\$3,430,581.33
	\$4,005,531.36

RATIONALE

Trustees have reviewed the cheque listings.

Lindsay Cheetham

6.3 Expenditures for December 2019

RECOMMENDATION

It is recommended that the expenditures for the month of December 2019 be approved as follows:

Description	December
Supplies and Services	\$338,372.07
Salaries and Benefits	\$3,762,960.21
	\$4,101,332.28

RATIONALE

Trustees have reviewed the cheque listings.

Lindsay Cheetham

7.0 Executive Committee Reports

7.1 January 8, 2020.

8.0 Unfinished Business/New Business - Nil

9.0 Policy Development

9.1 Policy Adoption – P106: Board/District Communication

RECOMMENDATION

It is recommended that the Board adopt P106: Board/District Communication.

RATIONALE

This policy was served Notice of Motion on November 12, 2019, was up for discussion on December 10, 2019 and is now ready for adoption.

Greg Smyth

9.2 Policy Adoption – P 612: School Libraries

RECOMMENDATION

It is recommended that the Board delete P612: School Libraries.

RATIONALE

This policy was served Notice of Motion on November 12, 2019, was up for discussion on December 10, 2019 and is now ready for adoption.

Greg Smyth

9.3 Policy Adoption – P 620: Community Speech Services

RECOMMENDATION

It is recommended that the Board adopt P620: Community Speech Services.

RATIONALE

This policy was served Notice of Motion on November 12, 2019, was up for discussion on December 10, 2019 and is now ready for adoption.

Greg Smyth

9.4 Notice of Motion – P134: Aboriginal Education Advisory Committee

RECOMMEDATION

It is recommended that the Board serve Notice of Motion to amend P134: Aboriginal Education Advisory Committee.

RATIONALE

This policy requires a change in language from Aboriginal to Indigenous as recommended by the current Aboriginal Education Advisory Committee.

Greg Smyth

9.5 Notice of Motion - P600: Curriculum Implementation

RECOMMEDATION

It is recommended that the Board serve Notice of Motion to amend P600: Curriculum Implementation.

RATIONALE

This policy is not necessary as processes relating to curriculum implementation are contained in the ADTU Collective Agreement.

Greg Smyth

9.6 Notice of Motion – P602: Communicating Student Learning

RECOMMEDATION

It is recommended that the Board serve Notice of Motion to amend P602: Communicating Student Learning.

RATIONALE

A Local policy is required for districts that use a reporting format that differs from the Provincial Reporting Order.

Greg Smyth

10.0 Correspondence – Action Required - Nil

11.0 Correspondence – For Information

11.1 copy of the Westerly News dated December 4, 11, 18 2019 and January 1, 2020.

11.2 copy of the Ha-Shilth-Sa News dated December 12, 2019.

12.0 Board Committees

12.1 Policy and Procedure Committee – *minutes of January 7, 2020.*

13.0 Internal District Committees - Nil

14.0 External or Community Committees

15.1 Port Alberni Museum & Heritage Commission – *Trustee Craig*

15.0 Audience Question Period

Adjournment

EXECUTIVE COMMITTEE MEETING

DATE: JANUARY 8, 2020
LOCATION: CONFERENCE ROOM
TIME START: 9:00 AM **TIME END:** 9:10 AM

ATTENDANCE LOG

Lindsay Cheetham	Greg Smyth	Greg Roe
Cindy Hewitt	Laurie Morphet	Barb Witte
Diana Moore		

DISCUSSION ITEMS

GS	N/A
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INFORMATION

LM	1.	Has hired a Speech Language Pathologist who starts January 20 th and a Psychologist who will start on February 10 th .
GS	2.	Student registration for next school year begins February 3 rd .
GS	3.	Exploring changing district documents to gender neutral language.
GS	4.	Planning underway for the January 24 th Curriculum Implementation Day.

NEXT MEETING: JANUARY 22 2020

RECORDED BY: Barb Witte

134: INDIGENOUS EDUCATION ADVISORY COMMITTEE (P)

Approved: 87 12 15
Amended: 92 02 04
Amended: 92 12 15
Amended: 07 05 22
Amended: 18 06 12

POLICY

The Board of Education believes that the education of Indigenous learners is enhanced by meaningful and regular consultation with and input from the local Indigenous community. The Board endorses the formation of the Indigenous Education Advisory Committee to assist the Board of Education in meeting the needs of Indigenous learners.

REGULATIONS

1.0 PURPOSE

The purpose of the Indigenous Education Advisory Committee includes:

- 1.1 liaison with local first nations and the Nuu-chah-nulth Tribal Council;
- 1.2 advice into the development of Indigenous Education programs;
- 1.3 advice as to the expenditure of supplemental Indigenous education funds;
- 1.4 provision of resource people with respect to cultural, educational and governance concerns;
- 1.5 advice as to the development and monitoring of the Indigenous Enhancement Agreement,
- 1.6 and advice and support to the District answering the Calls to Action of the Truth and Reconciliation Commission that pertain to education.

2.0 COMPOSITION

One representative from Ucluelet First Nation
One representative from Tseshaht First Nation
One representative from Hupacasath First Nation
One representative from Tlaaquiat First Nation
One representative from Ditidaht First Nation
One representative from Huu-ay-aht First Nation
One representative from Toquaht First Nation
One representative from Uchucklesaht First Nation
One representative from Ahousaht First Nation
One representative from Hesquiaht First Nation

Two representatives of the Nuu-chah-nulth Tribal Council
One representative from the Port Alberni Metis Association
One representative from the Port Alberni Friendship Centre
Three trustees from SD 70 (Alberni)
Superintendent or designate
District Principal – Indigenous Education
One representative from the PVPA
One representative from the Alberni District Teachers Union

The committee will be co-chaired by a Board of Education representative and an Indigenous representative.

3.0 TIME OF MEETINGS

The Committee will meet at the call of the Chair.

4.0 COMMITTEE OBJECTIVES

- 4.1 to develop and reinforce in Indigenous students a strong Indigenous identity, pride in their heritage, and a feeling of self-worth as First Nations people;
- 4.2 to assist in the development of Indigenous education programs which enhance academic and vocational skills, while promoting personal, social and cultural growth;
- 4.3 to improve the learning environment at all levels of the school system so that Indigenous students may gain maximum benefit from their formal education.
- 4.4 to increase the number of Indigenous graduates able to gain immediate employment or develop work/career patterns;
- 4.5 to increase the number of Indigenous graduates with skills of value in the development of their communities;
- 4.6 to establish structures through which Indigenous people at the community level can define and implement their goals for education.

600: CURRICULUM IMPLEMENTATION (P)

Approved: 90 04 17

POLICY

The Board of Education believes that successful curriculum implementation occurs when teachers have the opportunity to study the new curriculum, understand the change involved, discuss implications with colleagues, and adopt the new ideas to suit local school conditions and the needs of different kinds of students.

The Board authorizes the formation of Curriculum Implementation Advisory Committees sufficient to deal with each new major curriculum initiative so as to ensure that relevant factors respecting implementation are carefully considered prior to and during the implementation process.

The Advisory Curriculum Committee shall report its findings to the Education Committee of the Board.

REGULATIONS

1.0 CURRICULUM IMPLEMENTATION ADVISORY COMMITTEE

1.1 The composition of the Committee shall minimally include:

- i) Assistant Superintendent of Schools (chairperson)
- ii) One Trustee
- iii) One Administrative Officer
- iv) Two representatives of the ADTU appointed by the President of the ADTU after consultation with the chairperson of the Committee.

2.0 FUNCTION OF THE COMMITTEE

2.1 The Committee's primary purpose shall be the planning of new curriculum change in order to ensure that the changes result in the improvement of delivery of instruction and the facilitation of student learning. To this end, the Committee shall consider:

- i) whether the intentions of the curriculum are clearly understood;
- ii) the district climate with respect to curriculum change;
- iii) involvement of stakeholders and communication with stakeholders;
- iv) administrative commitment;

- v) credibility of the advocate(s) for change;
- vi) priority within competing demands;
- vii) resource allocation;
- viii) realistic timelines;
- ix) necessary planned professional development;
- x) in-school planning; and
- xi) assessment and feedback.

2.2 The Committee shall also consider the District-wide approach to be used in curriculum implementation, including the following options:

- i) district-wide orientation;
- ii) district-wide in-service
- iii) school based development
- iv) trainer-or-trainers model
- v) resource team model;
- vi) host schools
- vii) team building
- viii) teacher networking
- ix) groups and clusters.

2.3 The Committee, after consideration of relevant factors, shall present its implementation plan to the Education Committee for review and recommendation of the Board. The implementation plan shall include:

- i) goals
- ii) strategies
- iii) responsibility
- iv) time frame
- v) monitoring and adjusting or **Formative Evaluation**.

Reference: Ministry of Education publication "Educational Program Implementation – 1989"

602: COMMUNICATING STUDENT LEARNING (P)

New

POLICY

The Board of Education is committed to communicating student learning to parents/guardians in ways that are clear, meaningful and ongoing. The Board's policy for communicating student learning is required by Ministerial Orders and Regulations authorized under the School Act and based on the principles and practices that contribute to effective communication of student learning.

The purpose of communicating student learning is to inform students and parents/guardians of student progress and achievement over time. Student performance is assessed in relation to prescribed learning standards, competencies and/or student-specific goals and is based on evidence collected through various assessment activities during an instructional period. Educators use performance standards and professional expertise to make judgments about student performance in relation to learning standards, competencies and/or student goals.

Provincial policy for communicating student learning requires that parents or legal guardians be provided with both formal written and informal reports on student learning each school year. To be considered either a formal or informal communication with parents/guardians, reports must

- be in relation to prescribed learning standards, competencies and/or student-specific goals
- be based on authentic evidence of student learning, and
- provide descriptive feedback

The regulations below outline local expectations and requirements for communicating student learning at both elementary and secondary levels.

Regulations

1.0 ELEMENTARY (K-7)

- 1.1 In relation to prescribed learning standards, competencies and/or student-specific goals, communicating student learning focuses on
- a. describing what the student is able to do
 - b. areas for improvement, and
 - c. ways to support the student's learning

- 1.2 Formal/Informal Progress Reporting – a minimum of
 - a. two formal written progress reports, mid-year and end of school year
 - b. three informal progress reports, including fall and spring learning conferences
- 1.3 Performance indicators rather than letter grades will be used to describe learner progress in relation to grade level curriculum learning standards and competencies, and/or student-specific goals.

2.0 SECONDARY (8-12)

- 2.1 Communicating student learning focuses on the student's level of performance in relation to the learning standards and competencies set out in the curriculum for each subject and grade.
- 2.2 Formal/Informal Progress Reporting – a minimum of
 - a. two formal written progress reports, mid-year and end of school year
 - b. three informal progress reports, including fall and spring progress reports
- 2.3 Letter grades will be used to indicate students' level of performance in relation to the learning standards or competencies set out in the curriculum for each subject and grade.

3.0 STUDENTS WITH SPECIAL NEEDS

- 3.1 Where students with identified, documented special needs are expected to achieve or surpass grade level learning standards or competencies, regular progress reporting procedures will be used.
- 3.2 For the few students with identified, documented special needs who are not capable of achieving the learning standards and competencies set out in the curriculum and substantial program modification has been made, progress reporting will be in relation to the learning goals and objectives as outlined in the students Individual Education Plan (IEP).

4.0 ENGLISH LANGUAGE LEARNERS (ELL)

- 4.1 Until an ELL student is able to demonstrate learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, communicating learning will contain written comments about student progress in relation to individual learning goals set out in the required Annual Instructional Plan (AIP).

5.0 STUDENT REFLECTION ON CORE COMPETENCIES

- 5.1 Students are expected to continually reflect on identified intellectual, personal and social/emotional Core Competencies, to set goals in relation to these Core Competencies, and to report on them as required by the *Student Progress Report Order*.

References

Student Progress Report Order (M191/94)
Provincial Letter Grades Order (M192/94)

Policy and Procedure Committee Minutes

Tuesday, January 7, 2020

1:30 pm, School Board Office

1. Presented and under discussion
 - a. P 106 Board/District Communication
 - i. Communicating Effectively Brochure (in progress)
 - b. P 612 – School Libraries
 - c. P 620 – Community Speech Services

2. Current Policy/Procedure under review
 - a. P 134 – Aboriginal Education Advisory Committee (amend)
 - b. P 600 – Curriculum Implementation (delete)
 - c. P 601 – Assessing and Evaluating Student Learning (new)
 - d. P 602 – Communicating Student Learning (new)
 - e. P 610 – Inclusive Education (amend)
 - f. P 611 – Learning Enrichment-Gifted (delete)
 - g. AP 6000 – Assessment, Evaluation and Reporting (delete)
 - h. AP 6001 – Testing and Assessment (delete)
 - i. AP 6002 – Equivalency (amend)
 - j. AP 6003 – Challenge (amend)

3. Administrative Procedure Revisions
 - a. P 500 Appendix III – Registration form

4. To Be Developed/Reviewed
 - a. 3120 Rental of District Facilities
 - b. 3121 Rentals: ADSS
 - c. 3305 Housing
 - d. 3306 Boarding Allowance
 - e. 7200 Health and Safety