

REGULAR PUBLIC BOARD MEETING – AGENDA

Tuesday, December 19, 2017

7 pm

PUBLIC BOARD MEETING

A. Call To Order

The Board of Education acknowledges that we are on the traditional territories of the K'omoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

B. Adoption of Agenda

Circulated earlier in draft form for Board approval.

Recommendation:

THAT the Board of Education adopt the December 19, 2017 Public Board Meeting Agenda.

Or:

THAT the Board of Education waive the 48-hour notice period required under the Procedural Bylaw in order to consider additions to the Agenda, and adopt the Agenda as amended, the amendments to consist of ...

C. Board Meeting Minutes

- Page 4 1. Adoption of the Regular Public Board Meeting Minutes – Tuesday, November 28, 2017

Recommendation:

THAT the Board of Education adopt the Board Meeting Minutes of November 28, 2017 as circulated earlier for Board approval.

D. Report on In-Camera Meeting

In-Camera Minutes of November 28, 2017

School Act Section 72 (3) In-Camera Meeting Record:

- Personnel
- Finance
- Facilities and Properties

E. Education Committee Meeting

Committee Chair: Ian Hargreaves

1. **Date:** Tuesday, January 9, 2018
Time: 6:30 pm
Location: Lake Trail School, 805 Willemar Avenue, Courtenay, BC

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F. Strategic Direction

1. Superintendent's Report, Dean Lindquist

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a) *District News*

Board Information

Page 13
Pages 15-25

b) *Student Input and Consultation into the Governance Process*, Briefing Note, Data and Survey

Board Information

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c) *Strategic Communication Plan*, Briefing Note

Recommendation

THAT the Board of Education receive the SD 71 Strategic Communication Plan as information and direct the Community Engagement Committee to review the plan and bring a recommendation for approval back to the January 2018 public board meeting.

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d) *Program Reviews*, Briefing Note

Recommendation

THAT the Board of Education receive the following program review reports and presentations as information:

- ***Online and blended programs***
- ***Inquiry-based learning***
- ***Environmental and outdoor education***
- ***Learning resource centre***
- ***Human resources***

2. Director of Instructional Services K-12, Geoff Manning

a) *Communicating Student Learning*, Verbal Update

3. Human Resources Report, Lynda-Marie Handfield, Director

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a) *Retirements and Resignations*

G. Board Business / Board Committee Reports / Correspondence

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Page 45 1. **Trustee Committee Appointments 2018**, Janice Caton, Board Chair

Board Information

Page 48 2. **Administrative Procedure 8001 MR3 – Daycare Centres and Before and After School Programs**, Briefing Note, Janice Caton, Board Chair

Recommendation

REFER Administrative Procedure 8001 MR3 -- Daycare Centres and After School Programs to the Policy Committee for review.

3. **First Nations Education Steering Committee (FNESC) 23rd Annual Aboriginal Education Conference – Renewing our Relationship**, November 30-December 2, 2017, Vancouver, BC, Briefing Notes from:

- Page 55
Page 57
- Ian Hargreaves, Board Vice-Chair / Trustee (Puntledge/Black Creek)
 - Sheila McDonnell, Trustee (Baynes Sound, Hornby and Denman Islands)

Board Information

4. **Trustee Participation on Other Committees:**

- Page 60
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- a) *Written Report*, Ian Hargreaves, Board Vice-Chair, Trustee (Puntledge/Black Creek)
 - b) *Written Report*, Clifford Boldt, Trustee, City of Courtenay
 - c) *Written Report*, Sheila McDonnell, Trustee, Baynes Sound, Hornby and Denman Islands

Board Information

5. **Aboriginal Education Council Meeting**, Verbal Report, Janice Caton, Board Chair and Trustee representative to the AEC

Board Information

6. **Ministry of Education Funding Model Review**, Janice Caton, Board Chair

Recommendation

THAT the Board of Education write a letter to the Minister of Education seeking clarification on the purpose of the education funding model review.

7. **Presentation**, Janice Caton, Board Chair and Geoff Manning, Director of Instructional Services K-12

H. **Public Question Period**

I. **Adjournment**

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PUBLIC BOARD MEETING

The Board of Education acknowledges that we are on the traditional territories of the K'omoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

Present:

Trustees

Janice Caton, Board Chair
Ian Hargreaves, Vice-Chair
Sheila McDonnell
Tom Weber
Vickey Brown
Cliff Boldt

Staff

Dean Lindquist, Superintendent of Schools
Sheldon Lee, Acting Secretary Treasurer
Candice Hilton, Director of Finance
Allan Douglas, Director of Instruction (Elementary)
Geoff Manning, Director of Instructional Services K-12
Esther Shatz, Director of Instruction (Student Services)
Paul Berry, Director of Instruction (Health and Safety)
Ian Heselgrave, Director of Operations
Josh Porter, Director, Information Technology
Debbie Page, Recording Secretary

Regrets:

Peter Coleman

A. Call To Order – 7 pm

Acting Secretary Treasurer Sheldon Lee called the regular public Board meeting to order.

B. Elections

a) Election of the Chairperson

The Acting Secretary Treasurer called for nominations for the position of Chairperson of the Board for a first time. Trustee Janice Caton was nominated and let her name stand. The Acting Secretary Treasurer called for nominations a second time. Hearing none, the Acting Secretary Treasurer called a third time for nominations. Hearing no further nominations the Acting Secretary Treasurer declared Trustee Janice Caton Chairperson of the Board for the ensuing year.

Trustee Janice Caton assumed the Chair.

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b) **Election of Vice-Chairperson**

The Chairperson called for nominations for the position of Vice-Chairperson of the Board for a first time. Trustee Ian Hargreaves was nominated and let his name stand. The Chairperson called for nominations a second time. Hearing none, the Chairperson called a third time for nominations. Hearing no further nominations the Chairperson declared Trustee Ian Hargreaves Vice-Chairperson for the ensuing year.

C. **Adoption of Agenda**

Circulated earlier in draft form for Board approval.

Recommendation:

THAT the Board of Education adopt the November 28, 2017 Public Board Meeting Agenda.

CARRIED

D. **Board Meeting Minutes**

1. Adoption of the Regular Public Board Meeting Minutes – Monday, October 23, 2017.

Recommendation:

THAT the Board of Education adopt the Board Meeting Minutes of October 23, 2017 as circulated earlier for Board approval.

CARRIED

E. **Report on In-Camera Meeting**

In-Camera Minutes of October 23, 2017

School Act Section 72 (3) In-Camera Meeting Record:

- Personnel
- Finance
- Facilities and Properties

F. **Presentation or Delegation**

1. **Learning Framework Presentation**

Kyle Timms, Principal and Cheryl Adebar, Vice Principal – presented the Ecole Robb Road Elementary School **Learning Plan for 2017/18.**

- Defining Context – Mission Statement – staff, students and parents work together to create diverse learning opportunities that develop competencies in every learner in a French Immersion environment
- Focus Area #1: engagement of all learners
- Focus Area #2: building relationships
- *Pyramid of Interventions:* i. Universal; ii. Targeted; iii. Intensive

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- What do we already do for building community? Our goals and strategies for building community
- What are we already doing to engage all learners? Our goals and strategies for engaging all learners / empowering students to participate and learn in a meaningful way
- How are we doing?
- What have we learned this year? “The Learning Cycle” – cyclical in nature (year to year)
- What will we adjust for next year?

G. **Education Committee Meeting**

Committee Chair: Ian Hargreaves

Minutes of Tuesday, November 14, 2017 Education Committee Meeting provided for Board information.

1. **Date:** Tuesday, January 9, 2018
Time: 6:30 pm
Location: Lake Trail School
805 Willemar Avenue, Courtenay, BC

H. **Strategic Direction**

1. **Superintendent’s Report**, Dean Lindquist

a. ***District News***

Highlights:

- *Ready, Set, Learn* – parents/caregivers along with their preschool children are invited to their neighbourhood schools for a fun-filled hour of activities, songs, stories and interacting with school district staff – details are provided on the school district website: www.sd71.bc.ca
- *Christmas Concert Series* – dates/times are available on the school district website: www.sd71.bc.ca
- *Student Survey* – students were invited to participate in the survey to gauge their interest in engaging in focus groups or round tables. Seventy-three (73) students completed the survey by providing responses.
- *Program Review* – Five program review presentations will be held on December 14. The purpose of the reviews is to provide an environmental scan on the specifics of the program from the perspective of alignment and coherence
- *BCSSA Conference* – attended November 16-17, 2017, Vancouver BC
- *Huband Elementary School – Garden Grant* – Received a \$10,000 grant to expand the salad bar lunch program for K-7 students, from Farm to School BC.

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- School Visits – visiting many classrooms across the district – great things are happening in our schools
 - b. Student Learning – collecting data from a parent survey on our school district website (closed: November 24, 2017). A report will come forward for Board information.
2. **Assistant Superintendent's Report, Tom Demeo**
- a. **Learning Framework**
 - School district website – Drop-down: District Information: Framework for Student Learning
 - **School Plans**
 - b. **Calendar Update**
 - Calendar Committee is working presenting 2 options
 - Options out to the public in December
 - Recommendation to the Board: January 23, 2018 regular public Board meeting
 - Any changes to the Calendar --- will go back out to the public for 30-days
 - c. **Board Authority Authorized (BAA) Course Offering, Briefing Note - Technical Writing (Handout)**

Recommendation:

THAT the Board approve the Board Authority Authorized course as presented to be offered to students in the district through Navigate. **CARRIED**

3. **Human Resources Report, Lynda-Marie Handfield, Director**

a. **Retirements**

M'Elaine Healey, Senior Administrative Assistant, Miracle Beach Elementary School will retire effective January 20, 2018 after 9 years of service with the district.

Heather Douglas, Senior Administrative Assistant, International Student Program will retire effective January 31, 2018 after 29 years of service with the district.

I. **Board Committees**

Finance Committee

Committee Chair: Vickey Brown

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Minutes of Monday, November 20, 2017 Finance Committee Meeting provided for Board information.

1. **2018/19 Annual Budget Timelines**, Briefing Note, Sheldon Lee, Acting Secretary Treasurer

Acting Secretary Treasurer Sheldon Lee presented the 2018/19 Annual Budget Timelines for Board information.

Recommendation:

THAT the Board of Education receive the Finance Committee report. CARRIED

Policy Committee

Committee Chair: Tom Weber

Minutes of Tuesday, October 31, 2017 Policy Committee Meeting provided for Board information.

1. **Administrative Procedures** (attached)
 - 1006 R2 – *Maximum Expenses – Approved Out of District Travel*
 - 2030 MR1 – *Canadian Anti-Spam Legislation*
 - 3000 MR1 – *Freedom of Information and Protection of Privacy Requests and Disposal of Records*
 - 3000 MR2 – *Freedom of Information and Protection of Privacy Requests*

Board Information

Recommendation:

THAT the Board of Education receive the Policy Committee report. CARRIED

Facilities and Properties Committee

Committee Chair: Ian Hargreaves

1. **2017/18 Long Range Facilities Plan Timeline**, Sheldon Lee, Acting Secretary Treasurer

Acting Secretary Treasurer Sheldon Lee presented the 2017/18 Long Range Facilities Plan Timeline for Board information. The Timeline will be posted on the school district website.

Recommendation:

THAT the Board of Education receive the Facilities and Properties report.

CARRIED

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J. Board Business / Board Committee Reports / Correspondence

1. Election of Representative – BC School Trustees Association (BCSTA) Provincial Council

The BCSTA Bylaws provide that each member Board shall elect one trustee as *representative* and one trustee *alternate representative* to the Provincial Council

a) Nominations for *representative* to the BCSTA Provincial Council called by Chairperson

The Chairperson called for nominations for the position of representative to the BCSTA Provincial Council a first time. Trustee Ian Hargreaves volunteered to let his name stand. The Chairperson called for nominations a second time. Hearing none, the Chairperson called for nominations a third time. Hearing no further nominations Trustee Ian Hargreaves was declared representative to the BC School Trustees Association Provincial Council for the 2018 calendar year.

b) Nominations for *alternate representative* to the BCSTA Provincial Council called by Chairperson

The Chairperson called for nominations for the position of alternate representative to the BCSTA Provincial Council a first time. Trustee Vickey Brown was nominated and let her name stand. The Chairperson called for nominations a second time. Hearing none, the Chairperson called for nominations a third time. Hearing no further nominations the Chairperson declared Trustee Vickey Brown as the alternate representative to the BC School Trustees Association Provincial Council for the 2018 calendar year.

2. Election of Representative – BC Public School Employers' Association (BCPSEA) Representative Council

The BCPSEA Bylaws provide that each member Board shall elect one trustee as *representative designate* and one trustee as *alternate designate* to the BCPSEA Representative Council

a) Nominations for representative designate to the BCPSEA Representative Council by Chairperson

The Chairperson called for nominations for the position of representative designate to the BCPSEA Representative Council a first time. Trustee Peter Coleman was nominated, and, in absentia, let his name stand. The Chairperson called for nominations a second time. Hearing none, the Chairperson called for nominations a third time. Hearing no further nominations the Chairperson

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declared Trustee Peter Coleman as the representative designate to the BC Public School Employers Association for the 2018 calendar year.

b) **Nominations for alternate designate to the BCPSEA Representative Council called by Chairperson**

The Chairperson called for nominations for the position of alternate designate to the BCPSEA Representative Council a first time. Trustee Sheila McDonnell volunteered to let her name stand. The Chairperson called for nominations a second time. Hearing none, the Chairperson called for nominations a third time. Hearing no further nominations the Chairperson declared Trustee Sheila McDonnell as the alternate designate to the BC Public School Employers Association for the 2018 calendar year.

3. *Draft Community School Policy* (Notice of Motion presented at the October 23, 2017 regular public Board meeting), Briefing Note, Clifford Boldt, Trustee, City of Courtenay

Revised Recommendation:

THAT the Board of Education, School District No. 71 (Comox Valley) refer the draft to the Policy Committee to develop a Community School policy. CARRIED

Amendment to the Recommendation:

... REFER the draft to the Policy Committee to develop a Community School policy. CARRIED

Recommendation:

~~*THAT the Board of Education, School District No. 71 (Comox Valley) approve the policy draft on Community Schools and refer it to the Policy Committee for their report back to the Board.*~~

4. Correspondence to: Mr. Mike Roberts, Chief Executive Officer, BC School Trustees Association re: **Input to PSEC Consultation on BCPSEA Governance** (attached)

Board Information

5. **Ministry of Education Meeting / Board Chair Meeting**, October 25, 2017, Vancouver, BC, Verbal Report, Janice Caton, Board Chair

Board Chair Janice Caton gave a verbal report on the Ministry of Education Meeting and the Board Chair Meeting held October 25, 2017 in Vancouver, BC.

6. **BC School Trustees Association (BCSTA) Provincial Council Report**, October 27-28, 2017, Vancouver, BC, Briefing Note, Ian Hargreaves, BCSTA Provincial Council Representative

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Board Vice-Chair Ian Hargreaves spoke to the briefing note he provided for Board information.

7. **BC School Superintendents Association (BCSSA) Fall Conference, November 16-17, 2017, Vancouver, BC, Briefing Note, Ian Hargreaves, Board Vice-Chair**

Board Vice-Chair Ian Hargreaves spoke to the briefing note he provided for Board information.

8. **BC Public School Employers' Association (BCPSEA) Symposium, November 2-3, 2017, Vancouver, BC, Verbal Report, Vickey Brown, BCPSEA Alternate Representative**

Trustee Vickey Brown gave a verbal report for Board information.

9. **BC School Trustees Association (BCSTA) Academy, November 23-25, 2017, Vancouver, BC, Trustee Verbal Report**

Trustee Clifford Boldt gave a verbal report for Board information. A synopsis will be included in the December 19, 2017 public board meeting agenda package.

10. **Community Health Network Forum, November 16, 2017, Verbal Update, Sheila McDonnell, Trustee, Baynes Sound, Hornby and Denman Islands / Clifford Boldt, Trustee, City of Courtenay**

Trustees Sheila McDonnell and Clifford Boldt gave a verbal update on the Community Health Network Forum

11. Correspondence from:
- Shannon Aldinger (Parent); and
- Lisa Taylor, Chair, Mark R. Isfeld Secondary School PAC,
re: **Request to Extend Funding of Sexual Health Education to all Students of School District No. 71 (Comox Valley)**

Recommendation:

REFER correspondence to Senior Leadership with a preliminary report back to the January 23, 2018 regular public board meeting. CARRIED

- K. **Public Question Period**
L. **Adjournment – 8:30 pm**

School District No. 71 (Comox Valley)

Office of the Superintendent of Schools

District News

There are many, many things to celebrate daily in our schools. We encourage anyone with news to send items to debra.page@sd71.bc.ca so that monthly we can honour all that our schools do to support the community and world.



Search and Rescue Academy

The program is open to secondary students across the province, aged 16 years or older, interested in pursuing a future in search and rescue, love the outdoors or want to learn survival skills – you won't want to miss this unique training opportunity. To register or for more information, visit: <http://tribunebayoutdoored.ca/school-academies/>

2018/19, 2019/20, 2020/21 Calendar Survey/Feedback

These *three* calendar years offer a choice between two options with an opportunity to leave comment at the end of the survey. The survey will be open for 30 days terminating on January 16, 2018. Feedback from the survey will be presented to the Board of Education at the January 2018 public board meeting with recommendations.

Parents, students, staff members and the greater community are strongly encouraged to participate in the survey on all three proposed calendars. Please visit the school district website: www.sd71.bc.ca or: http://www.sd71.bc.ca/Pages/newsitem.aspx?ItemID=45&ListID=aac9f3d2-babd-4bac-ac12-230bc4a9cffc&TemplateID=Announcement_Item

Everybody Deserves a Smile (EDAS) – Gift Bag Packing Day

A learning project that works with local school communities to inspire others to connect with those homeless and in need at this time of the year. The SD 71 project is run by Grade 7 students at Ecole Puntledge Park Elementary School under the leadership and direction of teacher Chantal Stefan.

Youtube Video

https://youtu.be/mzf_ofTyGTc

Dean Lindquist, Superintendent of Schools

School District No. 71 (Comox Valley)

607 Cumberland Road
Courtenay, B.C. V9N 7G5
Fax (250) 334 4472
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Office of the Superintendent of Schools

Briefing Note – Student Input and Consultation into the Governance Process

Background

The Board of Education considered the concept of how they may acquire information from students to make better informed decisions about topics that affect students directly. A number of options were considered and these included:

1. Appoint a Student Trustee (non-voting)
2. Monthly structured Student Roundtable with representation from each secondary school
3. Monthly Ad Hoc Focus Groups (topic dependent) held at each secondary school
4. Intentional sampling of student opinions on school district programming and direction through surveying and round tables/focus groups

The board has significant experience with engaging students as prior to the 2016/17 school year, a trustee and the assistant superintendent engaged students in a round table format that elicited excellent information that could be used to inform board decisions.

As such, the plan will be to initially have one round table discussion at each of the three high schools during the month of February. The topic for this first round of round table discussions will be high school programs. The information gleaned from these round tables will also be used in the secondary school program review.

Assistant Superintendent Tom Demeo will develop questions for the topic in order to get responses from the students to provide data for the program review but to also inform the board about student perspectives on high school programming.

Trustees will be asked to attend one of the three round tables (if possible) so that they can listen to the discussion and gain clarity about student perspectives on high school programming.

It is anticipated that we will plan two to three consultations with students using focus groups or round tables annually. Currently we are looking at scheduling one session in the fall, one in winter and one in spring. The type of consultation will be dependent upon the topic.

Dean Lindquist, Superintendent of Schools

Conclusion

The board has many options available including using more than one option. However, if the goal is to create opportunities for students to provide input into the governance process and advising the board on specific topics, it may be prudent to involve more students in the process. This engagement process would enable the board to receive information from interested students with experience on a particular issue or topic.

I am recommending student wellness as the topic for the second session. Students noted different responses around the concept of wellness a number of times in the survey.

Recommendation

Information only.

Student Survey for Secondary Students

Purpose

Collect information from students about their interest in providing feedback to trustees to inform board governance.

Preamble

The Board of Education, School District No. 71 (Comox Valley) believes strongly in student input into what you believe education should look like in our school district. Students graduating from high school in SD71 leave our schools with a strong foundation in literacy and numeracy. They also have a strong foundation in science, social science, careers and many other areas. Students have also engaged in many different curricular, co-curricular and extra-curricular programs during the school years they attend SD71 schools.

Our district wants to know more about how SD71 schools make a difference for students and how our schools can improve by listening to your ideas and opinions.

We are asking you to complete the following student survey about how we can better gather student ideas and opinions to improve educational opportunities for all students. The survey is anonymous, but will be used to gather ideas about how we can involve you in improving or changing education in SD71.

Once the survey is completed and we have analyzed the responses, we will share this information with students and staff. Students will be able to access the tabulated results on the district web page.

Survey

1. Briefly identify what you most enjoy about your experience in your current school and other schools you attended in SD 71.
2. What do you like most about the education you are receiving?
3. What would be one thing you would change immediately about the education you are receiving in SD71?
4. Would you be interested in participating with other students, district and school staff and board members in a discussion about what you want and need from the school district?
5. Please identify three (3) topics that you believe are most important about your education and that you would like to discuss with other students and to provide feedback to the school board.

6. Would you be prepared to participate in:

_____ a one time discussion group involving some students from within your school (with a number of topics on the discussion list)

_____ a one time discussion group involving some students from all SD71 secondary schools (with a number of topics on the discussion list)

_____ a monthly discussion group with one key topic for discussion each month with some students from your own school

_____ a monthly discussion group with one key topic for discussion involving some students from all SD71 secondary schools

_____ other (Please describe a different way you would prefer to participate)

Student Input Data by Question

Briefly identify what you most enjoy about your experience in your current school and other schools you attended in School District 71.

Total Responses = 73

# of Responses	Student Response
3	Nice teachers
	like the layout of the school
	The theatre program at Vanier
	The band program
	Online blended learning is very accessible and creates a secure second option when certain teachers are bad at their jobs. Through having this competition, it's changed things like gym from the athletically superior dominating everyone else to a layered system where you can choose what type of gym class you want (at least at Highland)
	the atmosphere is very positive
2	The athletics as well as social aspect
	Sometimes "teacher" (name deleted) brings food to biology
2	I am currently enrolled in _____. I find that Nides works quite well with being in a dance program. The courses are laid out quite nicely and they are easy to understand. It also gives me opportunity to work according to my own schedule and not just at set times.
	I enjoy Nides because it allows me to be social and flexible with my courses.
	I enjoy Navigate(Nides) because it gives me flexibility in my schooling.
	I enjoy being able to go at my own pace, and the outgoings we get to go on frequently.
	My spare
	my band classes and fine arts.
5	Lunch, friends, certain teachers
	i like my friends and learning new things
2	"Some of the teacher's are very skilled
	and motivating Clubs"
	resources available for students. clubs, exchanges, etc
	I enjoyed the opportunities for arts programs, specifically band, and the trips we are able to take
	I also enjoy the courses I have the option to take.
	I enjoy the extra curriculars, such as choir, jazz band, volleyball, track and field (sports), school musicals and the opportunities for trips through theatre and band
	I have enjoyed my friendships I have made through classes and extra-curriculars. They have allowed me to make meaningful connections and explore my interests."
2	i enjoy the teachers
	I liked learning about history (mainly WW2) and hanging out with friends during school hours and after hours
	I enjoy the program I'm in

	The wide variety of courses that you can choose and how willing and helpful the staff are
	the art room has a lot of materials and a welcoming place
2	The choices I have for what I want to do. If I have an interest in tech, I can do it. If I have an interest in shop, I can do it.
	Nothing really special about this district. Honestly it's more annoying then my last one cause of all the changes. The best thing about vanier though is the caf
	The shop classes. At vanier the metal teacher ____ is absolutely amazing at what he does
	I can easily switch in and out of classes to accommodate my needs for graduation.
	Nothing really
	There's opportunitys for everyone to get involved in something ie. school team, after schoo program ect.
	Ability to follow my interests.
	I enjoy when I am able to have a safe and strong peer group within a school. I like the flexibility of working at home and enjoy the fact that I can set my own pace.
	I like lunch time to speak with my peers, but this year in grade 10 it has been shortened.
	To be honest school is kind of stressful. The amount of homework we get is insane.
	G P Vanier is the best school I have been to in my education journey. I think the togetherness and overall positivity is amazing. _____ and his leadership courses really make an effort to help the school in a positive way as well as student government.
	i mostly enjoy seeing my friends everyday to work with them, i also enjoy the flexibility of the teacher and some of the workshops, last thing i also like not having to wake up to early and i like the timing.
	The variety of ways I can learn about different subjects.
2	I enjoy the freedom and flexibility our teachers give to our courses.
	I like the hands on experience.
	easy to learn, everybody is nice
	Likes to come to school and get out of house
	I really enjoy the easy to understand math program that DL uses.
	The freedom to work on courses at home and less stress and crowds
	"How coming to class isn't necessary
	Workshops
	The on line classes (i like computers)"
	I really enjoy the atmosphere of the school. No one is really obviously being bullied, there are friend groups but everyone kinda knows everyone, and it's a good, chill, inviting environment. Not only that, but the staff are all super friendly, too.
	You can blend in
	Ease of use online and the helpful teachers.
	"The opportunities for getting work through the school
	Ace It Program is available
	I enjoy that Navigate Nides gives me the ability to work at my own pace, I enjoy the compass program community, and the teachers are very helpful.
	I enjoy working with my friends and making sure they all succeed.

What do you like most about the education you are receiving?

# of Responses	Student Response
	Good teaching style
	My English class is interactive and includes lots of discussion and debates, not just dull lectures.
	the teachers go in depth about what it is they are teaching and it really helps me to understand things better
	I like the simulations in Social studies
	I like that the courses are fairly straight forwards and I never need to ask many questions, but when I do ask questions my teachers reply quite quickly. I also like how the courses are up to date and not as much of the information is outdated.
	What I like the most about my education is that I get to learn the newest curriculum so I know that what I am learning is always up to date and what I actually need.
	That i get a choice of which classes to take
	some classes have very hands-on learning.
	i like the teachers because they are all pretty nice.
	its easy to understand and remember
2	Good teachers that know what they're teaching.
	The great use of time management and how we never waste any time at all doing nothing ridiculous or dumb.
	What I like most about the education im receiving are all the fun facts about trump im told by every history/socials teacher. Also flex block is the worst thing to happen in my school
	the thing i like about the education is that we have the flex block
	I enjoy some of the courses I can take, like World History and Global Studies for example. I do enjoy the Flex Blocks on Fridays because it gives the opportunities to get help if needed, and to catch up on work, etc.
	I appreciate having smaller class sizes for more learning support, and I like the diversity of learning in drama, english, and history class. Having my marks updated online regularly is great, so long as its kept up to date and doesn't cause me to panic. Flex blocks are really useful, but due to many trips for sports, theatre etc, I find I never get to use them because I'm always away. I think a flex block on a wednesday might be more useful, because in the middle of the week is when I find I have the most homework and the least time to do it.
	I enjoy my smaller classes as I can get more help. I also enjoy the flex blocks, they allow me to get help before a test, complete homework, and prepare me for working independently over the weekend. I also like being able to access my marks at all times, it allows me to keep up to date on my work.
	The education is challenging yet teaches you a lot about things that you may need to use in the future.
	i get closer to graduating and getting out of this prison
	I am able to retain the information I am given and am able to get my work done at my own pace.

	I like the flexibility, and the depth in which I am able to learn at Navigate (Nides), as well as the ability for me to work at my own pace.
	The thing I like most is being able to do my courses in whatever order I wish, and being able to do them at my own pace. It feels less confined than normal school curriculum's, and I like being able to do things in the way that I would like to do them.
	Learning.
	I enjoy being able to do things at my own pace.
	The helpfulness of the staff, and that i can take course that i find enjoyable.
	the art
	I don't like to much about it I'm only in one class that really interests me. All my teachers are great though
	Some teachers are really fun and try to make the class appealing.
	The diversity of the students
	The student teacher relationship (most of the time)
	You can rely on teaching staff to explain certain thing to you if you do not understand something.
	Some classes are better then others
	It's fun. I personally enjoy going to school because it's not just text book questions or novel studies. There are fun ways of learning.
	How some teachers might take the time and help you out.
	Again, I would really say the teachers because (some of them) actually care about what they're teaching, making the overall experience better.
	The teachers' emphasis on actually learning rather than just doing.
	I like learning about major historical events. I find history fascinating and I like doing in depth projects, and essays which allow me to expand and show my knowledge on the subject matter.
	The teachers are very good, which makes it easier to learn.
	Sometimes we get to have some freedom of what topics we learn about in class.
	I love the elective choices
	There's options for people wo aren't as smart as others, there's different levels of education, but all graduate with the same diploma. And the Teachers
	It helps me learn and increases my knowledge for the future , its not to hard but its a little challenging so i can learn properly.
	I like how the work isn't impossible to do and when I need help there is someone there for as long as I need her/him
	Being able to work at a steady pace.
	I like not having to go to school every day
	I like my teacher, the courses, the schedule, the class meeting days, and the course help.
	I like the flexibility of the teacher.
	I like the personal help that is received when you do DL.
	I like the independence and the ways we get to portray our knowledge.
	That in has no real due date, that it doesn't follow a strict rubric, ow I can do it at home
	Well, I love to learn, so I'm a bit biased, but I think the thing I like the most is that for the most part, every teacher seems interested in the subject they teach. They don't seem to be there for just the pay check, but because they like to teach and they love the subject.
	At my own pace.

	I am currently enjoying the content of First Nations 12, and the Nides Robotics Program is also very enjoyable.
	Most of the teachers are passionate about their work.

What would be one thing you would change immediately about the education you are receiving in SD71?

# of Responses	Student Response
	Implementing flex time to allow to work on projects. Make classes smaller so teachers actually have time for you. Shorten curriculum so everyone isn't scrambling to get the course done. Provide more support for students taking NIDES courses with their normal schooling.
	Better communication between administration and students.
	Making students feel heard and actively asking for their opinions (honestly it would get students more interested in politics if the administration held referendums on actual school issues instead of a fake political vote everyone knows doesn't impact anything (education of political parties is important, but so is teaching students that their vote matters).
	Fixing online courses that are outdated or were made poorly due to budget/time constraints.
	more one on one time with students and teachers, maybe include a TA in more classes to help with the one on one
	Make a class about taxes, investing , and buying houses and cars mandatory
	I think that there should be an TA in all classes because lots of times you have to wait 5+ minutes to get help from a teacher and when they finally come you get the briefest answer ever and then they leave before you can say they didn't answer your question.
	I would prefer having more time with a secondary teacher in person. I also think that in certain courses you are given almost too much information that you don't end up needing to know in certain assignments. It would be useful to slightly reduce the amount of information per assignment to the more exact information that is needed.
	What I would change immediately about my education coming from SD71 is to narrow things down to teach me exactly what I need and not all of the extras that are added. Also to have a secondary teacher with our group on more days of the week.
	to receive more one on one learning opportunity
	More interesting/interactive, more labs
	More interactive, more up to date topics /courses
	more time to complete assignments.
	shorter class time and a longer lunch
	More elective course selection at highland. More students by changing the catchment areas
	Stop the written assignments in P.E
	open up the auto shop at highland
	Having more opportunities for different classes in school, and the mandatory attendance of Flex Blocks.

	I would want more classes offered, specifically at my school. There were barely any choices that interested me and online courses are nowhere near the same (personally I find I cannot learn from online courses- they do not work for me).
	I would like to see more classes offered. I do not find online classes as beneficial as regular classes, so if I was able to attend classes in school that I need for post-secondary that would better my education. The selection is currently so small that I feel limited in which of my passions I follow.
	I would bring back X-block and also give the teachers more prep time so that they can be under less stress and comfortable teaching us their subject fields. I would not have marks online I find it redundant and completely removes the link between the teacher and the students.
	my ed bc is awful, difficult and must be stopped. my password never works, it is hardly updated so when parents look at it they get an incorrect mark, there should be progress reports that get sent to parents via email and also handed out to students so that when the teachers have put in the marks the proper mark is seen by everyone, not to mention the website is hard to navigate.
	Improve/ create more specialized courses pertaining to certain jobs that could directly help you achieve your "dream job" if you have that step of your life figured out.
3	I would like to have more physical activities, like playing games such as dodge-ball.
	I would change it to allow us to have more time on homework like the Fridays or PLC Wednesdays. Also maybe making sure the teachers aren't told they are teaching a course last second and then are learning themselves well teaching us.
	more one and one time or being alone in work or to chose to be alone, and less group work and less presentations
	Start school later.
	The environment. The construction is super annoying.
	Teachers who actually teach
	The way teachers give notes
	The Friday and Wednesday thing it's just confusing.
	Attitudes towards different types of dressing, personalities, language, identification.
2	More hands on and not sitting for a whole class
	Some teachers and their ways of teaching.
	The computers
	Removing daily AG. So far, it has been a pointless block because there aren't any new announcements everyday.
2	The amount of homework and the time we are given to do it. Not enough time in class to do homework, most of the class is used for notes and only like, 15 mins is for homework.
	I would change the amount of inconsistency in the actual subject matter, ie. the online courses. As an example, the fact that sometimes I take the practice tests, and they ask me about something I have not yet learned about, then several lessons later I encounter that portion of the material.
2	I would like PE to be optional.
	The way bullying is dealt with, the punishment isnt nearly as severe as it should be and being in trouble for bullying is seen as a joke.
	I'd like to change my ___ teacher. The funds for schools. And the use of textbooks. They are a waste of paper. And kids would learn better from a more hands on education

	one thing i would change, is getting the teachers to be a little more helpful and going through math problems or answering questions and stuff.
	Focusing more on average school work than extra projects.
	better budget
	Less spelling and grammatical errors.
	I would remove most of the written stuff like essays ;-)
	The difficulty. Some subjects are too hard
	All the weird Wednesday or Friday flex stuff- it's confusing and unnecessary, and at least from my perspective not very helpful.
	For kids with learning disabilities to be more understood by teachers
	The amount of English work, I'm not going to be a writer so why must English 12 be the only mandatory grade 12 course for graduation
	There needs to be more opportunities for one-on-one contact with ALL the teachers of the different courses I am taking. For instance I have never even met my math teacher because he is based in Highland. As a student without access to a car I am unable to travel up to see him for help with my math course. Also the Campass Program facility is not big enough for the amount of students attending and there is no place to plug in laptops or put your backpacks.

Would you be interested in participating with other students, district and school staff and board members in a discussion about what you want and need from the school district?

Yes	No	Maybe
23	31	9

Please identify three (3) topics that you believe are most important about your education and that you would like to discuss with other students and to provide feedback to the school board.

# of Responses	Student Response
6	Math
6	Homework
6	Budget / Finance
6	Way teachers teach
6	Teacher time for students and support in class
2	Increasing interest in extra-curricular activities
2	Individualized learning
3	Planning for our future
2	Hands on learning
3	Money investment and management
2	Teacher lectures and topic explanation
2	Quality education

1	Starting time of school
2	Elective course selection
13	School day structure and length
3	flex block
3	Education opportunities
3	School spirit
1	In classroom learning
1	Curriculum
1	Social interaction
1	Teachers who teach
3	Athletics
2	Post-secondary opportunities
1	Life outside school impacts work done
3	Understanding the way we are learning
1	The way we are learning
3	Vape pit
2	Usability. Understanding how our learning can be applied later
2	support for dyslexia, and other disabilities, which I saw little to none during my early education
1	Bullying
5	English
5	Science
2	Access to more shop classes
1	Life-skills
1	Students get appropriate help
2	Art
1	Community and access to community supports
1	Humanities
1	Class size
1	Updating online courses and funding online teachers
2	Stress levels of students
2	More project based learning
1	One on one learning
1	Up to date courses
4	School activities
3	Teacher student connection
1	Sex ed
1	Mental health of students
1	Student grading
1	Availability of enough seats for core subjects
1	Taking extra courses and subjects to gain credits
2	PHE
1	Social skills
1	How to live a healthy life
1	Attendance
1	Curriculum implementation

1	Scholarships and bursaries
1	Learning about foreign cultures
1	Peer interaction
1	Social acceptance
1	Band
1	Bussing
1	Social Studies
1	Career choices
1	Drama
1	Counsellors

Would you be prepared to participate in:

30	a one time discussion group involving some students from within your school (with a number of topics on the discussion list)
19	a one time discussion group involving some students from all SD71 secondary schools (with a number of topics on the discussion list)
19	a monthly discussion group with one key topic for discussion each month with some students from your own school
14	a monthly discussion group with one key topic for discussion involving some students from all SD71 secondary schools
12	Other

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Office of the Superintendent of Schools

Briefing Note – Draft SD71 Strategic Communication Plan

Background

Attached is a draft Strategic Communication Plan for the school district.

Developed by Mary Lee, District Communications Consultant, the document provides a recommended plan moving forward effective and strategic communications in SD71. The plan explains the essential elements of the document and clearly sets out a direction for Board communication. The plan identifies objectives for the plan, key stakeholders, key messaging and how to execute the plan.

At the December 19, 2017 public Board meeting Mary Lee will present the Strategic Communications Plan. Trustees are asked in the Recommendation below to receive the Strategic Communication Plan as information and to direct the Community Engagement Committee to review the plan and bring a recommendation for approval back to the January 2018 public board meeting.

Conclusion

The process identified for this Strategic Communication Plan will enable the board to likely adopt the plan during the January public meeting unless significant changes are recommended by the Community Engagement Committee.

The recommended process does not minimize trustee involvement in reviewing or recommending changes to the document. All trustees will have an opportunity to review the document and submit suggested changes as part of the approval process directly to the Community Engagement Committee prior to the January 2018 board meeting.

Recommendation

THAT the Board of Education receive the SD71 Strategic Communication Plan as information and direct the Community Engagement Committee to review the plan and bring a recommendation for approval back to the January 2018 public board meeting.

Dean Lindquist, Superintendent of Schools

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STRATEGIC COMMUNICATION PLAN

SCHOOL DISTRICT 71 (COMOX VALLEY)

2017 - 2018

Mary Lee

Communication Consultant

SD71 Comox Valley

Prepared December 2017

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Executive Summary

BACKGROUND

District Overview

School District 71 (SD71) is one of 60 school districts in British Columbia serving the communities of the City of Courtenay, Town of Comox and the Village of Cumberland, including Black Creek, Merville, Royston, Hornby and Denman Island. It is the second largest employer in the Comox Valley after Canadian Forces Base Comox (19 Wing). With 15 elementary schools, two middle/junior secondary schools, three secondary schools, two alternate schools, and a distance education school, SD71 employs 1,300 headcount employees (teachers, administrators and support staff including on call and exempt staff) and educates approximately 18,300 students. SD 71 is renowned for educational excellence, innovation and providing a supportive student learning environment.

SITUATION

Financial Overview

For the past 15 years leading into the 2016/17 school year, SD71 faced declining enrollment in its standard Kindergarten – Grade 12 (K-12) student population and other major challenges including funding protection; declining operating surplus and local capital reserve; and cost and funding pressures.

Today, the district is in a growth phase. Student enrollment in the standard K-12 and in Distributed Learning (DL) is up which generates additional revenue for the District. Additionally, during the 2016/17 school year there were numerous unanticipated funding announcements including the Ministry of Education release of the Priority Measures for Supreme Court of Canada (SCC) ruling that reduces classroom size, restores the Collective Agreement for teachers and increases funding for school districts across the province. For SD71, that allowed funding for approximately 60 new teacher hires. While these significant changes are having a positive impact for students and teachers, restoring trust and rebuilding relationships with the District and re-instilling confidence in public education will take time and effort.

Community Perspectives

Community members in the District care about their schools, students and communities. In an effort to continue to develop positive working relations between School District Trustees, staff and community stakeholders, a dialogue about how SD 71 can best engage the community was hosted in January 2017. Discussions from the forum revealed that community stakeholders seek clear and transparent feedback loops where information is shared with the community and received from the community through a variety of mediums. Preferred modes of “push and pull” modes of communication included social media, simple

¹ Student enrolment for 2016/17 based on headcount. Student funding based on 7,802fte (fulltime equivalent) students.

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opinion surveys, bulletins and newsletters. Community stakeholders expressed a strong interest in receiving information that is accessible, accurate and concise. To this end, it was noted that developing a communication strategy that outlines what will be communicated, when and to what level of detail would be useful to the community. A key aspect of this strategy would address how community stakeholders can access meeting minutes of the Trustees and receive information about Trustee decision making processes.

In June 2017, the District Parent Advisory Council (DPAC) underwent a short anonymous survey to address school-to-parent communication. Results were presented to the District Leadership Team (DLT) in October. A total of 581 submissions representing an even mix of parents of primary and secondary students from various schools with varying levels of engagement were received. Findings of the survey reveal parents are generally satisfied with communication, with parents of primary-aged students showing greater satisfaction. Parents/guardians generally want to receive information digitally (mobile device and desktop) with email communication being the most valued. Parents are generally satisfied with school/District websites and Facebook. The significant take-away was the desire for consistent communication across all grades and schools, with more cohesion within the school system.

Scope of Plan

Effective communication between children, parents, teachers, and administrators is critical to ensure students and their families are supported. Meaningful school communication is very much the essential catalyst to getting the kind of parental and community engagement students need to succeed. Through transparency of the District school system, this plan aims to build trust, honesty and respect with all educational partners within our school communities.

Activities identified in this plan are diverse with a focus on preferred communication tools for the community and respond directly to the expressed interests and concerns of public education stakeholders.

The communication objectives are tied directly to SD71's strategic priorities, the Board of Trustees plan for student and school success. This document is used to guide communications activities as well as provide a framework for community engagement efforts as were expressed in forums with stakeholders and by our PAC communities.

Objective

The purpose of the School District 71 (Comox Valley) Communications Plan is to present a clear and concise framework for communicating with our school community.

To increase and improve internal and external communication systems by creating open, two-way communication between the School Board, administrators, staff, students, parents/guardians, employee unions, and the greater public audience.

GOALS

- Implement a Communications Program that is focused on consistent, inclusive, open and transparent two-way communication.
- Build trust and garner support in the District, Board and schools by ensuring stakeholders have timely access to information about district initiatives, issues, programs and activities.
- Foster strong relationships by providing opportunities for stakeholder engagement in public education.
- Enhance and protect the District's brand.

Stakeholders and Target Audiences

INTERNAL AUDIENCE

PRIMARY

- The Board of Trustees
- District and School Administrators
- Staff (Teachers and support)
- Students
- Parents

SECONDARY

- District/Parent Advisory Council
- Unions
 - Comox District Teachers' Association (CDTA);
 - Canadian Union of Public Employees (Comox Division)
- Professional education affiliated associations and organization (ex. British Columbia School Trustees Association, Comox Valley Principals and Vice Principals Association).

EXTERNAL AUDIENCE

PRIMARY

- Business Leaders
- Elected Officials – all three levels of government
- Media
- Ministry of Education

SECONDARY

- Residents without enrolled SD71 children
- Senior Citizens Groups
- Faith-based Groups
- Community Service Clubs and Groups
- Prospective employees
- Post-Secondary institutions – i.e. trade and community colleges, universities, Job Markets.

Key Messages

- Our kids come first.
- Everyone in the community contributes to child's education success. Together, we will raise our students to their highest potential.
- We remain responsive to our students' needs by evolving with the changing educational environment and by embracing advances in technology so that our programs remain relevant and engaging.
- We strive to maintain the right balance of resources so that a child's education is never compromised.
- School District No. 71 (SD71) is focused on making our schools unique, valuable and attractive to students and families and to employees.
- We value and believe in:
 - Trusting relationships based on respect, integrity and ethical behaviour.
 - An environment that motivates and actively engages learners.
 - Innovation and creativity.
 - Strong partnerships, especially between home and school.
 - Accountability and shared responsibility.
 - Individual, professional and organizational growth.
 - Celebrating of accomplishments.

Vision Statement: A learning community that embraces diversity, honours relationship and prepares all learners for a changing world.

Mission Statement: To work with our educational partners to develop responsible, compassionate citizens and successful, lifelong learners.

SUPPORTING MESSAGES

School District 71 strives for educational excellence by creating and maintaining a learning community that embraces diversity, honours relationship and prepares all learners for a changing world.

School District 71 will provide a safe, supportive environment for our students to receive a diverse education in order to develop into responsible, compassionate citizens and successful, lifelong learners.

The District is joined by a team of parents and the community to assist our students in developing skills to become independent and self-sufficient adults able to succeed and contribute responsibly in a global community.

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Execution

Support, participation and involvement in this plan is vital – particularly teachers and school administrators who are highly influential sources of information to students and parents/guardians, and often the first point of contact with the primary external audience. The entire primary internal audience carries the message and the image of the school district to their families and friends who, in turn, form opinions about the schools and the programs and services being delivered in those schools. In essence, the primary internal audience are SD71’s ambassadors.

The process of communicating information to stakeholders is an integral component of effective decision-making. The communications framework is focused on stakeholder involvement, which is separated into five levels on a sliding scale of engagement moving across the spectrum from *Inform* to *Empower*

- Inform: Provide timely information about Board and administrative decisions made, and activities and events across the division.
- Consult: Increase the involvement of staff and community through consultative practices to obtain feedback on issues or decisions.
- Collaborate: Partner with staff and or community in arriving at a solution.
- Foster the exchange of information between School District 71 and the communities it serves.

STRUCTURES / PROCESSES

Inform	Consult	Involve	Collaborate	Empower
Provide internal and or external public with information.	Obtain public feedback on a future decision coming to the board and or planning for the board	Work directly with members of the public (internal and or external) throughout the entire process that culminates with a board decision	Work with the public from the inception of a project to the final decision by the board.	Places final decision-making in the hands of the public.
e.g. newsletters, web-pages, social media feeds and blogs, mainstream media	e.g. public meetings, focus groups, surveys	e.g. advisory groups, public forums, public hearings	e.g. Workshops, design charrettes	e.g. Plebiscite, working committee

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TASKS

Successful strategies in school communication requires a myriad of tasks to be executed simultaneously – from core program areas (i.e., effective communication plans, research and evaluation strategies, media relations, marketing, internal communication, public engagement and parent involvement, etc.) to crisis management, diversity, equity and inclusion, social media, video and trending communication technologies, education advocacy, emerging issues and real-life or high profile case studies.

Crisis management is addressed in a separate document to support the District’s Emergency Response Plan.

Specific tasks will achieve more than one goal at one time. The table identifies what tasks are needed to meet the Communication Objectives of the District. Outcomes are measured in a number of ways from quantitative results such as an increase in media coverage and social media impressions to qualitative results, indicated by changes in attitudes improved relationships with stakeholder groups, increasing involvement in District initiatives such as community engagement.

TASKS	MEASURABLE OUTCOME
<p>Associated goal: Implement a Communications Program that is focused on consistent, inclusive, open and transparent two-way communication.</p> <p><i>Harness the power of student, teacher and school stories to engage both internal and external audiences.</i></p>	
<p>Media Relations - The news media are an important vehicle through which the District keeps the electorate accurately informed and increases public awareness of education.</p>	<ul style="list-style-type: none"> • Increased mainstream media interest and coverage (Print, Digital, Radio). • Media monitoring and analysis: positive coverage increases within one year. • Minimum of one unique initiative, achievement from every school featured in a school year. • Establish media distribution service for ease in news submissions outside local region
<p>Continuous use of Social Media -Twitter, Facebook, Instagram, and YouTube posts that support and enforce the District’s mission, vision and values.</p>	<ul style="list-style-type: none"> • Increase number and frequency of posting highlights, achievements and human-interest stories and school/student successes • Post insights and analysis continue upward trend in views, reach and engagement • DPAC/PAC feedback indicates greater use of and appreciation for these media platforms • Increase the use of video coverage on YouTube channel to highlight District achievements through video story telling.

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TASKS	MEASURABLE OUTCOME
Develop a District-wide Social Media Guideline for schools.	<ul style="list-style-type: none"> • Benchmark participation rate of schools within first year.
Implement a “ issues framing process ” to identify topics of concern for which succinct, clear messages are required	<ul style="list-style-type: none"> • Early detection of emerging issues established when Senior Leadership and/or Board’s confidence in communication objectives increased. • Creation of a library of Talking Points and Media Response Lines (MRLS) and, as applicable Factsheets, Backgrounders in advance of community engagement and media interest. Ex.: <ul style="list-style-type: none"> • FSA • LRFP • Education Program Review • Budget • Calendar • Applicable internal audience be the first informed always on an issue action plan. • Identify and train spokespersons how to message and use MRLs to address topic/issue beginning in Jan 18 and ongoing.
Create Superintendent’s (District) Blog – Regular posts of 2-3 stories and District News accompanied by engaging pictures	<ul style="list-style-type: none"> • Monthly posts • Increase blog readership continuously throughout year and benchmark follower rate • Share “vetted” comments on blog and benchmark commenters’ rate after one year.
Include paid advertising (online, print and radio) in the media mix for targeted communication campaigns to achieve specific marketing objectives.	<ul style="list-style-type: none"> • Appropriate resources allocated to marketing and advertising annually, identified at start of each school year.
<p>Associated goal: Build trust and garner support in the District, Board and schools by ensuring stakeholders have timely access to information about education initiatives, issues, programs and activities in our schools.</p>	
Create a Speaker’s Bureau Program	<ul style="list-style-type: none"> • Identify key spokesperson from Board and Senior Management to represent District at business and community events • Create official SD71 “<i>Who we Are, What We Do, Why We Do It</i>” slide deck for stakeholder outreach opportunities within local community • Purchase a Chamber of Commerce membership to have ease in access to stakeholder groups to whom SD71 can present.

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TASKS	MEASURABLE OUTCOME
<p>Identify and empower School Communication Enablers</p> <p>Provide increased opportunities for face-to-face communication with SD71 leaders</p> <p>Associated goal: Foster strong relationships by providing opportunities for stakeholder engagement in public education.</p>	<ul style="list-style-type: none"> Organize <i>Media Reps</i> group with representatives from each SD71 schools; implement a system to report up to District Communications Consultant of events, stories, initiative deserving of public and media attention – Jan/Feb 2018. Increased attendance from stakeholders and community at regular and education meetings with Board – benchmark after a year.
<p>Community Engagement –Acceptance of responsibility of public education success by community is essential to provide an excellent educational program to all students.</p> <ul style="list-style-type: none"> Conduct regular research to invite feedback and promote two-way, open communication 	<ul style="list-style-type: none"> Develop public consultation and feedback sessions supported by a robust social media marketing to garner awareness, interest and participation. <ol style="list-style-type: none"> LRFP Education Program Review Budget Calendar
<p>Establish standards and practices regarding communications for school administrators to implement for school-home communication practices :</p>	<ul style="list-style-type: none"> Benchmark or audit what is currently used - newsletters, email, Synervoice, website - against a new standardized system for consistency within schools and across the District Standards implemented by administrators within 12 months Standards created and shared with DPAC/PACs
<p>Establish standards and practices regarding communications for Trustees to implement for Trustee - Community communication practices:</p>	<ul style="list-style-type: none"> Benchmark or audit what is currently used - Standards implemented by Trustees within 12 months Standards created and shared with DPAC/PACs
<p>Strengthen internal communications Establish a culture of team commitment and understanding staff, employees, educators and administrators are SD71 ambassadors. <i>“Supporting students by Serving employees”</i></p>	<ul style="list-style-type: none"> Internal sharing of timely, relevant open and two-way communication part of everyday operations – benchmark after a year. HR and Communications interact closely with messaging to internal staff and their respective unions. Benchmark relationships with unions after one year.

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TASKS	MEASURABLE OUTCOME
<p>Associated goal: Enhance and protect the District’s brand. Ex: <i>Our brand is public education; our strength is community</i></p>	
<p>Develop a new robust District Website to ensure consistent branding and provision of SD71 information</p>	<ul style="list-style-type: none"> • Ease of website navigation to kind key information using the “two clicks away” principle – before end 2017/18 school year. • Standardize website template for consistency SD71 school websites
<p>Redesign SD 71 logo with new tagline</p>	<ul style="list-style-type: none"> • Create an ad-hoc committee with representation across District to in developing a logo with supporting tagline representative of the District and the region and students we serve
<p>Review and Renewal of Strategic Priorities</p>	<ul style="list-style-type: none"> • Provide staff with many opportunities to participate in review process: <ol style="list-style-type: none"> a. Face-to-face meetings b. Surveys c. Anonymous input options

Evaluation

Execution of effective communication activities in a timely and relevant manner is important in achieving communication objectives. Often overlooked yet equally important is evaluating the communication activities. This plan will incorporate a continuous evaluation cycle that will assess the information needs of each target audience, examine how well information is reaching target audiences, measure desirable outcomes or impact of the information, and integrate those observations into subsequent communication activities.

Communication evaluation should not solely focus on output: measuring communication performance (e.g. number of press releases issued, social media impressions, etc.). More important is to measure outcomes: did communication activities result in any opinion, attitude change from a target audience(s), increase participation and collaboration from community engagement activities; foster stronger relationships with audiences; and or enhance the brand' reputation and reach in the Comox Valley.

Key Spokespersons

One or more of the following spokespersons are identified as appropriate subject matter expert (SME) to speak on matters pertaining to the District and will vary depending on the communication outcome expected to be achieved and the topic or nature of the media request or speaking engagement. Spokesperson need to be properly briefed in advance on the matter being discussed, addressed or queried with the necessary accompanying Talking Points (TPs) or Media Response Lines(MRLs) that shall be prepared by the Communications Consultant in collaboration with SMEs.

1. Dean Lindquist, Superintendent or, in his absence, Tom Domeo, Vice Superintendent;
2. Sheldon Lee, Secretary – Treasurer;
3. Janice Caton, Board Trustee Chair or delegated representative;
4. Respective School District Principals and Vice Principals;
5. Respective Directors of Instruction, Senior Leadership Team
6. Paul Berry; Health & Safety; and
7. Others (staff member or student if appropriate and applicable).

Coordination and Budget

The execution of the Communications Plan will be managed by the Communications Consultant as directed by the SD71 Superintendent with approved funding as required to support the communications tasks and activities identified in this plan.

Contact Information

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Briefing Note – Program Reviews

Background

Program Reviews are being conducted on most programs and some processes that are operational in SD71. The reviews are being conducted over three phases. Phase One program reviews include:

- Online and blended programs
- Inquiry-based learning
- Environmental and Outdoor Education
- Learning Resource Center
- Human Resources

The purpose of this program review is to consider various streams that exist within the organization from the context of alignment and coherence. As part of this review, a committee reviews the program area through the lens of many different facets in order to determine if the program is aligned and coherent. The committee makes recommendations to the board, senior leadership or district leadership regarding their findings. The trustees have heard the presentations of the phase one reviews. The next step is for the Board to pass a resolution to receive these completed reviews as information. At this point, receiving the information does not require the board to support any of the recommendations. This step is to bring the reports into the Board's domain for decision-making purposes.

It is recommended that these program reviews be included on the January Board Meeting for the purpose of trustee discussion and to direct any further work on the received reviews that trustees believe is necessary.

If the Board passes a resolution to receive the program reviews, administration will then begin work on a plan to enable the Board to consider any or all of the recommendations in their planning and budget work.

Implications

The program reviews are planned over three phases and will take over one calendar year to complete all the reviews. These reviews are intended to be environmental scans with some more intense areas of study. The Board should consider the reports and determine if there are other areas within each program that should be examined further in order to provide the Board with the information they require for decision-making.

Dean Lindquist, Superintendent of Schools

Recommendation

THAT the Board of Education receive the following program review reports and presentations as information:

- **Online and blended programs**
- **Inquiry-based learning**
- **Environmental and Outdoor Education**
- **Learning Resource Center**
- **Human Resources**

Retirements:

Susan Meredith, Education Assistant, Huband Park Elementary School will retire effective February 28, 2018 after 9 years of service with the district.

Brian Johnson, Senior Custodian, Ecole Puntledge Park Elementary School will retire effective March 31, 2018 after 27 years of service with the district.

School District No.71 (Comox Valley)

607 Cumberland Road
Courtenay, B.C., V9N7G5

Board of Education

Fax: (250) 334-4472

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Briefing Note – Trustee Committee Appointments

Board Policy 1-4 Board Operations – Committees of the Board require the election or appointment for the following positions:

By Election:

BCSTA	Representative: Ian Hargreaves Alternate: Vickey Brown
BCPSEA	Representative: Peter Coleman Alternate: Sheila McDonnell

Chair Appointment:

Standing Committees:

Finance Committee	3 Trustees: Peter Coleman (Chair) Vickey Brown Cliff Boldt
Facilities/Properties Committee	3 Trustees: Ian Hargreaves (Chair) Cliff Boldt Vickey Brown
District Staff Personnel-Liaison-Negotiation Committee	2 BCPSEA Reps: Peter Coleman Vickey Brown 1 Trustee Alt.: Sheila McDonnell
Policy Committee	3 Trustees: Tom Weber (Chair) Peter Coleman Sheila McDonnell
Education Evolution	3 Trustees: Peter Coleman (Chair) Sheila McDonnell Vickey Brown

Current and Active Ad Hoc Committees:

Community Engagement Committee	3 Trustees: Co-Chairs Vickey Brown and Sheila McDonnell Cliff Boldt
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Other Board Committees:

Aboriginal Education Council	1 Trustee Representative: 1 Trustee Alternate:	Janice Caton Ian Hargreaves
Comox Valley Sports Commission	1 Trustee Representative:	Ian Hargreaves
Professional Development Committee	1 Trustee Representative:	Cliff Boldt
Tribune Bay Outdoor Education Society	1 Trustee Representative: 1 Trustee Alternate:	Sheila McDonnell Janice Caton
District Parent Advisory Committee <i>(Board Chair will be lead contact with all Trustees rotating on alternate and on-going schedule)</i>	January DPAC Meeting: February DPAC Meeting: March DPAC Meeting: April DPAC Meeting: May DPAC Meeting: September DPAC Meeting: October DPAC Meeting: November DPAC Meeting:	Janice Caton; Vickey Brown Ian Hargreaves; Cliff Boldt Tom Weber; Sheila McDonnell Peter Coleman; Janice Caton Vickey Brown; Ian Hargreaves Cliff Boldt; Peter Coleman Tom Weber; Vickey Brown Janice Caton; Sheila McDonnell
Social Planning Committee	2 Trustee Representatives:	Cliff Boldt Sheila McDonnell
District Calendar Committee	1 Trustee (as an Observer): 1 Trustee Alternate (Observer):	Ian Hargreaves Vickey Brown
Indigenous Parent Advisory Club (IPAC)	1 Trustee Representative: 1 Trustee Alternate:	TBD TBD
Teacher Mentorship	1 Trustee Representative:	Ian Hargreaves

Trustee Liaison to District Schools:

School	
Airport Elementary School	Tom Weber
Arden Elementary School	Ian Hargreaves
Aspen Park Elementary School	Peter Coleman
Brooklyn Elementary School	Peter Coleman
Courtenay Elementary School	Cliff Boldt
Denman Island Elementary School	Sheila McDonnell
Ecole Puntledge Park Elementary School	Cliff Boldt Janice Caton (alternating)
Ecole Robb Road Elementary School	Peter Coleman
Hornby Island Elementary School	Sheila McDonnell
Huband Park Elementary School	Tom Weber
Miracle Beach Elementary School	Ian Hargreaves
Queneesh Elementary School	Janice Caton Cliff Boldt (alternating)
Royston Elementary School	Vickey Brown
Valley View Elementary School	Janice Caton
Cumberland Community School	Vickey Brown
Highland Secondary School	Peter Coleman
G.P. Vanier School	Janice Caton
Glacier View Secondary Centre	Janice Caton
Lake Trail School	Cliff Boldt
Mark R. Isfeld Secondary School	Sheila McDonnell
<i>Navigate</i> powered by NIDES	Ian Hargreaves

Janice Caton, Board Chair
December 2017

School District No. 71 (Comox Valley)

Board of Education

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Briefing Note – Administrative Procedure 8001 MR3 – *Daycare Centres and Before and After School Programs*

Background: (Allan to provide verbal background)

Government is looking at universal daycare. This would likely include before school, during school (for non-school aged children) and after school daycare. The attached Administrative Procedure was last reviewed in 2010.

Our schools are in neighborhoods, we are in the best position of supporting daycares. Many of our schools house daycares either in the building or in modulars on the school property. Some of these are for profit daycares while others are not for profit daycares. The daycares are not regulated by the school district. The only regulation of daycares is through the Ministry of Health and it centers around safety for children (e.g. staff ratio, qualifications, health and safety).

Implications:

Recently, Government has provided grants for additional daycare spaces. One of our providers has obtained two of these grants.

Given school enrollment and space pressures, the current administrative procedures on daycares needs to be reviewed.

Recommendation:

THAT the Board of Education refer Administrative Procedure 8001 MR3 – *Daycare Centres and Before and After School Programs* to the Policy Committee for review.

Administrative Procedure 8001 MR3

Daycare Centres and Before and After School Programs

1. **Scope**

This regulation encompasses the use and approval process for the operation of daycare centers and before and after school programs in the Comox Valley School District.

2. **Principles**

The Board of Education encourages and permits the use of vacant school facilities or appropriate surplus space by licensed daycare organizations that operate daycare centers and/or after-school programs as per the principle outlined in Policy 8001.

Such permit use, however, is granted provided that external use of school facilities and grounds during school hours by these programs does not interfere with the normal operations of regular curricular and extra-curricular programming and student safety. The board does not endorse or represent any external group that rents its facilities or grounds.

Rental rates are to be assessed as per this regulation with fees established on the basis of recovering operating costs incurred by the district rather than generating surplus revenue. Rental rates for this regulation (attached as Appendix A) supersede rates identified in Policy 8001 MR1 Sections G and I.

The board reserves the right to modify the rates to this policy to accommodate a child care operation at one of our sites for parent students attending school.

3. **Reservations and Priority for Use**

Use of School Facilities will follow management regulations regarding priority for use as outlined in Policy 8001 MR1. The rental reservation form “Application for Use of School Facilities” will be used to initiate the lease of space for an annual term for this regulation.

4. Placement of Stand Alone Facilities

Portables and purpose built facilities for these programs may be approved provided all costs associated with the installation and ongoing maintenance and operational costs and/or removal costs are borne by the group and that the project conforms to local municipal zoning, building regulations and all regulations/policies of other authorities having jurisdiction.

These facilities must not compromise field use, nor restrict opportunities for the district to place on site other portables or facilities required for district programs or other approved uses, nor restrict future disposition considerations of the school site should that be necessary. Portables owned by others, approved and sited on school property for other purposes are subject to removal should the operating lease be terminated.

Any land leased for a period of time may require property subdivision and, as such, these requests will be considered on a case-by-case basis. All costs necessary to obtain approval shall be borne by the society or other lessee under the *Land Titles Act*.

Any operating lease agreement entered into by the district may be terminated by the district.

5. Notice of Termination

The applicant, at the time of the issuance of the lease, will be notified that the agreement may be terminated at any time should the space and facilities be required for Board purposes or should the school and its operation no longer be required for school purposes and the district wished to dispose of subject property. If this becomes necessary, however, every attempt will be made to notify the group concerned well in advance of the date of termination to enable it to seek other accommodation.

6. Risk Management

A district employee must be on site when a school or school facility is being used by the public. A school principal, administrator, teacher or operations staff member may represent the district. Additional security cost-recovery charges apply when programs operate in non-school operating hours or days. A program operating from a portable or a secured program area separate from the balance of the school is exempt from the requirement for a district employee to be on site.

The application for Use of School Facilities includes a User Group Agreement Waiver/Indemnity clause which the user is required to accept, as well as to agree to conform to the "Conditions Governing Rental of School Facilities" set out on the reverse of the form.

Users are to comply with this regulation and all of its requirements.

7. Hours of Operation

Childcare services operating in surplus vacant space will do so only during the September to June school year unless the district and the service provider are able to agree otherwise. Access to schools during the winter, spring and summer breaks will be dependent upon the availability of space, the availability of security staff and any planned and scheduled maintenance or capital works. Hours of operations will normally be 7 am to 5 pm daily. Additional hours to be reviewed on site as required with the Principal.

8. Requirements and Application Process

Individuals or groups wishing to establish a daycare or out of school care centre must receive various approvals before being licensed and established in a school building or on school property.

The individual or group should initiate discussions with the school principal and seek agreement in principle that the program would be beneficial to the school. This agreement is generally based on the principal's discussions with the school staff and the school's parents' advisory council, and on a written survey of parents to determine the extent of local need for the program. The group should then submit a request to the secretary treasurer.

The director of operations will coordinate all arrangements for the placement of the program and will notify the group that the board policy requires that the program be licensed as per licensing requirements, as set out in the *Community Care Facility Act and Child Care Regulations*.

The director of operations will meet on site with the principal, a representative of the society, and the Community Care Facilities licensing care consultant, and provide any technical information required. The director of operations will then make the necessary arrangements to ensure that all board requirements regarding the placement of the program are met. The director will prepare a final report for board consideration.

Final approval of current or new daycare operations rests solely with the Board of Education, School District No. 71 (Comox Valley).

9. Tenant Responsibilities

The daycare operator provides their own custodial services, however, limited custodial services can be provided by the school district under the standard rentals agreement, Policy 8001MR1. In order to avoid an increase in the custodian's workload, centres should ensure that the room used is kept in tidy condition and that only designated washrooms are used.

The provision of furniture and equipment is the responsibility of the daycare or out-of-school care centre. However, if a school has extra furniture and equipment that are not required either by the school or by any other school in the Comox Valley school system, the principal may recommend that it be made available on loan to the daycare or out-of-school care centre until such time as it

Board Adopted: June 22, 2010
Revisions: 1

is needed by the system. The centre will be responsible for reimbursing the board for any breakage or loss as a result of misuse of school equipment or damage to school facilities. Responsibility for inventory, inspection at start and conclusion of lease agreement, and condition reports of furniture and equipment along with the reimbursement process rests with the principal.

The daycare or out-of-school care centre cannot expect to use the school telephone, except in an emergency. Any centre wishing to have a telephone installed must seek approval from the principal and from the director of operations and must accept responsibility for all costs involved.

The school has no legal obligation in the area of supervision of the daycare or out-of-school care centre. However, the principal has overall responsibility for the operation of the school and, therefore, has an interest in all programs operating within the premises.

Responsibility for children in the program lies with the supervisor of the centre, should the children in the program become ill while attending the daycare or out-of-school care program or not picked up from the centre in the evening.

Responsibility for the transportation of children, to, from or during out-of-school care or daycare programs, rests with the parents and the program.

All regulations identified in Policy 8001 MR1 with respect to responsibilities, condition of premises, financial responsibility, authorities, supervision, parking, smoking, summer use of facilities, intruder systems, telephone, use of school grounds, janitorial supplies and equipment apply to this policy.

Appropriate operating licenses, permits and insurances are to be provided by the leaser to the school district that satisfies all relevant regulations and authorities and the Schools Protection Program.

The tenant is to participate in all fire, earthquake and other critical incident drills that take place at the site and work with the principal on how the group works within the drills and alarms structures at the school as well as reporting their safe evacuation of the school.

The tenant is to provide picture identification to all staff and volunteers and ensure identification is worn in a clearly visible location by staff and volunteers at all times on school property. Criminal record checks of staff and volunteers working in the rental program will be provided by the school district Human Resources department.

Change of ownership of the operations is prohibited during term of contract unless all requirements of this regulation are met and approved by the appropriate authorities and the board. Sub-letting of space is prohibited.

10. Contract Term and User Fees

The term of any lease agreement is generally for a two-year term but reviewed and renewed annually for the lease period 1 September to 30 June. The process for the provision of this type of program space will be reviewed annually and competitively tendered to licensed operators. User fees at a minimum shall comprise four parts:

- (a) administration fee
- (b) facility and grounds rental fee
- (c) custodial and security rates, and
- (d) ancillary charges

Tendering will identify minimum rental requirements as identified in Appendix A. The board will annually review its rates structure to ensure market competitiveness and to ensure the board is not undercutting other similar service businesses in the area. Thirty days' notice to users will be provided for any rate changes being considered upon this annual review of rates.

Board Adopted: June 22, 2010
Revisions: 1

Appendix A

Minimum Rental Charges

Administrative Fee

The district will charge a \$10.00 per permit fee application to cover administration, overhead and costs associated of processing an application of day care centres and before and after school programs.

Facility Leases/Licenses Cost Recovery Fees

Rental rates for Group A day care programs and before and after school programs will be charged full cost-recovery per month based on a ten-month school year—September to June operation. Should the program be extended for the summer months by mutual agreement and not interfere with planned work, monthly rates apply as well as custodial, carbon offset, or security fees and additional utility fees.

Rental Rates per *Classroom or Portable*

Utility charge will be \$1.00 per square foot annually for space as a prorated cost for the ten-month period for a single program. Utility charge for before and after school program and full-day daycare will be \$2.00 per square foot for space as a prorated cost for the ten-month period.

Ancillary Charges

The leasing of individual building complete with site will be subject to special negotiations and agreement.

The board will annually review its rate structure to ensure market competitiveness and to ensure the board is not undercutting other similar service businesses in the area. Thirty (30) days' notice to users will be provided for any rate changes being considered upon this annual review of rates.

Board Adopted: June 22, 2010
Revisions: 1

School District No. 71 (Comox Valley)

Board of Education

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Briefing Note –
First Nations Education Steering Committee
23rd Annual Aboriginal Education Conference – Renewing our Relationship
November 30 to December 2, 2017, Vancouver, BC

1. **Opening Remarks:** Tyrone McNeil, FNEC President

- Unless assimilated, we as indigenous people do not think only of ourselves in the here and now. That is not our way...

2. **Keynote:** Thomas King ... The Inconvenient Indian: A Curious Account of Native people in North America. Interviewed by Shelagh Rogers (CBC)

- Reconciliation ... "I don't want an apology I want action."
- "If we're not in control of our land we are not in control of anything ... we have nothing."
- "We need to have control of what is taught and how it is taught ... and we need to be in control of our land."
- "When it became clear that Justin T. was not going to keep his promises and became ... annoyed."
- "Sovereignty ... needs to be taken, as you cannot wait for them to invite you to the table. We've been waiting long enough."
- One good story ... Justin's tattoo ...
- He liked school ...
- Residential Schools ... don't think the non indigenous people realize, see the effect that this has had on education ... on our people on a daily basis.
- "Education got us into this and education will get us out ... only if we control that education."
- Coyote is a cautionary story ... he is a non native character ... it is appetite abounding ... a character with an appetite for everything.
- Non indigenous teachers need to understand the needs of the community and how to meet those needs.
- "A lot of what you have written is very important for us."
- Stay calm .. be brave ... wait for the signs."

3. **Special Presentation:** Bernard Richard, Representative for Children and Youth

- How can we better work together to meet the needs of Aboriginal children in care?
- The room for improvement in education for children in care.
- Persistent gaps in education for children in care continues.
- Once you feel like you belong somewhere you'll succeed.
- See education recommendations in his report on Children in Government Care - Room for Improvement.

4. **Keynote:** Dr. Jan Hare, Associate Dean for Indigenous Education, Faculty of Education, UBC

- Learning, Knowing, Sharing

The sessions I attended ...

- *Session 1: Strengthening Aboriginal Success in BC Public Schools*
- *Session 2: Clam Gardens in the Classroom: Bringing Together Indigenous Knowledge and Ocean Science*
- *Session 3: Science 5-9 First Peoples Teacher Resource Guide*
- *Session 4: Integrating First Peoples Content and Principles of Learning in Classrooms*
 - "If not here then where?"
 - Collaborative, cooperative
 - Choice and flexibility
 - Relevance

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Briefing Note –
First Nations Education Steering Committee
23rd Annual Ab EdConference: Renewing our Relationship Nov 30-Dec 2, 2017 Vancouver

I am very appreciative of the opportunity to attend the 2017 FNEC conference, along with Trustees Hargreaves, Boldt and a good delegation of our Ab Ed teachers, EAs, parents and AEC members. The conference was informative and inspiring, as well as heartbreaking at times as we contemplated some of the stories of colonial impacts on First Nations.

The conference started with keynote presenter, Dr Thomas King, author of *The Inconvenient Indian*, among many other works, interviewed by Shelagh Rogers. Bernard Richard, the Provincial Advocate for Children and Youth, then spoke about the recent report on Outcomes for Aboriginal Children in Care. The report presents a depressing picture of the disproportionate percentage of children in care who are Aboriginal and the relatively poor school outcomes. He reviewed practices that are proving effective in changing that picture and highlighted the needs for more supports and more advocacy. Practices such as connecting students with cultural show evidence of positive impact on student success. The report makes 6 key recommendations, stressing the room for improvement. Mr. Richard particularly noted the role of teachers in impacting outcomes – “they can be game-changers, especially for the most vulnerable students.”

The keynote speaker on Saturday was Dr. Jan Hare, Associate Dean for Indigenous Education UBC, who presented some examples of Learning, Knowing and Sharing (new book) that have proven successful in supporting Aboriginal student success.

Workshops - highlights for me among many excellent presentations.

***Imagine Indigenizing the Classroom: Building Relationships through Community Learning
Place-Conscious Ecological Practice, Kwantlen Maple Ridge.***

Clayton Maitland and Lekeyton Farley Antone

This presentation was about a school without walls (just a garage for equipment and a small office) – a territory where children learn through experience. 88 students K-7 with 4 teachers, 4 EAs and as many family and community members as want to come. Students are allowed to whittle, but no fidget spinners, so each workshop participant was given a cedar stick and penknife and encouraged to create. Now in its 7th year, this is a learning community where students work together on the same projects but

at their level and receive support according to need. Learning is hands-on, real life, inter-curricular, multi-age.

Place is at the root of learning – it involves everything and everyone, it is rooted and encompasses in geology, biology and 15000 years of history as the basis for all curriculum and academic learning. This form of “Emergent Learning” starts with the questions students ask and is based on relationships and experience, outside in all weather.

Every learning project is a Story – a way to learn everything about the place and what is there. Some stories go on all year- to build a drum requires creating a relationship with cedar, hides, sticks, harvested at the right time, processed in the right ways, with lessons from elders. The curriculum of a drum involves numeracy, writing, research as well as the competencies of collaboration, problem solving, persistence. Everything starts with ceremony and gifting and establishes respect, care, relationships, integrity. The Hot Lunch Story is not just ordering from Tim Hortons on-line, it started with tapping trees for maple syrup – over 3 months. There was a Fort Story where the building of forts in an open area led to control by a few, fighting, challenges and ultimately a student-derived form of self-government, conflict resolution and process to establish ground rules BEFORE new projects. The Flute Story, the Salmon Story, the Paddle Story which led to a five-day canoe trip and profound consideration of what is a journey. Throughout this, students learn the seasonal routine, the proper respect for nature, planning, making things useful, with purpose, beauty and ceremony.

The workshop excited my imagination about how we can use our schools for this place-based community learning approach as the basis for deep connection and learning. Everything we need is here.

Strengthening Aboriginal Success in BC Public School Systems,
Juanita Coltman, FNEC K-12 Policy Manager

An overview of the gaps in Aboriginal student success and measures that can help to close the achievement gap. Discussion of the UN Declaration, the issue of federally funded band schools and BC public schools, accessibility and transfer of funding, the importance of shared decision-making and EQUITY to address gaps.

A copy of the achievement levels for SD71 was provided – I will share that and the presentation powerpoint.

Renewing our relationship through reconciliation: A Journey
Virginia Morgan, Gitksan Cultural Teacher and James Webb, FN Youth Worker Hazelton Sec School

In this workshop, participants worked on stitching a small medicine pouch during the presentation. This program is based on Camp – a back to the land approach that recognizes many students are dealing with grief and trauma. Work in school and on the land helps the students on their own journeys of reflection and healing. Through hunting, preparing food, skins, cedar, gardening and other cultural practices, as well as First aid, mushroom collecting and boat-building, students learn communication skills, leadership, character building, community mindedness, confidence, respect. They become knowledge holders and gain mastery through cultivating healthy hearts and minds. The capacity of today’s children to heal the trauma of residential schools and move their communities into a better future was a theme here and throughout other workshops.

Sheila McDonnell, Trustee, Baynes Sound, Denman and Hornby Islands

The team seeks to foster a sense of belonging through the students encounter, in nature, with cultural awareness and identity. They learn from one another as a community. They strengthen themselves as a community.

This program too started with the place – to ask students what they can discover, to listen to sounds and to teach for learning.

The conference was also a chance to connect with others and hear about the work they are doing. I especially enjoyed the chance to sit with some of our staff and listen to them share the workshops they attended and the things they are working on at their schools. We have exceptionally skilled and caring people making a difference.

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Briefing Note – Sports Centre Commission

Meeting highlights:

A report on the status of all the Sports Centres was shared.

Recommendations:

- See page 44 of the report for details
- Tennis and/or pickle ball were advocating using school gyms more.
- A question was shared with Ian Heselgrave who has acted on it.
- New software program being instituted to allow for a "single pass" system but because of all the municipalities and regional districts there are a number of back issues. Cumberland has a single hub system and hopefully it rolls out well throughout the other municipalities. Limited recreation facilities in West Courtenay and Cumberland was noted.

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Briefing Note – Summary – Other Stakeholder Meetings

The following is a summary of other stakeholders with whom I am in contact as both an individual and as a trustee.

Comox Valley Social Planning Society

This society has been in operation for many years and is a regular meeting of a variety of government and non-profit organizations in the Comox Valley. An excellent forum for the exchange of information and resources. As a trustee, I am aware of the variety of services operating in the valley impact our core clients – children and students.

Comox Valley Elderly Taking Action

An organization of a variety of individuals and agencies working with senior's issues in the valley. Many seniors have children in the public education system, here or in other parts of the province and country. Almost 70% of valley residents have little connection with the school system, so by attending I hope to show a 'face' of public education. I do get a number of inquiries about services for grandchildren in SD 71.

Community Health Network (CHN)

<https://www.facebook.com/cvhealthnetwork/>

Trustee McDonnell and I reported briefly on the forum held on November 16. A future forum will be held in the New Year. I will keep the board in the loop. A CHN in our valley will connect with SD 71 at many levels from senior administration to the classroom and I will be encouraging the SD to become active partners with the CHN in the new year.

Safehaven – Syrian Refugees

A number of churches, including mine (St George's United) have jointly sponsored a family of Syrian refugees to come to the Comox Valley. As a trustee, I have been asked for information about the readiness of SD 71 for their arrival. I have passed these along to appropriate senior administration and I am confident that our SD will do a good job of welcoming these young children into our schools.

Clifford Boldt, Trustee, City of Courtenay

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Briefing Note – Participation on Other Stakeholder Groups in 2017

CVRD Integrated Regional Transportation Select Committee

I am the school district's representative to this select committee made up of municipal representatives, Komox Band and appointees from the Cycling Coalition, CV Accessibility Coalition and general public. The Committee's mandate is to explore the potential benefits and governance structure of a CVRD function that would address issues related to shared road use and supporting non-private vehicle usage. The IRTSC was established when a proposed transition from the very successful Cycling Taskforce to a Multi-Modal Committee, which was endorsed by SD71, Comox and Cumberland, but referred to the CVRD for consideration by the City of Courtenay. Over the past several years we have had presentations on various forms and success stories from similar initiatives on the Island, but have not been able to forward proposed terms of reference to the CVRD board as yet. The Committee did explore a grant opportunity from Island Health for collaborative initiatives to promote Active Travel, but did not have a suitable function available to do so.

The IRTSC's second mandate is to advise on a proposal to have a multi-use corridor along Comox Rd (Dyke) between Comox and the 17th St Bridge. This has demonstrated the possibilities of the integrated approach to working with multiple jurisdictions.

The contacts with participants and staff has been helpful in building relationships and demonstrating the interest of the SD in collaborative solutions to common problems.

CV Social Planning Society

The Social Planning Committee meets monthly and provides a good venue for elected officials and agency leaders to discuss significant issues of common interest. Social Planning worked with the CV Foundation and United Way to produce the Vital Signs Report, an updated version of the CVSPS's Quality of Life Reports. Trustee Clifford Boldt and I have found it useful to maintain relationships with key leaders addressing housing, poverty, food insecurity, transportation, mental health and other variables that create significant risk factors for vulnerable children and youth in the SD71 population. The Social Planning Society plays a role in the exploration of a Community Health Network and recent forum.