
**MINUTES OF THE PUBLIC MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT 70 (ALBERNI)
November 13, 2018
Administration Office, Port Alberni, B.C.**

Trustees P. Craig, R. Buchanan, L. Ransom, J. Bennie, C. Watts, C. Washington, S. Leslie
Administration: G. Smyth, B. Witte, L. Cheetham, P. Klaver, G. Roe, J. Hitchings
P&VP: S. Manson, M. Girard

Call to Order – 7:01pm by the Secretary-Treasurer

Election of Chair

Superintendent Greg Smyth assumed the chair for the Election of Board Chair and called for nominations.

- Trustee Ransom nominated Trustee Craig
- Trustee Watts nominated Trustee Ransom
- Trustee Ransom declined the nomination with thanks to his nominator

Moved by Trustee Ransom and seconded by Trustee Buchanan to nominate Pam Craig as Board Chair. Trustee Craig was appointed Board Chair by acclamation.

CARRIED

Trustees agreed unanimously to continue with a eight-month rotation for Vice-Chair by alpha order starting with Trustee Bennie.

Trustee Craig assumed the Chair

Trustee acknowledged the Tseshaht and Hupacasath people on whose territory we live, work and learn.

Call to Order – 7:11pm Trustee Craig in the Chair.

Questions/Approval of Agenda

Moved by Trustee Bennie and seconded by Trustee Watts that the Agenda of November 13, 2018 be approved with the addition of the following:

14.1 Port Alberni Museum & Heritage Commission

CARRIED

Conflict of Interest Declaration – Nil

1.0 Adoption of Minutes

Moved by Trustee Buchanan and seconded by Trustee Bennie that the minutes of October 9, 2018 be approved.

CARRIED

2.0 Announcements of the Chair**3.0 Good News from the Schools/ School Inquiry Project**

3.1 Students from Ms. Dillon's class showcased their Robotics projects.

4.0 Trustee Statements

- Trustees attended various Remembrance Day ceremonies and other local events.

5.0 Petitions/Delegations/Presentations - Nil**6.0 Staff Reports****6.1 Superintendent's Report**

The Superintendent provided his monthly report – *attached*.

6.2 BC Tripartite Agreement

The Superintendent reported on highlights of the BC Tripartite Agreement noting that the agreement was first signed in 2012 and has been renewed under the Federal and Provincial Government and FNEESC.

6.3 Aboriginal Education Equity Scan

The Superintendent provided an update on the Aboriginal Education Equity Scan – *attached*.

6.4 School Bus Seatbelts

The Superintendent and Director of Operations reported that seatbelts on school buses are not currently required by the Ministry of Education, or proposed at this time.

6.5 Expenditures for September 2018

Moved by Trustee Buchanan and seconded by Trustee Ransom that the expenditures for the month of September 2018 be approved as follows:

Description	September
Supplies and Services	\$645,712.48
Salaries and Benefits	\$2,350,716.38
	\$2,996,428.86

CARRIED

6.6 ADSS Band Trip

Moved by Trustee Buchanan and seconded by Trustee Washington that the board approve the request from the ADSS Band Director, Ron Gaucher to travel with five students to the Lionel Hampton Jazz Festival in Moscow, Idaho February 20-24, 2019 at no cost to the board.

CARRIED**7.0 Executive Committee Reports**

7.1 October 24, 2018.

8.0 Unfinished Business/New Business – Nil**9.0 Policy Development**

9.1 Administrative Procedures – AP5012: Physical Restraint of Students

This AP requires amending to reflect changes in current and best practice.

10.0 Correspondence – Action Required - Nil**11.0 Correspondence – For Information**

11.1 copy of the Westerly News dated October 3, 10, 17 and 25, 2018.

11.2 copy of the Ha-Shilth-Sa News dated October 18, 2018.

11.3 copy of letter from North Island College President John Bowman dated October 26, 2018.

11.4 copy of letter from Tseshaht First Nation dated October 31, 2018.

12.0 Board Committees - Nil**13.0 Internal District Committees**

13.1 BCSTA – Trustee Buchanan

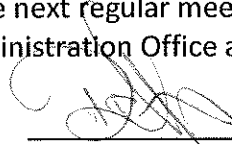
14.0 External or Community Committees14.1 Port Alberni Museum & Heritage Commission – *Minutes of November 7, 2018.***15.0 Audience Question Period**

- ADTU President Ken Zydyk welcomed new trustees and congratulated the board. He also thanked staff for their work on the Diversity and Inclusion policy.

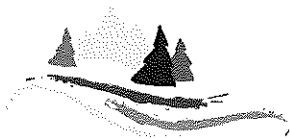
The Chairperson adjourned the meeting at 8:54 p.m. The next regular meeting of the Board of Education will be held on December 11, 2018 at the Administration Office at 7:00 p.m.



Trustee Craig, Chair



L. Cheetham, Secretary-Treasurer



Superintendent's Report November 13, 2018

Diversity & Inclusion, SOGI and washroom/changeroom access

There was considerable response to SD70/ADSS acknowledging the right of transgender students to choose washrooms and changerooms that correspond to their gender identity. As a follow up to this event and to comments in my October Superintendent's report, I think it is important to note that washroom access is a right under the BC Human Rights Code rather than a policy decision of the Board of Education. Thus, proposed *Policy 101 – Diversity & Inclusion* is separate from the issue of washroom/changeroom access, and it should be read in the context of broadly acknowledging and supporting all grounds protected by the Code.

It is also fair to acknowledge that while some people experience discomfort with gender identity or gender expression within the BC Human Rights Code, one's discomfort is not sufficient to deny another person's rights. History is full of examples of social change that were initially uncomfortable but, over time, became the norm.

Common to most conversations, however, was the generally agreed notion that school changerooms lack the privacy that most students and/or their parents sought. This was something identified in our Annual Capital Plan submission in which we asked for additional capital funds to consider renovations to changerooms and select washrooms at ADSS. While we await confirmation from the Ministry, we continue to explore low-cost solution that might begin to address the issue of privacy in changerooms.

SOGI and SOGI 123

October also saw SOGI 123 emerge as an issue in the District. Whether it was due in part to trustee elections, an extension of washroom access, or as a general issue raised by some members of the public, sexual orientation and gender identity (SOGI) and SOGI 123 became a topic of discussion. Key points:

- **There is no "SOGI curriculum" and this is not a new subject area.**
- The Ministry of Education has recently implemented a redesigned curriculum, the content of which includes a focus on valuing diversity and respecting differences, and the topics of human rights and responses to discrimination (especially in subject areas of Physical and Health Education, Social Studies, and English Language Arts).
- Components of the BC Human Rights Code, including sexual orientation and gender identity, may be explored within those curricular themes. The expectation is that all students in all schools will experience the integration of inclusive education beginning in Kindergarten. This expectation is true of both public and independent schools.
- SOGI is a thread that can be addressed throughout many subjects and topics as it relates to human rights and responses to discrimination. **School District 70 is not encouraging (or discouraging) sexual orientations or gender identities, and addressing SOGI in the**

curriculum is NOT about students developing a particular set of beliefs around sexual orientation or gender identity

- **SOGI 123 is a resource**, developed by the ARC Foundation in collaboration with the Ministry of Education, BC Teachers' Federation, UBC Faculty of Education, nine school districts in BC, educational partners, and local, national and international LGBTQ community organizations. The BC Confederation of Parent Advisory Councils is also a supporter and collaborated on the development of SOGI 123 parent resources available on the SOGI 123 website.
- The intent is to have students, families, and staff reflected in the curriculum and school life, meaning that we are inclusive of all types of families (single parent, mixed culture, intergenerational, foster families, blended families, adopted, same sex families, etc.) and individuals (regardless of how they identify or what their sexual preferences might be). It is about respecting diversity. In this sense, resources developed as part of SOGI 123 are no different than resources that have been developed to support teaching about other areas protected under the BC Human Rights Code

Graduation Program

The Ministry of Education has had recent meetings with Superintendents and the Learning Advisory Board regarding proposed changes to the BC Graduation Program. Over the next month, government will examine a few remaining policy questions on the provincial graduation assessments with key partner groups. Government remains committed to proceeding with the implementation of the changes to the graduation program and expects to announce the changes publicly early in the new year.

Communicating Student Learning Changes

As noted in last month's report, a second letter outlining changes to the format of progress reports will soon be sent to parents of elementary school students. In January, we will be using a new format for K-7 report cards, most notable changes being a:

- more holistic, descriptive assessment of what students can do, areas for growth and ways to support learning
- common proficiency scale for K-7 rather than letter grades in grades 4-7, and a
- "sliding scale" for each curricular area showing students progress on a continuum

Subject	Beginning	Developing	Applying	Extending
English				
Math				
Science				
Socials				

Heart-Mind Wellbeing

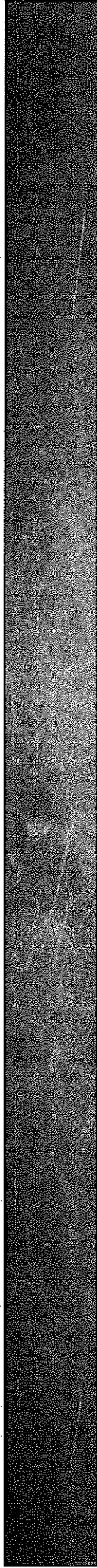
I remain a strong supporter of the Dalai Lama Centre for Peace and Education's (DLC) Heart-Mind Wellbeing (HMWB) framework and sit on the DLC's Heart-Mind in Schools Advisory. Some of the important issues and events of October/November were challenging to many members of our schools and our larger communities, and I reflect on these issues in the context of HMWB.

I close my report with a reminder that while our primary goal of the school system – and the one we are often most singularly associated with – is intellectual development, we cannot overlook the fact that we are also tasked with teaching students compassion, kindness and empathy; to form healthy interpersonal relationships; and to solve problems and reconcile differences in peaceful, respectful ways.



Equity in Action

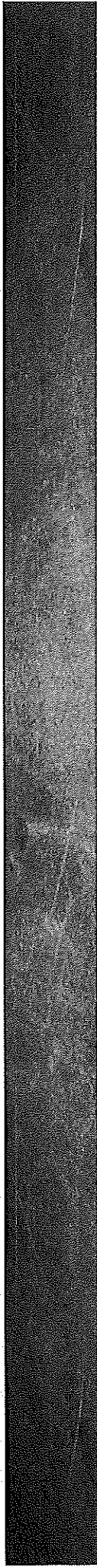
Ministry of Education – Aboriginal Education Division





Equity in Action Project

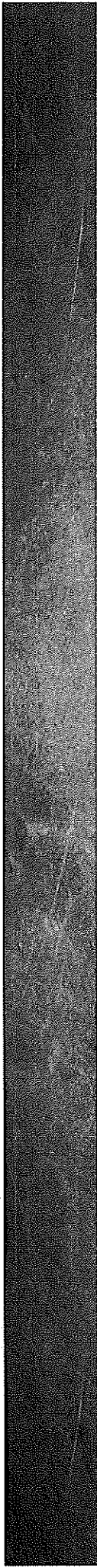
- The 'Equity in Action Project' represents some of the current directions to address systemic barriers impacting Aboriginal student achievement.
- A focus on 'equity of opportunity' and a co-constructive approach is driving a review of practices and policies that may be creating obstacles for Aboriginal learners in the B.C. public school system.



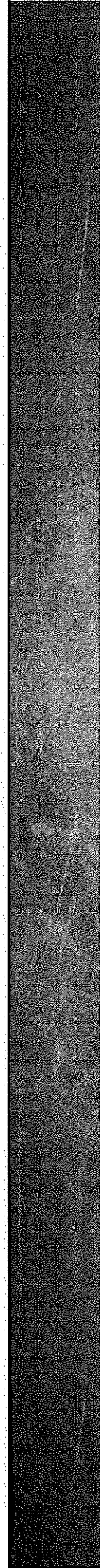
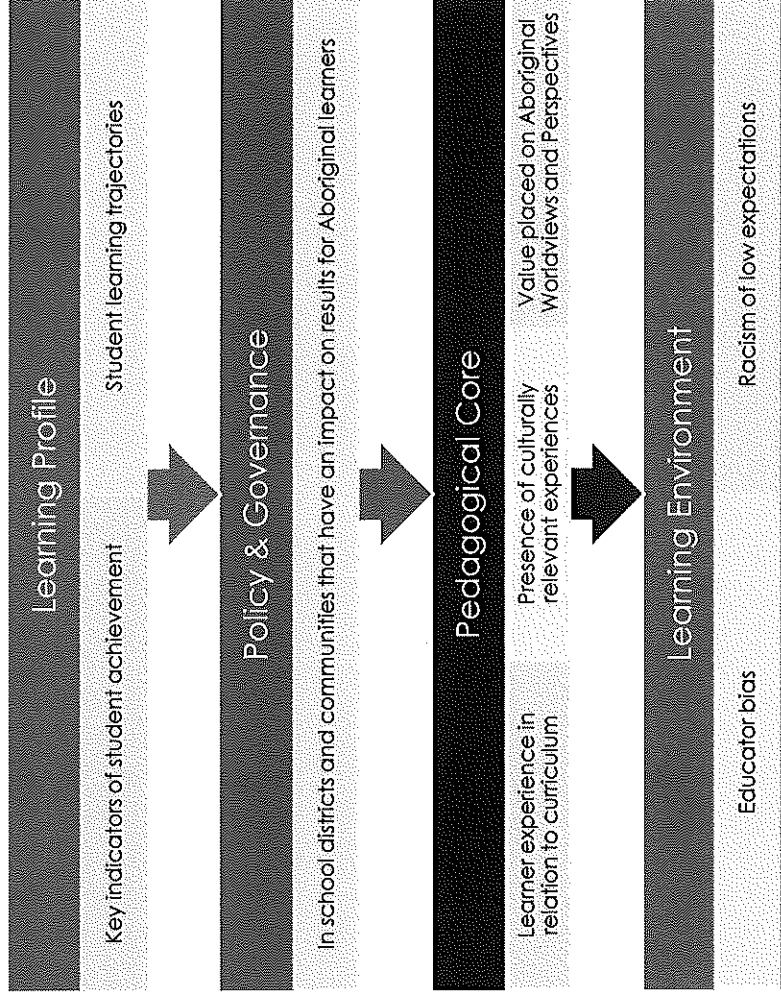


Process

- The Equity Scan defines a collective and collaborative decision-making process for school districts to voluntarily enter into a genuine and meaningful self-assessment dialogue about the educational experience for Aboriginal learners and
- to respond in strategic ways to create conditions for success.



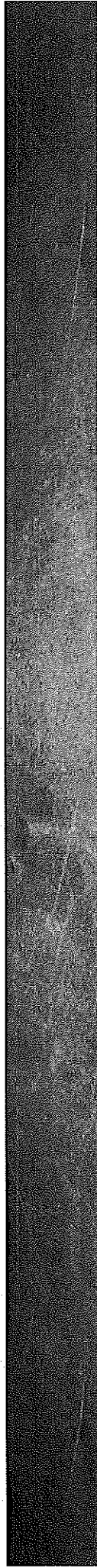
Core Components





Constructing a Theory of Change

- Where do we want to be?
- How will we get there?
- How will we know?





Participants

- 2017/18 – six school districts
- 2018/19 – sixteen school districts

