



**BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**OPERATIONS COMMITTEE**

**AGENDA**

February 18<sup>th</sup>, 2016 from 12:30-2:00 p.m.  
School Board Office – Gibsons, BC

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- 1) Update on Capital Projects
- 2) Strategic Plan: Goal 2.4. Safe and Healthy Schools
- 3) Preliminary Budget Considerations
- 4) Long Range Facilities Plan (standing item)

Report to the Board of Education SD No. 46 (Sunshine Coast)  
From Director of Instruction Paul Bishop  
February 18, 2016

### **Strategic Plan Report**

#### **Goal 2.h.: “Our Staff will thrive with their students in safe and healthy schools where everyone feels respected for their individual gifts and contributions”**

##### **Background:**

*We believe that Comprehensive School Health:*

- *recognizes that healthy young people learn better and achieve more;*
- *understands that schools can directly influence students' health and behaviours;*
- *encourages healthy lifestyle choices, and promotes students' health and well-being;*
- *incorporates health into all aspects of school and learning, acknowledging that health is more than just the absence of illness*
- *links health and education issues and systems; and, needs the participation and support of families and the community at large.*

*[“Healthy Schools BC”](#)*

##### **Discussion:**

“Our Values” from the Strategic Plan note that we will believe in Inclusion, “by engaging all learners and staff, we strive for a diverse, dynamic community”. Collaboration and Equity, likewise note that, “by working together in cooperation and equitable access, we create meaningful connection and sense of belonging”. Comprehensive School Health is built around four pillars: Relationships and Environment, Teaching and Learning, Community Partnerships, and Our School Policies.

##### **Highlights:**

###### Pillar One: Relationships and Environment

The Long-Range Strategic Plan discussions identified ways that the physical space contributes to learning and sense of wellbeing. Renovations have been completed in many schools and new ways to use spaces, such as Libraries or classrooms, as seminar spaces have been identified. For example, “Stand Up” and differently shaped desks that can be reconfigured into working groups have been purchased for Pender Harbour Elementary-Secondary.

Gender Neutral washrooms, too, exist in many schools, with the best example being at Gibsons Elementary helping to reinforce a feeling of inclusion within schools.

###### Pillar Two: Teaching and Learning

Staff are trained to work on healthy relationships in the classroom. Second Step program manuals have been given to all counsellors and circle training taken by many school staff to help address inter-personal communications and emotional management.

Staff are trained to work on respectful interactions in the school environment. Workplace Bullying and Harassment Training Response and Prevention workshops for

Staff Reps was arranged for staff from all sites by Arete Training. A follow up of the information was presented at all sites by school administrators and managers, with specific reference to District Policy.

“Call Out: Creating Supportive Communities for LGBT2Q+ Youth” presentations were done for School Administrators and school counsellors with follow up presentations happening for students and families February 9 at RCES and February 10 at Chatelech Secondary. Two Secondary schools currently have teacher sponsored GSAs.

Staff safety training includes CPI, Crisis Prevention Institute, training that teaches non-violent crisis intervention and VTRA, Violent Threat Risk Assessment, training which deals with working in teams to look at how to respond to violent threats.

#### Pillar Three: Community Partnerships

Community partnerships are numerous. A few examples include: Vancouver Coastal Health staff supporting teachers as resource people in their delivery of Sexual Health Education. The RCMP through their support of the Youth Intervention Officer, Kyle Hrynyk, recently met with all school principals and is present in schools on a regular basis. Three RCMP officers participated in our recent level 1 and 2 VTRA training.

“Mind the Gap” training was taken recently by approximately 40 teachers on how to use mindfulness-based stress reduction for staff and students. This is offered by Stacia Leech as part of Roberts Creek Community School programming.

The BC School Fruit and Vegetable Nutritional Program <http://www.sfvnp.ca> involves providing food, free of charge, to all schools. Milk is also offered to K-Gr. 2 classes. They have a “Fresh to You” fund-raiser component, that some schools are taking advantage of involving selling “food baskets” which are delivered to the school for distribution to those who choose to take part. They provide a number of levelled lesson plans for teachers.

#### Pillar Four: Our School Policies

School Codes of conduct are reviewed yearly with students and staff and are posted on school Web Sites. They are the basis for guiding our expectations regarding interaction between all members of the school community.

There are a number of Regulations that deal with Safe and Healthy Schools. These include everything from Earthquakes and Fire Safety to Extended Experience

Personal Safety is dealt with in the areas of regular site and district based Health and Safety committees, Violence Prevention protocols, Student Health Protocols and a specific Regulation, “Personal Safety” which addresses Bullying.

Health Promotion is addressed through Regulations around Food in Schools, Scent Considerate Environments, Student Substance Abuse and Smoking and Tobacco Use.

A specific section on the District Web site focuses on Emergency Preparedness. Recently, unallocated funds were used to provide a base of equipment for all schools which are stored on each school site. Schools practice Earthquake, Fire and Lockdown drills monthly. Schools are encouraged to participate in the Great BC Shakeout each year to review their emergency protocols.

**Next Steps:**

- Health Fairs have been scheduled at three of the secondary schools for the week of February 22-26.
- “Out in Schools” and TCO2 presenters will be visiting all schools during the February 22-26 week and doing parent presentations
- Emergency Preparedness will be featured in a Ministry workshop on February 29 and March 1 for School District personnel to address the new Emergency Management Planning Guide:  
<http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/emergency-management-guide.pdf>

This workshop will address issues such as: the emergency management cycle, School and District Emergency plans and crisis communications.

## 2016-2017 Preliminary Budget Considerations

Operations Committee  
February 18, 2016

### 2016/2017 – Budget Timelines

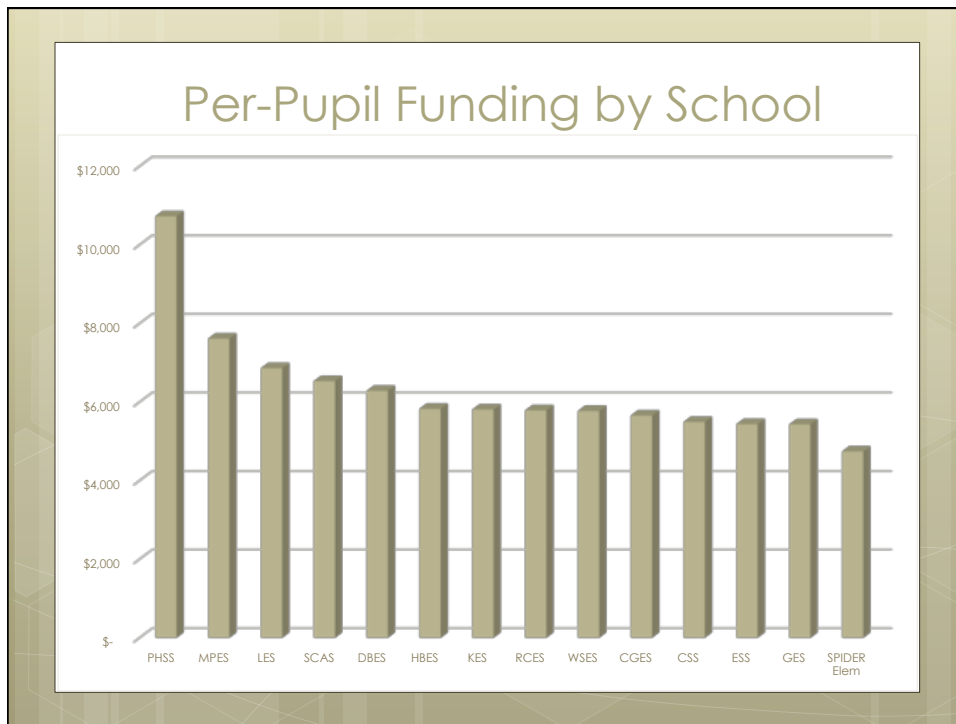
- Mid-March -> announcement from Ministry with per pupil amounts
- April -> allocation rates to schools to build budgets for next year, staffing plans & HR processes take place
- April -> Operations committee bring plan for district and centralized budgets
- May -> Board meeting / budget approval

## 2016/17 Preliminary Budget Considerations

- Strategic Plan objectives
- Maintain high per pupil allocation
- Feedback from stakeholders and Principals/Vice-Principals
- Enrolment projections

## 2016/17 Preliminary Budget Considerations

- Pender Harbour additional allocation
- SCAS allocation rate/base review



- ### 2016/17 Preliminary Budget Considerations
- Administrative Savings
  - Wellness Initiatives
  - Exempt Compensation
    - ❖ Phase 1: Interim Relief
    - ❖ Phase 2: Regional Salary Model Implemented

## 2016/17 Preliminary Budget Considerations

- School vs. Central Cost Review
  - ❖ Garbage / recycling
  - ❖ Utilities
  - ❖ Halfmoon Bay Transportation

## Feedback from **Principals**

- Improved systems for communication with parents
- Emergency funds for specialized placements
- Building areas / renovations to ensure spaces are functioning well
- Additional district support for reading
- District Resource Centre for books, musical instruments, equipment
- IEP support

(slide 2 of 2)



## Feedback from **CUPE Local 801**

- Library support – teacher librarian and library assistant at every school
- Reinstate Administrative Assistant positions to 35 hours at every school
- Increase hours for EAs (beyond bell-to-bell)
- Technology department support
- Restored staffing levels for custodial positions

Summary only.  
See full submission in January meeting package

## Feedback from **SC Teachers' Association**

- Stabilize per-pupil, school-based funding and restore to 2014/15 levels
- Increase Teacher Librarians and Special Education / Learning Assistance Teachers
- Hire more teachers
- Support teacher mentorship and early career teachers
- Provide funding for teacher training and resources / new curriculum
- Address English Language Learner needs
- Review management and school board office staff positions

Summary only.  
See full submission in January meeting package

## Feedback from **DPAC and Public Consultation**

- Reading and library development
- Math for specific use, i.e.: trades and business
- Mental health is important for well being of staff and students
- Composting has positives and negatives
- Re-evaluate custodial reductions
- Trades program and improved graduation rates
- Aboriginal Education materials

(slide 1 of 2)

## Feedback from **DPAC and Public Consultation**

- Mental Health and Wellness initiatives
- Funds to support new curriculum initiatives, ie: integrating indigenous cultures
- Staff libraries with teachers and assistants
- EAs should be full time and outside of classroom time could be used for training, consultation with other staff.
- Green initiatives, ie: solar panels

(slide 2 of 2)

## Feedback from **PACs (GES, MPES, PHSS)**

- Continue to focus on reading, mathematics, social/emotional, mental and physical health
- Reduce staffing turnover at MPES
- Small gym is a concern at MPES
- Improve ability/access to participate in sports teams – coast wide
- Music programs at secondary level – coast wide
- Promote outdoor education/environmental focus at PHSS
- Increase student exchange programs