



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

REGULAR MEETING AGENDA

November 9, 2016 at 7:00 p.m.
At the School Board Office, Gibsons, B.C.

1. Call to Order
2. Celebrating Education: Teachers Empowering Teachers through Technology (TETT) – S. Magnussen
3. Public Question Period (10 minutes in total)
4. Adoption of the Agenda
5. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings
 - a. Regular Meeting – October 12, 2016.....Pg. 3-7
 - b. Record of Closed Meeting – October 12, 2016.....Pg. 8
6. Reports
 - a. Executive Reports
 - i. Strategic Plan Update:
 1. Goal 1.b. / 2.b. – Reading / Reading Teachers.....Pg. 9-10
 2. Goal 2.j. – Sustainable Practices.....Pg. 10-11
 - ii. Superintendent’s Report.....Pg. 12-13
 1. Learning Improvement Fund (LIF) Final Allocations.....Pg. 15
 2. Administrative Regulations in Circulation (until January 9, 2016):
 - a. Regulation 4450 – Purchasing.....Pg. 16-19
 - iii. Secretary-Treasurer’s Report
 1. Long Range Facilities Plan (*motion*).....Pg. 20-69
 - iv. Information Items:
 1. Larger Cheques Written in the Months of October 2016.....Pg. 70-71
 - b. Board/Committee Reports
 - i. Board Report.....Pg. 72-75
 1. Ad Hoc Community Celebration Notes – October 4, 2016.....Pg. 76
 2. BCSTA Report.....Pg. 77-81
 3. BCPSEA Report
 4. Student Trustee Report
 - ii. Committee of the Whole Notes – October 25, 2016.....Pg. 82-83
 1. Joint-Use Agreement (*motion*).....Pg. 84-93
 - iii. Policy Committee Notes – October 25, 2016 (*motion*).....Pg. 94-95
 - iv. Operations Committee Notes – October 20, 2016.....Pg. 96-97
 - v. Education Committee Notes – October 24, 2016.....Pg. 98-100
 1. Summative Report Cards (*motion*).....Pg.101-114

MOTION: “TO receive the reports.”

7. Questions and Enquiries from the Public Relating to the Board Meeting

8. Next Meeting

The next public board meeting will be held on December 7, 2016.

MOTION: "TO approve the committee agendas."

9. Adjournment

COMMITTEE MEETINGS 2016 – 2017				
MONTH	EDUCATION COMMITTEE	OPERATIONS COMMITTEE	POLICY COMMITTEE	COMMITTEE OF THE WHOLE
September	28 from 3:30– 5 pm	22 from 12:30 – 2 pm	27 from 11:30 – 1 pm	27 from 9:30 – 11:30 am
October	26 from 3:30– 5 pm	20 from 12:30 – 2 pm	25 from 11:30 – 1 pm	25 from 9:30 – 11:30 am
November	23 from 3:30– 5 pm	17 from 12:30 – 2 pm	22 from 11:30 – 1 pm	22 from 9:30 – 11:30 am
December	14 from 3:30– 5 pm	15 from 12:30 – 2 pm	13 from 11:30 – 1 pm	13 from 9:30 – 11:30 am
January	25 from 3:30– 5 pm	19 from 12:30 – 2 pm	24 from 11:30 – 1 pm	24 from 9:30 – 11:30 am
February	22 from 3:30– 5 pm	16 from 12:30 – 2 pm	28 from 11:30 – 1 pm	28 from 9:30 – 11:30 am
March	29 from 3:30– 5 pm	30 from 12:30 – 2 pm	28 from 11:30 – 1 pm	28 from 9:30 – 11:30 am
April	26 from 3:30– 5 pm	20 from 12:30 – 2 pm	25 from 11:30 – 1 pm	25 from 9:30 – 11:30 am
May	24 from 3:30– 5 pm	18 from 12:30 – 2 pm	23 from 11:30 – 1 pm	23 from 9:30 – 11:30 am
June	28 from 3:30– 5 pm	15 from 12:30 – 2 pm	27 from 11:30 – 1 pm	27 from 9:30 – 11:30 am

All committee meetings take place at the School Board Office, unless otherwise noted.

Agendas for Upcoming Meetings:

Education Committee – November 23 from 3:30-5:00 pm at the SBO

1. Strategic Plan: 1.i. Technology
2. Curriculum (standing item)
3. Parent Engagement (standing item)

Operations Committee – November 17 from 12:30-2:00 pm at the SBO

1. Strategic Plan: 2.e. Healthy Staff
2. Budget and Transportation Discussion

Policy Committee – November 22 from 11:30-1:00 pm at the SBO

1. Surplus Policy
2. Corporate Policy

Committee of the Whole – November 22 from 9:30-11:30 am at the SBO

1. Strategic Plan: 2.h. Safe and Healthy Schools (cultural)
2. Communication plan (standing item)

REMINDER: PUBLIC BUDGET CONSULTATION

Wednesday, November 16 from 6:30-8:00 pm at Chatelech Secondary Library

This session presents an opportunity for interested parties to provide input into the development of the 2017-18 school district budget, including transportation.



**MINUTES OF THE REGULAR MEETING OF THE
BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

Held on Wednesday, October 12, 2016
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: B. Baxter (Chair), L. Pratt (Vice-Chair), L. Dixon, D. Mewhort,
G. Russell, P. Ruth, C. Youngusband, M. Haines (Student Trustee)

STAFF: P. Bocking, Superintendent of Schools
P. Bishop, Director of Instruction
V. White, Director of Instruction
N. Weswick, Secretary-Treasurer
E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: Trustee L. Dixon

#11. Call to Order

The meeting was called to order at 7:00 p.m.

Chair Baxter acknowledged that the meeting was taking place on the traditional territory of the Squamish Nation and welcomed those in attendance.

#12. Swearing-in of Student Trustee

Secretary-Treasurer Weswick facilitated the swearing-in of Pender Harbour Secondary student, Maribeth Haines, to the Board of Education of School District No. 46 (Sunshine Coast). Chair Baxter presented Student Trustee Haines with a school district jacket to celebrate the occasion.

#13. Public Question Period

- There were no questions.

#14. Adoption of the Agenda

MOTION: Pratt/Mewhort

"THAT the agenda of October 12, 2016 be adopted."

Carried.

#15. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings

MOTION: Mewhort/Pratt

"THAT the minutes of the Regular Meeting of September 14, 2016 and the Record of the Closed Meeting of September 21, 2016 be adopted."

Carried.

#16. Reports

a. Executive Reports

i. Strategic Plan Update:

1. Goal 1.g. – Student Sustainable Practices and Outdoor Education

Superintendent Bocking spoke to his written report, highlighting:

- Walking field trip permission form for local excursions is in use at all schools,
- Schools are focusing on recycling, “Garbology” and some schools have implemented litter-less lunches,
- Mentorship and support is available for teachers to ensure they have the practical strategies to support environmental education,
- Education Committee is developing an “Atlas of Learning” – an electronic online resource that maps local areas with environmental interest and provides ties to the new curriculum.
- Facilities department is actively promoting environmental initiatives at schools. Some schools are developing natural playgrounds.

2. Goal 2.d. – Parent Communication

Superintendent Bocking reported that a number of schools are involved in an innovation grant project to research the difference FreshGrade makes in student performance, parent communication and reporting. Revised report cards will be reviewed at the October Education Committee and at the board table at the November meeting.

Director White shared information on an upcoming mental health panel sponsored by DPAC.

Director Bishop reported that the district had recently hired a careers coordinator.

ii. Superintendent’s Report

Superintendent Bocking spoke to his written report.

1. Administrative Regulations in Circulation (until December 2, 2016):

a. Regulation 2840 – Student Reporting

The revised regulation was reviewed at the September Education Committee meeting. The regulation reflects changes to the ministry’s reporting order and provides teachers with two reporting options.

b. Regulation 6700 – Physical Restraint and Seclusion of Students

The revised regulation was also reviewed at the September Education Committee meeting. The ministry requested that districts review their policies to come in line with best practices. The changes to the regulation reflect those practices.

2. Administrative Regulations to be Repealed

The following regulations were repealed:

- a. Regulation 3150 – Building Project
- b. Regulation 3180 – Computer Room Bookings
- c. Regulation 3370 – Elections
- d. Regulation 3390 – Furnishings
- e. Regulation 3650 – School Equipment and Supplies

iii. Secretary-Treasurer's Report

1. Enrollment Report

Secretary-Treasurer Weswick reported that early 1701 enrollment report data shows an increase of 24 FTE from last year. The preliminary budget estimate was for an additional 35 FTE. The district has seen a decrease in the number of level 2 special needs enrollment (207 FTE from 231 FTE in 2015/16) and a small increase in the number of level 3 special needs (202 FTE from 183 FTE in 2015/16). Additionally, the district has seen increases in the number of students that identify as aboriginal, from 555 FTE in 2015/16 to 578 FTE in 2106/17.

iv. Information Items:

1. Larger Cheques Written in the Month of September 2016

The report was submitted as written.

b. Board/Committee Reports

The report submitted as written. Chair Baxter shared that the *Partners in Learning* event was taking place on November 3rd.

1. Select Standing Committee on Finance and Government Services

The submission was discussed at the September Committee of the Whole. Feedback from that meeting went into the 2017 submission that was included in the meeting package.

2. BCSTA Report

Trustee Mewhort reported that BCSTA Provincial Council would be taking place in October.

3. BCPSEA Report

Trustee Younghusband shared that she had been involved in a conference call to provide input to the BCPSEA advisory committee and would be attending the upcoming BCPSEA Symposium.

4. Student Trustee Report

Student Trustee Haines reported that the DSLT is working on building community between the district's high schools.

ii. Committee of the Whole – September 27, 2016

The notes were submitted as written.

iii. Policy Committee Notes – September 27, 2016

Trustee Pratt spoke to recommendations included in the meeting notes.

MOTION: Pratt/Younghusband

"That the Board approve the new Conflict of Interest Policy as attached."

Carried.

MOTION: Pratt/Russell

"That the revised Appeals Bylaw (70) be read for a first time."

Carried.

MOTION: Pratt/Russell

"That the revised Appeals Bylaw (70) be read for a second time."

Carried.

Trustees agreed unanimously to proceed to a third reading.

MOTION: Pratt/Russell

"That the revised Appeals Bylaw (70) be read for a third time, passed and adopted."

Carried.

MOTION: Mewhort/Russell

"That the board replaces the existing policy with a statement that reads: *"Whenever possible, the Board of Education of School District No. 46 (Sunshine Coast) will solicit bids from local vendors."*

Opposed: Baxter,
Younghusband

Carried.

iv. Operations Committee – September 22, 2016

The notes were submitted as written.

v. Education Committee Notes – September 28, 2016

The notes were submitted as written.

MOTION: Mewhort/Pratt

“TO receive the reports.”

Carried.

#17. Questions and Enquiries from the Public Relating to the Board Meeting

- A concern was raised regarding the repealed regulation on furnishings.
- A question was raised as to which schools were using FreshGrade. Superintendent Bocking reported that the schools were Langdale Elementary, West Sechelt Elementary, Roberts Creek Elementary and Elphinstone Secondary.
- Clarification was sought regarding schools that have moved to litter-less lunches. Superintendent Bocking clarified that West Sechelt Elementary had made the move to garbage free lunches.

#18. Next Meeting

The next public board meeting will be held on November 9, 2016.

Chair Baxter reported that there is a scheduling conflict for the October Education Committee and indicated that the meeting had been rescheduled to Monday, October 24 at 3:30 pm.

MOTION: Ruth/Pratt

“TO approve the committee agendas as presented, with revisions to the date for Education Committee meeting”

Carried.

#19. Adjournment

MOTION: Younghusband/Pratt

The meeting adjourned at 8:16 p.m.

Carried.

Chair

Secretary-Treasurer



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

RECORD OF CLOSED MEETING

Held on Wednesday, September 14, 2016
At the School Board Office – Gibsons, B.C

PRESENT: TRUSTEES: B. Baxter (Chair), L. Pratt (Vice-Chair), G. Russell,
D. Mewhort, P. Ruth, C. Younghusband

STAFF: P. Bocking, Superintendent of Schools
P. Bishop, Director of Instruction
V. White, Director of Instruction
N. Weswick, Secretary-Treasurer
E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: Trustee L. Dixon

Call to Order

The meeting was called to order at 5:00 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Financial Audit**
- **Approval of Minutes of Prior Meetings**
- **Information / Action Items**
 - Personnel
 - Exempt Staff Compensation
 - Property
 - YMCA – SLC
 - Ruby Lake – PODS
 - Legal/Liability
 - Arbitration Update
 - Funding Agreement
- **Items for Disclosure**
 - No items for disclosure

Adjournment

The meeting adjourned at 6:20 p.m.

Chairperson

Secretary-Treasurer

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

**Strategic Plan Report:
Reading and Reading Teachers**

Submitted by Superintendent Bocking

November 9, 2016

*"The more that you read, the more things you will know.
The more that you learn, the more places you'll go." - Dr. Seuss*

Goal 1.b.: Our students will read at or beyond their grade level. They will discover the joy in their reading!

Goal 2.b.: Our staff will support reading and all teachers will be reading teachers.

Background:

Reading is fundamental to the education of our students. Reading is the piece in our schools that we must do right regardless of any curricular changes and other realities impacting education. Reading is the gateway to future school and life success. Staff in our schools deeply believe this and are ensuring that we achieve one hundred percent of our students reading at grade level by grade three and enjoying it! Teachers in grades four and higher continue reinforcing reading strategies for their students and "catch up" those who have not been successfully reading at grade level to this point. To this end, much is happening by engaged, energetic and amazingly skilled staff who know and are deepening their learning about how to meet the needs of our diverse learners.

Discussion:

- All elementary schools have Reading as their first goals in their school growth plans.
- Reading Committee continues to meet once each month. This supports teachers with in-service workshops, materials and resources.
- CARE Project team members (up to five staff from each school) meet monthly to share strategies for reading supports, including workshops and professional development opportunities. Upcoming events include:
 - November 23 – after school reading series that will highlight a range of books for K-12, with a focus on collaboration in the classroom.
 - January 16 – workshop focusing on aboriginal literary resources and how to weave aboriginal elements into the curriculum.
- September was Literacy Month, celebrated with Word on the Water (storytelling on BC Ferries sailings) and Word in the Woods (story walks through the woods at all elementary schools).

- Coast Reads launched on October 24. Eight novels and one primary book were selected for this year's program. www.coastreads.org.
- The WonderWheels Bookmobile saw an increase in readership in K-3 readers over the summer, likely due in part to the promotion at elementary schools before summer break.
- Schools and the district scour budgets for reading resources for classrooms and school libraries.
- The Imagination Library continues to be a popular program, funded in part through generous donations from the Sechelt Lions Club and private donors.

Next Steps:

While we are very proud of our progress to date, we continue to deepen opportunities for students.

- Next school year secondary teachers will have opportunities to examine what it means to be a "reading teacher" in all subject areas.
- Community school partnership is critical during the summer to support reading levels particularly for our most vulnerable readers. We look forward to deepening these initiatives next year.

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

**Strategic Plan Report:
Sustainable Practices**

Submitted by Secretary-Treasurer Weswick
November 9, 2016

Goal 2.j.: Our staff will employ sustainable practices through efficient human resource, financial, facility and environmental strategies.

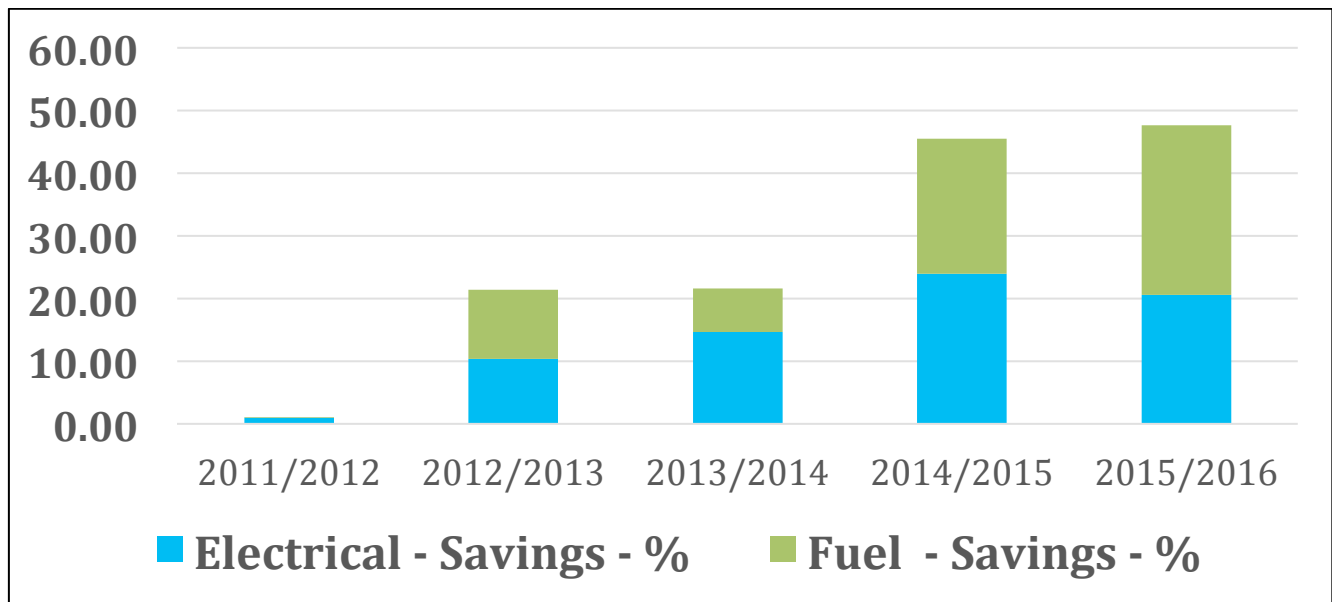
Background:

School District 46 remains committed to sustainable practices and the long-term preservation of assets in support of the district's 2015 – 2019 Strategic Plan.

Discussion:

- The maintenance department continues to strive to reduce energy, water and fuel consumption through improvements to boiler systems, efficient lighting controls and the replacement of windows and doors.
- The Environmental Sustainability Committee is developing an online atlas that will highlight local areas and provide suggestions for activities that support the new curriculum.
- Administrative assistants and administrators are now able to access a newly created dashboard that streamlines a number of daily tasks, helping to increase efficiency.

Energy Savings:



Next Steps:

- Investigating the feasibility of geothermal heating at Pender Harbour Secondary
- Heating upgrades at Langdale Elementary School
- Looking at the possibility of solar matching grants for solar projects at school

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

Superintendent's Report
November 9th, 2016

1. Students

- a. The Mathematics Committee is reviewing a recent survey to all teachers regarding their need for support to enhance their teaching particularly in the context of the new curriculum. A number of action plans are being developed to ensure excellent staff training, resource allocation and parent involvement. (1c, 2a)
- b. The Annual Sugar Bowl soccer tournament was another big hit! The post-Halloween excitement allowed our students to enjoy soccer, decent weather and working as teams. (1e)
- c. Principals are finalizing their Growth plans in consultation with staff and parents this month in line with the Framework for Enhancing Student Achievement. (covers many strategic goals, particularly 1a, 1k)
- d. A Post Secondary Institution day will be happening Monday, November 14 at Chatelech Secondary with students from all schools in attendance. There will be 12-14 Post Secondary schools. We have a large group of non-traditional schools, including smaller schools and Institutions from eastern Canada like Waterloo and McGill. (1K)

2. Staff

- a. Twenty-four teachers, counsellors and administrators attended a two-day training in Positive Discipline recently. The district will also offer parents a seven-week session next January. The teachings of Positive Discipline are filled with non-punitive, respectful tools that incorporate kindness and firmness, help get to the core of misbehaviour, and bring more joy into our relationships with children. (2a, 2e)
- b. Approximately 55 teachers and principals gathered to deepen their understanding and skills for communicating student learning with parents. More experienced teachers worked with those who are just learning in an atmosphere of support and encouragement. (2a, 2d)
- c. Teachers and parents continue to develop their understanding and application of the new curriculum utilizing funds provided for this purpose. (2a)
- d. Cheryl Wilson, our District Careers Coordinator, is busy preparing for our ACE-IT Carpentry program starting second semester at the Habitat for

Humanity site. Student and parent meetings are scheduled for later this month. (2c)

3. Community

- a. Our thoughts are with the families, students, staff and community of the Abbotsford school district following an apparently random attack on two of their students. We continue to be vigilant at our schools to care for and protect our students and staff with drills and entry protocols for visitors to our schools.

**Learning Improvement Fund (LIF)
Process 2016**

Submitted by Director White

November 9th, 2016

This year, the Teacher portion of the Learning Improvement Fund (LIF) was used to provide extra counseling time for the District, to support the Kinnikinnick Social Development program, and the remainder was divided amongst schools. School principals consulted with staff and used the amounts to increase support in the form of Support Services teachers, Reading and Numeracy support teachers.

Total Teacher LIF Spent	\$534,003
Total received from Ministry Reserve	\$582,299
	\$48,296

Total increase of FTE = 5.74

The Education Assistant (EA) Support Staff Learning Improvement Fund (SSLIF) was used to increase classroom-based time for our EA's who work between 20 and 27 hours. All EA's that work between 27 and 30 were increased by 45 minutes a week. Any time outside of the school day is to be used towards School-Based Team meetings, IEP meetings, and 15 minutes of time per week to be used for work-related preparation, such as answering emails and checking school district mail.

Total Spent for EA SSLIF	\$114,863
Total received from Ministry	\$145,575
Surplus EA SSLIF	\$22,212



School District No. 46 (Sunshine Coast)

Administrative Regulations

FINANCE – Circulating until January 9, 2017

4450

PURCHASING

Background:

School District No. 46 (Sunshine Coast) must maintain high legal, ethical, managerial, and professional standards in the management of the resources entrusted to it as a publicly funded institution. Goods and services must be acquired in a manner that ensures the district:

- a) obtains value for money by incurring the lowest cost in the fulfillment of specified needs with appropriate levels of quality and service;
- b) uses a fair and open process when calling for, receiving, and evaluating quotations and tenders;
- c) meets its statutory, legal and ethical obligations in the acquisition of goods and services by purchase or lease.

A. Principles:

Goods and services shall be acquired according to the following principles:

- a) Planning – Goods and services should be acquired after consideration of needs, alternatives, timing, and availability of funds.
- b) Sourcing – The process by which suppliers compete for school district business shall be open, fair, consistent, and non-discriminatory.
- c) Purchasing – Goods and services shall be acquired competitively from qualified suppliers to meet specified needs and to achieve the best value for money expended.
- d) Accountability – Approvals shall be obtained and documentation shall be retained for review and auditing.

B. Authority And Process:

1. The Secretary-Treasurer is responsible for overseeing all purchasing, and provides a centralized purchasing resource to facilitate the acquisition of goods and services required by School District No. 46 (Sunshine Coast).

Date adopted: January 12, 2010

Revised: January 14, 2014

Reference: Policy 1.3 (Values Statement), Policy 12 (Role of Secretary-Treasurer)

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

FINANCE – Circulating until January 9, 2016

4450

2. All purchases made in the name of the Board or of a school become the property of the Board. The same conditions apply to donations to the Board or school. The Board reserves the right to refuse any donation or purchase.
3. School District No. 46 (Sunshine Coast) authorized buyers of goods or services are responsible to ensure the research of purchase requirements, contacting vendors, obtaining quotes, and other supporting documentation of the purchase.
4. Where a provincial agreement is in place (e.g.: EDCO, BCEM), authorized buyers may purchase from tendered product lists without obtaining alternative pricing.
5. The following are the threshold values for all goods and services purchases except where there is a School District supply contract in place:
 - (a) Under \$5,000 – three verbal quotes required. All quotes are to be documented and filed.*
 - (b) \$5,001- \$49,999 – Three written quotes are required with a formal, written evaluation of the quotations.**
 - (c) Over \$50,000 – Formal tender is required to be posted on BC Bid through the office of the Secretary-Treasurer.

****Purchase orders must be generated for all orders over \$1,500.***

*****When the required good or service is valued at under \$50,000, a tender still MAY be posted on BC Bid at the buyer’s discretion in consultation with the Secretary Treasurer.***

6. Whenever possible, authorized buyers of goods and services will solicit bids from local vendors. In accordance with the principals of applicable trade agreements, no supplier of comparable goods or services should be accorded less favourable treatment than the best treatment provided to any other supplier.

Date adopted: January 12, 2010
Revised: January 14, 2014

Reference: Policy 1.3 (Values Statement), Policy 12 (Role of Secretary-Treasurer)

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

FINANCE – Circulating until January 9, 2016

4450

7. School District No.46 (Sunshine Coast) will obtain competitive prices for all supplies, equipment and services except in the following situations:
 - a) An emergency exists and requirements cannot be satisfied in time by means of a competitive process;
 - b) A process delay would interfere with School District No. 46 (Sunshine Coast) ability to maintain security or order, or to protect human or animal safety;
 - c) The required service is confidential; or
 - d) It can be proven that only one contractor is qualified to provide the service.
8. The Board reserves the right at all times to reject some or all bids, to not award the contract or purchase, or to re-tender.
9. Purchase Orders must be generated and approved for purchases over \$1,500 and are the only authority to purchase goods or services on behalf of the School District. Purchases in excess of \$10,000 must have the prior approval of the Secretary-Treasurer in accordance with School District No. 46 Administrative Regulation #4200, Decentralized Decision Making.
10. In the case of a single vendor, the person responsible for the purchase is required to present research to prove that only one vendor can provide the good or service.
11. As a general rule, all orders and contracts will be awarded based on the principles listed in Section A. All relevant factors contributing to the overall value of the contract will be weighted and measured consistent with acceptable purchasing practices. Only the Secretary-Treasurer is empowered to commit the credit of School District No. 46 (Sunshine Coast), except for those instances where the Secretary-Treasurer has specifically delegated this power.
12. Individuals who obligate School District No. 46 (Sunshine Coast) without authorization may be held personally responsible for the commitment.
13. Suppliers who accept orders over \$1,500 from individuals or departments which do not reference an official Purchase Order number, and who subsequently invoice School

Date adopted: January 12, 2010

Revised: January 14, 2014

Reference: Policy 1.3 (Values Statement), Policy 12 (Role of Secretary-Treasurer)

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrative Regulations

FINANCE – Circulating until January 9, 2016

4450

District No. 46 (Sunshine Coast) for payment will be advised that payment cannot be made for orders accepted from unofficial sources.

14. School District purchasing cards may be issued to an employee routinely involved in purchasing supplies and services. Applications for purchasing cards must be approved by the Secretary- Treasurer.
15. The purchasing card is to be used for routine supply and service purchases within the established limits of the card. Detailed information on the use and responsibilities of the School District Visa Card can be found in the School District No. 46 Purchasing Card Agreement with Employees.
16. Furnishings purchases should generally be coordinated through the facilities department. "Furnishings" means any carpets, tables, chairs, pillows, etc. brought into the school for student or staff use. All furnishings:
 - a) Must be purchased new;
 - b) Must be made from non-absorbable material, i.e. leather, vinyl;
 - c) Must be able to be wiped and sanitized (except carpets);
 - d) Must meet commercially approved standards.

C. Conflict of Interest:

1. School District No. 46 (Sunshine Coast) employees engaging in the purchasing function will be free of interests or relationships that are actually or potentially inimical to the best interests of the School District. In order to avoid a possible conflict of interest, any employee who has financial or other interest in a supplier company, either directly or indirectly through members of his/her immediate family, must report such financial or other interests in writing to the Secretary-Treasurer who will determine whether the interest is sufficient to disqualify the vendor. Employees who believe they may have a conflict of interest must remove themselves from the specified procurement.

Date adopted: January 12, 2010

Revised: January 14, 2014

Reference: Policy 1.3 (Values Statement), Policy 12 (Role of Secretary-Treasurer)

Supt. Signature:

School District No. 46 (Sunshine Coast)

Long Range Facilities Plan

Updated September 2016



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Executive Summary

The Sunshine Coast School District (School District) has experienced a significant decline in enrolment. Actual enrolment has decreased from approximately 4,700 in 1997 to 3,100 in 2015. During the same period the total population according to BC Statistics, has increased from approximately 26,000 to 29,000 people.

The current projections indicate the enrolment will remain relatively constant over the next 10 years. As a result of the declining enrolment, the school district has taken steps to reduce the over-capacity throughout the district. Additional adjustments to catchment areas, grade configuration and distribution of district programs will be considered during the timeframe of this plan to increase resources available to enhance student performance. Residential development in the District of Sechelt is expected to continue over the next 10 years and will create capacity shortfall at the elementary schools.

The School District also faces challenges in addressing aging infrastructure and failing building mechanical, electrical and structural building systems. The Ministry of Education has initiated new programs to assist school districts deal with initiatives to extend the service life of existing capital assets.

In response to these changes, the Board of Education of School District No. 46 (Sunshine Coast) has updated the District Facilities Plan created in 2010. The plan provides a framework for:

- local decisions regarding the efficient utilization of school facilities;
- local decisions regarding the refurbishment of building mechanical systems, electrical systems, interior finishes, exterior finishes, etc.; and
- local and provincial decisions regarding building systems enhancements, major renovations, expansions, new and replacement schools.

The District Facilities Plan also:

1. communicates the Board of Education's intentions to students, teachers, support staff, parents and other stakeholders; and
2. provides the Ministry of Education with a rationale for specific projects proposed for inclusion in the Capital Plan, and
3. demonstrates that the school district is managing their facilities in an effective, economical and efficient way to support the educational goals in a district-wide context.

The Board of Education has established the following guiding principles that will inform decision-making concerning program delivery and use of schools.

- Families and communities play a key role in the education of children, and it is vital that our public schools are welcoming, inclusive centres for family involvement and lifelong learning.

Long Range Facilities Plan

- Neighbourhood schools are important. The facilities plan needs to be designed to support natural community neighbourhoods. Schools will be community-based.
- School District programs and services have first priority for space allocation however; Neighbourhood Learning Centres will be created when supported by the users in available space.
- District programs should be located to maximize utilization rates of the schools.
- Capital investments in new or renovated facilities should generate operational efficiencies.
- Facilities utilization strategies should increase funds available for educational programs.
- The facilities plan needs to support the principles of stability and predictability to meet the needs of parents and students.
- All facilities should be maintained at the highest standard possible and provide healthy, seismically safe and well-equipped learning environments.
- The School District supports the principle that schools are a community asset and will work with the community to create opportunities for joint use of facilities to enhance community education and development.

About 29,000 people reside within School District No. 46 (Sunshine Coast). This population base is expected to continue to grow to about 37,000 over the next 25 years. While total population is expected to increase significantly, school age population is expected to grow more slowly.

Elementary enrolment is projected to remain below 2,000 students and the secondary enrolment is projected to remain below 1,500 students. There will be fluctuations in both and the total district enrolment is projected to remain relatively constant at about 3,200 students. The total capacity of the school district is 3,529.

The School District operates and maintains 3 secondary schools, 1 alternative school and 9 elementary schools not including Sechelt Elementary. The District has good maintenance programs and allocates the limited building renewal funding effectively. Building condition assessments of all schools were completed in 2012 as part of the provincial assessment program to assist with determination of building renewal projects.

Seismic assessments of all schools in the Sunshine Coast School District were completed in 2004 and have been updated recently using the enhanced assessment tools developed by APEGBC. These assessments identified Gibsons Elementary as a high risk school and the school has been replaced. There are no other schools rated as high risk in the District. Further assessments of school based on more recent criteria will be carried out in 2016.

Long Range Facilities Plan

Capacity utilization analysis is a means of determining how efficiently capital assets are being utilized and can identify overcrowding at particular schools and where surplus space exists that can be made available for other purposes. This information is an important tool utilized by the Ministry of Education to assess capital funding requests.

Due to the geographical constraints the school district is treated as three zones for capacity utilization analysis. Capacity utilization analysis shows that there is surplus capacity in the Gibsons and Pender Harbour zones. The Sechelt zone is expected to have a significant capacity shortfall due to the ongoing residential development.

The majority of capital investment in the next ten years will be focused on upgrading building systems to extend the service life of the schools. In addition, the requirements to support 21st century learning identified through the Learning Spaces consultation process will be incorporated in the local projects.

The school district will also advance the expansion of West Sechelt Elementary School, and address the enrolment pressures at Davis Bay and Halfmoon Bay.

A review of the alternative education programs will be conducted and the future requirement for Sechelt Elementary School will be assessed to determine the requirement for the replacement of the Sunshine Building for the alternative education facility.

In addition, the Board of Education will continue to make best use of existing capacity and expand services to students and communities.

Capital asset utilization will be optimized by:

- ✓ consider adjustments to catchment areas
- ✓ consider further adjustments to grade configuration
- ✓ review the opportunities for the delivery of additional educational programs
- ✓ review the facility requirements for the alternative education programs
- ✓ make surplus facilities available for community or commercial use where supported by a favourable business case
- ✓ minimize the use of portables by transferring programs from portables to permanent facilities with surplus space
- ✓ consider permanently reducing the capacity of some schools or eliminating portables where it is advantageous to do so.

Introduction

The Sunshine Coast School District includes the Sunshine Coast Regional District which consists of electoral areas A to F, the District of Sechelt, the Town of Gibsons, and the Sechelt Indian Government District. The School District operates on the traditional territories of the Sechelt and Squamish Nations.

Like most school districts in British Columbia, the Sunshine Coast School District has experienced a significant decline in enrolment. The actual enrolment has declined from 4,700 students in 1997 to 3,100 in 2015. The current projections indicate that the enrolment has now stabilized and will increase slightly over the planning timeframe primarily in the District of Sechelt. As a result of the decline the school district has taken steps to reduce the over-capacity throughout the district. It should be noted that new Ministry initiatives since 1997 such as reduced class size, full day kindergarten, early learning programs have been implemented due to the space available from the declining enrolment with only the addition of one full Kindergarten module capital cost. In addition, the school district has consolidated programs and modified catchment areas. They have also reduced the size of the replacement Gibsons Elementary School and removed Sechelt Elementary School from active use for regular programs. The school district continues to optimize the delivery of educational programs that meet the intellectual, social and physical needs of a diverse student population so that resources can be applied in ways that maximize student achievement.

The mandatory requirement to have a Long Range Facilities Plan (LRFP) was presented by the Ministry in the five-year capital plan instructions for the 2016-2017 Capital Plan. A LRFP must identify and rationalize current and future capital requirements for new schools, school expansion and consolidation; school replacement or upgrades based on building condition, seismic vulnerability and ongoing maintenance/life cycle costs; as well as new government initiatives. The LRFP will provide the critical context for discussions with the Ministry regarding high priority project requests. It will also confirm to the Ministry that the school district is properly managing its capital assets.

The District Long Range Facilities Plan (LRFP):

1. communicates the Board of Education's intentions to students, teachers, support staff, parents and other stakeholders;
2. provides the Ministry of Education with a rationale for specific projects proposed for inclusion in the Capital Plan, and
3. demonstrates that the school district is managing their facilities in an effective, economical and efficient way to support the educational goals in a district-wide context.

The School District completed its last School District Facilities Plan in 2010. An update to the Facilities Plan has been undertaken to incorporate the latest Ministry of Education directions, actions completed since 2010 and new information related to building condition assessments, seismic assessments and educational program requirements.

Long Range Facilities Plan

The significant progress since 2010 includes:

- construction of the replacement Gibsons Elementary School,
- transfer of Sechelt Elementary School regular programs to neighbouring schools
- adjustment of grade configuration and catchment areas to make best use of available classrooms,
- use of Ministry of Education Mechanical upgrades and Carbon Neutral project funding
- use of Ministry of Education annual facility grant funding, and
- relocation of portable classrooms to match changing capacity requirements.

The development of this LRFP has also been influenced by Ministry of Education plan to seek funding from government for operational grants to districts related to capital funding programs as follows:

- Seismic Mitigation Program (SMP)
- School Expansion Program (EXP)
- School Replacement Program (REP)
- Building Envelope Program (BEP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Replacement Program (BUS) – may not apply to SD46 because of the existing student transportation contract

The new Five Year Capital Plan Guidelines require capital project submissions to be based on the LRFP. It also includes the indication that capital projects be co-funded where possible. The school district financial situation and surplus resources will be a consideration in the Ministry capital project funding.

School District Facility Plan Development

The Facilities Plan provides a framework for:

- local decisions regarding the efficient utilization of school facilities;
- local decisions regarding the refurbishment of building systems such as mechanical systems, electrical systems, interior finishes, exterior finishes, etc.; and
- provincial decisions regarding building system enhancements, major renovations, expansions, new and replacement schools.

The Ministry of Education now recognizes space for Strong Start in specific schools and Full-Day Kindergarten (FDK) in all elementary schools. The capacity of schools in the district has been adjusted to reflect these program requirements.

It is understood that the Ministry supports up to 15 percent additional area for Neighbourhood of Learning (NLC) program space for new or replacement schools. Community programs operate in surplus space in a number of schools; Ministry approval to reduce the school capacity due to these NLC programs is required.

Board of Education Policy Directions

In early 2016, the Operations Committee confirmed the Facilities Guiding Principles and its Capital Planning Framework. The underpinnings of the Capital Planning Framework are a commitment to:

- maintaining current K-12 schools as viable educational institutions
- utilizing excess instructional space effectively
- prioritizing capital improvements within an overall District Facilities Plan

The Board of Education Values Statement in the Governance Polices provides the underpinning for the guiding principles that reflect the values of the communities comprising the Sunshine Coast School District and align with the recent provincial policy directions.

- “Families and communities play a key role in the education of children, and it is vital that our public schools are welcoming, inclusive centres for family involvement and lifelong learning.”
- Neighbourhood schools are important. The facilities plan needs to be designed to support natural community neighbourhoods. Schools will be community-based.
- School District programs and services have first priority for space allocation however; Neighbourhood Learning Centres will be created when supported by the users in available space.

Long Range Facilities Plan

- District programs should be located to maximize utilization rates of the schools.
- Capital investments in new or renovated facilities should generate operational efficiencies.
- Facilities utilization strategies should increase funds available for educational programs.
- The facilities plan needs to support the principles of stability and predictability to meet the needs of parents and students.
- All facilities should be maintained at the highest standard possible and provide healthy, seismically safe and well-equipped learning environments.
- The School District supports the principle that schools are a community asset and will work with the community to create opportunities for joint use of facilities to enhance community education and development.

Capital Planning Framework

The Operations Committee provided the following principles for the development of the Facilities Plan.

- The School District will continue to operate three zones each with a secondary school and a family of elementary schools.
- The organization of families of schools and the feeder system will be managed to support effective programs and benefit students and the school community.
- The School District will seek opportunities to implement the Neighbourhood Learning Centre Program in the plans to fully utilize instructional space.
- The School District will undertake to develop appropriate joint-use and shared-use agreements with other public agencies when considering use of excess space in both elementary and secondary schools.
- The following conditions will guide the prioritization and planning for the project identification process for capital improvements for elementary and secondary schools:
 - capacity issues within the Sechelt Zone
 - life safety risk of students
 - building condition
 - facility enhancements to support student achievement

Long Range Facilities Plan

The School District initiated a review of the facilities in 2016 to determine the facilities requirements to enhance educational programs. The consultation process was entitled Learning Spaces: A Plan for the Future. The consultation focused on 3 themes:

- How can we renew, refresh, redesign our learning environments to best support, guide and inspire;
- How can community partnerships for learning environments be supported to maximize value to the community;
- What specific changes would you like to see to our school facilities.

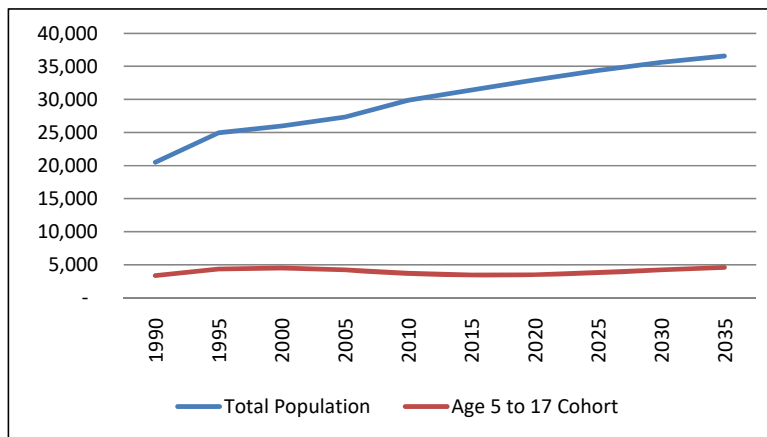
The detailed results are included in Appendix C.

The feedback from the consultation process will inform the scope of various locally funded projects and requests for Ministry funding.

Demographics (from BC Stats 2010 Report)

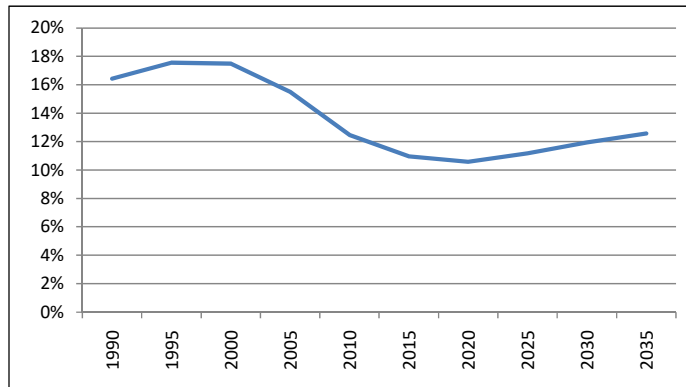
According to BC Stats report of June 2010 the Sunshine Coast population is expected to grow from approximately 30,000 in 2010 to about 37,000 in 25 years; a 19% increase in total population. The school age population increased until 2000 when it reached 4,500 then began to decline and is expected to continue to decline until 2018 when it will reach 3,400. The school age population is not expected to grow to the year 2000 level for about 25 years. The population trends are presented graphical below.

Figure: 1 Population Projections (BC Statistics 2010)



The Sunshine Coast is experiencing an ageing population. As the total population increases the school age population is decreasing. The school age population as a percentage of the total population is expected to remain below 12% for the next 20 years. The percentage is shown graphically below.

Figure 2. School Age Population as Percent of Total Population (BC Statistics 2010)

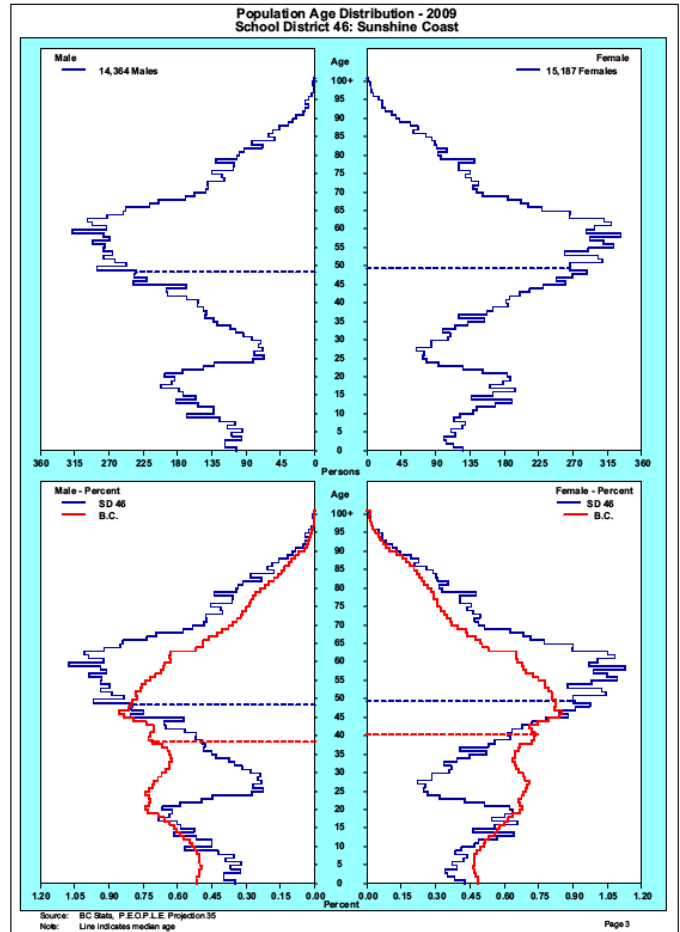


Long Range Facilities Plan

The age distribution graphs for males and females from BC Statistics are presented here. The blue graph is for the Sunshine Coast and the red graph is for the province.

The trend for school age population, 5 to 17 years, is lower but similar to the provincial trend. However, there is a significant reduction in the 20 to 45 year old cohort, which represents the child bearing years. The Sunshine Coast graph shows the significant increase in the number of residents in the over 50 year old cohort and is indicative of the ageing population relative to the provincial average age distribution.

The Sunshine Coast average age is approximately 50 and the Province is approximately 40 years.

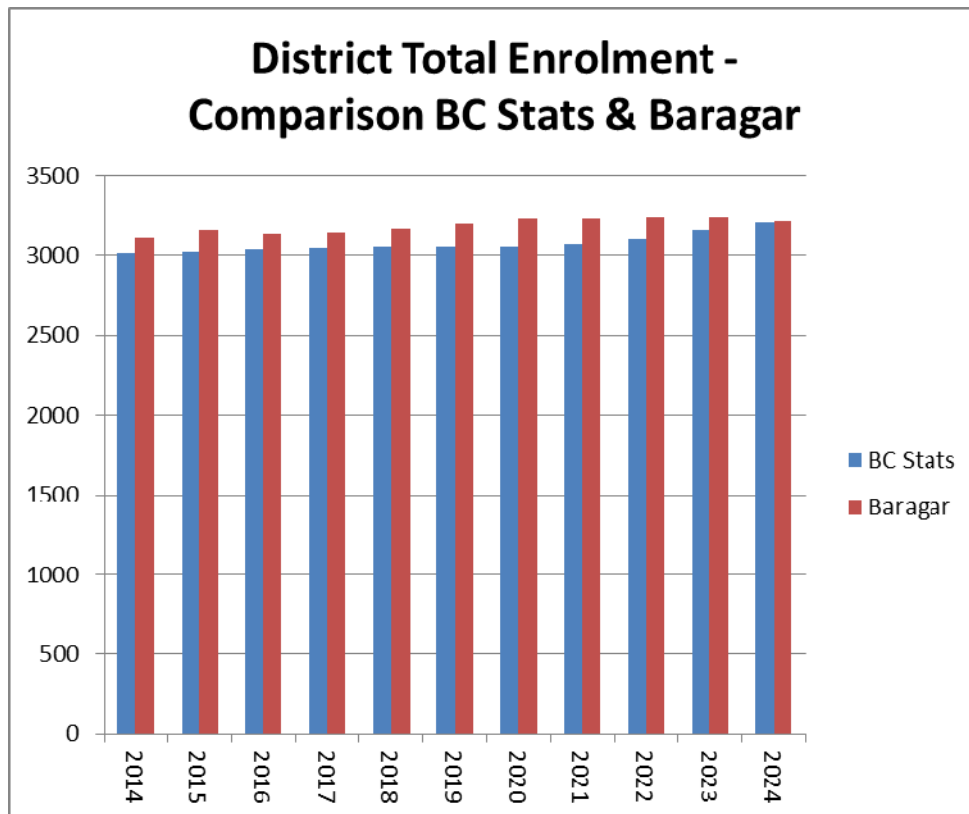


Actual and Projected Enrolment

The Sunshine Coast School District uses Baragar Demographics to develop enrolment projections for each school. Baragar Systems is a BC based company that has provided enrolment projections and demographic information to BC school districts for the past 25 years. It currently provides systems to over 80 Canadian and U.S. school districts.

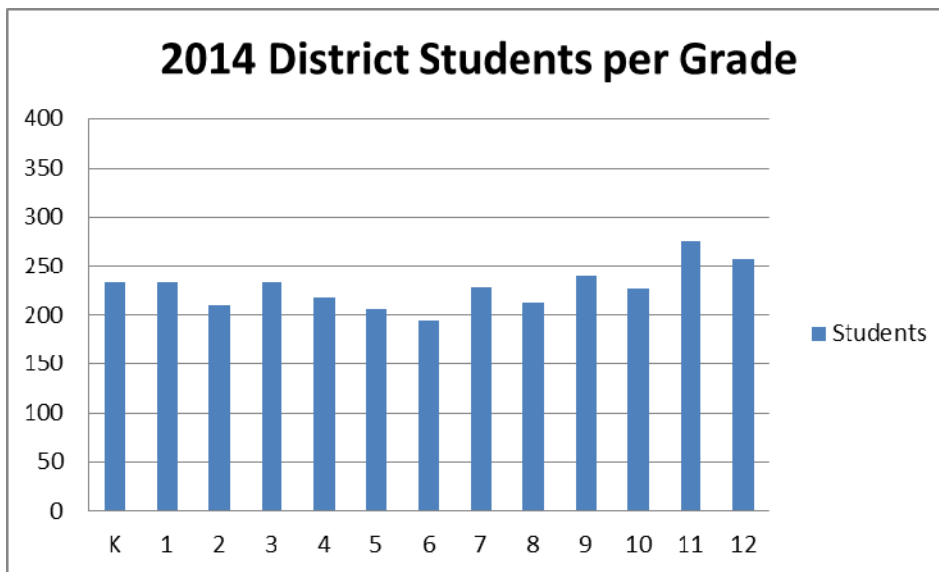
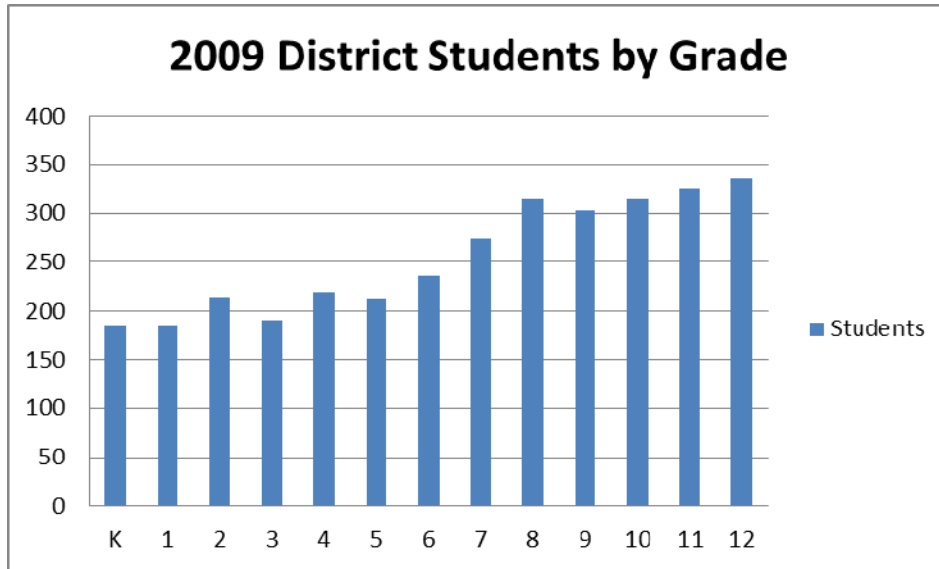
Baragar uses birth and migration rates from the recent past to estimate the future. Since the Sunshine Coast has experienced the transition from growth to decline several years ago, the trends used by Baragar are seen as a reasonable projection of future enrolment. Enrolment growth from residential development has not been included in Baragar’s projections.

The following graph presents the School District actual and projected enrolment from 2015 to 2024 from Baragar and from BC Stats. It can be seen that the Baragar projections are slightly higher than BC Stats. This LRFP is based on the Baragar projections because they are considered more accurate and reflect more local knowledge.



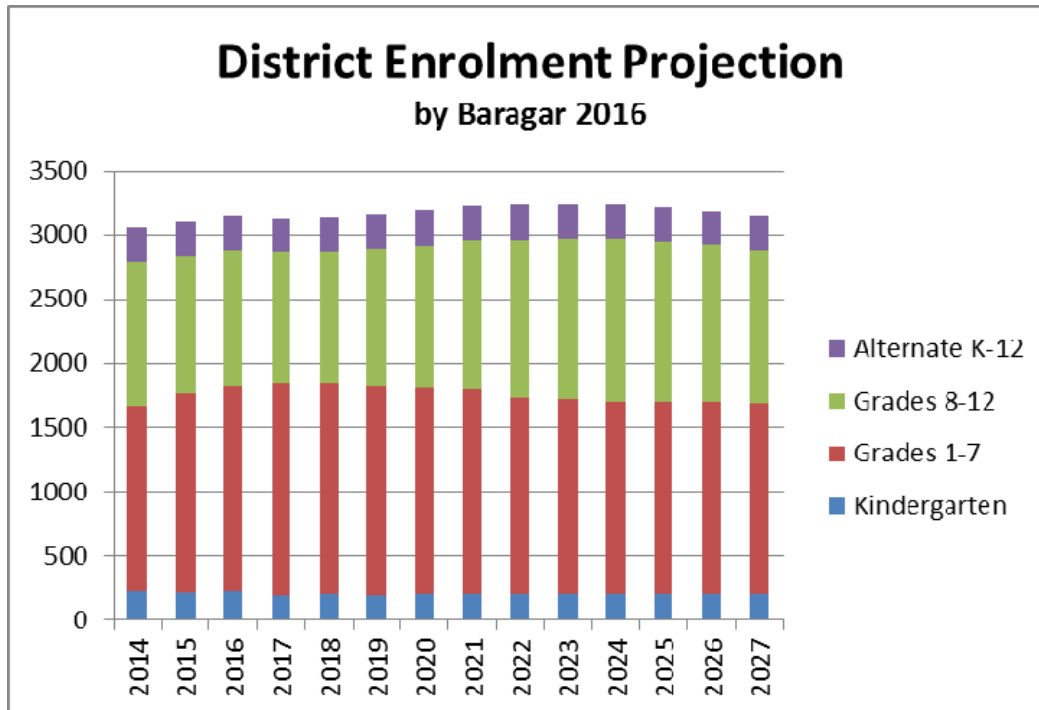
Long Range Facilities Plan

The actual enrolment in each grade is presented in the following graphs for 2009 and 2014. It can be seen that in 2009 the number of students graduating was over 300 and the number of students entering the system in kindergarten was under 200. In the 2014 graph it can be seen that this trend continued for the next 5 years and resulted in a corresponding reduction in the student population. The 2014 graph shows a relatively constant number of students per grade which suggests the more stable enrolment for the planning timeframe.



Long Range Facilities Plan

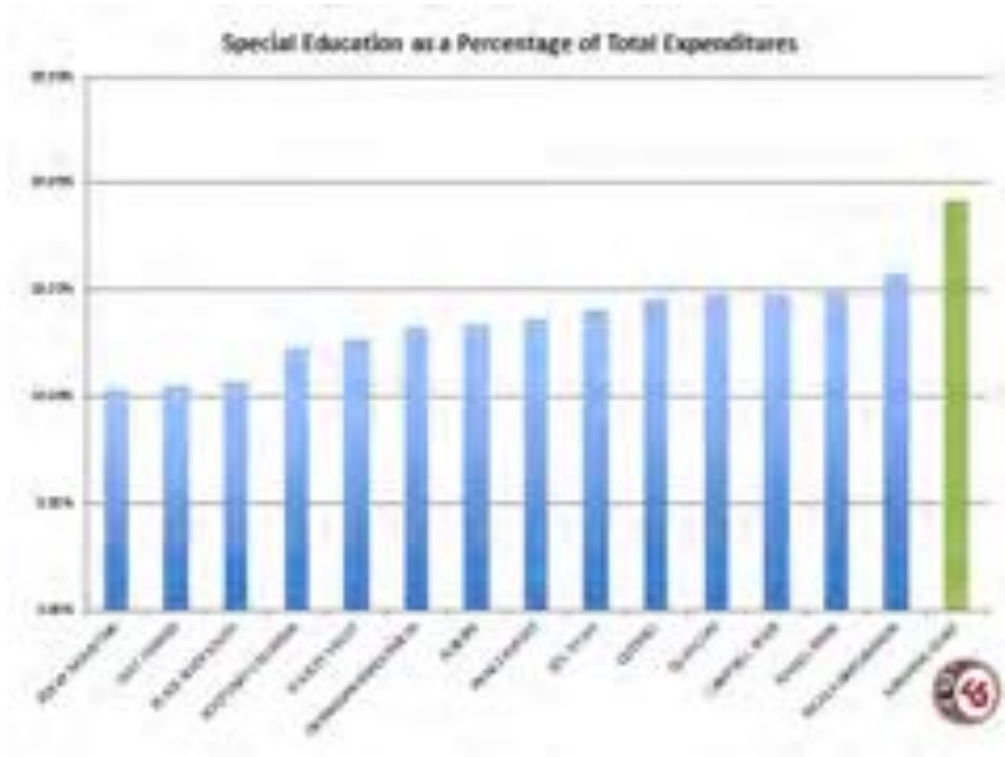
The following graph displays the district actual and projected enrolment broken down by the number of students in full day kindergarten, grades 1 to 7, Grades 8 to 12 and the alternate education programs. The graph shows minor fluctuations in elementary and secondary numbers but the total district enrolment remains relatively constant at about 3,200 over the next 10 Years.



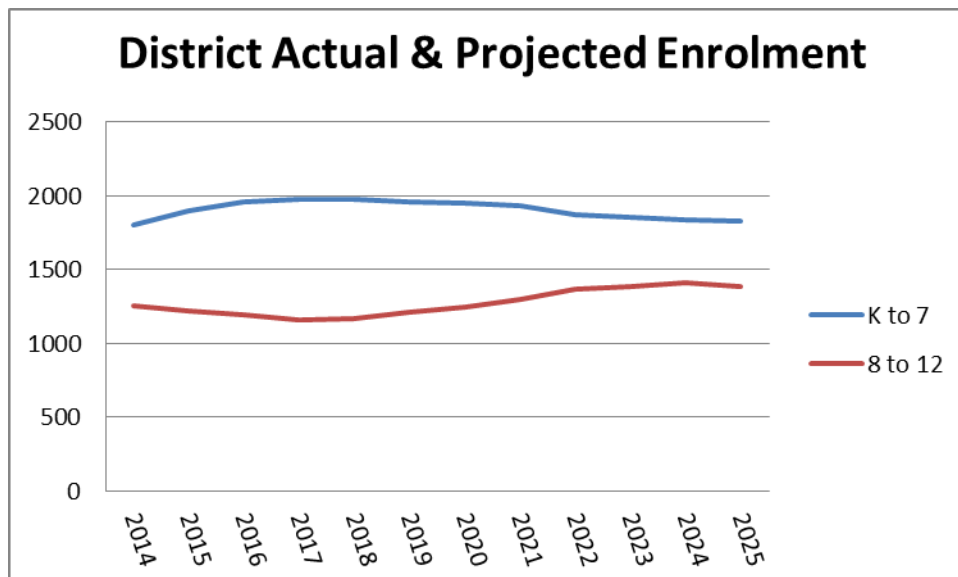
The total District Enrolment graph above indicates the kindergarten numbers are relatively constant which is based on the expected birth rate. The elementary numbers are based on the current enrolment and projected birth rate. The elementary enrolment trends slightly higher initially and then slightly lower and the secondary numbers trend slightly higher.

The alternate program students are projected to be constant from year to year. It is demonstrated on the following graph that the school district has a high number of special education students which leads to increased costs and higher demands on classrooms.

Long Range Facilities Plan



The enrolment projections for grade K to 7 and grade 8 to 12 are presented in the following graph. It can be seen that the elementary enrolment is expected to remain below 2,000 students and is relatively constant over the planning timeframe. The secondary enrolment is projected to increase slightly and to remain below 1,500 students. The fluctuations of elementary and secondary student numbers result in a relatively constant total enrolment for the district.

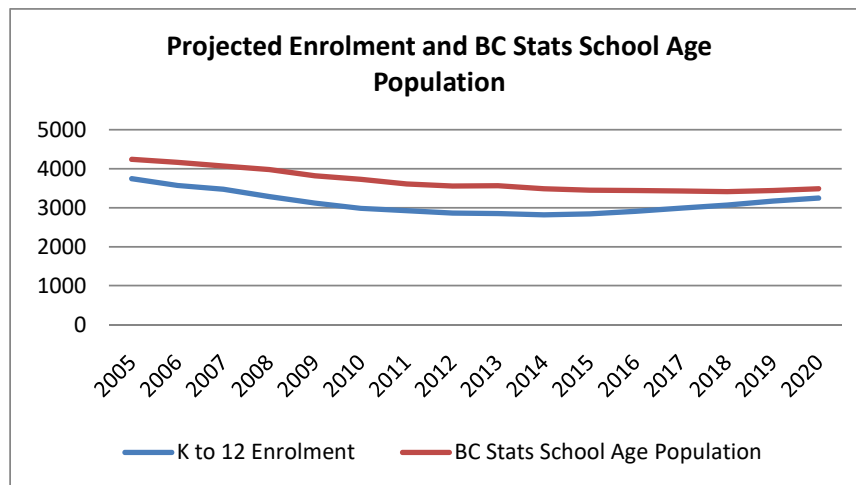


Long Range Facilities Plan

The projected enrolments in Sunshine Coast School District are lower than the projected school age population identified by BC Statistics. This pattern is common in all school districts as a result of:

- Parents enrolling children in independent schools or Band Schools
- Parents home-schooling their children
- Parents enrolling children in a neighbouring school district or the French Education Authority
- Students dropping out of school

The projected enrolments compared to projected school age population in the Sunshine Coast School District from the 2010 Facilities Plan are presented in the following graph. It can be seen that approximately 18% of the student age population does not attend school in the Sunshine Coast School District. Two independent schools have closed recently which will reduce the options for some parents and is expected to create a modest increase to the enrolment at the public schools.



There are many variables that influence actual enrolment levels. These variables include:

- ✓ birth rates
- ✓ immigration trends
- ✓ interprovincial trends
- ✓ housing starts and absorption rates
- ✓ yield rates
- ✓ percent of school age population enrolled in the School District.

The School District will update enrolment projections regularly and make adjustments to the District Facilities Plan as necessary. This graph will be updated once the latest BC Stats census report is available.

Long Range Facilities Plan

The District of Sechelt area is expected to grow more rapidly over the next 10 years. Much of that development is expected to impact the West Sechelt and Kinnickinnick Elementary Schools.

The Student generation numbers from Development are presented in the following table.

Sechelt Development 2008 to 2028				
Density	Projected Units	Units per Year	Generation rate	Annual Student Growth
Low	650	32.5	0.700	23
Medium	1114	55.7	0.400	22
High	198	9.9	0.015	0

Capital Assets

Facility Uses

The School District is comprised of three secondary schools, one alternative education school in multiple sites and nine elementary schools. Each secondary school is fed by a family of elementary schools. The School District grade configuration is primarily the traditional K–7 and 8–12. However, in Pender Harbour, Madeira Park Elementary offers K to 6 and the secondary school accommodates grades 7 to 12. In Sechelt, effective September 2010, Davis Bay Elementary accommodates grade K to 5 and feeds into Kinnikinnick Elementary at grade 6. Also Sechelt Elementary students attend Kinnikinnick Elementary.

The School District operates 5 Strong Start programs for early childhood development. There are also five childcare programs operating, 2 in Gibsons zone and 3 in Sechelt zone. The locations are shown in the adjusted capacity table in Appendix B.

The District also operates several District Support buildings for the maintenance department, IT department, district storage and curriculum development. The School District Administrative Offices are located in facilities leased from the Town of Gibsons and in surplus classrooms in Kinnikinnick Elementary School.

The School district has 18 portables which are located at eight of the schools. They have been in use for over 35 years and should not be considered for permanent classroom use. They have limited use for music instruction, childcare and district storage. The portable classrooms are not considered in the capacity analysis. There is also one full-day kindergarten module added to Cedar Grove Elementary School in 2012 which is included in the school capacity.

The School District leases a portion of Sechelt Elementary School to the French Education Authority (CSF) for their regional French school and a portion to District of Sechelt for a youth drop-in program. Sechelt Elementary School also accommodates two Strong Start programs and an alternative education program.

The School District operates approximately 49,000 square metres of building area and has 56 hectares of property. The sizes of the school sites meet and in most cases exceed the Ministry site size guidelines for the current school nominal capacity; there is site capacity for future expansion of all schools. The School District also owns seven sites which are not required for school use; two are crown land grants and two are used as community centres and two serve as alternative school training facility.

An inventory of School District Facilities is presented in Appendix A.

Long Range Facilities Plan

Facility Condition

The Ministry initiated Capital Asset Management Services (CAMS) in 2009/10 and completed standardized facility condition assessments (FCA) of all schools in the Province over a three year period by the firm VFA. The FCAs for all schools in the province provide the Ministry with comparable data to support the Provincial capital plan for building renewal. Schools in the Sunshine Coast School District were assessed in 2012. The results are presented in the following table.

The Facility Condition Index (FCI) is the primary indicator of the overall condition of the building systems and miscellaneous structures and furnishings. In general, schools with a rating larger than 0.7 may be considered for replacement. It can be seen that the district average FCI is 0.47 and Pender Harbour at 0.77 and Langdale at 0.69 were identified with the most building needs at the time of the assessments. The school district has completed significant upgrades to both of these schools since the assessments and the FCI values are now well below the 0.7 rating. It is apparent that no schools in the district require replacement. Through application of Ministry funding provided annually, upgrades to various building systems will be completed to extend the life of the schools beyond the capital plan timeframe.

School District Building Condition Assessment Results (VFA)				
Site	size (sm)	Bldg FCI	Site FCI	Total FCI
Elphinstone Sec	8,254	0.57	0.45	0.56
Langdale Elem	1,471	0.69	0.38	0.65
Gibsons Elem				
Cedar Grove Elem	2,819	0.51	0.29	0.49
Roberts Creek Elem	2,904	0.51	0.48	0.51
Chatelech Sec	9,727	0.30	0.29	0.30
Davis Bay Elem (Total)	1,577	0.63	0.44	0.57
Davis Bay Annex (old school)	285	0.37		
Sechelt Elem	3,417	0.58	0.68	0.59
Kinnikinnick Elem	3,238	0.31	0.06	0.29
West Sechelt Elem	1,988	0.49	0.60	0.50
Pender Harbour Elem-Sec	3,171	0.77	0.33	0.69
Halfmoon Bay Elem	2,113	0.50	0.44	0.49
Madeira Park Elementary	1,426	0.44	0.24	0.41
Board Office (leased)	491	0.60	0.21	0.55
Heritage Building Gibsons	850	0.14	0.02	0.13
Esprit Daycare at Elphinstone	295	0.39	0.70	0.49
Maintenance Building	714	0.55	0.88	0.66
District Total				0.47

Long Range Facilities Plan

Sechelt Elementary School

The VFA building condition details of Sechelt Elementary School are presented in the following table. It can be seen that the school consists of five buildings; two buildings are leased to the French Education Authority (CSF), one building is leased to the Town of Sechelt for youth programs, one building is used for the Strong Start program and the Sunshine Building is used for the school district Alternative Education School programs. The total FCI is 0.59. The Sunshine Building is over 80 years old and has a FCI of 0.79 which suggests it should be considered for replacement. The French School facilities have been upgraded since the VFA assessment so they are suitable for continued use beyond the planning timeframe.

Sechelt Elementary School Building Condition (VFA)				
Block	Use	Age	Size	FCI
Building one - Main School	Strong Start & YMCA	56	1,630	0.45
Building two - Original School	Sunshine Building - Alternative Education School	80	846	0.79
Building three - Old Gym	Leased to CSF French School for Library	59	280	0.58
Building four - Classroom block	Leased for Sechelt Youth Drop-in Centre	59	142	0.45
Building five - classroom block	Leased to CSF for French School	56	519	0.78
Misc structures & furnishings				0.68
Facility Total			3,417	0.59

Operations and Maintenance

The school district has a Maintenance Department funded from the operating budget and staffed with permanent custodians and skilled and semi-skilled tradesmen that provide custodial services and minor repairs to normal wear and tear to buildings and grounds. They also manage utilities services and conservation initiatives.

The school district uses the Annual Facilities Grant funding to engage contractors to address larger maintenance projects such as roofing, flooring, exterior painting and mechanical and electrical system upgrades.

Capacity Utilization

Purpose of Capacity Utilization Analysis

Capacity utilization is calculated as follows:

$$\frac{\text{Enrolment}}{\text{Operating Capacity}} \times 100\% = \text{Capacity Utilization}$$

Capacity utilization analysis is a useful means of determining how efficiently capital assets are being utilized. Capacity utilization analysis can identify overcrowding at particular schools that may need to be addressed in the short to medium term. Capacity utilization analysis can also identify where surplus space exists that can be made available for other purposes.

Capacity utilization is also an important tool utilized by the Ministry of Education to assess capital funding requests. The capacity utilization thresholds that have been applied by the Ministry of Education are as follows:

Capacity Utilization Threshold	
Category	Threshold
Elementary Schools	100%
Secondary Schools	110%
Overall	95%

Nominal capacities, set by the Ministry of Education for planning purposes, are as follows:

Nominal Capacities	
Kindergarten Classrooms	20
Primary Classrooms	25
Intermediate Classrooms	25
Secondary Classrooms	25

Long Range Facilities Plan

Operating capacities are utilized for capital planning purposes and take into consideration class size limits prescribed by the Ministry of Education. Operating capacities are as follows:

Operating Capacities	
Kindergarten Classrooms	19
Primary Classrooms	21
Intermediate Classrooms	25
Secondary Classrooms	25

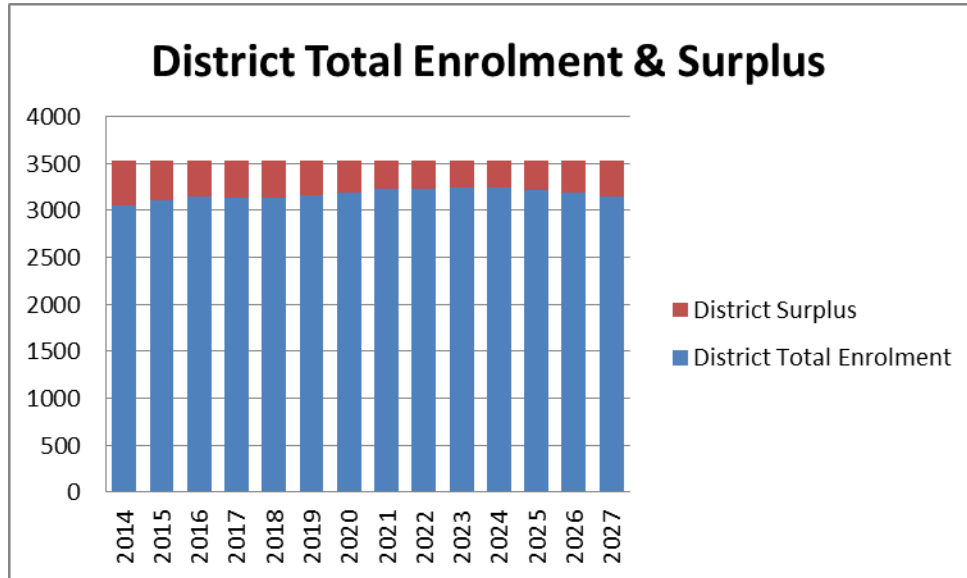
Adjustments to the operating capacity are required due to the addition of one full day kindergarten modular, and the introduction of five Strong Start Programs. There are also district programs operating in the schools which reduce the capacity. Nominal and adjusted operating capacities of Sunshine Coast School District schools are presented in the following table sorted by family of schools. There are also five childcare programs operating which occupy teaching modules however these spaces have not been included in the adjusted capacity except at the new Gibsons Elementary.

Nominal and Operating Capacities Adjusted for Strong Start and Full Day Kindergarten

Adjusted Capacity including FDK and Strong Start									
Gibsons Zone		Capacity			Strong	FDK	Adjusted Cap		
Site	Grades	Nominal	FDK	1 to 12	Start	Modular	FDK	1 to 12	K to 12
Elphinstone Sec	8 to 12	675	0	675			0	675	675
Langdale Elem	K to 7	20K 100	19	93			19	93	112
Gibsons Elem	K to 7	40K 300	38	279	1		38	279	317
Cedar Grove Elem	K to 7	40K 250	38	163		1	38	163	201
Roberts Creek Elem	K to 7	20K 300	19	279	1		19	256	275
Gibsons Zone Total							114	1466	1580
Sechelt Zone		Capacity			Strong	FDK	Adjusted Cap		
Site	Grades	Nominal	FDK	1 to 12	Start	Modular	FDK	1 to 12	K to 12
Chatelech Sec	8 to 12	900	0	900			0	850	850
Davis Bay Elem & Annex	K to 5	20K 125	19	91			19	91	110
Sechelt Elem (leased out)	K to 7	20K 325	19	303	1		0	0	0
Halfmoon Bay Elem	K to 7	20K 175	19	163	1		19	140	159
Kinnikinnick Elem	K to 7	20K 450	19	419			38	304	342
West Sechelt Elem	K to 7	20K 200	19	186			38	163	201
Sechelt Zone Total							114	1548	1662
Pender Harbour Zone		Capacity			Strong	FDK	Adjusted Cap		
Site	Grades	Nominal	FDK	1 to 12	Start	Modular	FDK	1 to 12	K to 12
Pender Harbour Elem-Sec	7 to 12	175	0	175			0	175	175
Madeira Park Elementary	K to 6	20K 125	19	116	1		19	93	112
Pender Harbour Zone							19	268	287
District Total							247	3282	3529

Long Range Facilities Plan

The School District total operating capacity is 3,529 seats. The following graph shows the School District total actual and projected enrolment from Baragar and the surplus operating capacity by year. The graph shows the surplus capacity in red and the total district projected enrolment in blue. The surplus number of seats ranges from 650 to 300 over the planning timeframe.



The grade configuration of the schools in a zone has an impact on the enrolment and the capacity of the schools. The current average capacity per grade is shown in the following table.

Grades	Operating Capacity	Capacity per Grade
Full-Day Kindergarten	247	247
Grades 1-7 Total	1710	244
Grades 8-12 Total	1750	350

It can be seen that the capacity in kindergarten is 247 and in grades 1 to 7 it is 244 students per grade. However at the secondary level there is capacity for 350 students per grade. Based on the normal flow of students through the grades it appears the grade structure as established will result in surplus secondary capacity. There are 100 surplus seats per grade at the secondary school level and unless there are over 100 students per year added to the secondary school through in-migration there will be vacant seats. Another consideration to reduce the over capacity at the secondary schools would be to increase the number of grades offered at the secondary schools.

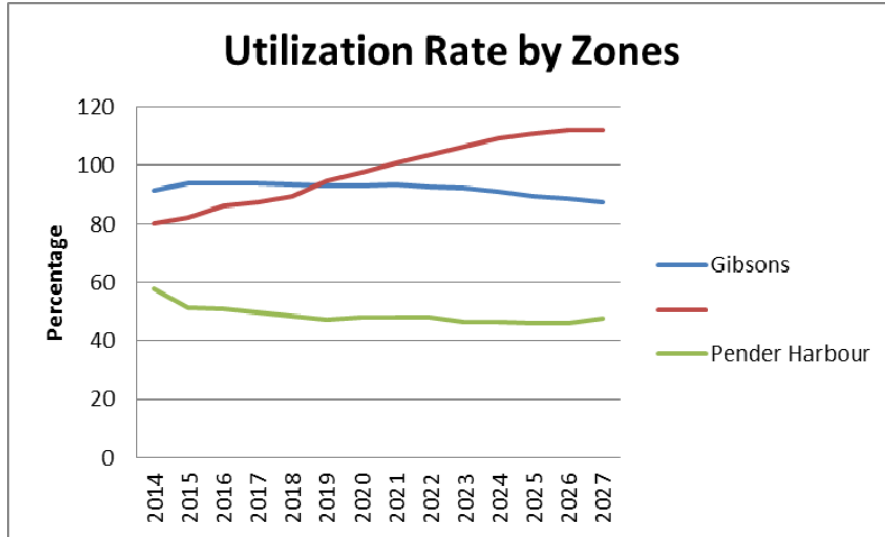
School District Capacity Utilization - Three Zone Analysis

The school district will be considered as three zones for capacity utilization analysis due to the linear nature of the residential development along the coast line, the travel time and distances and the limited access. The zones align with the family of schools for each secondary school. The following map of the school district shows the location of each school.



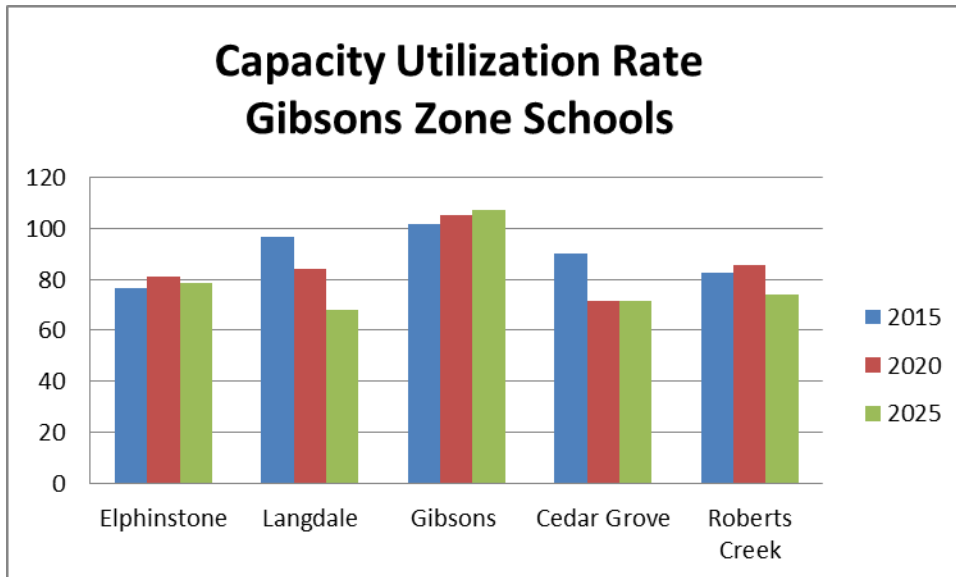
Note: the Phoenix program is within Sunshine Coast Alternate program

The utilization rate based on the current operating capacities for the three zones is shown in the following graph. It can be seen that the Gibsons Zone utilization rate is relatively constant and exceeds 90% throughout the plan timeframe. The Sechelt zones utilization rate continually increases from 80% and exceeds 110% over the next 10 years due to the projected enrolment growth from residential development. The utilization rate for the Pender Harbour Zone remains relatively stable at 60%. It can be seen that additional capacity will be required in the Sechelt Zone during the planning timeframe.



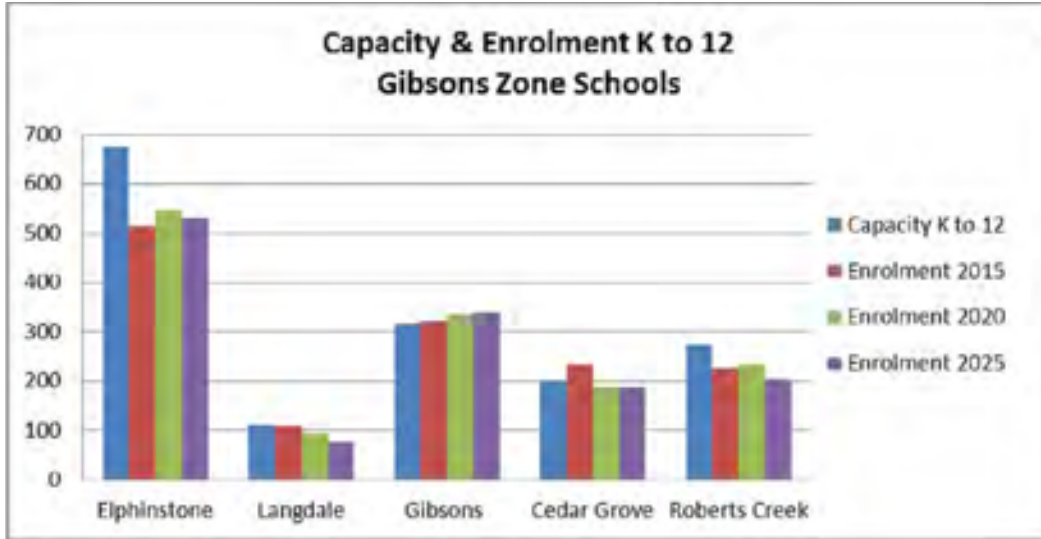
The graph of capacity utilization rate and the graph of enrolment is presented below for each family of schools at three milestones – actual 2015 enrolment, and projected 2020 and 2025 enrolment.

Gibsons Zone: The capacity utilization graph below shows that Elphinstone will experience stable enrolment at about 80% utilization. Langdale, Cedar Grove and Roberts Creek are expected to drop to between 80% and 70% utilization. Gibsons is expected to operate at full capacity.

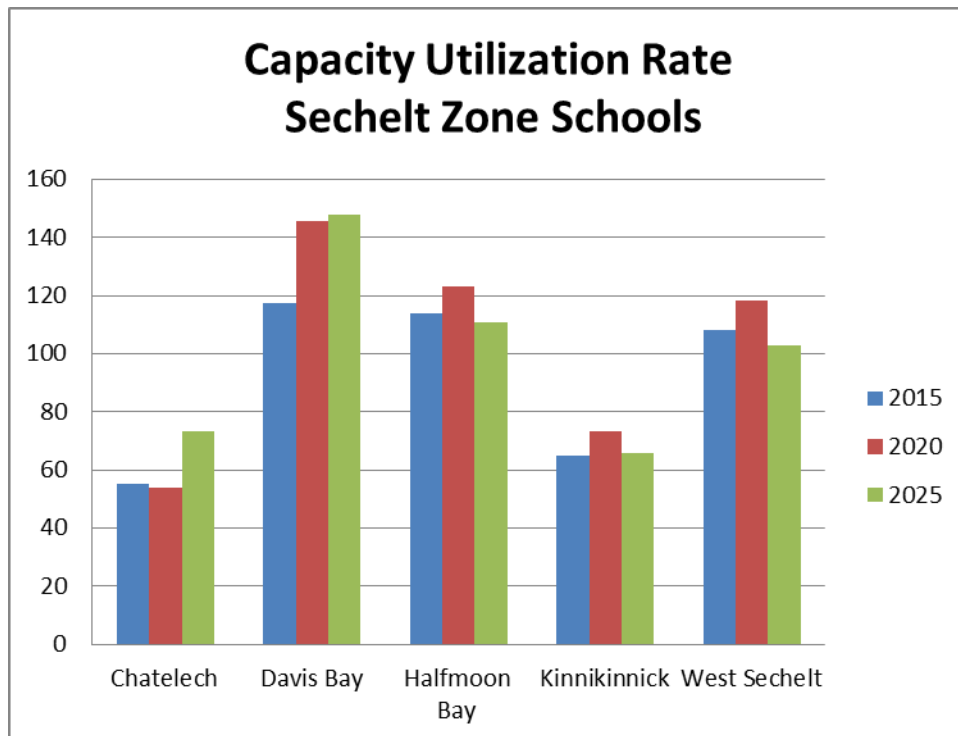


The enrolment projections are shown in the following graph. Elphinstone will have about 100 surplus seats. Gibsons will be full. Langdale, Cedar Grove and Roberts Creek will all have about 120 surplus seats combined.

Long Range Facilities Plan

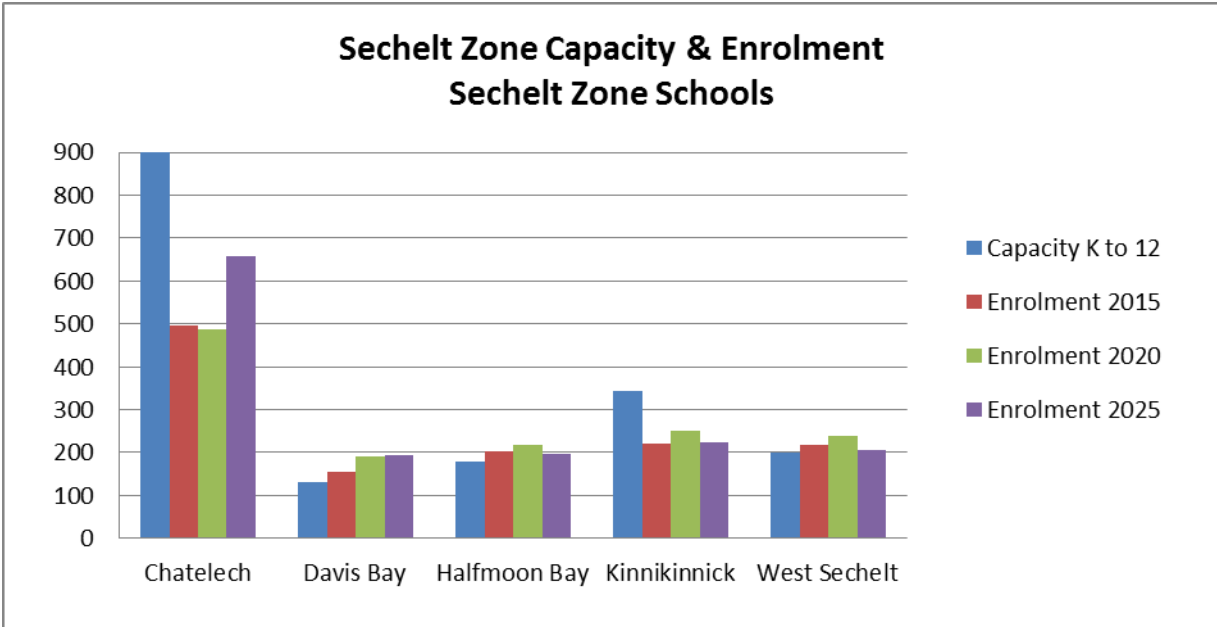


Sechelt Zone: The Chatelech utilization is just below 60% and is projected to increase. The Davis Bay utilization is about 120% now and is projected to increase to over 140% by 2020. The Davis Bay Annex is included in the school capacity. Based on 2010 projections Kinnikinnick utilization is expected to remain below 60% through the study period. West Sechelt utilization is above 100% and is expected to reach 120% by 2020. Sechelt Elementary is not included in this analysis as there are no regular students attending the school.



Long Range Facilities Plan

The enrolment graph below without projected housing developments shows 400 surplus seats in Chatelech Secondary which is projected to decrease to 250 by 2025. At Davis Bay there is a shortage of about 20 seats which will increase to 60 seats by 2020 and Halfmoon Bay has a shortage of 20 seats. Kinnikinnick has a surplus of about 100 seats which is expected to remain to 2025. West Sechelt is slightly over capacity and expected to remain that way over the study period.



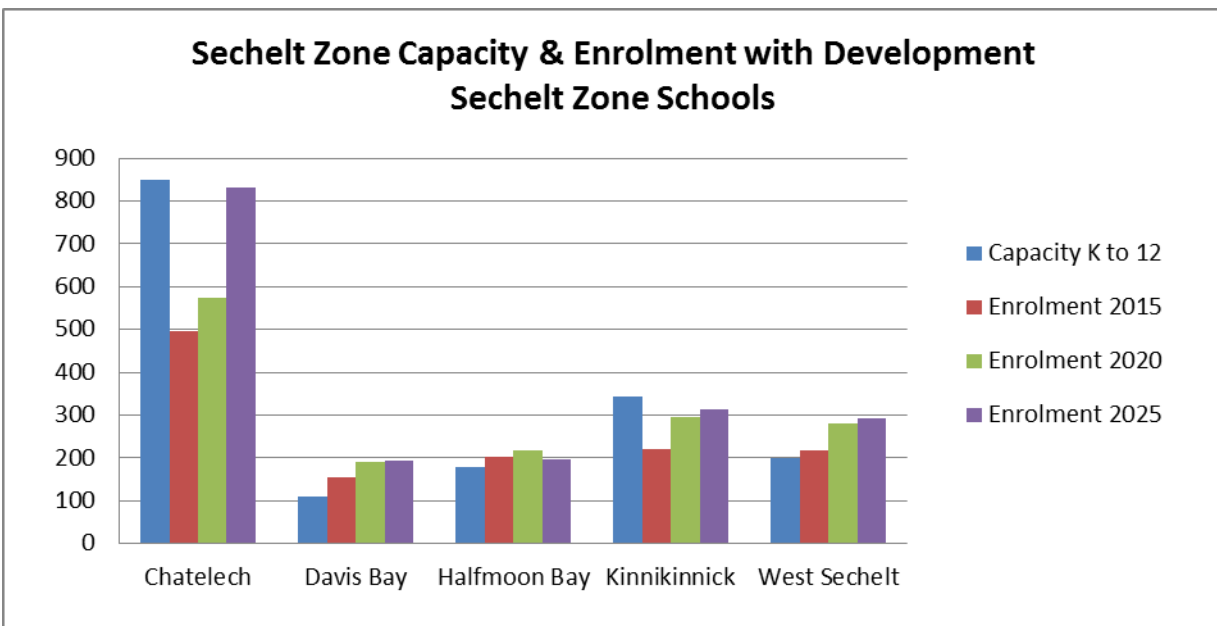
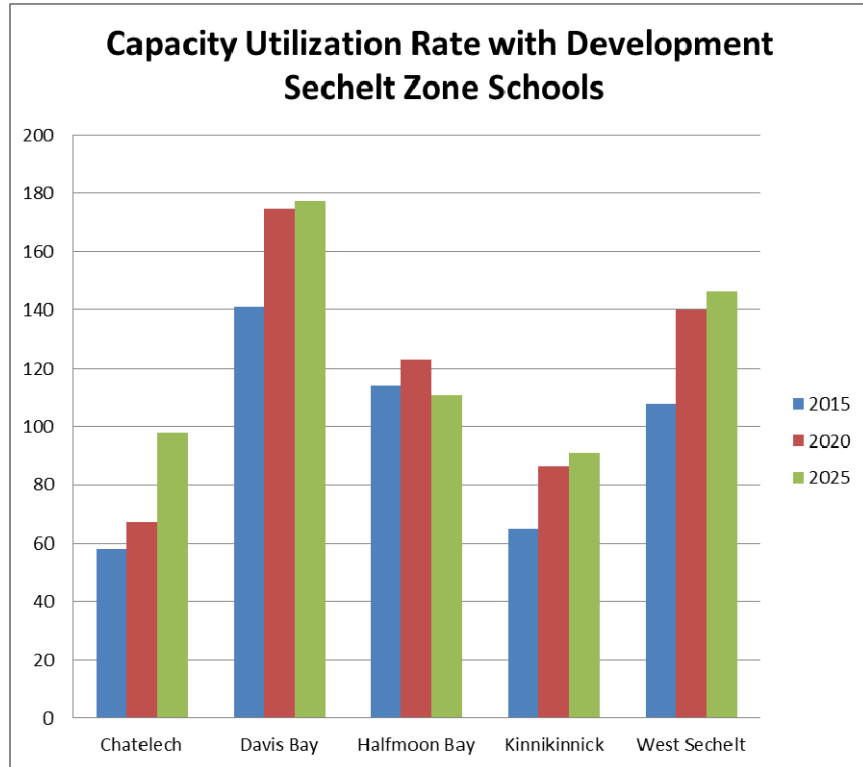
Impact of Development on the Sechelt Zone is presented below.

The District of Sechelt has provided the following housing development projections. Combined with the BC Stats student generation rate indicates 45 students per year will be generated by the new developments. However, the enrolment projections have been based on an annual growth rate of 28 which is considered more consistent with the demographic trends.

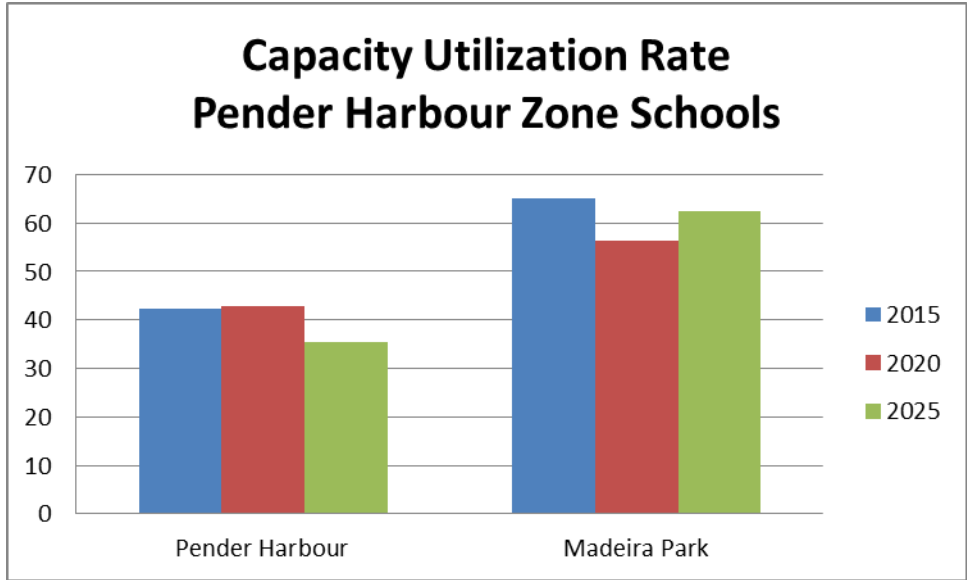
Sechelt Development 2008 to 2028				
Density	Projected Units	Units per Year	Generation rate	Annual Student Growth
Low	650	32.5	0.350	11
Medium	1114	55.7	0.300	17
High	198	9.9	0.015	0
			Annual Total growth	28

Long Range Facilities Plan

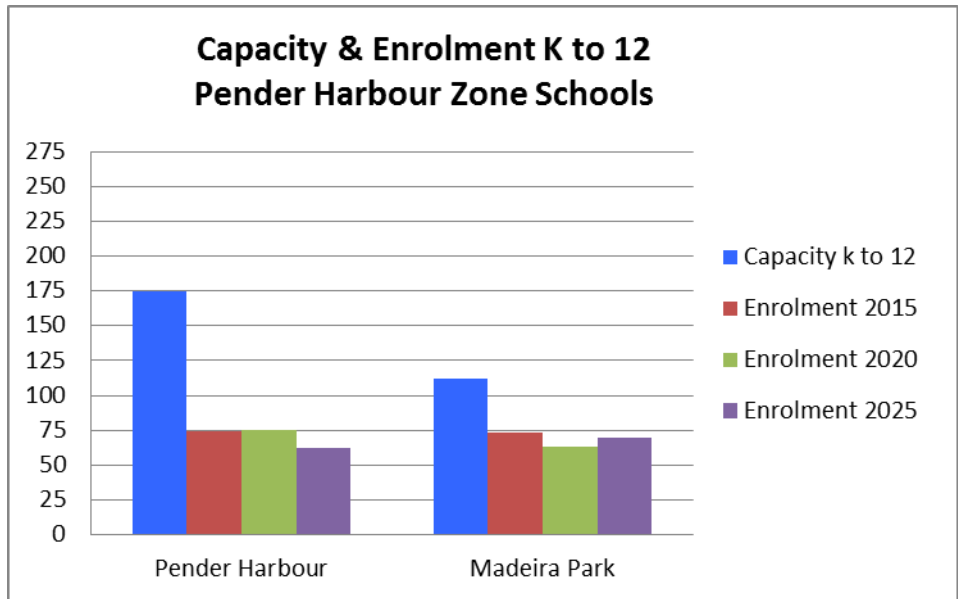
The two bar charts below show the utilization rate and student count for the Sechelt Zone schools with the enrolment growth from the housing development included. It can be seen that the utilization rates for Chatelech and Kinnikinnick approach 98% and Halfmoon Bay is about 115% and Davis Bay and West Sechelt are over 140%.



Pender Harbour Zone: In the Pender Harbour zone, the secondary utilization at Pender Harbour is 40% and expected to remain at that level. Madeira Park utilization rate is at 60% and projected to remain at that level.



The enrolment analysis presented in the graph below indicates Pender Harbour will have about 100 surplus seats while Madeira Park will have about 35 surplus seats over the planning timeframe.



Long Range Facilities Plan

Summary Observations

Capacity utilization is an effective means of measuring the use of available space for instructional purposes.

The Sunshine Coast School District will have excess capacity in the Gibsons Zone and Pender Harbour Zone for the planning timeframe under the current school configurations. The Sechelt Zone is expected to experience increased housing development which will utilize the existing surplus capacity by 2020 and additional capacity will be required by that time.

In the Gibson zone there will be a surplus in elementary capacity of about 100 seats and Elphinstone Secondary will have 200 seats available for other activities.

In the Sechelt Zone new housing development is taking place as projected in the Official Community Plan. The average enrolment growth from development is 45 students per year. The table below shows there is a surplus of 56 seats now but there will be a shortfall of 134 seats for K to 7 grades by 2020. Significant overcrowding is currently occurring as shown by the high utilization rates: Halfmoon Bay 114%, Davis Bay 177% and West Sechelt 146%. The utilization rates are expected to increase as the housing development proceeds. The enrolment at Kinnikinnik will continue to grow and will reach 91% utilization by 2025. As well the enrolment at Chatelech Secondary will continue to increase and will approach capacity by 2025. It is proposed to expand West Sechelt Elementary by four classrooms to alleviate the overcrowding at elementary grades in the short term.

Sechelt Zone Enrolment Projection Baragar Plus Housing Development								
Sechelt Zone		Capacity	Enrolment	Enrolment	Enrolment	Utilization	Utilization	Utilization
Site	Grades	K to 12	2015	2020	2025	2015	2020	2025
Chatelech	8 to 12	850	495	573	832	58	67	98
Davis Bay	K to 5	110	155	192	195	141	175	177
Halfmoon Bay	K to 7	178	203	219	197	114	123	111
Kinnikinnik	K to 7	342	222	295	312	65	86	91
West Sechelt	K to 7	201	217	281	294	108	140	146
K to 7 Total Enrolment		831	797	987	998			
K to 7 Shortfall			-34	156	167			

In Pender Harbour zone, Pender Harbour Secondary has about 100 surplus seats. Maderia Park has a surplus of about 35 seats and Halfmoon Bay has a corresponding shortage of 35 seats. A review of cross-boundary activity may assist develop the long term facility requirements for this zone.

It should be noted that the school district operates alternative education programs for approximately 275 students that do not perform well in the regular school environment. The programs operate in multiple locations in unrecognized space which in some cases does not meet the current standards for a regular school and the program spaces are not included in the capacity analysis. The alternative students are not included in the zone utilization analysis.

Capital Asset Utilization Initiatives

Capacity utilization analysis shows that there is currently surplus secondary capacity in the three Sunshine Coast zones. There is also some surplus elementary capacity in the short to medium term in localized areas. However, projected housing development in the Sechelt zone is expected to result in increased enrolment that will exceed the available capacity by 2020. In general, there is sufficient capacity to accommodate a range of community-based services.

Under these circumstances, the Board of Education will consider adjustments that make best use of existing capacity, request expansion of schools where required and expand services to students while supporting specific community funded programs that wish to operate while there is surplus space in schools.

The School District may also investigate new programs to broaden the course offerings to the student population in the Sunshine Coast.

Generally, the School District will:

- ✓ request an expansion to West Sechelt Elementary School
- ✓ consider adjustments to catchment areas
- ✓ consider further adjustments to grade configuration
- ✓ review the opportunities for the delivery of additional educational programs
- ✓ review the facility requirements for the alternative education programs
- ✓ make surplus facilities available for community or commercial use where supported by a favorable business case
- ✓ minimize the use of portables by transferring programs from portables to permanent facilities with surplus space
- ✓ consider permanently reducing the capacity of some schools where it is advantageous to do so.

The School District will undertake the following initiatives.

1. Pursue Expansion of West Sechelt Elementary School

The school district will submit the PIR for the expansion of West Sechelt Elementary School as part of the 2017 Five Year Capital Plan. As shown on the catchment area map below the West Sechelt Elementary catchment area has been reduced to a small area within the Kinnikinnick catchment area. The residential development will occur within the West Sechelt catchment area. The dense forested ravine between the two catchment areas makes travel to Kinnikinnick

Elementary very difficult. In addition Kinnikinnick Elementary will be fully utilized. Also Halfmoon Bay which is to the north and Davis Bay which is to the south of the Kinnikinnick Elementary catchment area are both over capacity.



2. Catchment Area Adjustments

The School District establishes catchment areas for all enrolling schools. Enrolments within each catchment area can change over time as a result of program choice, residential occupancy, new development, and redevelopment.

The School District will continue to review and amend catchment areas periodically to address overcrowding and take advantage of existing surplus capacity. Adjustments will be based on:

- enrolment considerations
- class size considerations
- facility considerations

The school district has restricted cross boundary registrations for the following schools due to over capacity at these schools: West Sechelt, Davis Bay, Halfmoon Bay, Gibsons and Cedar Grove. Excess enrolment will be directed to Kinnikinnick if possible.

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3. Alternative Education Facilities Review

The school district operates a wide spectrum of alternate education programs under the Sunshine Coast Alternative Education School including the following:

Program	Grades	Location
NDVR	6 to 8	Sechelt – Sunshine Building
Horizons	8 to 12	Sechelt – Sunshine Building
Phoenix Program	8 to 12	Sechelt - Phoenix Building
NDVR Program	6 to 8	Gibsons – Heritage Building
LAB Program	8 to 12	Gibsons – Heritage Building
Field Social Development Program	3 to 5	Cedar Grove Elementary
Social Development Program	K to 2	Cedar Grove Elementary
Spider – Distributed Learning	K to 7	Davis Bay Elementary
Spider – Distributed Learning	8 to 12	Sechelt – Sunshine Building
Outreach		Sechelt – Sunshine Building
Outreach		Gibsons – Heritage Building

The Sunshine Building which is part of Sechelt Elementary School has a facility condition index of 79 which indicates the building should be considered for replacement. The school district requires appropriate educational space to serve these non-conventional educational programs. Strategies to best utilize the available capital assets to maximize the facilities for these unique programs will be considered.

4. Business Policies for Utilization of Surplus Space

Increased community use of surplus space in schools can result in additional building operating costs. The School District is not in a position to absorb these costs.

The School District will consider accommodation of community services in surplus school capacity and closed schools by community organizations, not-for-profits, and commercial entities where there is a favourable business case.

5. Promotion of Day Care Services at Elementary Schools

The School District notes that parents residing in the Sunshine Coast School District have choice and some parents choose not to enroll their children in the School District programs.

A number of school districts now encourage the establishment of day care programs at elementary schools. The School District will consider the establishment of day care programs at elementary schools with the objectives of:

- building connections with parents before children are of school age
- promoting development of early learning programs in schools
- addressing the needs of families
- making responsible use of surplus space

6. Consider implementation of New Programs

The School District attracts approximately 82% of the student population in the Sunshine Coast area. The School District will review public interest in new programs that may be beneficial and attract students to the Sunshine Coast School District.

7. Secure Short or Long Term Tenants for Surplus Space

The School District will consider expressions of interest from prospective short and long-term tenants for surplus space. Opportunities to secure suitable tenants under business arrangements that are consistent with the business policies for utilization of surplus space will be considered.

8. Permanent Reductions to the Capacities of Schools

The School District recognizes that as a result of demographic changes residential occupancy trends, some schools have some excess capacity that is beyond the needs of the broad array of community services providers. This surplus space can impact operating costs as well as building renovation costs.

The School District will consider permanent reductions to the capacity of a particular school in situations where the surplus capacity is not expected to be required for educational or community purposes in the foreseeable future, and in cases where the costs of upgrading and renovating the school can be reduced through permanent elimination of excess capacity.

The School District recognizes that there is an operations and maintenance cost to portables and will remove portables that do not contribute to the long term educational or operational requirements of the school district.

Capital Investment Priorities

The Sunshine Coast School District has a good inventory and distribution of elementary and secondary schools. The School District generally has capacity to accommodate enrolments. The residential development projected for the Sechelt zone is expected to result in enrolment that exceeds the available capacity so expansion will be required in the short term. In addition, the school district will continue to review and adjust catchment areas, grade configurations, and placement of district programs to maximize utilization rates. Neighbourhood Learning Centre programs and partnerships with other agencies that have a beneficial business case will continue to be offered while surplus space is available.

The majority of capital investment in the next ten years will be focused on extending the service life of the existing active schools, and completing enhancements that improve student learning. The school district will pursue capital funding through the appropriate Ministry programs as presented in the 2016/17 Capital Plan Instructions and presented below. The school district will also pursue expansion of West Sechelt Elementary School.

The school district will also complete enhancements to schools to align with 21st century learning including gender neutral washrooms, increased breakout area, outdoor education opportunities, energy efficiency, and community partnerships for learning.

Seismic Mitigation Program (SMP)

The Ministry of Education announced its Seismic Mitigation Program in 2004. Consultants were engaged to undertake “Rapid Seismic Assessments” on all schools in those school districts where significant seismic activity can be expected. These assessments enabled the Ministry of Education to assign a ranking to the various sections of each school based on the seismic upgrading needed, and to estimate the cost of seismic mitigation.

In 2005, the Ministry of Education engaged the Association of Professional Engineers of BC (APEGBC) and the University of British Columbia Civil Engineering Department, Earthquake Research Group to develop enhanced seismic risk assessment tools and seismic mitigation strategies.

The seismic risk assessments were update in 2010 using the latest risk assessment tools developed by APEGBC. The assessment identified Gibsons Elementary School as the only high risk school in the district. Gibsons has been replaced so based on the latest assessment tools there are no seismic upgrade projects in the Capital Plan. The rating of all schools is included in Appendix D.

School Expansion Program (EXP)

The Ministry priority for new school, addition or site acquisition projects is to areas experiencing consistent and rapid high density population growth and where space optimization has been

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demonstrated. EXP projects will not be eligible for funding consideration if adequate space is available at nearby schools.

Under the current capacity utilization rates in the three zones the Sechelt zone is the only one where expansion will be considered. Because of the large size of the existing school sites and the effective distribution of schools throughout the school district there is no basis for school site acquisition projects. Therefore the only EXP project in the Five Year Capital Plan is the expansion of West Sechelt Elementary School.

A site acquisition project may be submitted to address the current site arrangements with the Town of Gibsons for the Maintenance Facility site.

School Replacement Program (REP)

The Ministry will consider replacement projects where the school has reached the end of its useful life and further investment is not substantiated due to major structural issues or the accumulation of maintenance needs that would exceed the cost of replacement. School replacement projects are eligible for cost-sharing based on the school district's ability to contribute.

Based on the VFA assessments and the facility condition index values the Sunshine Building used for the alternative education programs is the only facility which warrants consideration for replacement. The outcomes of the alternative education programs review will develop strategies to make best use of the existing capital assets to meet the needs of these unique programs. The requirement for a replacement project will be confirmed once the review is completed.

Building Envelope Program (BEP)

The Ministry established the BEP in 2006 to assist school districts with the identification and remediation of the causes and resultant damage from unintended water ingress where premature failure of the building envelope has occurred in schools built between 1085 and 2000.

Halfmoon Bay Elementary is the only school constructed in the specified timeframe and there are no outstanding building envelope issues with that school. Therefore there are no BEP projects in the Capital Plan

School Enhancement Program (SEP)

The Ministry will contribute to the safety and function of schools through projects that extend the service life of the existing asset including:

- Electrical upgrades (power supply and distribution systems)
- Energy Conservation upgrades
- Health and Safety upgrades (fire systems, indoor air quality)

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- Mechanical upgrades (heating, ventilation, plumbing)
- Roof upgrades.

The projects must cost between \$100,000 and \$3,000,000. Annual Facility Grant funds will be directed to projects below \$100,000 and Capital REP projects will deal with renovations over \$3,000,000.

The school district will pursue SEP projects to enhance school facilities. Mechanical upgrades are seen as the priority at this time. The implementation of 21st century learning features will be incorporated where appropriate.

Carbon Neutral Capital Program (CNCP)

The Ministry will distribute \$5,000,000 per year to 2018/19 to energy efficient projects that lower the school district carbon emissions.

The school district will continue to pursue CNCP projects.

Bus Replacement Program (BUS)

The Ministry considers buses capital assets and any new or replacement buses are funded through the Five-Year Capital Plan submission.

The school district currently provides student transportation through a contract with a privately owned bus company with privately owned school buses. The school district owns and operates one special education bus which is not expected to require replacement for about 5 years.

Advancing Near-Term High Priority Projects

1. Expand West Sechelt Elementary School.

It is expected that West Sechelt will be at 150% utilization and a shortage of about 90 seats. Davis Bay Elementary School will have enrolment resulting in 150% utilization and a shortage of about 80 seats. Kinnikinnick will be at about 90% utilization with about 30 surplus seats. It is expected that Halfmoon Bay Elementary School will have enrolment resulting in 140% utilization and a shortage of 70 seats.

The school district will submit the PIR to support the expansion of West Sechelt Elementary School by four classrooms in 2017 five Year Capital Plan.

2. Assess the Future Use of Sechelt Elementary School

The School district operates dispersed facilities in the Sechelt area such as a resource centre and alternative education program facilities. In addition, the school district has relocated the regular programs from Sechelt Elementary School to neighbouring schools. Sechelt Elementary School consists of five buildings of varying sizes and conditions. The school district continues to have two Strong Start programs and the Alternative Education program at the school. The French Education Authority (CSF) leases two of the buildings, the Town of Sechelt leases space for a youth drop-in centre and there is a childcare program in the facility. The Sunshine Building has reached the end of its service life and needs to be replaced. The school district will review options for upgrading the Sunshine Building and for consolidation of facilities in the Sechelt zone including possible sources of locally generated funding to upgrade the consolidated facilities.

3. Assess Options to Address the Projected Over Capacity in Sechelt Zone

The School District commits to consider

- boundary adjustment for Halfmoon Bay Elementary School and Davis Bay Elementary School
- grade configuration for Halfmoon Bay Elementary School and Davis Bay Elementary School
- District programs at Halfmoon Bay Elementary School, Davis Bay Elementary School and Kinnikinnik Elementary School.

4. Continue the School Enhancement Program

As stated earlier in this Plan, the Ministry of Education initiated the Capital Asset Management Services assessments of the District schools in 2012. The results of the VFA Canada Corporation assessments will help inform School Districts and the Ministry regarding the priority of building renewal projects.

The School District will utilize the results of the VFA assessments to prioritize building renewal projects.

The School District will review priorities and coordinate Mechanical Upgrade projects with other building renewal work identified through building condition assessments and the 21st century learning spaces consultation.

The table below shows the current projects included in the 2017 Five Year Capital Plan.

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	Seismic	School Expansion	School Replacement	Building Envelope	School Enhancement	Carbon Neutral	Bus Replacement	Site Acquisition
Gibsons Zone								
Elphinstone Sec	X	X	X	X		Heating plant 2014	n/a	
Langdale Elem	X	X	X	X	Boiler & Gym HVAC 2018		n/a	
Gibsons Elem	X	X	X	X	not required		n/a	
Cedar Grove Elem	X	X	X	X	Boiler & Gym HVAC 2019		n/a	
Roberts Creek Elem	X	X	X	X	New Roof 2016, Boiler plant & Gym Vent 2018		n/a	
Sechelt Zone								
Chatelech Sec	X	X	X	X	Full HVAC 2019	Boiler Plant 2012	n/a	
Davis Bay Elem	X	X	X	X	Full HVAC 2018		n/a	
Kinnikinnick Elem	X	X	X	X	Full HVAC upgrade 2020		n/a	
West Sechelt Elem	X	2017	X	X			n/a	
Pender Harbour Zone								
Pender Harbour Elem-Sec	X	X	X	X	New Roof 2016; HVAC upgrade 2017		n/a	
Madeira Park Elem	X	X	X	X	HVAC upgrade 2017	Heating Plant Upgrade 2016	n/a	
Halfmoon Bay Elem	X	X	X	X	Heating Plant 2016		n/a	
Other Facilities								
Sunshine Building - Sechelt	X	X	2018	X			2021	
Maintenance Building	X	X	X	X			n/a	TBC
Board Office	X	X	X	X			n/a	

Appendix A
Facilities Inventory

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School Facilities Details											
Site	Date Opened	Nominal Capacity	Operating Capacity	Existing Building Area	Actual Site Area	Ministry Allowable Site Area	Portables	Full Day K Module	Strong Start	Child Care	Other
Elphinstone Sec	1952	675	675	8195	8.2	3.8	3				
Langdale Elem	1961	20K 100	112	1553	2.7	1.5	2				
Gibsons Elem	2014	40K300	317	3778	4.5	2.3	0		1	1	NLC
Cedar Grove Elem	1977	40K 275	201	2840	1.9	1.6	1	1			
Roberts Creek Elem	1952	20K 300	275	2998	4.95	1.8	3		1	1	
			1580								
Chatelech Sec	1976	850	850	9891	6.9	4.7	0				
Davis Bay Elem	1957	40K 75	110	1326	1.9	1.5	2				
Davis Bay Annex (old school)		OK50		256	(required due to outdoor ed program)						
Sechelt Elem (leased out)	1936	20K 325	0	3413	2.2	1.8	1		1	1	CSF
Halfmoon Bay Elem	1989	20K 175	159	2193	2.4	1.5	2		1		
Kinnikinnick Elem	1999	20K 450	342	3363	3.7	2.5	0				
West Sechelt Elem	1964	20K 200	201	1958	2.1	1.5	3			1	
			1662								
Pender Harbour Elem-Sec	1957	175	175	3164	2.3	2.2	0				
Madeira Park Elementary	1950	20K 125	112	1358	1.5	1.5	0		1		
Total K to 12			3529	46,286	45.2	28.2	17	1	5	4	

Other Properties Facilities Details		Date Opened	Bldg Area	Site Area (ha)
Sechelt Elementary - Sunshine Building	Sechelt Alternative Education Programs	1932	846	incl
Sechelt Elementary classrooms & Gym	Leased to CSF for French School (Trail Bay Building)	1956	799	incl
Sechelt Elementary Main Bldg	Strong Start program & YMCA	1956	1,630	incl
Sechelt Elementary - bld 4	Leased to City for youth drop-in centre (Old Kindergarten Building)	1953	142	incl
Gibsons Heritage Learning Centre	Heritage Building on Gibsons Elementary School Site - Alternative Education Programs & District IT Department	1918	245	incl
District Maintenance Facility	Located on land owned by Town of Gibsons and provides offices, shops and compound for O & M resources to service the school district.	1990	357	Town (1.0)
School Board Office	Building belongs to the Town of Gibsons and is leased to SD		491	Town
Egmont School Site	Egmont Community Park			0.6
Pender Harbour (Kleindale)	Required for fire fighting water supply - Crown Grant			0.8
Madeira Park Waterfront	Outdoor Education Classroom			0.5
Hough Road	Vacant - Behind Crosstrainers and storage facility			1.8
Selma Park	Outdoor Education Classroom - Crown Grant			4.7
Trout Lake (former Halfmoon Bay Site)	2 portables used for Maintenance Storage - surplus			0.9
Old Irving Landing School	30+ yr old building is leased for Community Centre			0.4
Child Care Facility - Elphinstone	Portable complex on the school site - leased (46008)	1983	85	
		Total	4,595	10

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2008/09 Operations and Maintenance Costs			
2009 Actual		Sunshine Coast	
Program Description		\$	\$/Sq.M
5.41	Operations and Maintenance Admin	245,733	5.47
5.50	Maintenance Operations	3,418,439	76.05
5.52	Maintenance of Grounds	224,250	4.99
5.56	Utilities	762,726	16.97
Total		4,651,148	103.47

Appendix B
Adjusted Capacity for Each Zone

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Adjusted Capacity including FDK and Strong Start									
Gibsons Zone		Capacity			Strong	FDK	Adjusted Cap		
Site	Grades	Nominal	FDK	1 to 12	Start	Modular	FDK	1 to 12	K to 12
Elphinstone Sec	8 to 12	675	0	675			0	675	675
Langdale Elem	K to 7	20K 100	19	93			19	93	112
Gibsons Elem	K to 7	40K300	38	279	1		38	279	317
Cedar Grove Elem	K to 7	40K 250	38	163		1	38	163	201
Roberts Creek Elem	K to 7	20K 300	19	279	1		19	256	275
Gibsons Zone Total							114	1466	1580
Sechelt Zone		Capacity			Strong	FDK	Adjusted Cap		
Site	Grades	Nominal	FDK	1 to 12	Start	Modular	FDK	1 to 12	K to 12
Chatelech Sec	8 to 12	900	0	900			0	850	850
Davis Bay Elem & Annex	K to 5	20K 125	19	91			19	91	110
Sechelt Elem (leased out)	K to 7	20K 325	19	303	1		0	0	0
Halfmoon Bay Elem	K to 7	20K 175	19	163	1		19	140	159
Kinnikinnick Elem	K to 7	20K 450	19	419			38	304	342
West Sechelt Elem	K to 7	20K 200	19	186			38	163	201
Sechelt Zone Total							114	1548	1662
Pender Harbour Zone		Capacity			Strong	FDK	Adjusted Cap		
Site	Grades	Nominal	FDK	1 to 12	Start	Modular	FDK	1 to 12	K to 12
Pender Harbour Elem-Sec	7 to 12	175	0	175			0	175	175
Madeira Park Elementary	K to 6	20K 125	19	116	1		19	93	112
Pender Harbour Zone							19	268	287
District Total							247	3282	3529

Appendix C
Learning Spaces:
A Plan for the Future
Consultation Process Feedback

Q1 - How can we renew / refresh / redesign our learning environments to best support, guide and inspire?

- Less classroom environments, more common areas and outdoor areas
- Green the school grounds
- Usable outdoor space
- More open spaces
- Green initiatives and energy efficient facilities
- Breakout spaces

Q2 - How can community partnerships for learning environments be supported to maximize value to the community?

- Increase and actively seek out local partnerships
- Improve trades programs, opportunities and apprenticeships (ie. Cool School)
- Joint- Use Agreement
- Improved visibility of facility booking options
- Improve playing fields, sports areas and tracks

Q3 – What specific changes would you like to see to our school facilities?

- Renovations / flexible spaces / paint
- Use of alternate energy / sustainability / solar
- Improvements to playing fields, sports areas and tracks
- Covered outdoor spaces
- Technology upgrades / interactive classrooms
- Improved landscaping, community gardens
- Gender neutral washrooms
- Art rooms at elementary schools
- Increase capacity at West Sechelt Elementary School (rebuild)
- Improve and expand Madeira Park Elementary gym
- Improve visibility of facility booking options and more access to facilities (ie: during summer)

Appendix D
Seismic Rating of School Blocks
from Ministry Website 2016

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SECHELT ELEMENTARY	6	Classrooms	Medium	Non Structural Upgrade Required
WEST SECHELT ELEMENTARY	1	Classrooms/Admin.	Medium	Non Structural Upgrade Required
WEST SECHELT ELEMENTARY	2	Classrooms/Community Rooms	Low	Meets Structural Life Safety Requirements
WEST SECHELT ELEMENTARY	3	Gymnasium	Low	Meets Structural Life Safety Requirements

DATE 04-Nov-2016 03:36 PM

SUMMARY - ISSUED CHEQUE REPORT - CHEQUE LIMIT : 10,000.00

PAGE 1

START DATE: 01-Oct-2016 TO END DATE: 31-Oct-2016

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	CHEQUE AMOUNT

ON-LINE CHEQUES : ISSUED BETWEEN 01-Oct-2016 AND 31-Oct-2016						
00LCET2893	0001	*****	28094	RECEIVER GENERAL FOR CANADA	05-Oct-16	65,876.43
00LCET2894	0001	*****	28094	RECEIVER GENERAL FOR CANADA	05-Oct-16	12,312.88
00LCET2895	0001	*****	28093	RECEIVER GENERAL FOR CANADA	05-Oct-16	229,366.44
00LCET2897	0001	*****	30209	TEACHERS' PENSION PLAN	11-Oct-16	422,092.35
00LCET2898	0001	*****	23268	MINISTRY OF PROVINCIAL REVENUE	17-Oct-16	20,714.00
00LCET2899	0001	*****	23268	MINISTRY OF PROVINCIAL REVENUE	17-Oct-16	28,157.00
00LCET2902	0001	*****	28094	RECEIVER GENERAL FOR CANADA	13-Oct-16	12,123.79
00LCET2903	0001	*****	28094	RECEIVER GENERAL FOR CANADA	13-Oct-16	66,264.28
00LCET2904	0001	*****	23290	MUNICIPAL PENSION PLAN	14-Oct-16	55,379.25
00LCET2913	0001	*****	33038	WORKERS' COMPENSATION BOARD	14-Oct-16	23,767.39
00LCET2915	0001	*****	28093	RECEIVER GENERAL FOR CANADA	19-Oct-16	150,000.00
00LCET2917	0001	*****	23290	MUNICIPAL PENSION PLAN	21-Oct-16	54,505.99
00LCET2921	0001	*****	28094	RECEIVER GENERAL FOR CANADA	26-Oct-16	67,940.81
00LCET2922	0001	*****	28094	RECEIVER GENERAL FOR CANADA	26-Oct-16	10,745.08

TOTALS FOR BANK - 0001 1,219,245.69

TOTAL NUMBER OF CHEQUES 14

TOTAL NUMBER OF CHEQUES WITH MICR 0

COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Oct-2016 AND 31-Oct-2016

1938000001	0001	0000048894	12012	BC HYDRO & POWER AUTHORITY	05-Oct-16	18,815.59
1938000027	0001	0000048920	15619	THE COAST GROUP	05-Oct-16	14,490.00
1938ET0005	0001	*****	12021	BC TEACHERS FEDERATION	05-Oct-16	25,508.33
1938ET0006	0001	*****	12111	BC TEACHERS FEDERATION	05-Oct-16	26,729.85
1938ET0049	0001	*****	23243	NOBLE CORPORATION	05-Oct-16	21,083.41
1938ET0053	0001	*****	26207	PACIFIC BLUE CROSS/MSA	05-Oct-16	58,584.73
1938ET0070	0001	*****	29454	SWING TIME DISTRIBUTORS LTD.	05-Oct-16	29,841.28
1941000001	0001	0000048952	15590	ALLIED PLUMBING, HEATING &	19-Oct-16	133,887.60
1941ET0001	0001	*****	11229	ALKINS PROJECT SERVICES INC.	19-Oct-16	16,671.75
1941ET0048	0001	*****	29549	SRB EDUCATION SOLUTIONS INC.	19-Oct-16	20,376.33
1941ET0049	0001	*****	15516	STEPHEN MCNICHOLLS CONSULTING INC.	19-Oct-16	14,899.50
1941ET0053	0001	*****	30172	THIRDWAVE BUS SERVICES	19-Oct-16	104,504.24
1943ET0052	0001	*****	15516	STEPHEN MCNICHOLLS CONSULTING INC.	26-Oct-16	11,812.50

TOTALS FOR BANK - 0001 497,205.11

TOTAL NUMBER OF CHEQUES 13

TOTAL NUMBER OF CHEQUES WITH MICR 3

ON-LINE CHEQUES : ISSUED BETWEEN 01-Oct-2016 AND 31-Oct-2016

00LCET2925	0005	*****	12144	BANK OF MONTREAL	09-Oct-16	41,944.82
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TOTALS FOR BANK - 0005 41,944.82

TOTAL NUMBER OF CHEQUES 1

TOTAL NUMBER OF CHEQUES WITH MICR 0

DATE 04-Nov-2016 03:36 PM

SUMMARY - ISSUED CHEQUE REPORT - CHEQUE LIMIT : 10,000.00

PAGE 2

START DATE: 01-Oct-2016 TO END DATE: 31-Oct-2016

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	CHEQUE AMOUNT

GRAND TOTAL						1,758,395.62
CANCELLED TOTAL						0.00
NET GRAND TOTAL						1,758,395.62
GRAND TOTAL NUMBER OF CHEQUES						28
GRAND TOTAL NUMBER OF CHEQUES WITH MICR						3

WARNING: NUMBER OF CHEQUES DOES NOT MATCH NUMBER OF CHEQUES WITH MICR

REPORT TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)

Board Report
October 12, 2016

Our Values

Ethics: By placing ethics in high regard and through transparency, we ensure an environment of mutual trust and respect.

Consistent with the development of mutual trust and respect, this month's report has several activities of board members engaging provincially and with local organizations to further relationships and clarify our work together to learn from others and enhance mutual goals.

Board Activities: October 2016

October 11 – The Intergovernmental Meeting was hosted by the SCRD and held at the beautiful facility at the Botanical Gardens in Sechelt. Trustees Baxter, Mewhort and Pratt attended with Superintendent Bocking and Secretary Treasurer Weswick. The meeting included reports from all local governments as well as a presentation on progress to date by the Regional Economic Development committee. Secretary Treasurer Weswick presented the highlights of our draft Long Range Facilities Plan.

October 12 – Board Chair Baxter attended a morning session hosted by April Struthers to share best governance practices with several guests from the City Of Nottingham. Several representatives from the Sunshine Coast organizations discussed our approaches with both government and non-profit leaders from Nottingham.

October 19 – Trustee Ruth and Chair Baxter as well as senior staff attended the Mental Health Forum hosted by DPAC at Chatelech Secondary. The forum was very well attended and panel presented extensive information to parents and community. Well done DPAC and moderator Marilyn Baines.

October 26/27 – Chair Baxter, Superintendent Bocking and Secretary Treasurer Weswick attended a partner liaison session with several officials from the Ministry of Education. Day one offered several updates on Ministry direction and good practice examples from school districts. Day 2 was a BCSTA session for Board Chairs to hear further from the Assistant Deputy Minister on Capital Plan priorities, from the PSEC, BCPSEA and other organizations with direct relationships to our districts.

October 28/29 – Trustee Ruth attended Provincial Council of BCSTA as our

alternate representative. Her comprehensive report is attached.

October 31 – Chair Baxter and Vice Chair Pratt met with the Chair and Vice Chair of the SCR D to share information and continue to strengthen our partnership. Topics this time included our recent additional transportation funding and summer parking concerns in Madeira Park. Both these items will be on committee agendas in the future.

November 3 – Celebrating Partners in Learning: Trustees Baxter, Pratt, Russell, Ruth, Young husband and several staff (thanks for coming CUPE members!) attended our inaugural celebration. A huge thank you goes to Erica Reimer for her work organizing this wonderful evening for our district. We had over 15 organizations with displays highlighting their work and partnership with the district as well as 6 short presentations of specific projects. Everyone seemed happy and inspired by the evening. (Program is attached).

DISPLAYS

- ❖ Capilano University – Sunshine Coast Campus
- ❖ Habitat for Humanity
- ❖ KidSport Sunshine Coast
- ❖ Nicholas Sonntag Marine Education Centre
- ❖ Rede Energy Solutions
- ❖ Restorative Justice Program of the Sunshine Coast
- ❖ Ruby Lake Lagoon Nature Reserve Society
- ❖ Sunshine Coast Association for Community Living
- ❖ Sunshine Coast Credit Union
- ❖ Sunshine Coast Community Schools
- ❖ Sunshine Coast Community Resource Centre
- ❖ Sunshine Coast Community Services Society
- ❖ Sunshine Coast Early Years Council
- ❖ Sunshine Coast Festival of the Written Arts
- ❖ Sunshine Coast Museum



School District No. 46

PARTNERS IN LEARNING

November 3, 2016

Chatelech Secondary School

SPECIAL THANKS

The Board would like to extend a special thanks to Mrs. Gordon and Chef Barone's ACE-IT Culinary Arts Students for the delicious bars and cookies, to Ms. Thomas' class for their assistance in setting up the tables and to our custodial staff for their hard work in preparing the venue.



PROGRAM

Displays and Mingle	4:30-5:00 pm
Acknowledgement of Territory	5:00 pm
Welcome	5:05 pm
Introductions	5:10 pm
Presentations	5:15-6:00 pm
Closing Remarks	6:00 pm
Displays and Mingle	6:00-6:30 pm

PRESENTATIONS

- ❖ Roots of Empathy – Roberts Creek Community School: *Sheila Wilson, RCCS | Ursula Hardwick, SD46*
- ❖ Culture and Leadership: A Learning Partnership – Capilano University: *Kathy Coyne and Jules Smith, Capilano University | Jessica Silvey, shíshálh Nation | Simon Dillan, Deborah Jackson, Clara Campbell, Chatelech Secondary Students*
- ❖ Mentors in Violence Prevention – Sunshine Coast Community Services: *Wayne Spychka, Sunshine Coast Community Services | Wendy Charters, SD46 | Saige Rae, Chatelech Secondary Student*
- ❖ ACE-IT Habitat for Humanity – Habitat for Humanity: *Cori Lynn Germiquet and Sean Whalen, Habitat for Humanity | Carl Brownstein, SD46*
- ❖ Lagoon Society: Past, Present & Future – Ruby Lake Lagoon Society: *Dr. Michael Jackson, Ruby Lake Lagoon Society | Elizabeth Haines, SD46*
- ❖ Celebration of Authors, Books and Community – Sunshine Coast Festival of the Written Arts: *Jane Davidson and Jean Bennett, Sunshine Coast Festival of the Written Arts | John Lussier, SD46 | Megan Kraus, Roberts Creek Elementary Student*

OUR VALUES

By celebrating the contributions of students, staff and community members, we create unity and bring joy to our work together.





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

AD HOC COMMUNITY CELEBRATION COMMITTEE NOTES

Held on October 4, 2016 at 9:00 a.m.

At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Betty Baxter, Chair; Lori Pratt
STAFF/OTHERS: Patrick Bocking, Superintendent; Vicki Dobbyn,
Community Member; Erica Reimer, Executive Assistant (Recording
Secretary)
REGRETS: Pammila Ruth, Trustee

The meeting was called to order at 9:10 a.m.

1. Presentation Selection

The committee requested that additional information be solicited from those partners who indicated an interest in making a presentation. The additional information will be gathered by Thursday, October 6th so that a final decision can be made by Friday, October 7th.

2. Confirm Program and Catering

The committee confirmed the program for the evening, with the presentations "to be announced" until a later date. It was agreed that ACE-It Culinary students would provide bars, sweets and fruit platters for the event. The committee agreed to a draft floor plan for the event.

3. Promotion of the Event

The committee requested that local press be invited to cover the event and that an additional opportunity to RSVP be provided to organizations.

The meeting adjourned at 10:15 a.m.

NEXT MEETING: November 3, 2016 from 4:30-6:30 am at the Chatelech Secondary

BCSTA Provincial Council Report

Submitted by Trustee Ruth

November 9, 2016

Alternate Provincial Councilor's Report

On October 28-29, I attended the BCSTA Provincial Council at the Morris J. Wosk Centre for Dialogue in Vancouver. Below is a quick summary, of the 2-day event.

Deputy Minister Dave Byng, who was scheduled to present "K-12 Sector Financial Health" Friday evening, was seriously ill. George Farkas, Assistant Deputy Minister, spoke on his behalf. As he has only held the position for the last 6 months (coming from Finance Ministry) he was very interested in what Trustees had to say, and was very open to discussion.

Apparently a Synopsis is often forwarded to Councilors; however, I have not received one as of time of submission.

His presentation and room discussion included: Financial Health vs. Performance indicators.

Strategic Planning → Organizational Planning → Capital Plan Process

Strategic Plan linked to Budget. Priorities set by District.

Strategic Plan linking with Financial Health: Surplus. Every District has different needs for their surplus, so it is not one size fits all. However, dipping into surplus for regular 'stuff' is NOT sustainable. Forty-one school districts are using their surplus for regular funding. Better choices must be made, priorities set. How to have a healthy Surplus? Some ideas presented were: Transparency, common language, clarity, central deposit program. What is the long-term plan?

Check in at the end of the year- Is this what we had intended it for?

He encouraged council members to return to their boards and to send in their budgets. To tell a long-term story of what they are doing: Ongoing commitments; Project outwards. "Strategic Plan drives the Budget, or the Budget drives the Strategic Plan?"

Farkas also spoke to the Rural Enhancement Fund. The feedback has been a signal that the Government needs to take a closer look at rural schooling. He understands the immense pressure on Districts. There will be more details out for a Rural Survey. They will be looking for input, both from Boards and the public. They wish to engage the public.

He ended his Friday evening presentation with three items for Boards to discuss regarding their Surplus and their Strategic Plan: Current funding formulas; the needs of your District; and your biggest money challenges.

President's report BCSTA President Teresa Rezansoff addressed Provincial Councilors on the morning of Saturday, October 29th. President Rezansoff spoke to the Vancouver Board of Education, and how their situation has implications on all of us. She discussed reviewing state of how we fund buildings and making timely decisions.

CEO's report CEO Mike Roberts delivered his report to Provincial Councilors. He also stated that Jody is looking for feedback on budget planning. jolstead@bcsta.org

Education Committee spoke to having a Professional Learning Committee. They are also trying to have future student presentations/performances. More event details regarding Learning Forward this Dec will be out soon. AGM to be held in Richmond, Apr 20-23

Aboriginal Committee spoke to motions requesting that 1. We ask the Ministry for clarity for status and that 2. We ask the Ministry on AbEd structure. They also discussed the collaboration with Ed Committee, early learning opportunities for Aboriginal Families and how they are looking for aboriginal success stories to present.

CSBA report President Rezansoff provided her Canadian School Boards Association (CSBA) director's report and extended an invitation to this summer's Congress being held in Whistler, July 5-8, 2017. She also spoke to Copyright Laws via Policy and how the web-site will be updated.

The Financial Committee submitted their financial report from June 30, 2016.

On receipt from BCSTA, these reports will be submitted for you to read further.

Action Items

There were four Action Items on the Agenda, and three late motions:

9.1 Funding of Exempt Salary Increases: CARRIED

9.2 Excluding Rural Schools from Districts' Capacity Utilization Calculations: CARRIED

9.3 Funding (model revised): CARRIED

9.4 Impact of Homeless Issue on School Sites: AGM

10.1 Foundations Skills Assessment: CARRIED

10.2 Time Limit for Specially Appointed Trustees: AGM

10.3 Grades 10-12 Curriculums (extended): CARRIED

Issues Forum

The Issues Forum was fast and furious. I did manage to record this part of the Provincial Council, so if anyone has any interest in a more detailed rendition, please let me know.

1. What would be your key priorities for change, or the key concepts that you feel should be retained, if the current MOE funding distribution formula were changed?

- Dollar for dollar capital costs
- Consultation w/school districts. Time to discuss and implement
- Remove Administrative savings
- Transportation costs accessed
- Funding for Special needs → Retro-Active
- Predictable & Sustainable. Full funding when Gov't has new initiatives
- No more patching holes. Need individual consultation
- Consideration for Districts' entrepreneurial areas. Don't change targeted dollars
- MOE money received. SUBSTANTIAL increases for exempt staff

2. What are the needs of your board in ensuring you are providing appropriate fiscal oversight for your school district?

- Return investment. Capital return to Operational fund
- Student Services. Special needs allegation
- Per student funding doesn't work well: Recognize FTE funding when incentive to retain rural staff. (ADM Farkas reminded us of the Rural Education Review Sessions in Jan/Feb)
- Funding Inter-Ministerial, shared Mental Health, GP4Me
- Inability to build budget from bottom up. Multi-Year funding
- Student location factor/shortfall in transportation/busing. Just because they HAVE money doesn't mean they don't NEED money
- Ministry needs to respect local autonomy. Co-Governance

3. What are the biggest financial challenges your district will face over the next two years, and how will your board try to address these concerns?

- Capital; Buildings aging with decreased funding
- Local Capital. Increase in benefits
- Inflation. Exempt Compensation. Reduction in services due to lack of funding
- Pro-D; Bringing in experts, resources and replacements
- Financial OPPORTUNITIES: Election next May. Bring in extra dollars!
- Exempt P/VP funding. Capital projects. AFG funding with no change in 12 years
- #E
- Exempt Compensation: Grid with no money. Ability to pool capital projects. Longer Capital Plan

- Human Resource Services; Keeping staff in remote areas)
- Capital Construction (portables taking up parking area. Renting space from local grounds at \$1200 PER MONTH
- How to create skilled workforce with no electives. Total disconnect
- Sustainability. Pockets of money
- Special needs funding. Technology and Innovation. AFG. Benefits increase
- Student Outcomes; Counselors and the Arts. Non-enrolling teachers.
- Distributed Learning; true enrolment/data funding
- Societal issues (1 in 45 under Ministry care. Inter-Ministerial)
- Student services-Mental health, Student Engagement
- Student Equity
- #93: Over-crowding, fear of eviction. Unique situation
- Schools not designed for new innovative ways of teaching (Capital)
- Student Equity (Rural/Urban)
- Investing in Leadership
- Funding Protection
- Predictability
- Mental Health/Special Needs (Cut now, pay later)
- Implementation for Innovation

CEO Mike Roberts ended the 3rd question period with the comment that while many different aspects and concerns, Capital seems the underlying concern. He asked if given funding from the Ministry, would they prefer it already be targeted to one or two areas or given to district to decide. 'To the District' was unanimous.

4: What services, information sources or conversations can BCSTA and/or the Ministry provide to help Districts?

- No surprises. Stop changing the information
- Trustee orientation on Financial courses
- Funding...
- Timely funding
- Share best practices
- Share SIMPLE best practices
- Standardized, meaningful reports with comparable information between districts (to which ADM Farkas added the practice of Benchmarking with peer-organizations)
- Long-term operating surplus
- Support for new Secretary Treasurers and other support staff
- Funding for software

Assistant Deputy Minister Farkas thanked us and made note that he was taking back this info to the Ministry and that he would be advocating on our behalf as we move into the budget process.



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

COMMITTEE OF THE WHOLE NOTES

Held on October 25th, 2016 from 9:30-11:30 am
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Betty Baxter (Chair), Greg Russell, Pammila Ruth,
Lori Pratt, Christine Younghusband

STAFF/OTHERS: Patrick Bocking, Superintendent; Nicholas Weswick,
Secretary-Treasurer; Kerry Mahlman, District Principal of Aboriginal Programs
and Services; Terry Aleck, Aboriginal Advisory Circle; Carolyn Smith, CUPE
Local 801; Marnie Baba, CUPE Local 801; Erica Reimer, Executive Assistant
(Recording Secretary)

REGRETS: Dave Mewhort, Trustee; Lori Dixon, Trustee

The meeting was called to order at 9:31 a.m.

1. External Committees

Trustees reported on their appointments to external committees:

- Joint Use Committee: Chair Baxter noted that the committee is actively reporting to the board.
- Voice on the Coast: Trustee Pratt indicated that the organization is experiencing a period of transition.
- Transportation Committee: Trustee Ruth reported that meeting times have changed and that the committee is an appropriate venue to advocate for traffic improvements near schools.
- Ferry Advisory Committee: Trustee Russell reported that he had been appointed to the committee and would advocate for ferry ridership of students.
- Sunshine Coast Youth Action and Awareness Committee: Trustee Russell reported that meetings would be taking place every second month for the year. The committee continues to be a successful information-sharing venue.
- Policing Committee: Trustee Russell shared information on crime statistics and indicated that the committee meeting times had changed from previous years.
- Intergovernmental Committee: Chair Baxter reported that the recent meeting was well attended. Secretary-Treasurer Weswick provided a brief presentation on the district's Long Range Facilities Plan. SD46 will host the next meeting.

2. Truth and Reconciliation Report

District Principal of Aboriginal Programs and Services, Kerry Mahlman, and Aboriginal Advisory Circle Co-Chair, Terry Aleck, provided information on the truth and reconciliation process, speaking to local residential school experiences, and provided a summary of the commission's calls to action. A variety of teaching materials and posters were displayed and information was shared regarding events and programs taking place in the schools and community. Several materials were provided at the meeting and have been added to the digital agenda package at:
http://www.sd46.bc.ca/files/16-17_BoardMeetings/cmtes/CoW_102516_Agenda.pdf

3. BCSTA Aboriginal Education Committee Questions

Chair Baxter reported that District Principal Mahlman had provided responses to the questions from BCSTA's committee and that the information would be included in their discussions. The committee discussed several district aboriginal programs and partnerships.

4. Communication Plan

The committee reviewed the plan and recommended:

- Adding "Intergovernmental Meeting" to October "Other",
- Adding "Learning Forward" to December "Other", and
- Removing "BCSTA Academy" from November "Other".

The meeting adjourned at 11:20 a.m.

NEXT MEETING: Tuesday, November 22 from 9:30 to 11:30 pm at the School Board Office.

MASTER JOINT USE AGREEMENT

THIS AGREEMENT made the day of , 2016

BETWEEN: SUNSHINE COAST REGIONAL DISTRICT

1975 Field Road
Sechelt, BC
V0N 3A1

(the "Regional District")

**AND: THE BOARD OF EDUCATION SCHOOL DISTRICT NO. 46
(Sunshine Coast)**

494 South Fletcher Road Box 220
Gibsons, BC V0N 1V0

(the "School District")

WHEREAS:

The *Local Government Act* and the *Public School Act* provide that the Regional District and the School District may enter into an agreement for the purpose of constructing, maintaining, operating, or contributing to the cost of construction, maintenance or operation of facilities for community use on school sites;

AND WHEREAS The School District wishes to develop and maintain certain educational facilities and to operate schools;

AND WHEREAS The Regional District wishes to develop and maintain certain recreational facilities and to organize or facilitate certain public recreational programs;

AND WHEREAS It is in the best interest of all parties to make the most effective economical use of public resources by avoiding duplication of facilities, land, services and equipment.

NOW THEREFORE THIS AGREEMENT WITNESSES that in consideration of the respective and mutual covenant, undertakings, terms and conditions set forth hereunder, the Parties herby agree as follows:

1. FACILITIES TO BE INCLUDED IN THIS AGREEMENT

- 1.1 The Regional District wishes to make available to the School District, Facilities for school use as laid out in Schedule A (list of the facilities that are part of the agreement with times defined) hereto, and the School District wishes to make available to the Regional District, Facilities for community use as laid out in Schedule B (list of the facilities that are part of the agreement with times defined).
- 1.2 It is the mutual desire of the School District and the Regional District to construct new facilities, to refit existing facilities and to utilize facilities (including existing facilities) jointly, thereby increasing and improving services for the maximum benefit of their respective constituents.

2. DEFINITIONS

- 2.1 "Agreement" means this agreement including all schedules attached hereto, as amended or supplemented in writing from time to time.
- 2.2 The "Facility" means assets named in this agreement or schedules to the agreement.
- 2.3 "Community Space" means areas in School District Facilities that are used by the public for recreation programs and activities.
- 2.4 "Joint Use Committee" means the advisory group comprised of elected officials appointed by the Regional District and the School District.

3. REGIONAL DISTRICT FUNDING

- 3.1 The Regional District has and may agree to contribute funds toward the costs of the capital development of Community Space in specific schools and may agree to contribute annually to the use of joint Community Space in schools.

4. ASSURED ACCESS

- 4.1 The School District has agreed to provide assured access to the Facilities for Regional District on certain terms and conditions as are more particularly set out in this Joint Use Agreement.

- 4.2 The Regional District has agreed to provide assured access to the Facilities for the School District, on certain terms and conditions as are more particularly set out in this Joint Use Agreement.

5. JOINT USE COMMITTEE FUNCTIONS

- 5.1 The Joint Use Committee will be made up of representatives established in accordance with its terms of reference, as amended from time to time.
- 5.2 Notwithstanding section 5.1, the Joint Use Committee will meet at least once per calendar year.

6. JOINT USE AGREEMENT ADMINISTRATION

- 6.1 Staff from the School District and Regional District shall meet regularly.
- 6.2 Staff will make recommendations to the Joint Use Committee for reasons including, but not limited to, capital investment, policy changes, and contractual amendments.
- 6.3 Staff from each organization will develop and administer procedures, regulations and operating policies consistent with the spirit and intent of this Agreement.

7. DISPUTE RESOLUTION

- 7.1 A dispute that is not resolved by the Joint Use Committee may be submitted to mediation.

8. IDEMNIFICATION

- 8.1 The Regional District agrees to indemnify and save the School District, its officers, employees, servants, agents and contractors, harmless from any and all claims arising out of the Regional District's use and occupation of the facilities set out in Schedule "B" hereto except to the extent caused by the negligence of the School District or those persons for whom the School District is, in law, responsible.
- 8.2 The School District agrees to indemnify and save the Regional District, its officers, officials employees, servants, agents and contractors, harmless from any and all claims arising out of the School District's use and occupation of the facilities set out in Schedule "A" hereto except to the extent caused by the

negligence of the Regional District or those persons for whom the Regional District is, in law responsible.

9. FEES

- 9.1 During regular operating hours, the School District Schools located within participating areas of the Regional District, may use the Regional District's facilities, as set out in Schedule A, free of charge for School District curricular and extra-curricular activities within and outside of school hours, provided that the facilities are not otherwise committed for use for Regional District programs. Exceptions are the School District shall pay all additional costs where the Regional District provides instructional or organized programs. Students outside of a school program under the Joint Use Agreement may not use a Facility for free where subject to the normal Regional District fees and charges.
- 9.2 During regular operating hours, the Regional District within participating areas of the School District, may use the School District's School Facilities as set out in Schedule B within the boundaries of the Regional District, free of charge for Regional District activities provided that the facilities are not otherwise committed for School District use. Exceptions are the Regional District shall pay all additional costs where the School District provides instructional or organized programs, or where the activity has caused measurable wear or damage to the Facility.

10. SCHEDULING AND USE OF FACILITIES

- 10.1 The day to day management, operation and bookings of the School District facilities will be under the direction of the School District administration.
- 10.2 The day to day management, operation and booking of the Regional District facilities will be under the direction of the Regional District administration.
- 10.3 Both parties agree to adhere to the policies governing use of each party's facilities.
- 10.4 Either party, can, without notice, intervene between the partner and the user group to close a facility or grounds area for reason of safety to the user and/or facility/grounds area.

11. PRIORITIES OF USE

- 11.1 In establishing and administering booking policies for the joint use facilities, the parties hereto agree to the following priority schedule:

First priority: facility owner
Second priority: joint use partner

Third priority: community groups

12. CANCELLATION

- 12.1 When a booking has been confirmed for the use of School District or Regional District facilities in accordance with the joint use agreement protocol, neither party hereto may unilaterally cancel the booking. It is understood that in exceptional circumstances, the School District or the Regional District may cancel a previously confirmed booking. All communication regarding cancellations shall be through the appropriate booking department for the Regional District or the School District. In the event of such a cancellation, the parties will utilize every effort to provide suitable alternate facilities for the holder of the cancelled booking.
- 12.2 The School District or the Regional District without notice may cancel a confirmed booking if in the opinion of the Facility owner acting reasonably, the Facility is unfit for the intended use.
- 12.3 In the case of any dispute with respect to a conflict in bookings or other emergent situation as to any of the facilities, an appeal may be made using the relevant party's protocol, as amended from time to time.

13. STAFFING

- 13.1 Except for recovery of additional labour and materials required as a result of the Joint Use Agreement, Regional District and School District facilities shall be provided to the parties to this agreement without cost.
- 13.2 In the event that a party provides any services that are requested by the other party that are above the regular staffing costs, the requesting party shall pay those costs.
- 13.3 It is understood that subject to a collective agreement, bargaining unit employees may be required to be in attendance where facilities are used and/or other provisions shall apply.

14. USE AND MAINTENANCE

- 14.1 The Regional District shall be responsible for the interior and exterior maintenance of all facilities as set out in Schedule A hereto and used by the School District pursuant to the provisions hereof, and the School District shall only be liable for the cost of repair of any damage caused to such facility arising out of misuse by the School District or any student, employee or volunteer.

- 14.2 The School District shall be responsible for the interior and exterior maintenance of all facilities as set out in Schedule B hereto and used by the Regional District pursuant to the provisions hereof, and the Regional District shall only be liable for the cost of repair of any damage caused to such facility arising out of misuse by the Regional District or any program participant, employee or volunteer.
- 14.3 The Regional District may establish rules of conduct for the use of the facilities set out in Schedule A hereto and on being informed of the rules of conduct, the Regional District shall observe those rules of conduct and communicate those rules of conduct to any program participant, employee or volunteer who makes use of those facilities. Any violation of such rules of conduct shall forthwith be reported by the Regional District to the School District.
- 14.4 The School District may establish rules of conduct for the use of the facilities set out in Schedule B hereto and on being informed of the rules of conduct, the School District shall observe those rules of conduct and communicate those rules of conduct to any student, employee or volunteer who makes use of those facilities. Any violation of such rules of conduct shall forthwith be reported by the School District to the Regional District.
- 14.5 The Principal of the school may authorize use of any school equipment. The Principal or designate will arrange the release of authorized equipment to user groups and other benefiting users. All requests for equipment must be made in writing 5 days prior to use of the facility.
- 14.6 Dependent on availability of space, the Regional District may be permitted to store equipment owned by them at a School District Facility in a place provided for and in a manner agreeable to the school Principal. All requests for equipment storage must be made in writing 5 days prior to use of the facility.
- 14.7 Dependent on availability of space, the School District may be permitted to store equipment owned by them at a Regional District Facility in a place provided for and in a manner agreeable to the Facility manager. All requests for equipment storage must be made in writing 5 days prior to use of the Facility.

15. TERMS OF THE AGREEMENT

- 15.1 This agreement shall be in effect for an irrevocable period commencing ([insert start date](#)) until ([insert end date](#)). Effective ([insert date](#)) the agreement may be extended for an additional 5 years expiring on ([insert date](#)).
- 15.2 Either party may terminate this agreement at any time upon six (6) months' written notice, and until so terminated this agreement shall remain in full force and effect.

15.3 Any amendments hereto, shall be in writing and executed with the same formality and in like manner as was this Agreement.

16. INSURANCE

16.1 The Parties must, without limiting each other's obligations or liabilities and at their own expense, purchase and maintain throughout the Term the following insurances with insurers licensed in Canada in forms and amounts acceptable to each other:

16.1.1 Commercial General Liability in an amount not less than \$5,000,000.00 inclusive per occurrence against bodily injury, personal injury and property damage and including liability assumed under this Agreement and this insurance must:

16.1.2 include the the other Party as an additional insured,

16.1.3 include a cross liability clause.

16.2 All insurance described in section 1 of this Schedule must:

16.2.1 be primary; and

16.2.2 not require the sharing of any loss by any insurer of the other Party.

16.3 Evidence of insurance will be exchanged annually to confirm coverage.

IN WITNESS WHEREOF the parties hereto have executed this Agreement as of the day and year first written.

IN WITNESS WHEREOF the Corporate)
Seal of the **SUNSHINE COAST**)
REGIONAL DISTRICT was hereunto)
affixed in the presence of:)

C/S

_____)
CHAIR)

_____)
CORPORATE OFFICER)

IN WITNESS WHEREOF the Corporate)
Seal of **SCHOOL DISTRICT NO. 46** was)
hereunto affixed in the presence of:)

C/S

_____)
SCHOOL BOARD CHAIR)

_____)
SECRETARY-TREASURER)

SCHEDULE 'A'
REGIONAL DISTRICT FACILITIES
THAT ARE PART OF THIS AGREEMENT

Gibsons and Area Community Centre

Gibsons and District Aquatic Centre

Sechelt Aquatic Centre

Sunshine Coast Arena

Eric Cardinal Hall

Frank West Community Hall

Chaster Hall

Coopers Green Hall

Sports Fields

Pender Aquatic Centre

Grantham's Hall

**SCHEDULE “B”
SCHOOL DISTRICT FACILITIES
THAT ARE PART OF THIS AGREEMENT**

Gymnasiums

Classrooms

Playing Fields

Kitchens

Multi-purpose Rooms

Theatre

Running Track

Industrial Arts (with qualified supervision)

Fitness Centres (with qualified supervision)

Bouldering Wall (with qualified supervision)



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

POLICY COMMITTEE NOTES

Held on October 25th, 2016 from 11:30-1:00 pm
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Lori Pratt (Chair), Betty Baxter, Greg Russell, Pammila Ruth,
Christine Younghusband

STAFF/OTHERS: Patrick Bocking, Superintendent; Nicholas Weswick,
Secretary-Treasurer; Carolyn Smith, CUPE Local 801; Marnie Baba, CUPE
Local 801; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Dave Mewhort, Trustee; Lori Dixon, Trustee; Sarah Bradley, DPAC

The meeting was called to order at 11:34 a.m.

1. Volunteering Policy

The committee agreed to defer discussion on a volunteering policy to a future meeting.

2. Trustee Email Policy

The committee discussed possible policies to address the recommendation of the office of the privacy commissioner that employees not use personal email for public business.

Recommendation:

"That the following new policy be created:

21. District Email Policy

As per the Freedom of Information and Protection of Privacy Act (FIPPA), all district employees, including trustees, are expected to use school district email accounts for school district business."

3. Whistle Blower Policy

The committee discussed the importance of having a formal whistleblower policy and reviewed two existing whistle blower policies from other districts in the province.

Recommendation:

"That the following new policy be created:

23. Whistle Blower Protection

The Board of Education (“Board”) is strongly committed to upholding ethical standards in the School District and will foster and maintain an environment where employees can work safely and appropriately without fear or retaliation. All employees, and others performing work on behalf of the School District, are expected to conduct themselves in a professional manner, adhere to applicable laws and Board Policies and Procedures that apply to their work activities in addition to demonstrating ethical behavior in all their decisions and interactions.

23.1 The Board expects employees, and others that we deal with, who have serious concerns about any aspect of the School District’s operations with respect to potential evidence of wrongdoing, to come forward and voice those concerns.

23.2 The responsibility for the day-to-day administration and enforcement of this Policy rests with the Superintendent of Schools as authorized by the Board of Education. If a concern is regarding the Superintendent, the report shall be made directly to the chair of the board.

23.4 The provisions of this Policy are independent of, and supplemental to, the provisions of collective agreements between the School District and its Unions relative to grievance procedures and to any other terms and conditions of employment.

23.5 It is a violation of the Policy for anyone to knowingly make a false complaint of wrongdoing or to provide false information about a complaint. Individuals who violate this Policy are subject to disciplinary and/or corrective action, up to and including termination of employment.”

The meeting adjourned at 12:25 p.m.

NEXT MEETING: Tuesday, November 12 from 11:30 to 1:00 pm at the School Board Office.



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

OPERATIONS COMMITTEE NOTES

Held on September 22nd, 2016 from 12:30-2:00 pm
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Betty Baxter (Chair), Lori Pratt, Greg Russell

STAFF/OTHERS: Patrick Bocking, Superintendent; Nicholas Weswick, Secretary-Treasurer; Rob Collison, Manager of Facilities and Transportation; Carolyn Smith, CUPE Local 801; Marnie Baba, CUPE Local 801; Ruth Emerson; Fran Heppell, Gibsons and Elphinstone Community School; Stacia Leech, Roberts Creek Community School; Ted Chisholm, Sechelt Community School; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Dave Mewhort, Trustee; Allyson Fawcus, DPAC

Chair Baxter announced that Trustee Mewhort was on medical leave until December.

The meeting was called to order at 12:31 p.m.

1. Strategic Plan: 2.j. Sustainable Practices

Goal 2.j.: Our staff will employ sustainable practices through efficient human resource, financial, facility and environmental strategies.

Secretary-Treasurer Weswick spoke to a presentation that featured recent sustainable upgrades to facilities and highlighted energy savings since 2011/12. Superintendent Bocking shared that the Environmental Sustainability Committee is developing an online atlas that will highlight local areas and provide suggestions for activities that support the new curriculum. Director Bishop reported that administrative assistants and administrators are now able to access a newly created dashboard that streamlines a number of daily tasks.

Looking to the future, the district is considering several projects to improve sustainability including matching grants for solar projects at schools, investigating the feasibility of geothermal heating at Pender Harbour and developing an education and awareness program to improve wasteful behaviours.

2. Joint Use Agreement

The committee reviewed the draft Joint Use Agreement included in the meeting package and discussed:

- How community school programs would fit in under the joint-use agreement priorities for use. Secretary-Treasurer Weswick replied that the type of usage

would probably dictate the priority for booking, with student programs having the same priority as school programs. Further discussion between staff of SCRD and SD46 would attempt to gain additional clarity and processes.

- If the additional consumption of resources and supplies had been considered. Secretary-Treasurer Weswick reported that the district expects that savings through the agreement will offset any increased costs in supplies and resources.
- Community use at Roberts Creek Elementary. Superintendent Bocking reported that staff at Roberts Creek Elementary work with community bookings to accommodate to their best efforts.
- Implementation of the agreement and district booking practices. Secretary-Treasurer Weswick indicated that the district would review their booking procedures, including how to handle priority bookings. It was suggested that community schools be involved in the discussion regarding booking practices.

Recommendation:

“That the Joint-Use Agreement be approved as presented.”

3. Preliminary Budget Timelines

Secretary-Treasurer Weswick shared the budget consultation schedule for the development of the 2017-18 district budget. The Public Budget Consultation was announced and will take place on November 16 at 6:30 pm Chatelech Secondary. The format for the consultation session will be framed by the strategic plan, in particular resourcing required for initiatives that are supported by the plan. Superintendent Bocking and Secretary-Treasurer Weswick announced plans to schedule individual consultations with all school PACs regarding the 2017-18 budget. In addition, they will be seeking feedback on student transportation to determine best use of the additional transportation funding being provided by the ministry.

4. Regulation 4450 - Purchasing

Secretary-Treasurer Weswick indicated that the regulation had been amended in order to align with the government’s procurement policies, which do not allow for the discrimination of vendors based on location. Additional changes were made to the structure of the regulation and information that was included in the recently repealed “Furnishings” regulations has been included in the revisions to the purchasing regulation based on feedback from staff.

The meeting adjourned at 1:55 p.m.

NEXT MEETING: Thursday, November 17 from 12:30 to 2:00 pm at the School Board Office.



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

EDUCATION COMMITTEE NOTES

Held on October 24th, 2016 from 3:30-5:00 pm
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Christine Younghusband (Chair), Betty Baxter,
Pammila Ruth

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of
Instruction; Vanessa White, Director of Instruction; Kirsten Deasey, Early
Learning Coordinator; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Lori Dixon, Trustee; Louise Herle, SCTA President; Carolyn Spence, SCAS
Principal; Lenora Joe, Director of Education, *shíshálh* Nation

The meeting was called to order at 11:34 p.m.

1. Strategic Plan: 1.b. Reading / 2.b. Reading Teachers

Goal 1.b.: Our students will read at or beyond their grade level. They will discover the joy in their reading!

Goal 2.b.: Our staff will support reading and all teachers will be reading teachers.

Kirsten Deasey shared plans to support reading in the current school year and highlighted the following:

- Reading Committee continues to meet once a month and supports teachers with in-service workshops, materials and resources, including “story baskets”.
- CARE Project team members meet monthly to share strategies for reading supports, including workshops and professional development opportunities. Upcoming events include:
 - November 23 – after school reading series that will highlight a range of books for K-12, with a focus on collaboration in the classroom.
 - January 16 – workshop focusing on aboriginal literary resources and how to weave aboriginal elements into the curriculum.
- September was Literacy Month, celebrated with Word on the Water (storytelling on BC Ferries sailings) and Word in the Woods (story walks through the woods at all elementary schools).

- Coast Reads launched on October 24. Eight novels and one primary book were selected for this year's program. More information is available at www.coastreads.org.
- Raise a Reader funds will be used to provide transportation to Pender Harbour students to visit the Sechelt library.
- A request for submissions for the popular Coastal Voices writer's anthology has been made.
- The WonderWheels Bookmobile saw an increase in readership in K-3 readers over the summer, likely due to the promotion at elementary schools before summer break.
- "Circle of Security" parenting classes will be offered in the fall to help parents strengthen relationships with their children ages 0 to 2.
- Imagination Library continues to be a popular program, funded in part through generous donations from the Sechelt Lions Club and private donors.

2. Middle Years Development Instrument (MDI)

The committee discussed the 2016 MDI results for district schools, available online at <http://earlylearning.ubc.ca/maps/mdi/nh/sd46/>. Concerns were raised regarding reports of inadequate sleep, access to afterschool activities and low self-image.

3. Summative Report Cards

Superintendent Bocking circulated draft summative elementary report cards for review. Two sets of report cards were provided, as teachers will have the opportunity to select between two reporting options.

The report cards developed for Option B (traditional reporting) are similar to previous report cards and include a section for a developmental report on Applied Design Skills and Technology, Career Education and Core Competencies – to be reported in June only.

Summative report cards for Option A (FreshGrade reporting) reflect curricular competencies with a reported developmental scale that consists of:

- Concerns/Not Yet
- Acquiring
- Accomplished

Reporting for grades eight and nine are completed using MyEdBC and are set at the provincial level. Exact formatting has not yet been confirmed.

Recommendation:

"To approve the report cards as presented for reporting options A and B."

4. Curriculum (standing item)

There was no report due to time constraints.

5. Parent Engagement (standing item)

There was no report due to time constraints.

The meeting adjourned at 5:03 p.m.

NEXT MEETING: Wednesday, November 23 from 3:30 to 5:00 pm at the School Board Office.



**School District No. 46
(Sunshine Coast)**

A COMMUNITY ENGAGED IN LIFELONG LEARNING
AND EDUCATIONAL EXCELLENCE

Communicating Student Learning

STUDENT:

PRIMARY / INTERMEDIATE: FALL / SPRING

TEACHER(S):

DATE:

SCHOOL:

GRADE:

ATTENDANCE:

STUDENT INFORMATION:

Place attendance sticker here

English Language Learning

Individual Education Plan (IEP)

Your child's learning has been captured, shared and assessed through their FreshGrade Portfolio. By checking this portfolio regularly, you have a good understanding of the progress your child is making, areas requiring further development and ways you can support learning at home. Learning is ongoing, so the purpose of this communication is to confirm evidence of the portfolio, to celebrate success and to plan for the learning ahead.

Curricular Competencies

ENGLISH LANGUAGE ARTS

- Reading
- Writing
- Oral Language

NUMERACY

SOCIAL STUDIES

SCIENCE

PHYSICAL/HEALTH EDUCATION

ARTS EDUCATION

MUSIC EDUCATION

SECOND LANGUAGE

SOCIAL RESPONSIBILITY: Contact Teacher

See FreshGrade Portfolio

See Attached

Performance Scale Definitions

Concerns / Not Yet:

- Requires ongoing support.
- Continue contact with the teacher to support learning in this curricular area.

Acquiring:

- Requires some guided support.
- Evidence of progress toward relevant learning outcomes in this curricular area.

Accomplished:

- Is an independent learner.
- Consistently demonstrates proficiency in this curricular area.

West Sechelt Elementary - Summary of Learning 2017

Student Picture
Inserted Here

Abby Granger Grade 7

Language Arts - Reading

SUMMARY

Reading assessments throughout the year demonstrate that Abby continues to progress as an accomplished reader. She is able to make meaningful personal connections between self, text, and world. Over the year she completed five independent novel studies of books that would be considered at or above grade reading level. Each of these projects demonstrates Abby's deep understanding of written text and personal joy that she achieves from reading.

ASSESSMENT

Accomplished

Language Arts - Writing

SUMMARY

Abby is acquiring a solid understanding how language works; she understands that texts are created for different purposes and audiences. Her written assignments show she is able to respond to text in personal, creative, and critical ways. Abby is acquiring consistency in her ability to self-edit her writing, and she is more proficient when she uses word processing software to produce longer pieces of work.

ASSESSMENT

Acquiring

Numeracy

SUMMARY

Abby continues to acquire numeracy skills that help her see patterns, communicate ideas, and solve problems. At times, Abby is not yet able to apply her math skills to inquiry questions. Additional practise in this area and continued perseverance will support Abby's development in numeracy. Abby was accomplished at completing Grade 7 Patterns & Algebra goals, and she is acquiring a more complex sense that numbers can be represented in many forms and reflect different relationships. One of the highlights of the year was when Abby was able to use technology (Excel) to record and represent her mathematical thinking in terms of percent calculations (taxes).

ASSESSMENT

Acquiring



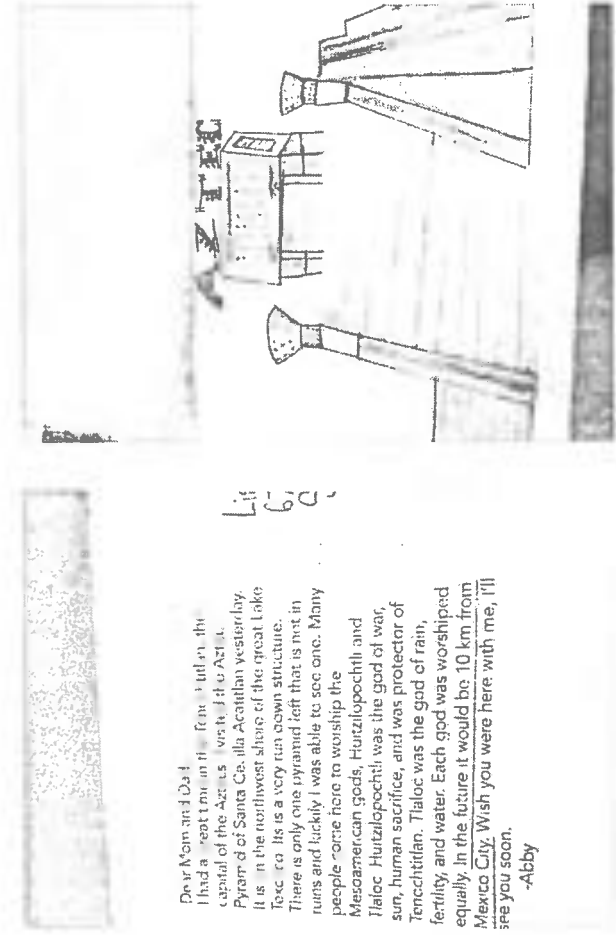
Social Studies

SUMMARY

Abby is acquiring a solid understanding that ancient cultural practices continue to influence today's societies. Her "Trip Around the World" project demonstrates she is accomplished at identifying the geographical conditions that shaped the emergence of various civilizations. Abby wrote a postcard after "visiting" an ancient Aztec tribe that reflected a good understanding of the core beliefs, practices, and influence of religion on this indigenous culture.

ASSESSMENT

Acquiring



Science

SUMMARY

Abby is accomplished at sustaining curiosity about a scientific topic, or problem of personal interest. Her study of extreme environments included a design of a water bottle rocket that required cooperative design of an experiment where variables were controlled to conduct a fair test. Abby is acquiring the skills required to be open to new ideas

and consider alternate points of view. She is accomplished at reflecting on her scientific experiences and seeing patterns/connections in data collected.

ASSESSMENT

Accomplished

Student Picture Inserted Here



Physical & Health Education

SUMMARY

Abby continues to acquire skills in physical literacy and fitness. There are concerns that at times Abby demonstrates little enjoyment in physical activities, however, with support Abby is usually able to complete daily physical activities.

Abby is accomplished at identifying the many changes in our lives that influence how we see ourselves and others.

ASSESSMENT

Concerns

The Arts

SUMMARY

Abby is acquiring the skills to create artistic works collaboratively and as an individual. Her work demonstrates the ability to develop and refine ideas, processes, and technical skills to produce a variety of art forms.

ASSESSMENT

Acquiring



Music

SUMMARY

This is Abby's second year playing flute in the school Band. She is accomplished at interpreting notation in music and accurately applying this knowledge to produce appropriate pitch, tempo, and rhythm on her flute. Abby's diligent participation in out-of-school sectionals demonstrates her understanding of the personal and collective responsibility associated with creating and performing music. Her willingness to play "O'Canada" as part of a trio at our year end assembly is further testament to her impressive growth this year as a musician.

ASSESSMENT

Accomplished

Student Picture Inserted Here

French Language

SUMMARY

Abby is acquiring the skills to comprehend high-frequency words and patterns in simple French Language texts. She is accomplished in using non-verbal cues to help with her understanding, and she is beginning seek clarification of meaning with simple French statements and questions. Abby is also acquiring the skill to exchange ideas and information using complete sentences orally and in writing. Abby participates well in most French Language activities and she is especially engaged during our play rehearsal and performance of "Comment y aller?"

ASSESSMENT

Acquiring

Applied Design, Skills, and Technologies (ADST)

SUMMARY

Abby explored ADST outcomes over her grade 7 year by participating in robotics design, digital literacy, and computational thinking. Using Lego Mindstorms, Abby is accomplished at building and designing a basic robotic that can carry out a complex series of actions automatically. She was able to test her design by having her design self-navigate through a homemade obstacle course that she initially designed on Minecraft. In digital literacy, Abby is acquiring the skills to safely and effectively manage her own digital image and respond to others with higher standard of digital citizenship. Abby is accomplished at writing simple algorithms that reflect computational thinking. Using SCRATCH, Abby made a player bowl a ball and knock over pins. This required developing the algorithm for the user to use the arrow keys to aim the ball and use the space bar to bowl the virtual ball.

ASSESSMENT

Accomplished

Student Picture Inserted Here

Career Education

SUMMARY

Abby is acquiring the skills to be respectful, ethical, and inclusive. Around the school, she demonstrates strong leadership with her participation in Me to We Club, Lunch Monitoring, and various sports teams. She is accomplished at using her planner to set goals and plan bigger multistep projects. Abby's careful reflections in her FreshGrade Portfolio shows that she understands that her digital identity is part of her public identity.

ASSESSMENT

Acquiring

Name:

Date:

In the Primary years, children are assessed and evaluated according to their individual progress. It is normal for young children to acquire skills at differing rates and times.

The following developmental scale is used to describe student progress:

1 – Approaching expectations

2 – Meeting expectations

3 – Exceeding expectations

	1 st Term	2 nd Term	3 rd Term
Language Arts:			
Reading			
Writing			
Speaking / Listening			
Mathematics			
Science			
Social Studies			
Arts Education: Dance, Drama, Visual Arts, Music			
Physical and Health Education			
			3 rd Term
Applied Design, Skills, and Technologies	<i>These items reported in June only</i>		
Career Education			
Core Competencies (self reflection by student attached)			

Social Responsibility 1 st Term Comments	Social Responsibility 2 nd Term Comments	Social Responsibility 3 rd Term Comments

* See Individual Education Plan

... please see next page

First Term

Date _____

Comments:

Teacher's Signature

Principal's Signature

Second Term

Date _____

Comments:

Teacher's Signature

Principal's Signature

Third Term

Date _____

Comments:

Teacher's Signature

Principal's Signature

_____ is Assigned to Grade _____ in September 2017

Name:

Date:

In the Primary years, children are assessed and evaluated according to their individual progress. It is normal for young children to acquire skills at differing rates and times.
The following developmental scale is used to describe student progress:
 1 – *Not yet meeting expectations* 2 – *Approaching expectations* 3 – *Meeting expectations* 4 – *Exceeding expectations*

	1 st Term	2 nd Term	3 rd Term
Language Arts:			
Reading			
Writing			
Speaking/Listening			
Mathematics			
Science			
Social Studies			
Arts Education: Dance, Drama, Visual Arts, Music			
Physical and Health Education			
Applied Design, Skills, and Technologies	<i>These items reported in June only</i>		3 rd Term
Career Education	<i>These items reported in June only</i>		
Core Competencies (self reflection by student attached)			
Social Responsibility 1 st Term Comments	Social Responsibility 2 nd Term Comments	Social Responsibility 3 rd Term Comments	

* See Individual Education Plan

... please see next page

First Term

Date _____

Comments:

Teacher's Signature

Principal's Signature

Second Term

Date _____

Comments:

Teacher's Signature

Principal's Signature

Third Term

Date _____

Comments:

Teacher's Signature

Principal's Signature

_____ **is Assigned to Grade** _____ **in September 2017**



Name: _____

STUDENT PROGRESS REPORT	1 st Term	2 nd Term	3 rd Term	Final
Language Arts				
Mathematics				
Science				
Social Studies				
Core French				
Arts Education: Dance, Drama, Visual Arts, Music, Band				
Physical and Health Education				

Applied Design, Skills, and Technologies	<i>These items reported in June only</i>	
Career Education		
Core Competencies (self reflection by student attached)		

First Term

Date _____

Comments:

Teacher's Signature

Principal's Signature

* See Individual Education Plan

... please see next page

Second Term

Date _____

Comments:

Teacher's Signature

Principal's Signature

Third Term

Date

Comments:

Teacher's Signature

Principal's Signature

_____ **is Assigned to Grade** _____ **in September 2017**

Approved by the Board of Education, School District No. 46 (Sunshine Coast)