



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

**OPERATIONS COMMITTEE
AGENDA**

Wednesday, February 22, 2018 from 12:30-2:00 pm
School Board Office – Gibsons, BC

- 1) 2018/19 Enrolment Projections
- 2) Preliminary Budget Considerations
- 3) Goal 2.h. - Safe and Healthy Schools (Operational)
- 4) Regulation 3300 - Damage to Personal Property
- 5) Regulation 4800 - Vehicle Expenses (to be repealed)
- 6) District of Sechelt - OCP Referral
- 7) Transportation Review (standing item)

Step 1: Enter your school district number here:

46

Sunshine Coast

Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

Step 2: Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2017/18 Interim Base	Estimated Enrolment					
		2018/19		2019/20		2020/21	
		District	Ministry*	District	Ministry*	District	Ministry*
July Enrolment Count							
Summer Learning: Grades 1-7 Headcount Enrolment	0		0		0		0
Summer Learning: Grades 8-9 Course Enrolment	0		0		0		0
Summer Learning: Grades 10-12 Course Enrolment	0		0		0		0
Grade 8 & 9 Cross-Enrolment Courses	0		0		0		0
September Enrolment Count - School-Age Basic Allocation							
K-12 Standard (Regular) Schools FTE (School-Age)	2,974.4375	3,000.0000	3,013.5363	3,040.0000	3,069.2520	3,080.0000	3,093.6887
Continuing Education FTE (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Alternate Schools FTE (School-Age)	121.0000	115.0000	121.0000	115.0000	121.0000	115.0000	121.0000
Distributed Learning FTE (School-Age)	61.5000	60.0000	61.5000	60.0000	61.5000	60.0000	61.5000
Total Estimated School-Age Enrolment	3,156.9375	3,175.0000	3,196.0363	3,215.0000	3,251.7520	3,255.0000	3,276.1887
Change from Previous Year		18.0625	39.0988	40.0000	55.7157	40.0000	24.4367
September Enrolment Count - Unique Student Needs							
Level 1 Special Needs FTE	7	6	7	6	7	6	7
Level 2 Special Needs FTE	197	187	197	187	197	187	197
Level 3 Special Needs FTE	192	190	194	190	196	190	198
English Language Learning FTE	140	135	151	130	163	130	176
Aboriginal Education FTE	590	590	618	590	647	590	677
Adult Education FTE (Non-Graduates only)	2.1250		2.1250		2.1250		2.1250
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees							
Continuing Education FTE - School-Age	1.0000	0.0000	1.0000	0.0000	1.0000	0.0000	1.0000
Continuing Education FTE - Non-Graduate Adults	2.0000	3.0000	2.0000	3.0000	2.0000	3.0000	2.0000
Distributed Learning FTE K-Grade 9 (School-Age)	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000
Distributed Learning FTE Grades 10-12 (School-Age)	8.0000	8.0000	8.0000	8.0000	8.0000	8.0000	8.0000
Distributed Learning FTE - Non-Graduate Adults	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000
Level 1 Special Needs FTE Growth (All Schools)	0		0		0		0
Level 2 Special Needs FTE Growth (All Schools)	0		0		0		0
Level 3 Special Needs FTE Growth (All Schools)	0		0		0		0
Newcomer Refugees FTE (Standard & Alternate only)	0.0000		0.0000		0.0000		0.0000
ELL FTE (applies to Newcomer Refugees only)	0		0		0		0
May Enrolment Count - Continuing Education and Distributed Learning							
Continuing Education FTE - School-Age	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000
Continuing Education FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000
Distributed Learning FTE K-Grade 9 (School-Age)	2.0000	1.0000	2.0000	1.0000	2.0000	1.0000	2.0000
Distributed Learning FTE Grades 10-12 (School-Age)	10.0000	10.0000	10.0000	10.0000	10.0000	10.0000	10.0000
Distributed Learning FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000

***Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2017/18 operating grant autumn recalculation

Special Needs, ELL and Aboriginal Education have been estimated using five-year enrolment trends.

Continuing Education, Distributed Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2017/18 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2017/18 operating grant autumn recalculation.

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Step 3: Enter estimates for the cause of your district's student movement for 2018/19. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2018 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2018/19	Comments:
Net provincial in-migration		
Net international in-migration	5.0000	
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)	13.0625	
Total Estimated School-Age Enrolment Movement	18.0625	

Step 4: Our district has considered all of the factors noted in the checklist provided in developing this estimate.

Yes: No:

Step 5: Please provide a contact for follow-up questions:

Name:
 Title:
 Email address:

Step 6: When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at: <mailto:Michael.Lebrun@gov.bc.ca?subject=SD 46 Enrolment Estimates Form> no later than Thursday, February 15, 2018

Educational Leadership / Principal /Vice-Principal – Preliminary Budget Funding Priorities

The educational leadership team met and discussed funding priorities at two meetings during the winter months. At the first meeting, the team brainstormed and developed a list of funding items. Recently, the team met to prioritize and refine the list of top priorities that were identified.

- 44% Special Needs Supports / Social Emotional Supports
- Additional specialized training for staff. Retain inclusive classrooms. Provide in-service training to classroom teachers to better support students.
- 39% Literacy and Numeracy Supports / Capacity Building
- After school workshops and opportunities for professional collaboration, among other structures, to provide occasions to meet and learn together.
- 6% Experiential Learning / Outdoor Education
- 5% Sechelt Language / Aboriginal Education
- 3% Careers / Train in Trades
- 2% Outdoor classrooms / play areas
- 2% Additional custodial time

Although there was a wide range of input, it was emphasized that all of these elements are important, depending on the context. These factors will be given significant weight when considered by Senior Management in bringing recommendations forward to the Board.

DSLT Budget Consultation - November 23, 2017

Student Input and Responses

Q: Where do you want to see more money going in SD46? Why?

#	Student Response	Area of Responsibility	Action	Outcome
1	Buses come too late after school (1 hour!)	Board Office	Transportation Review	Uncertain
2	Band Uniforms - some people supply own uniforms (mismatched)	Board Office	Superintendent to discuss with band instructor	Dependent on budget priorities
3	Showers - Elphi showers too long to warm up & are a jet stream. Pender a problem too. Chat girls showers are cold	Maintenance	Discussion with Facilities Manager. History of patches has contributed to need for system refurbishment.	Systems to be fixed. May take several months to correct
4	More EAs/student support - helping with student learning & supporting students with serious issues	Ministry of Education / Funding	Advocacy	Dependent on budget priorities
5	Elphi's library should be open earlier	Schools	Advised school Principal	School-determined
6	Bus passes (Public)	Schools	Advised Principals	School-determined
7	Fine arts programs so that all students can express themselves	Schools	Advised Principals	School-determined
8	Courses - extra courses that may not be offered such as photography, tech ed	Schools	Advised Principals	School-determined
9	Affordable field trip cost reduction (some of the field trips are really expensive / first for students that can't afford)	Schools	Recent transportation funding allocations to schools should reduce costs to students and parents	School-determined
10	Getting SCAS a Gym (Gibsons) - Health Issue - because every kid should be able to exercise in school	Schools / Board Office	Discussion with SCAS Principal to explore options at GES and through Joint Use	Uncertain

CUPE Local 801

Preliminary Budget Considerations for 2018/19 School Year

Top Priority: Custodial

In the last 3 years, we have watched our custodial staff be cut to the bare minimum and then some. We have seen a rise in injuries and WCB claims in our staff as the staffing has been continually reduced. Over and over again we have heard from our custodians that there “isn’t enough time to get everything done”. We have heard of many custodians volunteering their time to ensure their work is complete because the amount of time allotted to them does not match their standard of cleanliness. This is simply unacceptable.

Now, in light of the Supreme Court decision in regards to class size and composition within the teacher’s collective agreement and the fact that enrolment has seen a rise in the last three years, the demand on our custodial staff is reaching a critical state. New divisions are being created, portables are being installed, and the only extra hours we have seen being implemented is 4 hours a week at one elementary school.

Two years ago it was mandated that the school district find “administrative savings”. A large majority of those savings came off the backs of our custodial staff. It was announced at a recent operations committee meeting that the government gave a large portion of that back to the school district. We advocated for that money to go back into custodial where it was taken from in the first place; however, we have yet to see any additional time given back to our custodial staff.

At a time where health and wellness has been emphasized on so many different platforms, it would be remiss not to take a serious look at the issues that are facing our custodial staff and address them in the 2018/19 budget. All our students, staff and community members count on our custodians to provide us with clean and healthy learning spaces. We need to give them the time and resources to do that.

Library Assistants

In light of the recent restored language of the teacher’s collective agreement, we have seen a cut to our library support workers once again. We believe the school district has an opportunity to embrace libraries within our schools. We are hopeful that with the reinstatement of our librarians, that libraries can once again become a learning hub for our schools; a magnet for learning collaboration and innovation. However, with the increased traffic within our library walls comes an increase in workload. Librarians are the foundation for collaboration with enrolling teachers and their work is invaluable for students and teachers alike. However, they need library assistants to complete the necessary, behind the scenes work that allows them the time to complete their teaching work within the library. A library is stronger with a team. If we do not give our libraries clerical help, then the resources and opportunities that come with the increased librarian time will be drastically reduced as they will be needed to do the work of two people. Library assistants are essential to a thriving school library.

Grounds Maintenance

We have seen a vast reduction in our grounds maintenance over the last 6 years. The salaries for grounds maintenance employees have decreased by 68% between 2010 and 2016. The grounds are the first thing people see when they come to our schools. Our site maintenance employees have done the best they can with what they have been given, however, there is not enough manpower to ensure that our grounds are at a proper standard of care. Along with increased workloads have come increased injuries. We cannot afford to not invest in more manpower for the upkeep of our grounds and for the safety of our current employees working in these positions.

Full-time Hours

Somehow schools have accepted that bell-to-bell is acceptable for “full-time” EAs. This is not full-time. The opportunities for collaboration within special education departments are limitless when the entire team is able to attend IEP meetings, SBT meetings and staff meetings. The team includes the front line workers that work directly with students with needs within our classrooms. Their input and observations are invaluable. If they were afforded full-time hours, they would have an opportunity to collaborate with teachers outside of instructional time and participate in the formation of IEPs for the students they work with every day.

While most schools have reinstated full-time hours for their office staff, there are still schools that have reduced hours or temporary increases in hours. Office staff is our front line people. Parents, teachers, principals and community members come to rely on those people being at their desk. We believe all office staff should be 35 hours.

Technology and Training

As our school district has seen a huge shift in technology, it seems that we are leaving behind some of our staff. The opportunities for staying connected have been greatly increased by the switch to Outlook and Engage. However, the spectrum of knowledge and capability in regards to technology use is vast within our staff and has created a bit of a disconnect for some. It is our belief that it would be advantageous to use professional development time for our CUPE staff to address some of these concerns. Even if the platform was peer-to-peer opportunities for training. It is very difficult for people to reference an Engage site for information when they do not have the knowledge of how to simply login to their email. To allocate funds to support employees ability to engage and communicate within the platforms that are provided to them would not only increase the employees success with technology but allow Principals and Supervisors to better utilize technology with all their staff.

Additionally, offering professional development opportunities during spring break was a huge success and some of our members were very disappointed that they did not get a chance to attend due to long waiting lists. Looking at offering more days during those weeks and possibly asking our EAs for input as to the kind of training that they would like to see could enrich the learning experience for all.

#301-5710 Teredo Street, Sechelt. BC VoN 3A0

January 15, 2018

Superintendent, Secretary Treasurer
School District No. 46

Dear Mr. Patrick Bocking and Mr. Nicholas Weswick:

Re: Sunshine Coast Teachers' Association District Budget Submission

Thank you for meeting with us (December 5, 2017) as per Article D.20: Local Association Involvement in Board Budget Process. Here are recommendations that we trust will be duly considered:

Address Class Size and Composition issues and hire more teachers - despite growth in student population and management positions, teacher FTE has not significantly changed. Subsequent to the March 9, 2017 Memorandum Of Agreement District contract violations have triggered numerous teacher remedies: Cedar Grove - 1 class over composition limits, West Sechelt - 3 classes over composition limits, Roberts Creek - 1 class over composition limits, Madeira Park - 1 class over composition limits, Gibsons - 1 class over composition limits and 5 over class size limits (that's 6/14 divisions in violation), Sunshine Coast Alternative School - 1 class over composition limits, Pender - 2 classes, Elphinstone - 38 classes and Chatelech has 64 classes in violation. Teachers feel the remedy time offered does not support student learning and would like to see classes organized with room for growth. As of November 2017 only 4/13 schools are free of contract class size and composition violations. There are 5 schools now considered full and closed. School-aged population is projected to continue to increase (BC Stats, May 2017).

Recognize the need for more support of Level 3 Special Needs students with Intense Behaviour Intervention and Severe Mental Illness. Although not specified in our restored contract language, these are the students that impact learning environments the most. We note that they generate 1.85 million in ministry funding for our District.

Consider Teacher Teaching On Call contract positions to increase stability and consistency for students and school programs.

Support Teacher Mentorship and Early Career Teachers - this worthy program provides great value for minimal expenditure. Every year as more teachers retire, there is an increased number of teachers new to teaching: 26 new teachers have been hired to SD46 this school year (16 new teachers 2016/17 and 29 new teachers 2015/16) as well, many teachers are working with a new grade or subject area.

There are 26 mentorships currently underway, which means \$18,625 of our joint \$20,000 budget has already been allocated (the District and SCTA each allocated \$10,000). Please consider allocating an additional \$5,000 to the Mentorship Program in the amended

TEACHERS' WORKING CONDITIONS ARE CHILDRENS' LEARNING CONDITIONS

Box 951 Sechelt BC VoN 3A0 • 604.885.7944 • f: 604.885.9837 • scta@dcenet.com

2017/18 budget. With the SCTA matching this funding, that would mean an additional \$10,000 total to support new teachers in the second semester. In past school years the school district has allocated \$15,000 towards the Mentorship Program and the SCTA matched this amount. The SCTA requests that \$15,000 be the ongoing minimum amount for both parties.

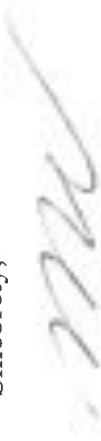
Provide Funding for Teacher Training and Resources - for the implementation of the revised curriculum and new technology. Teachers are in need of resources to support revised curriculum. Research toward achieving good outcomes proves that for every \$10 spent on a technology \$9 should be spent training people to use it. We would like to move toward full capacity usage and request **Teacher Technology Positions** to assist teachers with day-to-day technology matters and help address challenges related to class size and composition by providing on site service.

Review Management and School Board Office Staff Positions – it is the position of the SCTA that school budgets must be prioritized. We recognize that each employee has a valuable role to play however there is an imbalance of growth and decline of positions in the District. Money is urgently needed at the school level for services to students. We request that there be a moratorium on creating new management positions, increasing the SBO staff positions and the hiring of retired principals to perform management work. The SCTA again encourages the Board to seriously consider different ways of distributing school and district principal / vice-principal assignments to more than one worksite and removal of administrator teaching responsibilities. This would achieve a cost saving by having fewer administrators, while maintaining the same FTE of school-based “administration work”. Employing Teachers-in-Charge or Head Teachers in small schools could achieve a cost savings and help build capacity for the future.

Pursuant to the November 10, 2016 Supreme Court of Canada Ruling, the SCTA first and foremost expects that you will fully implement restored contract language and bring all classes, teacher specialist ratios, caseload and processes into compliance with the Collective Agreement. As you are aware, the SCTA has referred five outstanding grievances to the BCTF for possible arbitration.

Please contact me for any further clarification you may require. Thank you for your consideration of these recommendations. Our collective efforts do make a difference!

Sincerely,



Louise Herle
Sunshine Coast Teachers' Association President

Cc: Paul Bishop, Vanessa White, Directors of Instruction
Lori Pratt, School Board Chair
SD No. 46 School Board Trustees
SCTA Executive Committee and Bargaining Team
Janice Budgell, President CUPE 801

TEACHERS' WORKING CONDITIONS ARE CHILDRENS' LEARNING CONDITIONS

Box 951 Sechelt BC V0N 3A0 • 604.885.7944 • f: 604.885.9837 • scta@dccnet.com

Board of School Trustees
 Box 220
 Gibsons, B.C. V0N 1V0

November 22, 2017

Dear Trustees:

2018 Budget Consultation

I am travelling this evening so cannot be a member of the general public.

I am going to start with the use of 'stakeholder' in the advertisement for this meeting and in other school district correspondence. I am not too keen on what I call buzzwords and their overuse. The term stakeholder started as a person who holds a wager and now in modern times speaks of anyone having a concern, interest, or influence in a business. Not too sure what stakeholders defines in School District 46, but we are all stakeholders in public education.

I pay a large portion of my property taxes on public education. I therefore like to keep an eye on how my money is spent.

I hope you sorted out your transportation issues, which seemed to be a main focus last year. I would like to say that I feel that issues brought forward have already been previously decided. It would therefore be better to present the concern, what is proposed to deal with the issue and then ask for comments. I do have issues that I feel that the School District is not addressing.

One is the maintenance of school fields. General maintenance is minimal at the best. I would have traded the fancy signs at each school with some gardening. I will also add my ongoing disappointment that when you had the chance, the size of Roberts Creek School playing space was not increased. When I drive by, I see many students in a small space.

The bussing and traffic congestion at Roberts Creek School needs to be addressed. A plan of action needs to be developed and put in place, to get the buses off the main road, provide adequate parking and coordinated or reduce movement of the many parents that drop off and pick up children. I understand that a home school program has been added to the site and this just increases vehicle movement. You need to budget to address the congestion that impacts the main artery road for Roberts Creek.

I am also concerned that the days of instruction are further reduced at the end of June. I believe this is to do with a clause negotiated with the teacher's union and their salaries are not impacted. This comes on top of an additional week at Spring Break, where again teacher's and management staff salaries and are not impacted. If I am paying for education I expect the maximum hours of instruction. Children already have many disruptions in their school year, where regular routine is probably more beneficial to learning and behaviours.

This brings me to the reduction of these days impacting EA and maybe others I do not know about. These employees are important. Stability and value for employees is paramount. To continually chip away at support staff is counter-productive and not what I value. These employees already work seasonally and that comes with impacts of not knowing if you have a job in September for some, when you will actually get placed back in the system impacting when your pay cheque starts, what site you are going to be at and how far to travel, who you will work with, and the concerns go on. You are not valuing your employees when you use them for budget

balancing by not paying holidays, cutting the year short, making vacation time part of the salary. These individuals play a valuable, important role in education.

I cannot manage your employees for you but I can express my distaste for their treatment and note that employees are the people that impact students the most. Please look to making their lives more stable, not less. It results in a stronger system.

I am not given a choice in taking my tax dollars elsewhere but I would not support a business that treated their employees with lack of respect

I have some issues around the hiring of a custodial supervisor that does not work the same shift as the people they are supervising. At a time of day where the rest of the organization has gone home I do not see this being supportive or productive. I therefore question value for dollar. Would it not make more sense and give a better dollar value if this person worked same hours and was there to pitch in as necessary, give training, supervision and work safe instruction. If looking at custodial cuts it may be more beneficial to cut this position to half time and schedule the hours when custodians work. It is more important to spend the money cleaning schools.

I would like to see more support of local business and local buying. I know there is some commercial/industrial website where calls for tenders are posted. I also know there are monetary rules for large costs jobs. However, I still see local governments putting calls for tender in the local papers and would like to see the district resume this practice. There are also local janitorial supply firms, automotive firms, office supplies, etc. locally. Unless these organizations have gouging prices it would be beneficial to see them utilized keeping my tax dollars in the community.

Please do not lose sight that school libraries should be enhanced and viable, and are valuable resources. Libraries in a community at large are an important resource going beyond borrowing books and library resource should be modeled at school. Also please closely scrutinize dollars spent on technology. Technology can be a huge drain of dollars. It becomes outdated quickly, and if the user is not capable of reading and utilizing what is read it is not an asset.

Thank you for the opportunity to submit this letter. I hope your budget meeting next year will be on a day I can attend. I would also like to know how one views school budgets. This meeting and your budget only covers district functions and not shown or discussed is how schools spend tax dollars. When school based funding was put in place in the 90's, it was explained to me that yearly consultation would take place at the school level with public, school and parents. At that time I thought this would not work. I was proven accurate in my assumption of the time. However, I do think the least the district can do is post school budgets so school tax dollar spending can be examined by "stakeholders" 😊

Yours truly


Ruth Emerson



Report to the Board of Education SD No. 46 (Sunshine Coast)
 From Director of Instruction Paul Bishop
 Wednesday, February 22, 2018

Strategic Plan Report

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

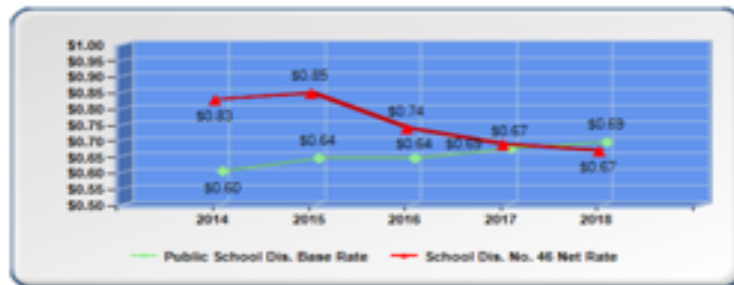
Discussion:

The day to day running of schools is supported by a variety of health and safety training that protects and supports everyone in the district while recognizing that all employees in the district affect student learning.

Highlights:

- 1) All District administrators have had their first aid certification renewed this past July. This certification is good for 3 years.
- 2) All District administrators received AED training this past August while school AEDs were brought in from all sites for servicing.
- 3) Glucagon training happens yearly for all staff involved with students with diabetes.
- 4) All School District regulations are being updated with a view towards making language current with practice and current norms. For Example, Regulation 1020-AIDS/HIV Cases.
- 5) We received an update from Dave Cavessa, our Worksafe contact with District 23, regarding trends with our Work Safe Rate Assessment:

Attached is your organization’s 2018 WSBC Rate Assessment. Your organization’s net rate for 2018 is \$0.67, a decrease of 2 cents from the previous year. Moreover, this drop is in the face of a rising base rate for the sector. The base rate for Public Education (765008) rose from \$0.67 in 2017 to \$0.69 in 2018. So, although it appears your net rate has decreased by 2 cents, it has essentially decreased by 4 cents when you factor in the base rate increase. Well done.



	2014	2015	2016	2017	2018
Public School District Base Rate	\$0.60	\$0.64	\$0.64	\$0.67	\$0.69
Your School District Net Rate	\$0.83	\$0.85	\$0.74	\$0.69	\$0.67

Next Steps:

- In light of increased concerns around harassment in the workplace and the #metoo movement, we have resent our District regulation, Harassment pamphlet and expectations about workplace behaviour to administrators asking them to refresh everyone's understanding.
- In addition, we are re-writing the Harassment Pamphlet to create a more user-friendly document for all schools.

Title: **Damage to Personal Property**

Category: **Facilities**

Number: **3300**

Revised

Rationale:

Items essential to the performance of an employee's duties shall be provided by the School District from public funds except where tradition is to the contrary.

Where an employee feels it necessary or desirable to use personal property, the school district will indemnify for loss or damages.

Reimbursement will take place under the following provisions:

1. The use of personal owned professional materials must have been approved in advance by the principal or appropriate district administrator.
2. The district shall reimburse an employee to a maximum of \$150 for loss, damage, or personal insurance deductible to personally owned professional material used for instructional purposes, provided that:
 - (a) The loss or damage is not the result of negligence on the part of the employee claiming compensation,
 - (b) The claim for loss or damage exceeds ten dollars;
 - (c) If applicable, a copy of the claim approval from
3. If an employee's property becomes damaged or lost, the principal or district administrator shall be informed immediately the damage or loss is detected.
4. Employees may make a claim in writing to the Secretary-Treasurer, indicating the value of the item(s). Copies of any documents supporting the claim should be included. A copy of the written claim must also be provided to the principal or district administrator.
5. The use of personal professional materials with a value in excess of \$150 must have prior approval by the Secretary-Treasurer.
6. Employee vehicles are not covered by this regulation, except as provided by School Protections Program coverage or as defined in by a collective agreement.

Adopted: August 2001

Revised:

References:

Title: **Damage to Personal Property**
 Category: **Facilities**
 Number: **3300**

Revised

Rationale:

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Where an employee feels it necessary or desirable to use personal property, the school district will indemnify for loss or damages.

Reimbursement will take place under the following provisions:

- ~~1. If an employee's personal property that is used for instructional purposes on school premises is lost or damaged, the school district shall provide compensation.~~
1. The use of ~~such~~ personal ~~owned professional materials~~ ~~property~~ must have been approved in advance by the principal or appropriate district administrator.
2. The district shall reimburse an employee to a maximum of \$150 for loss, damage, or personal insurance deductible to personally owned professional material used for instructional purposes, provided that:
 - (a) The loss or damage is not the result of negligence on the part of the employee claiming compensation,
 - (b) The claim for loss or damage exceeds ten dollars;
 - (c) If applicable, a copy of the claim approval from
- ~~2.3.~~ If an employee's property becomes damaged or lost, the principal or district administrator shall be informed immediately the damage or loss is detected.
4. Employees may make a claim in writing to the Secretary-Treasurer, indicating the value of the item(s). Copies of any documents supporting the claim should be included. A copy of the ~~written claim must also be provided~~ ~~letter will be given~~ to the principal or district administrator.
5. The use of personal professional materials with a value in excess of \$150 must have prior approval by the Secretary-Treasurer.
- ~~3.6.~~ Employee vehicles are not covered by this regulation, except as provided by School Protections Program coverage or as defined in by a collective agreement.
- ~~4. Under normal circumstances, only the deductible portion of personal insurance policies shall be paid by the school district.~~

Adopted: August 2001



School District No. 46 (Sunshine Coast)
Administrative Regulations

FINANCE

4800

VEHICLE EXPENSES

A. General Provision

1. Trustees and employees shall be reimbursed or otherwise provided for vehicle costs incurred in the performance of their duties according to one of the following alternatives. Regardless of the alternative, the reimbursement shall be based on the prevailing rate paid to provincial government employees.

B. Allowance for Distance

1. The employee shall be reimbursed for distance actually travelled and claimed.
2. Except for travel to Board meetings, allowance will not be paid for travelling between home and the designated office, school or maintenance depot. Allowances will, however, be paid for travel necessitated by changes of location called for by the job.
3. Where an employee serves more than one location in a day, one shall be selected as the base of operation. An allowance will be paid only from and back to that location.
4. Allowances will be claimed on the official form and submitted within one month of the end of the month in which the expenses were incurred.

C. Monthly Allowance

1. The monthly allowance will be paid at an established rate based upon estimated costs of distance to be covered within the district.
2. An employee may claim, in addition, for the distance travelled out of the district as provided in B.

D. Monthly Allowance and Credit Card

1. The monthly allowance shall be deemed to cover all travel expenses incurred in the performance of duties both within and without the district.

Page 1 of 2

Date adopted: January 1996
Revised:

Reference:

Supt. Signature:



School District No. 46 (Sunshine Coast)
Administrative Regulations

FINANCE

4800

VEHICLE EXPENSES (continued)

E. Provision of Vehicle

1. When a vehicle is to be provided to an employee, a specific agreement shall be signed.
2. The agreement shall state whether the vehicle will be owned or leased by the district, the maximum amount the district is willing to pay, the length of the lease periods, and the amount to be reimbursed to the district for personal use.
3. The employee may negotiate with the lessor for the subsequent purchase of the vehicle at the end of the lease period.
4. Should the employee opt for a vehicle which is more expensive than the one offered by the district, the employee shall assume any additional costs.

To be repealed

Date adopted: January 1996
Revised:

Reference:

Supt. Signature:



DISTRICT OF SECHELT

REFERRAL FORM

P.O. Box 129, Sechelt, B.C. V0N 3A0

Phone: 604-885-1986 Fax: 604-885-7591 www.sechelt.ca

APPLICATION NO: 3370-20 2018-01				X	OCP
APPLICANT	Winston Wade	APPLICANT'S ADDRESS	110-1412 West 7 th Avenue	Zoning	
SITE ADDRESS	5694 & 5686 Wharf Avenue, 5700 East Porpoise Bay Road	Date	February 1, 2018	Subdivision	
LEGAL	Lot	19, 20, 21	Block	9	OTHER:
	District Lot	303 & 304	Plan	7483	
	Zoning	Existing	R2	Proposed	
OCP Designation	Existing	Downtown Centre	Proposed	No change	

PLEASE RESPOND TO THIS REFERRAL BY MARCH 3rd, 2018

Please comment on the attached referral for potential effect on your agency's interest. We would appreciate your response within 30 days. If no response is received within that time, it will be assumed that your agency's interests are unaffected.

PURPOSE OF APPLICATION: To change the policies of the OCP for the above noted property to allow for an increase in maximum allowable density from 100 units/ha to 114 units/ha. This change would allow for the rezoning application for a 47 unit mixed use building.

GENERAL LOCATION: Sechelt Village

OTHER INFORMATION:

If your agency's interests are "Unaffected" no further information is necessary. In all other cases, we would appreciate receiving additional information to substantiate your position and, if necessary, outline any conditions related to your position. Please note any legislation or official government policy which would affect our consideration of this bylaw.


community Planner
Aaron Thomp on

This referral has also been sent to the following agencies:

X	District of Sechelt Engineering	X	Sechelt Volunteer Fire Department
X	District of Sechelt Public Works		FortisBC Energy / Energy Services Advisor
X	District of Sechelt Parks		Telus
X	District of Sechelt Building		B.C. Hydro / BC Transmission Co
X	SC Regional District		Coast Cable -Eastlink
X	Sechelt Indian Government	X	Canada Post
X	Vancouver Coastal Health Authority	X	School District #46
X	Ministry of Transportation & Infrastructure	X	APC
	Agriculture Land Commission		Accessibility Advisory Committee
	Archaeology Branch of SIB & BC	X	Council – for information
			TRAC

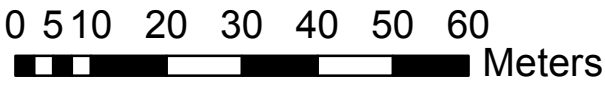
Community Associations

	East Porpoise Bay	X	Downtown Village		West Sechelt		Tuwanek
	Selma Park/Davis Bay/Wilson Creek		Sandy Hook		SHORA	X	S.D.B.A.
X	Chamber of Commerce						

Location Plan



WADE - GROUT MCTAVISH
EAST PORPOISE BAY RD & WHARF AVE
OFFICIAL COMMUNITY PLAN AMENDMENT



SECHELT OCP AMENDMENT PROPOSAL

WHARF AND PORPOISE

- 5686 Wharf Street
PID 006-395-205 Lot 21 Block 9 DL 303 & 304 Plan 7483
- 5694 Wharf Street
PID 008-102-473 Lot 20 Except part in Plan 22398 Block 9 DL 303 & 304 Plan 7483
- 5694 Porpoise Bay Rd
PID 010-591-672 Lot 19 Block 9 DL 303 & 304 Plan 7483



1 SITE CONTEXT PLAN

Sechelt Multi-use

COVER PAGE
 A1.0 1 : 5000 JANUARY 16, 2018

Suite 110, 1412 West 7th Avenue
 Vancouver, BC V6H 1C1
 604.736.6005

DESIGN RATIONAL

Please find enclosed drawings describing our rezoning application at the intersection of Porpoise Way and Wharf Avenue. The attached package and following design rational reiterates the intentions heard and approved by planning and engineering via a teleconference meeting on November 17, 2016.

From an urban standpoint, this building aims to create a node at a key intersection at the northern end of Sechelt. Introducing additional density at Porpoise and Wharf will help the area reach the critical mass necessary to sustain commercial tenancies that service the greater neighbourhood. The provision of a mix of one-, two-, and three-bedroom residential units promotes the healthy mixture of young people, families, and elderly folks that contributes to a thriving and interesting community. In addition, a small commercial anchor at the corner of Porpoise and Wharf, in conjunction with the currently underused commercial tenancies of the building next door, will encourage the development of a walkable, urban village to the North of downtown. These goals were accepted in our meeting and deemed to be in line with the OCP.

The design takes advantage of the ground-plane to create landscape buffers to the East and South while forming public amenities to the North and West. By setting the building and its underground parking back from the eastern edge of the property we have been able to maintain the mature stands of conifers, creating privacy for the residences to the East as well as maintaining the green character of Sechelt. In conformance with requests from engineering we have maintained a 5m highway setback that allows for the provision of a landscaped boulevard along both Porpoise and Wharf. Building on that, the building has been set back further still along the western face to create a public plaza benefitting the residential entry and creating a generous patio outside the commercial pavilion. The proposed setbacks and their use to include planted boulevards and sidewalks were deemed preliminarily agreeable to engineering as discussed.

The building's form and materials have been chosen to foster the best possible experience for both tenants and neighbours. At the lower two floors, the commercial space is a fully wood and glass pavilion that reflects Sechelt's natural beauty while the two stories of brick-clad townhouse units beyond reference the residential scale of the neighbourhood while forming a solid base for the apartments above. The apartments, in turn, form two 'sliding' wood-and-glass bars that are set back from the townhouse podium in both axes to create additional elbowroom to the neighbours. The southern residential bar is pulled back from the western edge of the property to maintain views from the neighbouring apartment, while the northern bar is pulled back from the eastern edge to create additional separation from the lighter residential zone to the east. Planning representatives in the meeting were pleased about these moves and felt that the development's form and character were both acceptable and exciting. Through careful design and through the selection of natural materials this design minimizes impacts on neighbours while creating a new, modern architectural expression for densification in Sechelt.

Further reflecting goals outlined by planning for the future of Sechelt, the design is built around sustainable design practices. The proposed building utilizes standard and Cross Laminated Timber (CLT) construction, an innovative type of construction that assembles pre-fabricated wood panels that reduce the building's carbon footprint while speeding construction-time and reducing construction-related impacts to neighbours. The building's narrow form is ideal for the incorporation of natural lighting and natural ventilation, while solar shades and overhangs create shading that achieves passive solar principles. In addition, storm-water harvesting for irrigation of the ample on-site landscaping will reduce water consumption, and bio-swales will create beautiful and functional landscape elements.

Planning and engineering representatives in the meeting responded very positively to the design and its goals. Representatives from the engineering department said the design as shown worked well with their intended improvements to that intersection and at first reception didn't foresee any major changes to the development being necessary. It was our impression from that meeting that the District of Sechelt was already engaging in a traffic study for the re-engineering of that intersection and that it could account for the parameters of this development application. Planning noted a landscape plan and fee were the only remaining items required. These have been completed and form part of this submission.

In summary, we believe that through the addition of density, the provision of commercial space, and the formation of a public plaza, the design fosters the growth of an urban village at the northern end of Wharf Street. Through the retention of mature trees, native landscaping, and incorporation of bio-swales, we feel the building respects the natural setting of Sechelt while providing public benefits via landscaped boulevards along Wharf and Porpoise, and landscaped buffers along the southern and eastern property lines. The building's form is broken up strategically to minimize impacts on neighbours while providing a great public space on the key intersection, and its materials are selected to reflect the natural beauty of Sechelt. We feel this is a great step in the right direction for Sechelt, and we look forward to your review and comments.

Yours truly,
GROUT MCTAVISH ARCHITECTS INC.

Brad McTavish, Architect AIBC



Sechelt Multi-use

DESIGN RATIONAL

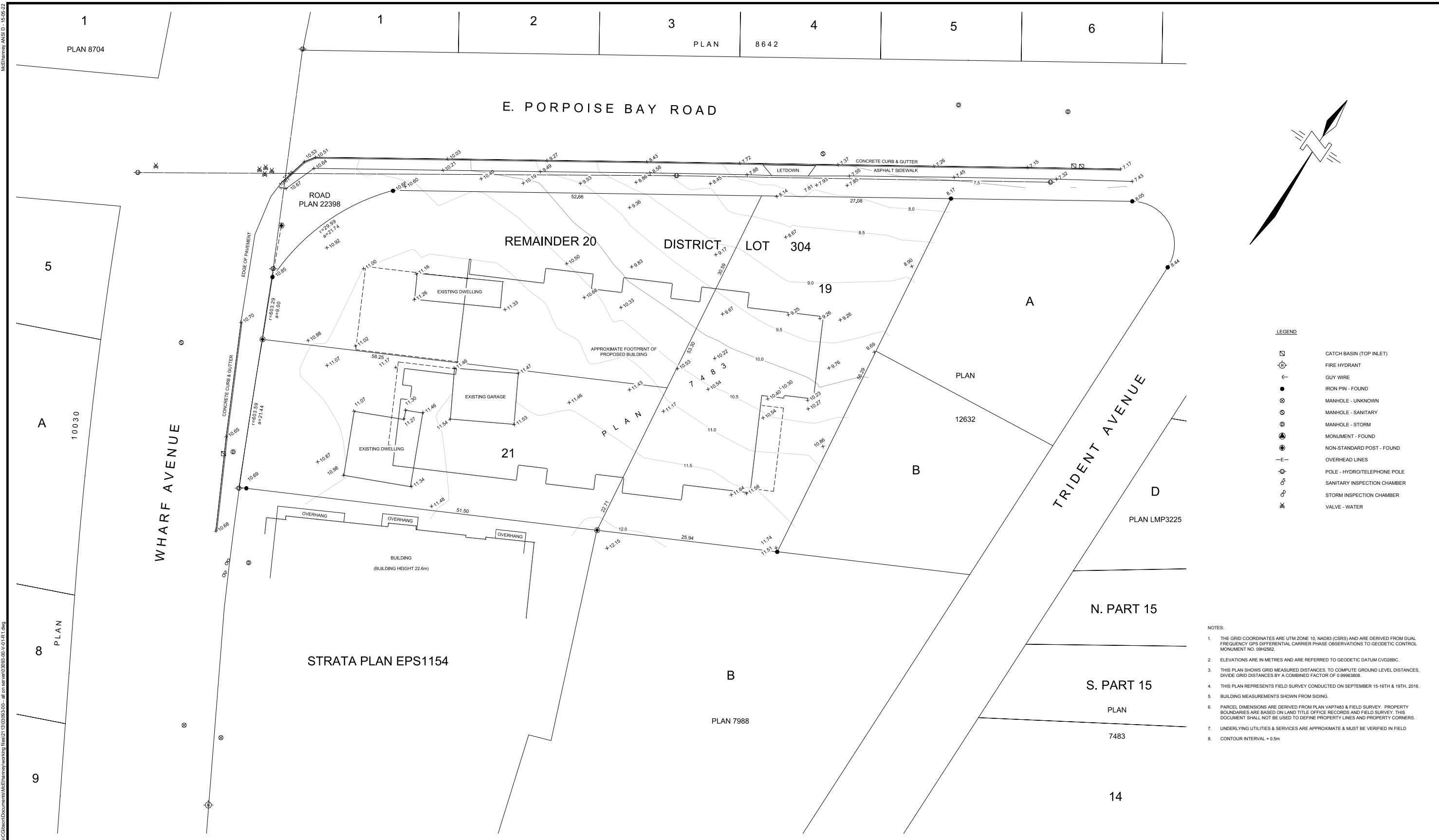
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JANUARY 16, 2018

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SURVEY



LEGEND

	CATCH BASIN (TOP INLET)
	FIRE HYDRANT
	GUY WIRE
	IRON PIN - FOUND
	MANHOLE - UNKNOWN
	MANHOLE - SANITARY
	MANHOLE - STORM
	MONUMENT - FOUND
	NON-STANDARD POST - FOUND
	OVERHEAD LINES
	POLE - HYDRO/TELEPHONE POLE
	SANITARY INSPECTION CHAMBER
	STORM INSPECTION CHAMBER
	VALVE - WATER

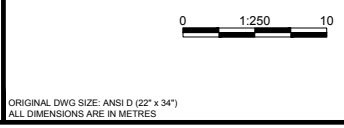
- NOTES:**
- THE GRID COORDINATES ARE UTM ZONE 10, NAD83 (GRS) AND ARE DERIVED FROM DUAL FREQUENCY GPS DIFFERENTIAL CARRIER PHASE OBSERVATIONS TO GEODETIC CONTROL MONUMENT NO. 0942562.
 - ELEVATIONS ARE IN METRES AND ARE REFERRED TO GEODETIC DATUM CVD28BC.
 - THIS PLAN SHOWS GRID MEASURED DISTANCES. TO COMPUTE GROUND LEVEL DISTANCES, DIVIDE GRID DISTANCES BY A COMBINED FACTOR OF 0.99963808.
 - THIS PLAN REPRESENTS FIELD SURVEY CONDUCTED ON SEPTEMBER 15-16TH & 19TH, 2016.
 - BUILDING MEASUREMENTS SHOWN FROM SIDING.
 - PARCEL DIMENSIONS ARE DERIVED FROM PLAN VAP7483 & FIELD SURVEY. PROPERTY BOUNDARIES ARE BASED ON LAND TITLE OFFICE RECORDS AND FIELD SURVEY. THIS DOCUMENT SHALL NOT BE USED TO DEFINE PROPERTY LINES AND PROPERTY CORNERS.
 - UNDERLYING UTILITIES & SERVICES ARE APPROXIMATE & MUST BE VERIFIED IN FIELD
 - CONTOUR INTERVAL = 0.5m

Rev	Date	Description	Surv	Drawn	App'd
01	2016-10-28	ADDITIONAL ELEVATIONS	CG	CGIB	MH
00	2016-09-29	INITIAL SUBMISSION	WO	CG	MH

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McElhanney
McElhanney Associates Land Surveying Ltd.

Suite 100
780 Beatty Street
Vancouver BC
Canada V6B 2M1
Tel 604 683 8521

W2 Group Development
22-1700 56th Street, DELTA, BC V4L 2N4

**TOPOGRAPHIC SURVEY PLAN OF
LOTS 19, REM 20 AND 21 D.L. 303 & 304
PLAN 7483 ALL OF BLOCK 9 VAP**

CIVIC ADDRESS: 5694/5686 WHARF AVE, 5700 E. PORPOISE BAY RD.
SECHELT, BC P.I.D. 010-591-672 / 008-102-473 / 006-394-205(LOT 21)

Drawing No.	V-01
Project Number	2113-03093-00
Rev.	1

DATE: 2016-10-28 11:37 FILE: C:\Users\CGIB\Documents\McElhanney\working\Plan2113\03093-00_# on server\03093-00_V-01_R1.dwg

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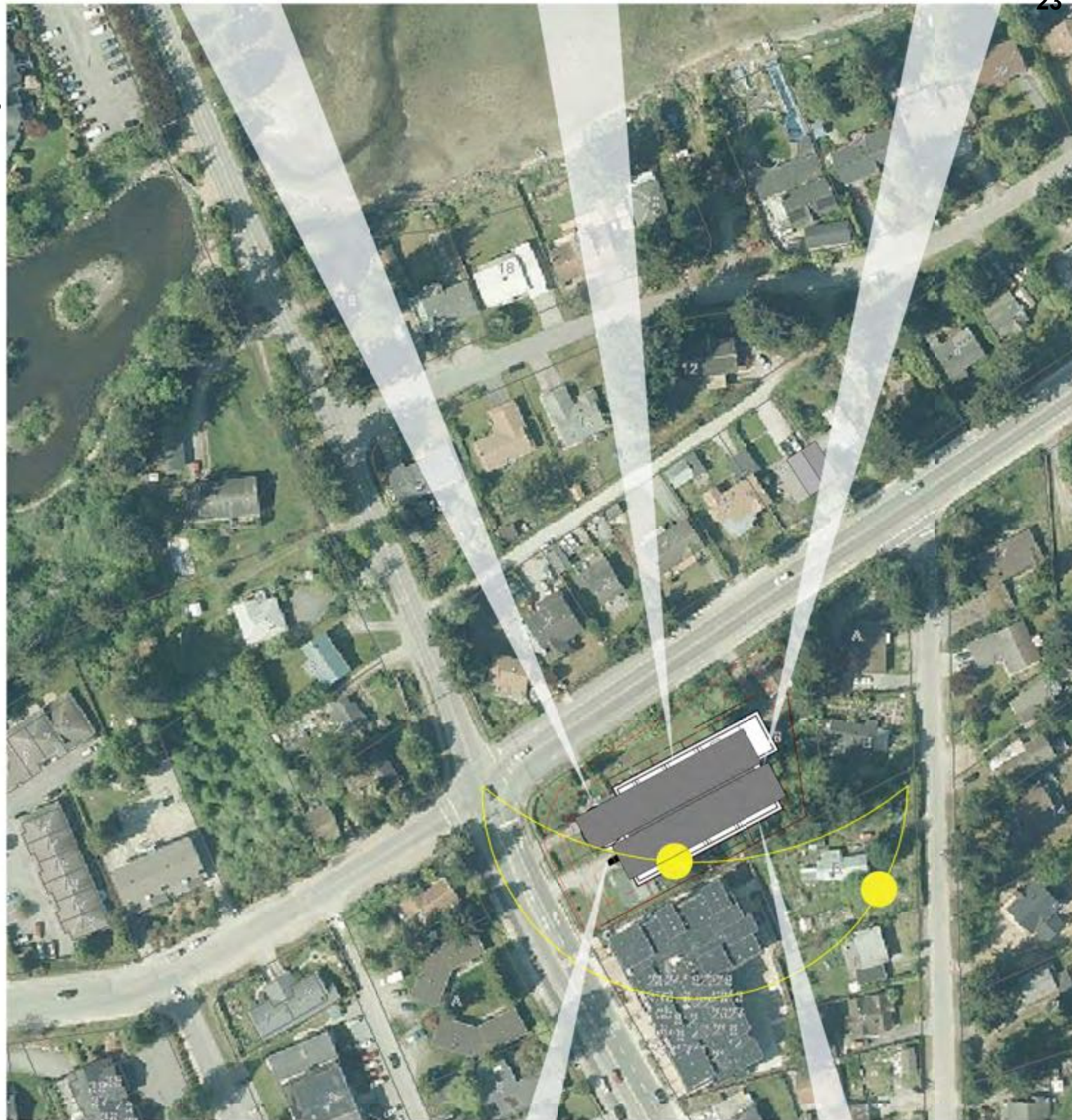
PROJECT DATA

CURRENT

PREVIOUSLY

LOT SIZE:	44,500 SQ FT (4134 SQM)	44,500 SQ FT (4134 SQM)
PROPOSED SITE COVERAGE:	19,650 SQ FT (1509 SQM) = 44.1%	22,100 SQ FT (2043 SQM) = 50%
PROPOSED G.F.A.:	69,950 SQ FT (6500 SQM)	75,655 SQ FT (7029 SQM)
	1- 15,500	1- 16,255
	2- 14,500	2- 11,395
	3- 6,050	3- 18,280
	4- 11,300	4- 13,385
	5- 11,300	5- 8,710
	6- 11,300	6- 7,630
FRONT SETBACKS	16'-5" (5m)	16'-5" (5m)
RES'L SETBACK	20'-8" (6.3m)	20'-8" (6.3m)
SIDE SETBACK	20'-8" (6.3m)	4'-11" (1.5m)
HEIGHT	60'-0" (17.1m)	60'-0" (17.1m)
DENSITY:	114 UNITS / HA	124 UNITS / HA
FLOOR SPACE RATIO:	1.57	1.70
PARKING	82 STALLS 5 = 1 / 25 SQ M RETAIL 77 = 1.5 / RESIDENTIAL UNIT	86 STALLS

FLOOR	COMM.	1-BED	2-BED	3-BED	4-BED	TOTAL
1ST	1000SQFT	0	4	0	3	7
2ND		0	4	0	4	8
3RD		1	7	0	0	8
4TH		1	5	2	0	8
5TH		1	5	2	0	8
6TH		1	5	2	0	8
TOTAL	1000SQFT	4	30	6	7	<u>47 UNITS</u>



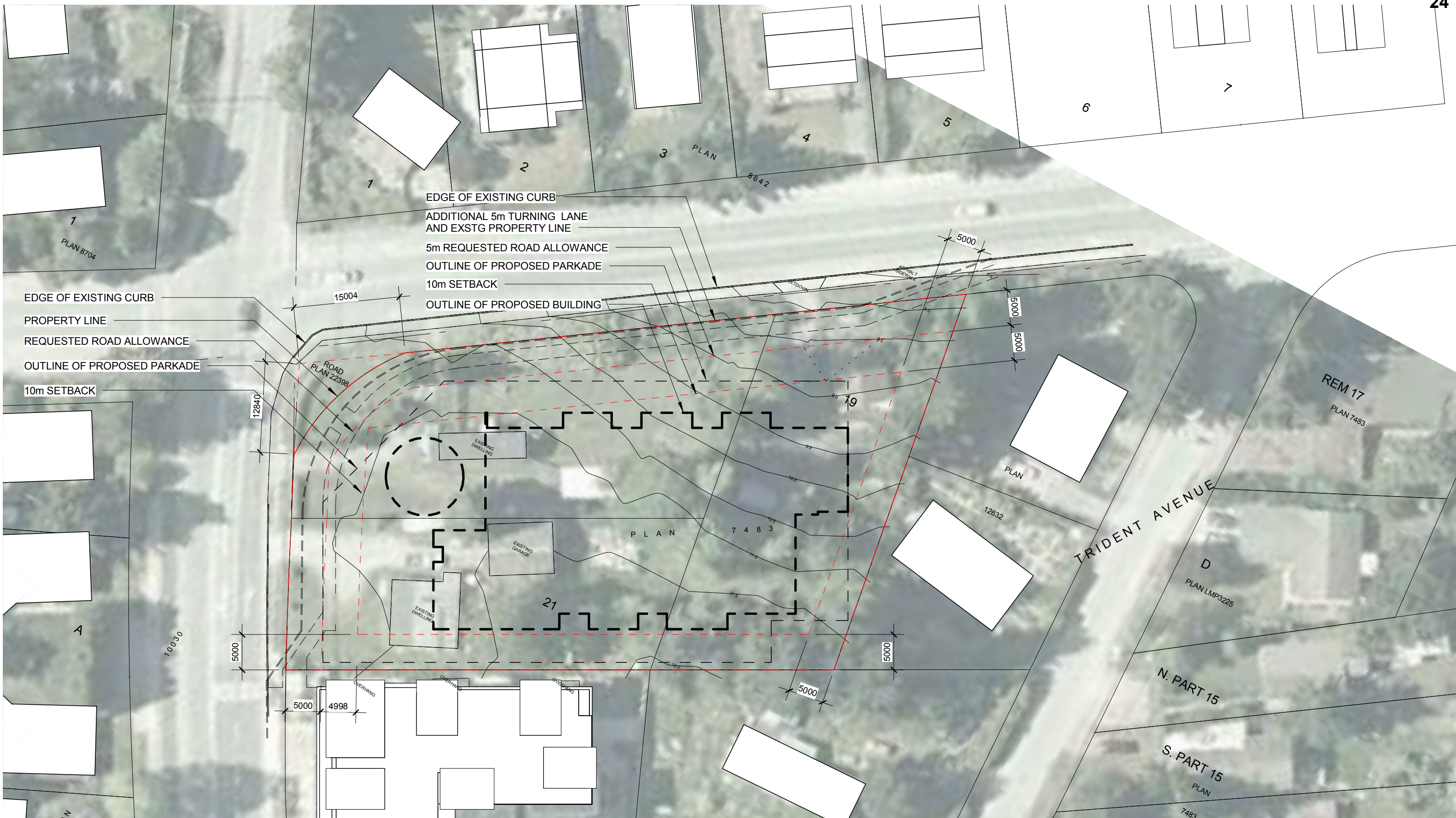
Sechelt Multi-use

SITE DATA

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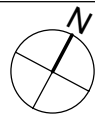
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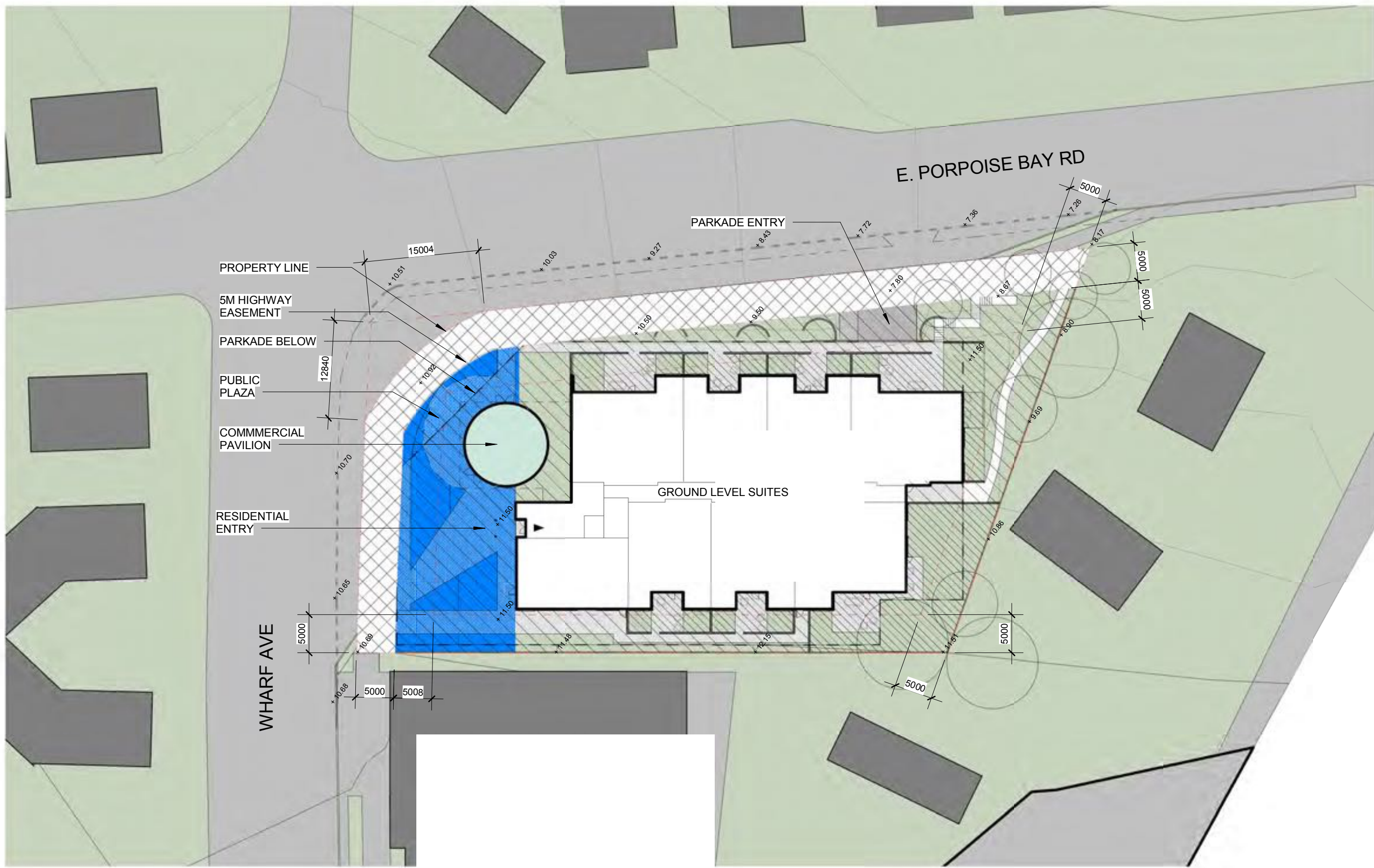
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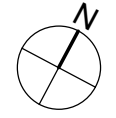
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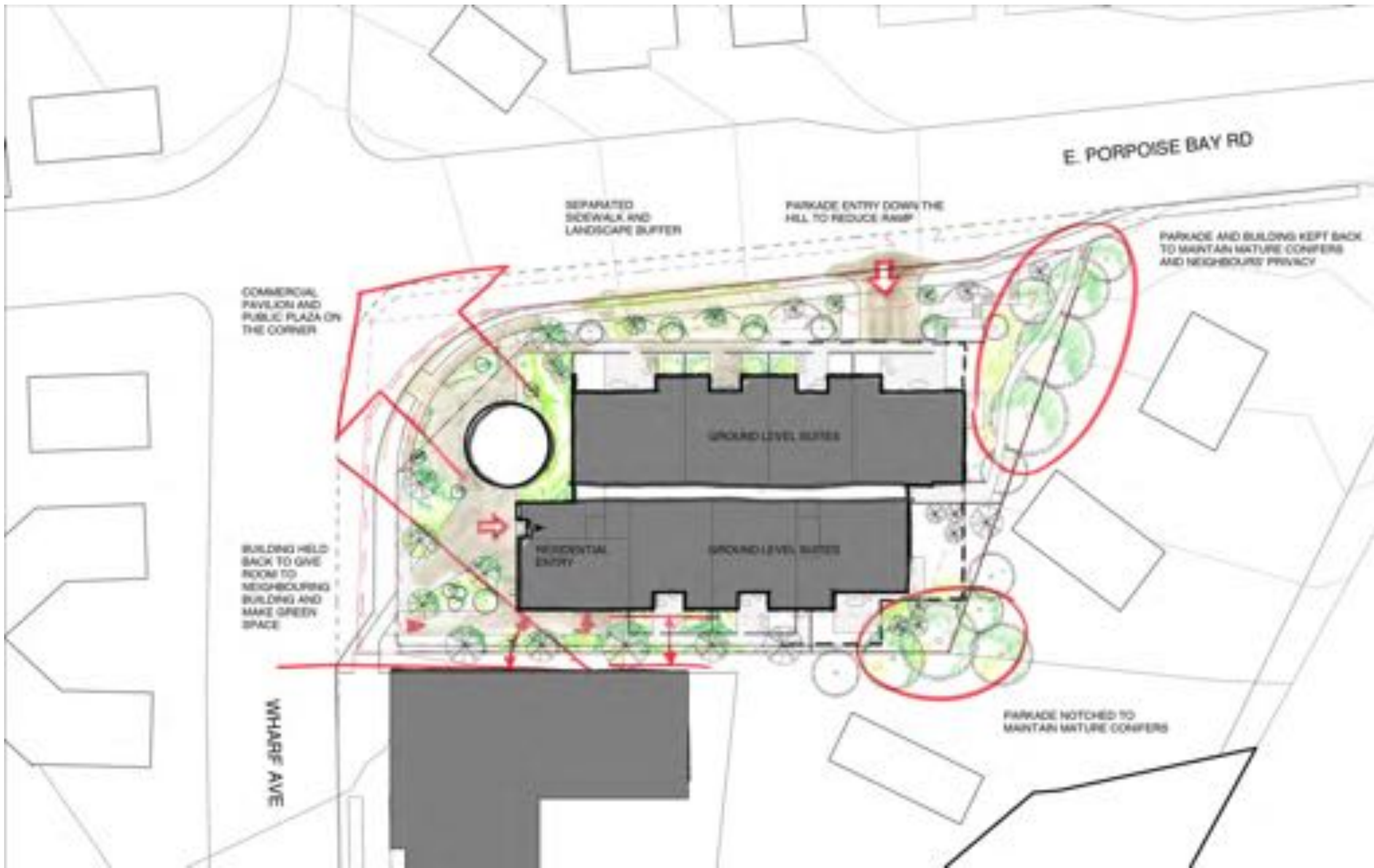




1 SITE PLAN
1 : 500

Sechelt Multi-use





Sechelt Multi-use

SITE PLANNING RATIONALE

A1.5

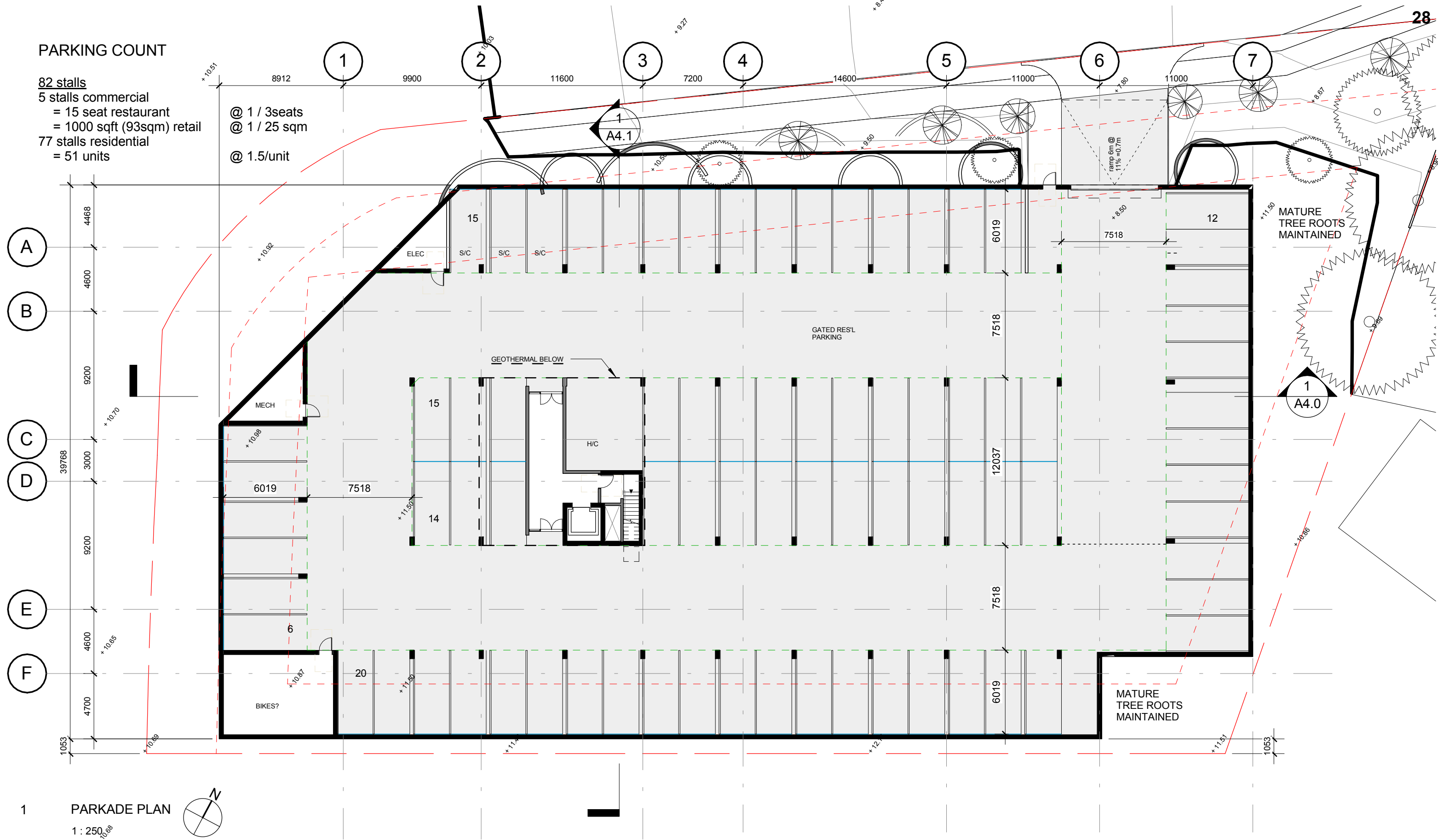
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PARKING COUNT

- 82 stalls
- 5 stalls commercial
 - = 15 seat restaurant
 - = 1000 sqft (93sqm) retail
- 77 stalls residential
 - = 51 units

@ 1 / 3seats
 @ 1 / 25 sqm
 @ 1.5/unit



1 PARKADE PLAN

1 : 250

Sechelt Multi-use

PARKADE

A2.0 1 : 250 JANUARY 16, 2018

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1ST FLOOR
 1000 SQ FT RETAIL
 7 UNITS
 4 BR - 3
 3 BR - 0
 2 BR - 4
 1 BR - 0

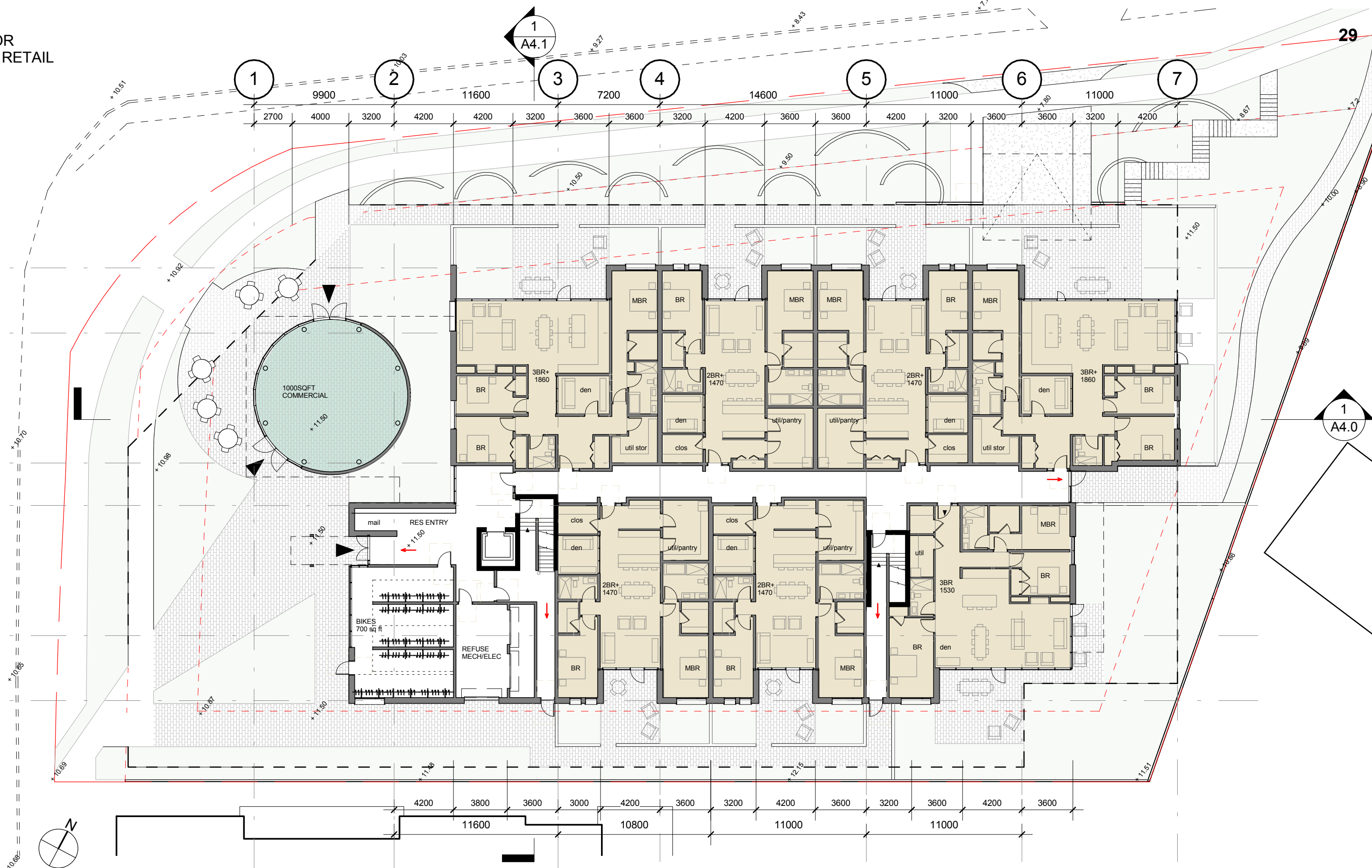
A 4600
 B 9200
 C 3000
 D 9200
 E 4600
 F 4600

LEVEL 1
 1: 250

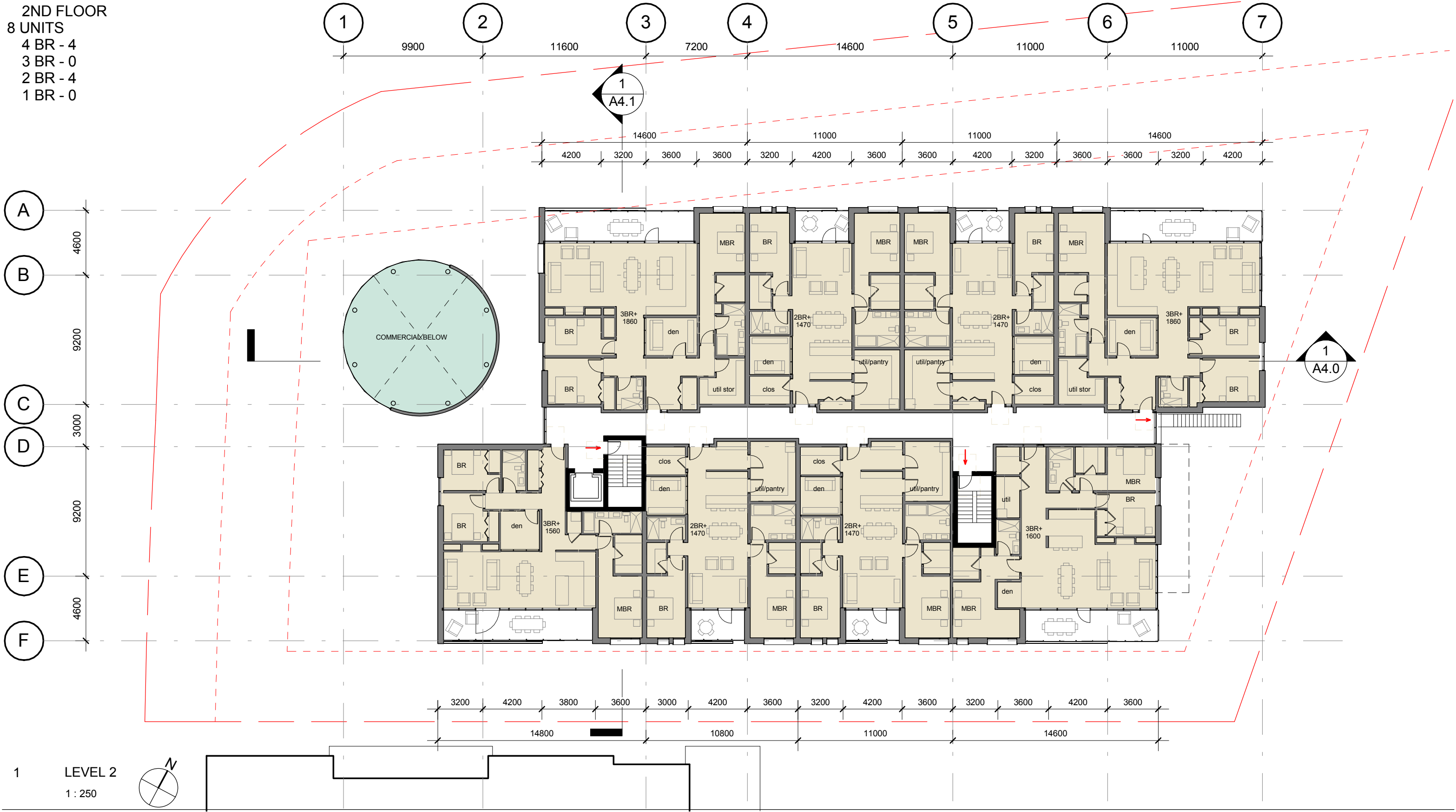
Sechelt Multi-use

1ST FLOOR
 A2.1 1: 250 JANUARY 16, 2018

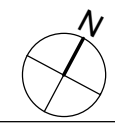
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2ND FLOOR
8 UNITS
4 BR - 4
3 BR - 0
2 BR - 4
1 BR - 0

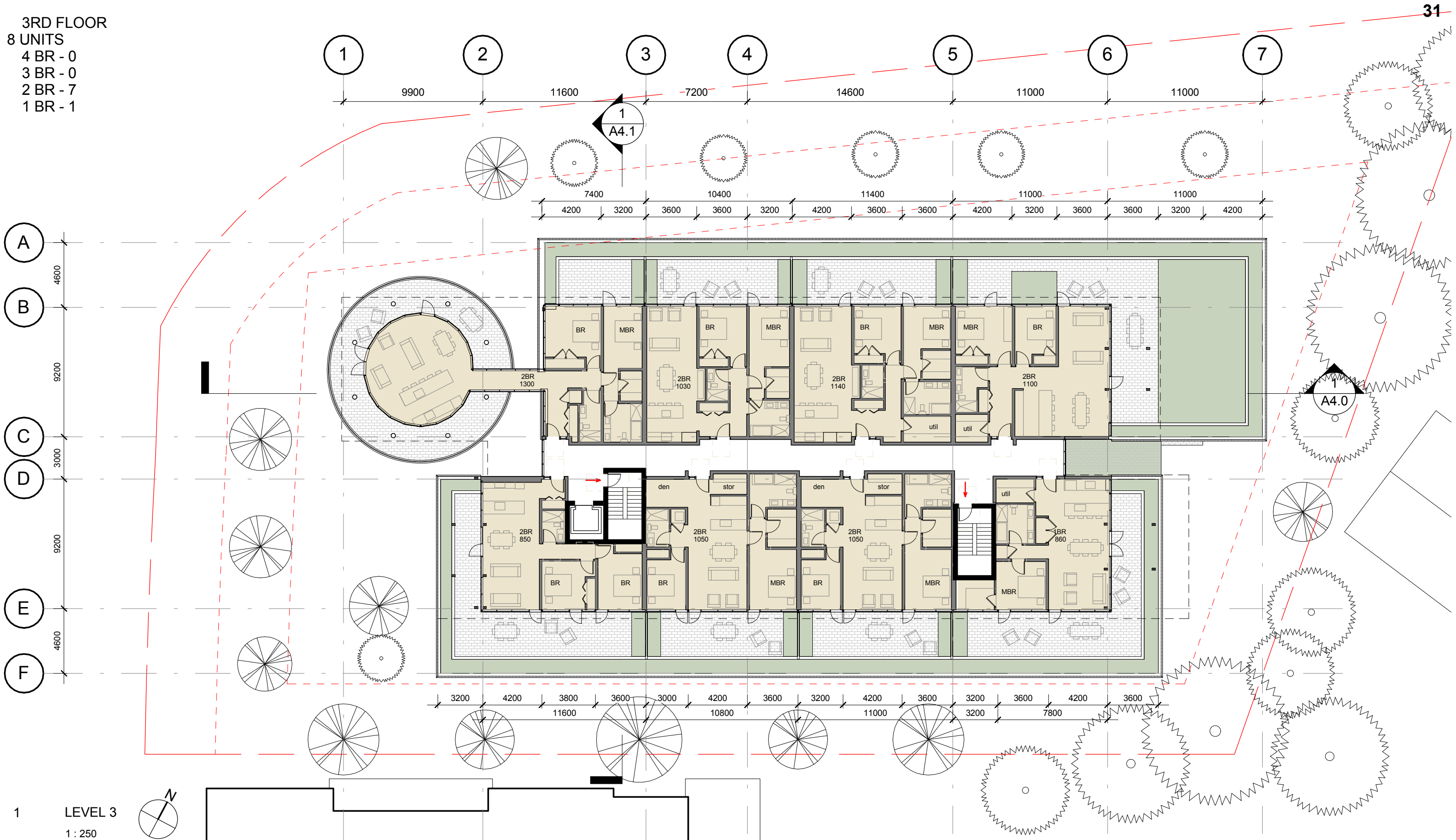


1 LEVEL 2
1 : 250



Sechelt Multi-use

3RD FLOOR
 8 UNITS
 4 BR - 0
 3 BR - 0
 2 BR - 7
 1 BR - 1



1 LEVEL 3
 1 : 250

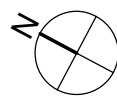
Sechelt Multi-use

4TH FLOOR

- 8 UNITS
- 4 BR - 0
- 3 BR - 2
- 2 BR - 5
- 1 BR - 1



1 LEVEL 4
1 : 250



Sechtel Multi-use

4TH FLOOR

A2.4 1 : 250

JANUARY 16, 2018

1/16/2018 11:55:01 AM

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5TH FLOOR
8 UNITS
4 BR - 0
3 BR - 2
2 BR - 5
1 BR - 1

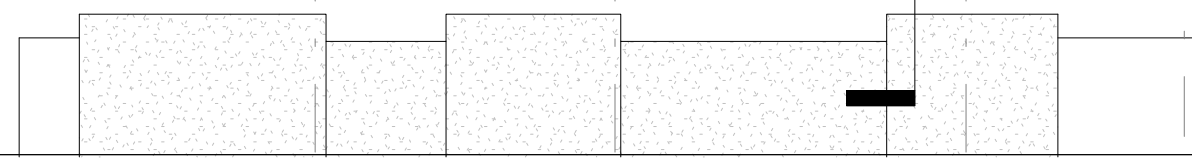
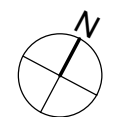
A
B
C
D
E
F

1 2 3 4 5 6 7
9900 11600 7200 14600 11000 11000

2700 4000 3200 4200 4200 3200 3600 3600 3200 4200 3600 3600 4200 3200 3600 6800 4200



1 LEVEL 5
1 : 250



1
A4.0

1
A4.1

33

Sechelt Multi-use

6TH FLOOR
 8 UNITS
 4 BR - 0
 3 BR - 2
 2 BR - 5
 1 BR - 1

A
 B
 C
 D
 E
 F

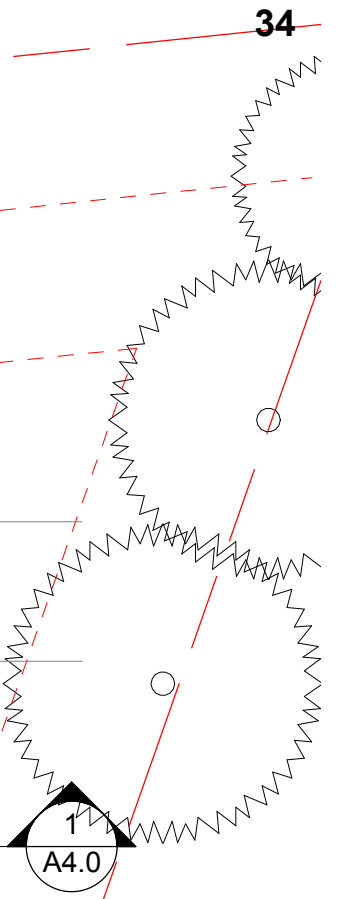
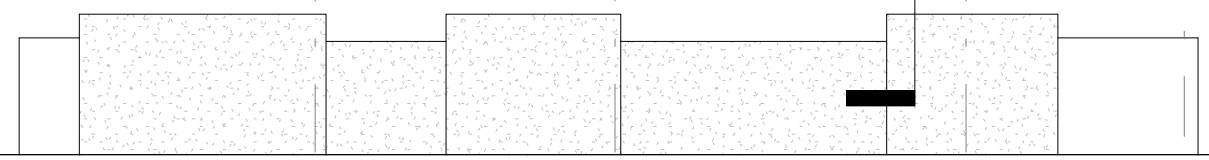
1 2 3 4 5 6 7

9900 11600 7200 14600 11000 11000

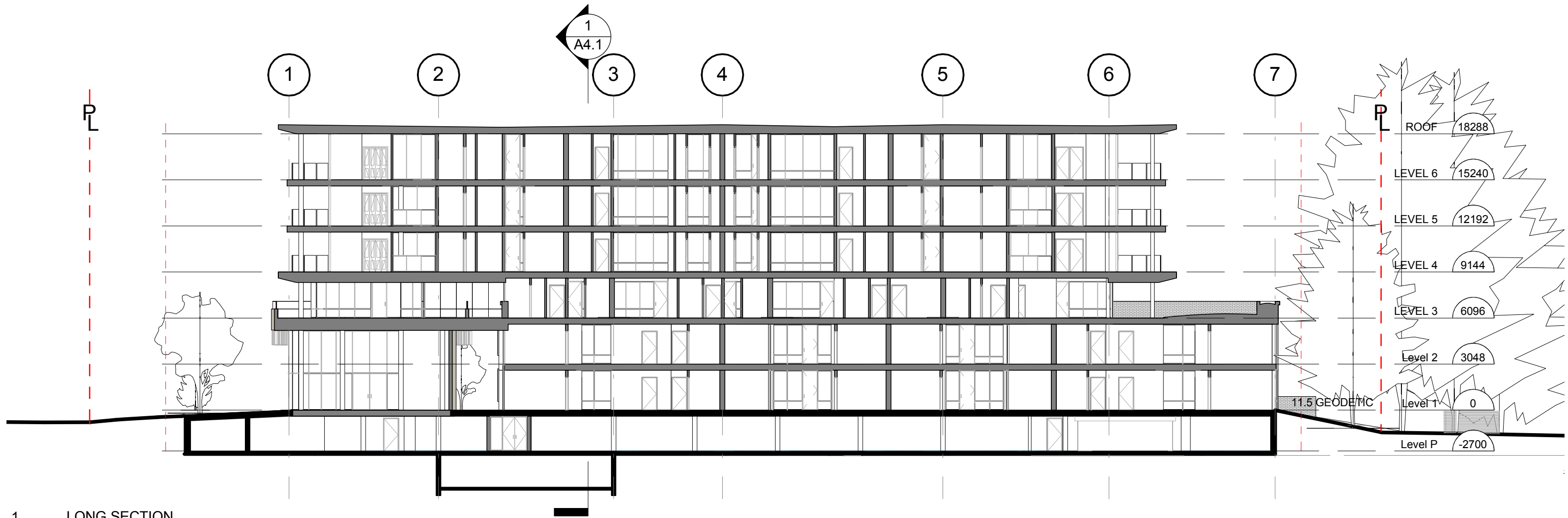
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1 LEVEL 6
 1 : 250



Sechelt Multi-use



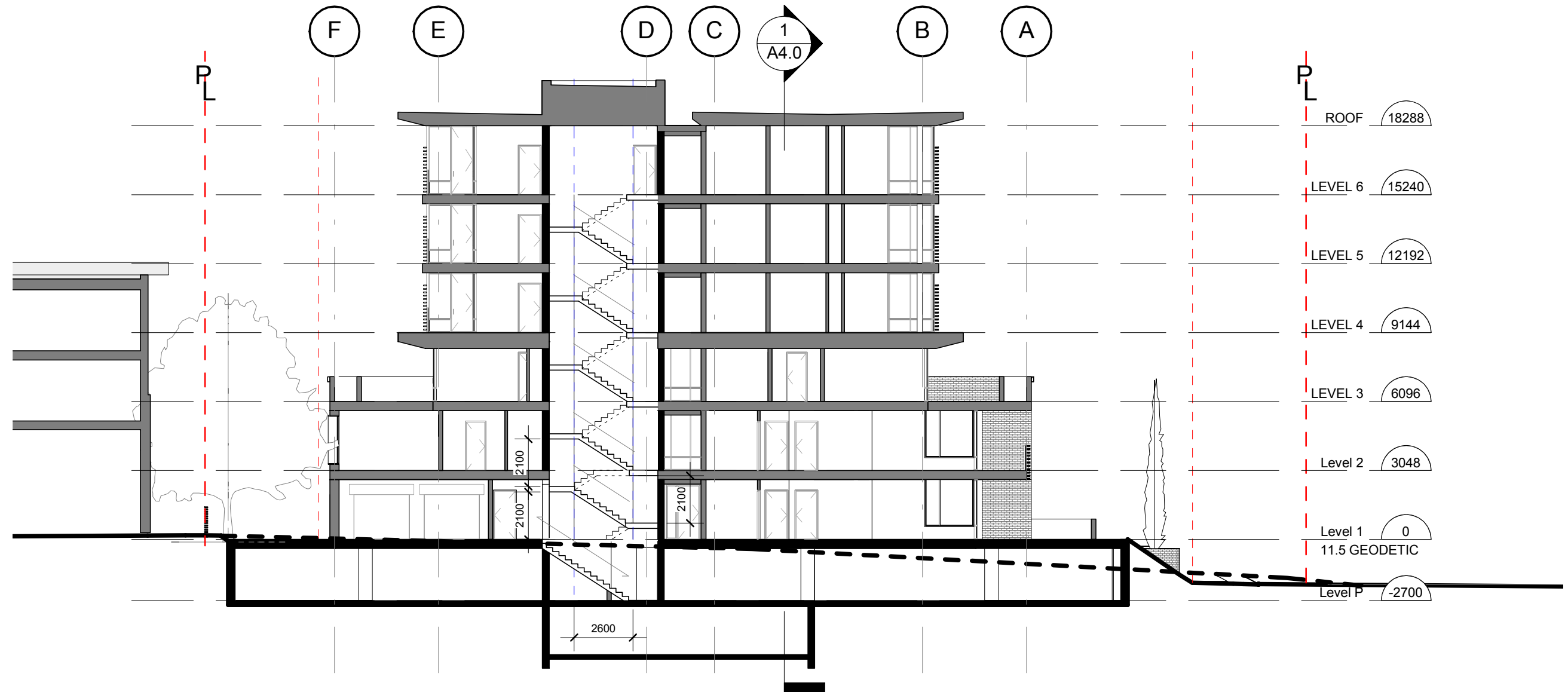
1 LONG SECTION

Sechelt Multi-use

LONG SECTION
A4.0 1 : 250 JANUARY 16, 2018

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1 SECTION N/S STAIR
1 : 200

Sechelt Multi-use

SHORT SECTION STAIR

A4.1 1 : 200 JANUARY 16, 2018

1/16/2018 11:48:57 AM

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Sechelt Multi-use

PERSPECTIVE NW INTERSECTION

A5.1

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1/16/2018 11:48:57 AM

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Sechelt Multi-use

PERSPECTIVE PLAZA

A5.2

JANUARY 16, 2018

1/16/2018 11:48:58 AM

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Sechelt Multi-use

PLAZA AERIAL

A5.3

JANUARY 16, 2018

1/16/2018 11:48:58 AM

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Sechelt Multi-use

PERSPECTIVE S.E. AERIAL

A5.4

JANUARY 16, 2018

1/16/2018 11:48:58 AM

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Sechelt Multi-use

PERSPECTIVE NORTH

A5.5

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