

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

OPERATIONS COMMITTEE AGENDA

Tuesday, February 23, 2021, 9:30 a.m.
<https://www.youtube.com/user/SD46Schools>

	Pages
1. Call to Order - 9:30 am	
2. Goal 3c – Partnerships - 9:30 am	
3. Enrolment Projections - 9:50 am	1
4. Preliminary Budget Considerations & Discussion - 10:00 am	3
5. Transportation Review - 10:35 am	
6. Regulations for Review - 10:55 am	
a. Reg. 4110 - Renovations	14
7. Local Government OCP and Zoning Referrals (standing item) - 11:00 am	
a. SCRD Notice of Application - 1057 Roberts Creek Road	17
8. Adjourn	

Data Collection of Estimated Enrolments for 2021/22, 2022/23 and 2023/24

Version 1 - Revised 21/12/20

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.

	2020/21 Interim Base	Estimated Enrolment						Notes
		2021/22		2022/23		2023/24		
		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)	2,853.5000	3,022.0000	2,825.7440	3,090.0000	2,813.2090	3,120.0000	2,858.8722	
Continuing Education FTE (School-Age)	0.1250	0.0000	0.1250	0.0000	0.1250	0.0000	0.1250	
Alternate Schools FTE (School-Age)	119.0000	120.0000	119.0000	120.0000	119.0000	120.0000	119.0000	
Distributed Learning FTE (School-Age)	226.9375	70.0000	226.9375	80.0000	226.9375	80.0000	226.9375	
Total Estimated School-Age Enrolment	3,199.5625	3,212.0000	3,171.8065	3,290.0000	3,159.2715	3,320.0000	3,204.9347	
Change from Previous Year		12.4375	-27.7560	78.0000	-12.5350	30.0000	45.6632	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	3	2	3	2	3	2	3	
Level 2 Special Needs FTE	229	222	229	212	229	212	229	
Level 3 Special Needs FTE	227	227	238	220	249	220	261	
English Language Learning FTE	114	115	115	115	116	115	117	
Indigenous Education FTE	661	660	686	680	712	700	739	
Adult Education FTE (Non-Graduates only)	2.6250		2.6250		2.6250		2.6250	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	0.0000		0.0000		0.0000		0.0000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	3.0000	5.0000	3.0000	5.0000	3.0000	5.0000	3.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	15.0000	20.0000	15.0000	20.0000	15.0000	20.0000	15.0000	Include only new post-September enrolment activity
Distributed Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Do not include Graduated Adult enrolment
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	Include only new post-September enrolment activity
ELL FTE (applies to Newcomer Refugees only)	0		0		0		0	
May Enrolment Count - Continuing Education and Distributed Learning								
Continuing Education FTE - School-Age	0.0000		0.0000		0.0000		0.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	5.0000	10.0000	5.0000	10.0000	5.0000	10.0000	5.0000	Include only new post-February enrolment activity
Distributed Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	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 2020/21 operating grant autumn recalculation

Special Needs, ELL and Indigenous 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 2020/21 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2020/21 operating grant autumn recalculation.

Step 3: Enter estimates for the cause of your district's student movement for 2021/22. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2021 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:

	2021/22	Comments:
Net provincial in-migration		Challenging year to project enrolment, not knowing what families will decide about return to brick & mortar schools given pandemic.
Net international in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)	12.0000	
Total Estimated School-Age Enrolment Movement	12.0000	

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

Yes: X 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> no later than Friday, February 12, 2021



SCHOOL DISTRICT 46 - SUNSHINE COAST

Excellence in all we do!

2021-22 PRELIMINARY BUDGET FEEDBACK

Operations Committee – February 23, 2021

Joining us via YouTube? You're invited to take part in the conversation! Send your questions to questions@sd46.bc.ca



CONSULTATIONS AND OTHER MEETINGS

19-Nov-2020	DSL T	Preliminary Budget Consultation
25-Nov-2020	Public Budget Consultation	Preliminary Budget Consultation
1-Dec-2020	SCTA	Preliminary Budget Consultation
7-Dec-2020	CUPE	Preliminary Budget Consultation
Various	PACs (led by Principals)	Preliminary Budget Consultation
7-Dec-2020	Indigenous Advisory Circle	Preliminary Budget Consultation
28-Jan-2021	DPAC	Preliminary Budget Consultation
23-Feb-2021	Operations Committee	2021/22 Preliminary Budget Considerations/Feedback
30-Mar-2021	Operations Committee	Ministry Budget Announcements
27-Apr-2021	Operations Committee	2021/22 Operating Budget Review
12-May-2021	Regular Board Meeting	2021/22 Operating Budget Review & Approval
9-June-2021	Regular Board Meeting	2021/22 Budget Approval (if required)

Final budget presented at April Operations Committee and May Board meeting

Check board meeting schedule at www.sd46.bc.ca



SCHOOL DISTRICT 46 - SUNSHINE COAST
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2021-22 BUDGET CONSIDERATIONS





PRELIMINARY CONSIDERATIONS

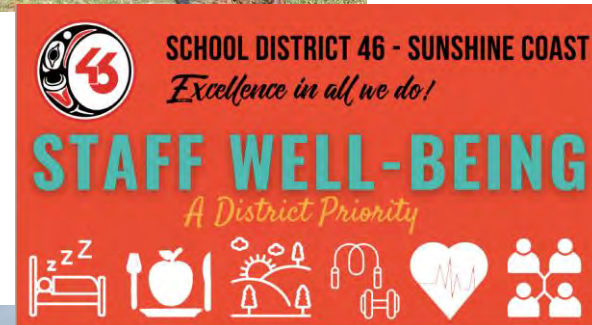
- Supporting the mental health of students and staff,
- Ensuring students have access to food in schools,
- Supporting the board's transportation review,
- Promoting inclusive education practices for universal learning,
- Field improvements,
- Continuation of Covid supports.





OTHER BUDGET CONSIDERATIONS

- Increased Family Support Navigator hours (1f, 1c),
- Professional learning focus on equity, inclusion and mental health (2b, 1f),
- Continuation of staff well-being supports (2a),
- Technology infrastructure & licenses (1j, 2c, 3e),
- West Sechelt Expansion Project (3e)





SCHOOL PRINCIPAL AND VICE-PRINCIPAL FEEDBACK

- Mental health and counselling supports (1f),
- Student food/nutrition (1g),
- Daytime custodial staffing (3e),
- Support for transitions (1l),
- School maintenance (3e),
- Vice-principals, coaches and/or helping teachers (2d).



*What we
heard from
our PVPS!*



2021-22 PRELIMINARY BUDGET FEEDBACK FROM PRINCIPALS AND VICE-PRINCIPALS

Mental Health and Counselling Support – Principals and Vice-Principals were interested in maintaining the increased level of counselling time and, if possible, increasing counselling support. Recruitment challenges were referenced as the primary challenge in this area.

Student Food/Nutrition – Some schools have utilized existing budget dollars within our decentralized decision-making model to improve access to nutrition. This may have meant difficult decisions needed to be made about where to reduce spending in other areas to achieve this goal. Some schools sought external funding or support from Community School Societies which had funds due to district allocations to them. Improving equity in this area without restricting school-based decision-making is an area of tension within our system. It is hoped that additional provincial funding is available to increase service in this area as there is considerable need on the Sunshine Coast.

Daytime Custodial Staffing – Principals spoke very favorably about the change to custodial staffing to address disinfection requirements as a result of Covid. Principals are occasionally required to close bathrooms due to biological hazards or take on cleaning tasks themselves. The increase in staffing levels to provide daytime custodial has been funded with one-time Federal and Provincial Covid funding, which expires at the end of the current school year. There is also an impact to community rental and access to our facilities outside of school hours that would need to be considered.

Support for Transitions – Transitions between different schools and into post-secondary are key life changes for students. Ensuring students are supported through these times in the best possible way will increase long-term success. Transition to post-secondary is especially challenging on the Sunshine Coast, given the accessibility issues. Limited local post-secondary options and geographical context are key challenges in this area. More discussion is needed to determine how budget might be adjusted to improve results in this area.

School Maintenance – Increased expectations for existing staff to raise the bar in terms of learning environments through major renovations and capital project support has caused timelines for work-order fulfillment to be impacted. Staffing levels could be increased to improve service to schools for maintenance activities.

Vice-Principals, Coaches and/or Helping Teachers – Both in terms of succession planning and working with classroom teachers to improve inclusion and service to students, additional funding to support these types of positions would be well received. This area comes with financial and practical challenges that we can review in committee.

February 2021

Superintendent, Secretary Treasurer
School District No. 46

Dear Mr. Patrick Bocking and Mr. Nicholas Weswick:

Re: Sunshine Coast **Teachers'** Association Budget Submission

Thank you for meeting with the SCTA Executive Committee (December, 2020) as per Article D.20: Local Association Involvement in Board Budget Process.

The SCTA believes and is hopeful that any proposed additions or reductions in next **year's** budget will be guided by principles that allow for direct support to students, teachers and staff in the classrooms and school communities.

Here are recommendations that we trust will be duly considered:

Support For Teacher Mentorship and Early Career Teachers - The SCTA would like to acknowledge and thank the Board for their continued support of this very worthy program. Every year, as more teachers retire, there is an increased number of teachers new to our district and new to teaching: 17 new hires since the Spring of 2020! Early career teachers and teachers to new assignments report regularly how much they appreciate the quality and accessibility of this valuable program.

Increasing Non-Enrolling Staff: Teacher Librarians, Special Education, ELL/ESL., Learning Assistance, Counsellors are an integral part of vital, healthy school culture. All of these are in desperate need of increased FTE in Sunshine Coast schools. The ratios that we are currently operating from date back to 1998 and as such it should be no surprise that they do not come close to meeting our school's needs. The union hears from teachers regularly the request to increase the number of Special Education Teachers, Councilors, Teacher Librarians, and Learning Assistance staff in their schools. The union acknowledges and understands that the construct of the CEF makes it challenging to staff beyond the ratios however would also like to assert that making considerations outside the box for example could perhaps make it possible to hire more within the ratios. Specifically, the union would suggest just as one example, to not include literacy and numeracy teachers in the special ed ratios. Specifically, because their job is not one of a special ed nature. If they were not included, schools would see an increase in providing increased special ed support to students.

Effectively Addressing the TTOC Shortage - SD 46 continues to experience a TTOC shortage. Teachers who request an on-call teacher are never sure if there will be coverage for them. The uncertainty of coverage results in a very high level of added stress for teachers. Teacher Librarians are frequently asked to cover classes and Inclusion support teachers and counsellors are rarely provided with coverage when requested. Over time with repeated failure to replace these folks in our schools inevitably reduces service to students.

We understand that the money saved by not replacing these teachers gets placed into the District's unrestricted surplus and are that much of the money saved from not replacing staff is put back into schools the following year. This is of little comfort to teachers. This approach does not ensure the disruption to student services is reduced. We assert that you cannot go back and make up the service that students did not receive due to lack of a TTOC or remove the effects of the stress caused to staff who are not ensured a replacement when they **can't** be there.

The SCTA would like to see the Board consider initiatives that will reduce barriers for people who would like to make the Sunshine Coast their home and provide incentives for people to work as teachers on call for SD 46

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

Sincerely,
Jacquie Shelemey
President
Sunshine Coast **Teachers'** Association

School District 46
School Board Trustees
494 South Fletcher Rd
PO Box 220
Gibsons, BC V0N 1V0

Dear School Board Trustees of School District 46:

RE: Budget Considerations for the 2021 – 2022 School Year

As we reflect on the past year and look forward to next year, one of the highlighted strengths of School District 46 is the people. This last year has seen so much change. It has demanded that staff (and students) be flexible, adaptable, and resilient in the face of so much uncertainty with the pandemic. While there have been challenges, School District 46 staff have shown immense strength and leadership during one of the most unprecedented times in our history.

I am confident that most of us would agree that custodial staff are essential in ensuring that school buildings and workspaces are safe and clean during this pandemic. They were thrust into unknown territory navigating buildings full of staff and students and adjusting to cleaning and sanitizing during the daytime. They rose to the challenge and embraced the opportunity to build relationships with students and staff that they otherwise would not have the chance to. They are part of their school community and with that, a part of the circle of care around our students. Students are taking more responsibility for their space and their belongings knowing **their custodian's face and name**; custodians are no longer unknown cleaning machines that come at night. As we acknowledge the importance of having custodians in our schools during the day during the pandemic, it highlights the benefit of continuing to have daytime custodians in schools post-pandemic. The need for afternoon custodians still exists to ensure that buildings have been thoroughly cleaned before the next school day, however, the benefit of additional daytime custodians has been illuminated. With the uncertainty of where we will be in September with the pandemic, it would be prudent to ensure that the 2021-2022 budget includes continuing the increased custodial hours.

At the beginning of the pandemic, one of the first needs to be addressed was childcare for essential workers. Education Assistants from across the district came together to provide quality childcare to essential worker families illustrating how School District 46 can provide this service to our families. The District has been chosen to pilot the seamless day model at West Sechelt Elementary. Early Childhood Educators will be providing before and after school care while also supporting those students throughout the day in their classroom. As the government is moving towards merging childcare into the Ministry of Education, why not capitalize on the opportunity for School District 46 to, once again, be leaders in the province. CUPE has always championed for full-time hours. It seems like the perfect time to start considering providing quality childcare to our families using some of our best assets, our CUPE staff, resulting in full-time hours for staff while providing a much-needed service to the community.

The pandemic also highlighted the inequity of technology provided to staff, specifically to classroom support staff. Classroom support staff struggled to stay connected using outdated technology at a time when it became imperative to connect electronically. Schools managed to eventually redeploy devices to their classroom staff for the remainder of last year, but this year has been a struggle for many who are being asked to participate in remote online meetings or training without sufficient up-to-date devices. School districts are embracing the ease and efficiency of online meetings and it will likely continue to be an option

and consideration post-pandemic. In addition, reliance on electronic communication and learning platforms will continue to grow. Having classroom staff participate in Google classrooms or collaborative reporting or online training modules benefits everyone, but it requires a device to do so. Given the substantial surplus that last year has left the district, please consider setting aside funds to provide classroom support staff adequate technology so that they can support students and collaborate with their staff fully.

This past year has shown that when push comes to shove, it is the people that will withstand the storm. If staff are fully supported in the work they are being asked to do, they will rise to the challenge and confirm they are the District's greatest asset. The 2021-2022 budget should reflect School District 46's commitment to their staff who pulled together to make the best of, to say the least, a challenging time in history.

Sincerely,

Janice Evans
President
CUPE Local 801

ADMINISTRATIVE REGULATIONS

TITLE: RENOVATIONS
 CATEGORY: FACILITIES
 NUMBER: 4110

I. Rationale:

School District No. 46 (Sunshine Coast) sees a continuing requirement for major renovations or repairs in schools to improve the functional suitability of the learning environment. The school district undertakes the responsibility to perform these renovations and alterations using proper work practices and control measures, in a way that will minimize potential hazards to the health and safety of students, employees and volunteers. School District No. 46 (Sunshine Coast) also recognizes the importance of an effective communication plan to inform parents, students and employees of the safety considerations that have been included in the renovation process.

II. Definitions:

A “major renovation” within a school is defined as any building modification that is extensive enough such that, special accommodations must be made to maintain a safe learning environment while the work is in progress, or when indoor air quality could potentially be compromised.

III. Practices:

A. PRE-RENOVATIONS:

1. Prior to establishing a schedule for any major renovation or repair, the Manager of Facilities, or designate, shall consult with the school principal and consider accommodations with respect to class relocation and safety requirements.
2. As part of the planning process for any major renovation or repair, the Manager of Facilities, or designate, shall complete the “Renovation and Repair Checklist” as included in Health Canada’s *Indoor Air Quality Action Kit for Schools*.
3. The Principal shall provide written notification detailing the renovation plan to parents, students and employees of the affected site at least four (4) weeks before the start-up of the renovation. In the event that emergent issues do not permit four (4) weeks notice, the Principal shall make every effort to inform parents, students and employees as soon as possible.
4. The renovation notification will detail the scope of the renovation, the time line, and any known or reasonably foreseen hazards it presents to students, employees and/or volunteers with special health concerns.

ADMINISTRATIVE REGULATIONS

TITLE: RENOVATIONS
 CATEGORY: FACILITIES
 NUMBER: 4110

5. The renovation notification will include a request that the school be informed of persons who have allergies and/or special health concerns which may be affected by the renovations.
6. The Principal shall consult with parents of students who are identified to explain procedures and to make special arrangements as required.
7. A *Renovation Worksite Binder* will be available at the school's office for review two (2) weeks prior to the start-up of renovations and will remain accessible to the public throughout the course of the renovation.
8. Materials in the binder shall include:
 - a) **Products Used:** Including ~~Material~~ Safety Data Sheets (MSDS), Technical Data Sheets (TDS) and/or Products Specification Sheets on all products to be used in the renovation.
 - b) **Work Procedures:** Including a description of how the timing, ventilation and barriers are to be arranged in order to minimize potential exposure, as well as a description of clean-up procedures.
 - c) **Testing of Existing Materials:** Anytime there is sanding, scraping, demolishing or breaking, lab reports will be included to provide test results for hazardous materials including, but not limited to, asbestos, lead and mold.
 - d) **Communications:** Copies of all communications and notifications relating to the renovation.
9. Concerns regarding the renovation plan, including materials used, should be brought to the attention of the school principal who, in consultation with the Manager of Facilities, will make every effort to accommodate and/or address the concerns presented.
10. Unresolved concerns will be forwarded to Vancouver Coastal Health for confirmation that the work plan is safe for students, employees and volunteers.
11. The Manager of Facilities shall have oversight of the renovations plan and will ensure that all work is done in a safe and practical manner. The decision of the Manager of Facilities shall be final and subject to the appeal procedures detailed in Regulation 5350 and Bylaw #70.

B. RENOVATION PHASE:

ADMINISTRATIVE REGULATIONS

TITLE: RENOVATIONS
CATEGORY: FACILITIES
NUMBER: 4110

1. Materials used in the renovation will be those that present the least hazard to building occupants. Wherever possible, products chosen will have an HMIS rating of 1 or less (as shown on ~~M~~SDS sheets) and will be rated for use in schools/daycares (as specified on TDS sheets.)
2. Use of materials or products which present a potential health hazard will be limited to times outside of school hours, with sufficient time being allowed for drying or curing as stated by the manufacturer's guidelines. Increased ventilation will be put into place while the building is unoccupied in order to remove residual odors and airborne pollutants.
3. Throughout the course of the renovation, best practices will be maintained to ensure that all work areas are properly contained, have proper ventilation, dust elimination/control, safe passageway to emergency exits and washroom facilities.
4. Throughout the course of the renovation project, the school shall track symptoms relating to absenteeism.
5. If during the course of the project, the scope of work is expanded, and given that no increased hazard level is introduced;
 - a) *The renovation work site binder shall be updated to include the new, expanded work scope.*
 - b) *Written notification shall be given to parents, students and staff of the affected site.*

Received: December 2013

References: Board Policy 11.6, 12.6



Notice of Application

for a Non-Medical Cannabis Retail Store License (# 008360)

Infinity Chill Out Joint Ltd. LTD. has applied to the Liquor and Cannabis Regulation Branch (LCRB) for a Non-Medical Cannabis Retail Store (CRS) license proposed to be located at 8 - 1057 Roberts Creek Road, Roberts Creek.

The LCRB is requesting the Sunshine Coast Regional District to consider the application, gather residents' views and provide the LCRB with a recommendation with respect to the application. The SCR D is gathering views of residents of the area with respect to the application by written submission to the SCR D. Summary of residents' views and analysis of the application will be presented to the SCR D Board at an upcoming meeting for consideration before a recommendation to LCRB is made.

If you wish to provide a written submission or would like further information about the application please contact Yuli Siao, Senior Planner by February 26, 2021.

Yuli Siao, Senior Planner

Planning Department

Sunshine Coast Regional District, 1975 Field Road, Sechelt, BC, V0N 3A1

Email: yuli.siao@scrd.ca Phone: 604-885-6804 ext. 3 Fax: 604-885-7909

Location Map of Subject Property

