

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

**REGULAR MEETING AGENDA**

Wednesday, March 10, 2021, 7:00 p.m.  
<https://www.youtube.com/user/SD46Schools>

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	<b>Pages</b>
1. <u>Call to Order</u>	
2. <u>Celebrating Education: Career Programs - C. Gordon</u>	
3. <u>Public Question Period (10 minutes in total)</u>	
4. <u>Adoption of the Agenda</u>	
<b>MOTION:</b> "THAT the agenda of March 10, 2021 be adopted."	
5. <u>Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings</u>	1
a. Regular Meeting Minutes - February 10, 2021	
b. Record of Closed Meeting - February 10, 2021	
<b>MOTION:</b> "THAT the Regular Meeting taking place on February 10, 2021 and the Record of Closed Meeting of February 10, 2021, be approved."	
6. <u>Reports</u>	
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2.	BCPSEA Report	
3.	Student Trustee Report	
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	<b>RECOMMENDATION:</b> "TO approve the 2021-22 School Calendar"	
2.	Letters of Support Policy	52
	<b>RECOMMENDATION:</b> "TO approve the Letters of Support policy."	
3.	Evaluation of District Administration	53
	<b>RECOMMENDATION:</b> "TO repeal policy 14 (Evaluation of District Administration) and update policy 10 (District Administration)."	
4.	Sexual Orientation and Gender Identity	54
	<b>RECOMMENDATION:</b> "TO approve the updated Sexual Orientation and Gender Identity policy."	
g.	Education Committee Notes - February 23, 2021	55
h.	Operations Committee Notes - February 23, 2021	58
1.	SCRD Notice of Application - 1057 Roberts Creek Road	
	<b>RECOMMENDATION:</b> "TO take additional action regarding the application for a non-medicinal cannabis retail store at 1057 Roberts Creek Road."	
i.	Ad Hoc Trustee Honourarium Committee - February 18, 2021	61
	<b>RECOMMENDATION:</b> "TO continue to align the trustee honorarium with the Vancouver CPI index."	
	<b>RECOMMENDATION:</b> "THAT the board consider gender equity and other issues related to equity and compensation when considering adjustments to the trustee honorarium."	
j.	Ad Hoc Anti-Poverty Policy Committee - March 1, 2021	63
7.	<u>Correspondence</u>	65
a.	Deputy Minister MacDonald - Request to Underspend Indigenous Education Funding for the 2019/20 School Year (Ref. 239788)	
	<b>MOTION:</b> "TO receive the correspondence."	
8.	<u>Questions and Enquiries from the Public Relating to the Board Meeting</u>	
9.	<u>Next Meeting</u>	
	The next public board meeting will be held on April 14, 2021.	
a.	Committee Agendas	68
	<b>MOTION:</b> "TO approve the committee agendas."	

10. Adjournment

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

Wednesday, February 10, 2021, 7:00 p.m.  
Online – via Zoom

- TRUSTEES:** A. Amaral, Board Chair; M. Hampvent, Vice-Chair; S. Girard, Trustee; S. Haines, Trustee; S. Leech, Trustee; T. Ste. Marie, Trustee; A. Grunenberg, Student Trustee
- STAFF:** P. Bocking, Superintendent; P. Bishop, Director of Instruction; K. Kerr, Director of Instruction; E. Reimer, Executive Assistant (Recording Secretary)
- REGRETS:** P. Ruth, Trustee; N. Weswick, Secretary-Treasurer
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1. Call to Order

The meeting was called to order at 7:03 p.m.

Chair Amaral acknowledged that the meeting was taking place on the unceded territory of the shíshálh and Squamish Nations and welcomed those in attendance.

Superintendent Bocking was appointed to the role of secretary-treasurer for the purpose of the meeting.

2. Celebrating Education: Student Voice - What is Racism to you?

Superintendent Bocking shared a video that explores students' thoughts on racism. The video is available at

<https://www.youtube.com/watch?v=mXKaFoFZymo&t=1s>

3. Public Question Period (10 minutes in total)

- There were no questions from the public.

4. Adoption of the Agenda

**Moved:** Girard

**Seconded:** Haines

**MOTION:** "THAT the agenda of February 10, 2021 be adopted."

**Carried**

5. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings

- a. Regular Meeting Minutes - January 13, 2021
- b. Record of Closed Meeting - January 13, 2021

**Moved:** Hampvent

**Seconded:** Haines

**MOTION:** "THAT the Regular Meeting Minutes of January 13, 2021 and the Record of Closed Meeting of January 13, 2021, be approved."

**Carried**

6. Reports

a. Superintendent's Report

Superintendent Bocking reported on the following items:

- SPARK! classes are taking place online,
- Kindergarten registration begins on February 16,
- Literacy Week events at schools,
- District support to libraries for literature that supports Black History Month,
- Train in Trades course registration is open for the ProCook, Automotive Services and Carpentry program,
- District professional development day on Friday, February 12 with a wellness theme,
- Technology department featured a "Security Month" with technology tips for staff,
- Enhanced safety measures for schools are being implemented,
- Exposure communications are supported by Vancouver Coastal Health,
- Families provided survey feedback as part of the board's Transportation Review,
- International students have joined the district and followed strict safety protocols prior to attending schools.

Superintendent Bocking shared two poems from the *Coastal Voices* student writing anthology.

b. Strategic Plan Reports

1. Goal 1.f. - Mental Health

Director Kerr highlighted:

- The Mental Health in Schools (MHIS) strategy,

- Compassionate systems leadership initiatives, including trauma informed practice, staff wellness grants and the Staff Wellbeing Working Group
- Tools and supports to build capacity to support children and youth with mental health, include family support navigators and workshops,
- Collaborative opportunities that support mental health offered with support from community partners,
- Mental Health Literacy taking place at secondary schools,
- MDI student conversations project to engage the student voice.

2. Goal 2.c. - Inclusive Education

Director Kerr provided an update on the three-year pilot of the District Inclusion Team. The team offers a menu of supports to schools to build capacity for inclusive education in the district. The team will use both qualitative and quantitative data to inform next steps. The district continues to provide a variety of professional learning opportunities in support of inclusive classrooms.

c. Administrative Regulations to be Received

1. Reg. 2140 - Visual Identity

The regulation has completed the circulation phase and will be put into force and effect following the meeting.

d. Secretary-Treasurer's Report

1. Larger Cheques Written in the Month of January 2021

e. Board Report

The report was submitted as written.

1. BCSTA Report

Trustee Ste. Marie reported that BCSTA Provincial Council is taking place scheduled for the Saturday, February 13. The board is working to develop motions to submit to the April AGM for consideration.

2. BCPSEA Report

The report was submitted as written.

3. Student Trustee Report

Student Trustee Grunenberg reported that:

- The next DSLT meeting is scheduled for Thursday, February 18. There were no meetings in January due to recent Covid exposures.
- Students were concerned by rumors relating to the Covid exposures at Elphinstone Secondary and Chatelech Secondary.

- The DSLT is assisting in recruiting students for the Sunshine Coast Youth Council, which is open to students in grades 8-12 attending secondary schools across the lower Sunshine Coast.
4. Ad Hoc & External Committee Appointments
    - a. Ad Hoc Art in Schools Policy Committee: Trustee Girard (Chair), Trustee Haines and Trustee Ruth
    - b. Ad Hoc Anti-Poverty Policy Committee: Trustee Ste. Marie (Chair), Chair Amaral and Vice-Chair Hampvent
    - c. 749 School Road Housing Community Advisory Committee: Trustee Leech, Chair Amaral (alternate)
  - f. Committee of the Whole Notes - January 26, 2021
    1. BCSTA AGM Motion
 

**Moved:** Hampvent  
**Seconded:** Ste. Marie

**MOTION:** "THAT the board support the motion to the BCSTA to advocate to the Ministries of Health, Mental Health and Addictions, and Children and Family Development to accelerate the Pathways to Hope integrated mental health and substance use care plan by increasing funding to create new, sustained and targeted funding to fund additional school and integrated counsellors to deliver mental health care in a school setting."

**Carried**
    2. Policy 8 - Conflict of Interest
 

**Moved:** Hampvent  
**Seconded:** Ste. Marie

**MOTION:** "TO updated Policy 8 (Conflict of Interest) so as to avoid the use of binary language."

**Carried**
  - g. Education Committee Notes - January 26, 2021
 

**Moved:** Girard  
**Seconded:** Hampvent

**MOTION:** "THAT the board connect with the appropriate provincial ministries to advocate for SD46 to be prioritized for integrated child and youth mental health services."

**Carried**

**Moved:** Leech  
**Seconded:** Hampvent

**MOTION:** "THAT the board write to the Ministry of Education requesting reinstatement of Roots of Empathy core funding."

**Carried**

**Moved:** Leech  
**Seconded:** Girard

**MOTION:** "THAT the BCSTA urge the Ministry of Education and the Ministry of Children and Family Development to restore the multi-year, provincial core funding to the BC Roots of Empathy organization to enable this evidence based, province wide, classroom-based, social emotional program to be delivered virtually (and in person where possible) in school districts across the province as part of the BC Government's current Mental Health in Schools Strategy (MHIS)."

**Carried**

h. Operations Committee Notes - January 26, 2021

1. 2020-21 Amended Budget

**Moved:** Haines  
**Seconded:** Hampvent

**MOTION:** "TO advocate to the Ministry of Education for additional funding for exempt salary increases."

**Carried**

**Moved:** Haines  
**Seconded:** Girard

**MOTION:** "TO approve the plan for use of the federal funding holdback from the federal funding for the Safe Return to School."

**Carried**

**Moved:** Haines  
**Seconded:** Hampvent

**MOTION:** "THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2020-21 in the amount of \$55,987,267, be read for a first time."

**Carried**

**Moved:** Haines  
**Seconded:** Ste. Marie

**MOTION:** "THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2020-21 in the amount of \$55,987,267, be read for a second time."



**Carried**

Trustees agreed unanimously to move to a third reading.

**Moved:** Haines

**Seconded:** Girard

**MOTION:** "THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2020-21 in the amount of \$55,987,267, be read for a third time, passed and adopted."

**Carried**

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

- There were no questions from the public.

8. Next Meeting

The next public board meeting will be held on March 10, 2021.

a. Committee Agendas

**Moved:** Ste. Marie

**Seconded:** Girard

**MOTION:** "TO amend the committee meeting schedule to include a 15-minute break between Operations and Committee of the Whole."

**Defeated**

Opposed: Hampvent, Leech, Girard, Haines, Ste. Marie

**Moved:** Ste. Marie

**Seconded:** Girard

**MOTION:** "TO amend the committee meeting schedule to end the Operations Committee at 11:15 a.m. to allow for a break between meetings "

**Carried**

9. Adjournment

There being no further business, the meeting adjourned at 8:11 p.m.

**Moved:** Ste. Marie

**Seconded:** Girard

**MOTION:** "TO adjourn."

**Carried**

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Amanda Amaral - Board Chair

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Nicholas Weswick - Secretary-Treasurer



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

Wednesday, February 10, 2021, 6:00 p.m.  
School Board Office – Gibsons, B.C.

TRUSTEES: A. Amaral, Board Chair; M. Hampvent, Vice-Chair; S. Girard, Trustee;  
S. Haines, Trustee; S. Leech, Trustee; T. Ste. Marie, Trustee

STAFF: P. Bocking, Superintendent; K. Kerr, Director of Instruction; P. Bishop,  
Director of Instruction; E. Reimer, Executive Assistant (Recording  
Secretary)

REGRETS: P. Ruth, Trustee; N. Weswick, Secretary-Treasurer

**Call to Order**

The meeting was called to order at 6:03 p.m. by Vice-Chair Hampvent.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Approval of Minutes of Prior Meetings**
- **Information / Action Items**
  - Staff
    - Ad Hoc Superintendent Hiring Committee Notes – January 21, 2021
    - Ad Hoc Superintendent Hiring Committee Notes – January 26, 2021
  - Property
    - Property Update
- **Items for Disclosure**
  - There were no items.

**Adjournment**

The meeting adjourned at 6:25 p.m.

Amanda Amaral - Board Chair

Nicholas Weswick - Secretary-Treasurer

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

## SUPERINTENDENT'S REPORT

Submitted by Superintendent Patrick Bocking  
March 10, 2021

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### 1. CIRCLE OF CARE: STUDENTS

- **Report cards** were sent home on March 5<sup>th</sup> and schools will dismiss one hour early on Wednesday, March 10<sup>th</sup> and Thursday, March 11<sup>th</sup> for the opportunity for parent teacher meetings. The vast majority of meetings will be virtual or phone calls. (1b)
- **Welcoming You to Kindergarten! KinderSPARK! and SPARK! To Kindergarten:** Registration is now open for families to join these two wonderful and supportive transition programs which kick off in April. (1b)
- The **“Seamless Day Pilot Project”** is beginning in March at West Sechelt Elementary using a Ministry of Education grant, and is anticipated to continue through the 2021/ 2022 school year. This innovative program welcomes young students to before and after school care with an early childhood educator. The program will be monitored for effectiveness and efficiency and may then be expanded in future years. (1b)
- In August of 2020 the district established the **Sunshine Coast Online program** to support parents who were not comfortable sending their children to schools due to the pandemic. At this time, and in anticipation of the province being in a far better place with respect to the pandemic in September, we will be discontinuing Sunshine Coast Online for K to grade 9 students at the end of June, 2021. Parents were notified at the beginning of this school year that their children would be able to return to the school at which they were enrolled as of June 2020. (1b)
- **February 24<sup>th</sup> was Pink Shirt Day:** This year’s theme was ‘Lift Each Other Up’. Empathy, compassion & kindness are important to us. When you are being kind, everyone is included and accepted for whom they are. Kindness is always a choice worth making. Our schools always find creative ways to show their commitment to kindness & lift each other up! (1f)
- **The Story Behind the Art:** Students and staff members from Langdale and Cedar Grove have enjoyed the travelling gallery of Salish Weave prints by Coast Salish artists. The students encounter the prints through experience and sharing, facilitated by Indigenous Learning staff. (1h)
- **Gender Equality in the Work Place:** The Industry Training Authority (ITA) is developing a strategy to shift the gender balance of the trades training workforce from its current landscape – one that is predominantly populated by men – to one that is more diverse and inclusive. We are proud of the many opportunities that our students have as our staff encourage everyone to try new skills that can lead to exciting futures that are freed from a focus on gender stereotypes! (1l)

## 2. CIRCLE OF CARE: STAFF

- **Trauma Sensitive Practice in Turbulent Times with Kim Bartel:** 30 staff members, including teachers, counsellors and EAs, are participating in a unique series of four webinars and discussion sessions that addresses the dynamics of heightened emotion, allowing school-based practitioners to explore trauma-sensitive practice in real-time - bringing the theory into action. (2a, 2b, 2c, 2d)
- **CLEVR (2a, 2c):** Across the district we heard a need for increased efficiency and transparency related to the workflow and data of our central referral system. With our new system CLEVR, workflow is fully automated and tracked within a notifications board and data is easily accessible. Increasing efficiency and allowing for real time data allows our school staff to spend more time with students empowered by relevant information to improve responsiveness, program planning and communicate to families.
- **Numeracy support for teachers:**
  - **MathUP** is an online tool designed to support teachers in learning & teaching math. National expert, Marion Small, has done an exceptional job of helping educators teach with intention, ask rich questions, teach three-part lessons, consolidate students' learning and gain math content knowledge.
  - Intermediate teachers have met monthly with Marc Garneau and Selina Millar to engage in collaborative exploration of this math support. (2b)

## 3. CIRCLE OF CARE: COMMUNITY

- **Askable Adult Workshops for Families:** 120 families have registered, across the district, to participate in their choice of 4 workshops presented by Jessica Wollen from Shift Education:
  - Primary (K-3)
  - Intermediate (4-7)
  - Secondary (8-12)
  - Neurodiverse Learners (all ages)- Learn to better support the neurodiverse learners in your life. Learn Strategies and resources to support health education at home. Recordings of each session will be made available through our district YouTube channel following the events. (2e, 3a)
- **NSMEC Grade 3 Biodiversity of the Salish Sea and Grade 6 Human Impacts on the Salish Sea programs:** Ten grade 3 classes across the district are currently participating in the Biodiversity of the Salish Sea program with our community partners at NSMEC and grade 6 students are set to take part in their program this May. (3c)

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

## STRATEGIC PLAN REPORT: NUMERACY

Submitted by Superintendent Patrick Bocking  
March 10<sup>th</sup>, 2021

- 1e Our students will be **numerate**. They will have the skills and tenacity to interpret and apply mathematical understandings in flexible, functional, and creative ways.

*"It's fine to work on any problem, so long as it generates interesting mathematics along the way - even if you don't solve it at the end of the day."*

- Andrew Wiles

### Background:

Numeracy is one of the key skills sets that young people need when they complete their formal education with us. The Ministry of Education defines Numeracy as, "the ability, willingness and perseverance to interpret and apply mathematical understanding to solve problems in contextualized situations, and to analyze and communicate these solutions in ways relevant to the given context."

Accordingly, the district created a numeracy committee to develop teacher and student confidence and competence in mathematics. The committee has four key goals:

- Attitudes - Foster creative & flexible thinking, positive engagement & growth mindsets in numeracy.
- Assessment – Improve our ability to understand, support, enhance and communicate student numeracy skills using effective assessment strategies.
- Continue to build a professional culture intensely focused on improving numeracy results for all children
- Explore ways to extend mathematical opportunities in the home & broader community.

### Discussion:

The district numeracy committee is supporting numeracy improvement through:

- supporting intermediate teachers to engage in a year-long inquiry exploration of the on-line MathUP resource. The MathUP tool supports embedded & ongoing professional development for teachers, and has been rolled out through monthly facilitated learning sessions.
- facilitated professional learning opportunities with the Math CAMP series, held for Primary, Intermediate and Secondary Teachers in the district. These sessions have

been responsive to the current context, and have focused on teaching prioritized mathematics standards and teaching math outdoors.

- providing opportunities for teachers to explore numeracy assessment tools and connect with other districts regarding assessment tools and strategies.
- supporting primary teachers to collaboratively develop proficiency assessment scales focused on Number.
- supporting partnerships with our Public Libraries. Both the Sechelt and Gibsons public libraries have created STEAM Kits (Science, Technology, Engineering, Art & Math) that can be borrowed by teachers, students and families. Professional development with the public libraries has been held for teachers this year.
- providing teachers with collaboration time to work with teachers across grades and schools to explore and reflect on new instructional and assessment strategies.
- enhancing experiential and place-based learning and infusing more Indigenous culture into Mathematics. Professional development for school district staff was provided by our district Indigenous team this year. Sessions focused on the role natural elements play in supporting science, technology and math in Indigenous cultures.

Parents are encouraged to:

- Talk to their children and their children's teachers about their math experiences at school.
- Develop routines for playing math games together at home.
- Access community resources, such as the STEAM kits in the public libraries, to support their children's interests in math.
- Access the parent resources posted on our district website that help parents support their children numeracy learning at home.
- Support the functional use of numeracy, through highlighting 'numeracy in the news.'
- Highlight how we use numeracy to make sense of, and function in, our current context.

**Next Steps:**

- Promote the JOY of numeracy, and encourage parents and students to develop positive personal mathematician identities.
- Develop resources that support Indigenous ways of knowing in numeracy.
- Support students in deepening their understandings of financial literacy.
- Create a culture of collaboration and 'communities of practice' focused on exploring, reflecting and sharing innovative numeracy practices in the district.
- Use data to drive and inform the focus of professional learning in the district.
- Explore the shifts towards proficiency-based assessment, and its influence on responsive instruction and on-going assessment for learning.

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

### STRATEGIC PLAN REPORT: PROFESSIONAL DEVELOPMENT

Submitted by Superintendent Patrick Bocking  
March 10<sup>th</sup>, 2021

- 2b Our staff will be fully supported for the work that we ask of them and that they ask of themselves through research based **professional development**.

“The man who does not read good books has no advantage over the man who cannot read them.”

- Mark Twain

#### **Background:**

It is a district priority, supported through the Strategic Plan, to train our staff to best meet the needs of our students. This board invests significant resources to ensure that students receive the very best learning from talented, well informed and trained teachers, principals and support staff. Further, it is an important part of our district belief that employees find joy in learning more about their professions and to be continually expanding their knowledge to meet the changing needs of our students.

#### **Discussion:**

We have a comprehensive series of activities that support our professional staff. CUPE 801 and the Sunshine Coast Teachers' Association actively promote professional development in line with the professional aspirations of their members as well. In all of our facets we strive for learning from our youngest learners to our trustees. We are a learning organization!

#### **Next Steps:**

- Monthly updates to the Board of the many professional learning activities through reports on our strategic goals in all areas of the Strategic Plan in the Superintendent's report.
- Maintain the success of collaborative structures including mentorship.
- Continue to reach out to experts in all strategic directions including environmental, literacy, numeracy, early learning.
- Learn from other jurisdictions of strategies that we can employ to support our staff in their growth.
- Discover effective uses of data through the Continuous Learning Program with the Ministry of Education.



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

### STRATEGIC PLAN REPORT: POSITIVE PARTNERSHIPS

Submitted by Superintendent Patrick Bocking  
March 10<sup>th</sup>, 2021

2e Our staff will engage in **positive partnerships** with students and their families.

*“Partnerships are not hard work, but heart work. Not more work, but the work. Not harder work, but smarter work to mobilize all available resources that will contribute to student success.”*

*- Dr. Joyce Epstein*

#### **Background:**

Family engagement in their child’s learning leads to happier, healthier, and more successful students. We support family engagement through communication structures and initiatives and through positive partnerships with students and families.

#### **Discussion:**

Our staff do their very best to engage in positive partnerships with students and their families. To that end we connect in many ways:

- The active **District Parent Advisory Council** continues to develop deeper connections amongst PACs and with trustees and district staff. Staff provide a wide variety of information to these sessions. Excellent discussions take place related to parent engagement and student success.
- **The District Parent/Caregiver Survey** in June 2020 provided valuable insight into how our families were doing during spring lockdown and areas as a district to focus on leading in to the September start up.
- **The Superintendent’s Fall PAC visits** provided the opportunity to hear from our families. These check-ins confirmed that our community feels heard, supported, and well informed.
- **Parent/teacher interviews and one-on-one meetings with families via ZOOM** during the pandemic. We all shifted to a virtually connected world and adapted to the use of new technologies this year. With it came some surprising discoveries! Meeting via ZOOM can often provide a space for deeper connection and understanding. Instead of hallway chats which can be distracting and lack preparedness and resolve, set up ZOOM meetings provide a chance to really connect with parents/caregivers and also opens up more convenient times for families to participate.
- **Website and social media posts as windows in to the classrooms and schools** during a year when parents/caregivers are not able to be physically present in our school spaces.

- **FreshGrade, Google Classroom, District Website Digital Forms:** increased application/usage as education and communication tools during the pandemic.
- **Digital Forms School Pilot project:** training and roll out of digital forms on school websites with both Gibsons Elementary and West Sechelt Elementary.
- **The District Family Engagement Committee** examines effective communication and develops strategies to ensure the school/ home partnership is well developed. Initiatives this year include:
  - **ZOOM webinar learning opportunities for parents/caregivers:** 'September Start Up' joint webinar with VCH and 'Coping with Anxiety' webinar. The webinar platform opens up the chance for a wider audience to be able to partake in the virtual sessions and, with recordings available after the sessions, a convenience for parents/caregivers to share in the opportunity and learning.
  - **Grade 7 Transitions to Secondary School Resources and Activities:**
    - Proposed, developed and facilitated the making of secondary school tour/spirit videos for the incoming grade 7 families to be shown at the May Secondary PAC's Family of Schools ZOOM Meet & Greet sessions.
    - Developed a Grade 7 Transitions to Secondary Schools Overview on the district website communication and engagement page.
- **FreshGrade:** new template pilot project for reporting with West Sechelt Elementary.
- **Kindergarten Registration for 2021-2022: Welcoming our new families to their schools!** This year a simpler online registration process has rolled out online via MyEducation. The Kindergarten Registration campaign in February included radio messages, newspaper ads, posters, videos, social media, and website information. KinderSPARK! also kicks off in April helping families and their children prepare for Kindergarten transitions and familiarize themselves with their new school space.

#### Formats for Engagement:

- ZOOM
- District and School Websites (calendars)
- School Messenger
- Email: questions@sd46.bc.ca
- Coast Reporter and the Local Weekly
- Coast 91.7 FM Radio
- Social Media: Facebook, Twitter, Instagram, and YouTube
- Secondary Apps

#### Next Steps:

- Pilot project expansion and training: digital forms on all school websites
- Pilot project expansion and training: new templates for FreshGrade reporting and continue the support of FreshGrade to all interested teachers.
- Ensure Ministry of Education reporting guidelines are followed while still being creative in their implementation.
- Bang the Table Engagement tool: research possibility of this integrative tool for our district.
- 2021-2022 FEC Learning Events: (D)PAC: How to Run an Effective Meeting
- To continue to encourage a culture of collaboration and innovation in all that we do!

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

### STRATEGIC PLAN REPORT: COLLABORATIONS / PARTNERSHIPS

Submitted by Superintendent Bocking  
March 10<sup>th</sup>, 2021

- 3c Our district will pursue opportunities that **enhance collaborations** with associations, organizations, businesses and community resource people.

*"None of us is as smart as all of us."*

*- Ken Blanchard*

#### **Background:**

The mandate of many of our community agencies, governments and associations intersects in many ways with our mandate of successfully preparing students for their futures. The impact on our ability to achieve the Board's mission is significant when we work together.

#### **Discussion:**

The board's Strategic Plan prioritizes community collaboration as one of the keys to improving student achievement and life skills success. We are proud to work with community partners including the following:

- Sunshine Coast Community Schools
- Shíshálh nation
- Skwxwú7mesh Nation
- Sunshine Coast Festival of the Written Arts
- Nicholas Sonntag Marine Education Centre
- All parents and caregivers
- Restorative Justice
- Healthy Schools Committee (VCH, SCRD, CYMH, Parent/Caregiver & Principal of Indigenous Learning and Programs)
- Violent Threat Risk Assessment Team (RCMP, MCFD, CYMH, Doctors, Principals, Sechelt Nation, Sunshine Coast Community Services, VCH, & SD46 counsellor)
- Sunshine Coast Child and Youth Mental Health Local Action Team (parents/caregivers, youth, Sechelt Nation, Division of Family Practice, CYMH, MCFD, Chief Medical Officer from VCH, Sunshine Coast Community Services, & RCMP)
- Capilano University KÁLAX-AY campus
- Vancouver Community College
- Vancouver Island University
- Sunshine Coast Business Community (careers opportunities)
- Sunshine Coast Regional District (Joint Use Agreement)

- Active School Transportation (*VCH, local governments, & MOTI*)

**Next Steps:**

- Staff will continue to collaborate with community partners to meet the needs of our district and our community.
- Staff will continue to report on collaborative structures in the context of the strategic goals as they are presented during the year.

# ADMINISTRATIVE REGULATIONS

TITLE: CONFLICT OF INTEREST

CATEGORY: PERSONNEL

NUMBER: 2050

CIRCULATING UNTIL MAY 19, 2021

## I. RATIONALE

The Board recognizes that all staff in a management or supervisory position ( “District Administrators”) perform their work efficiently, impartially, and with integrity. This regulation refines expectations regarding Conflicts of Interest for District Administrators.

## II. ETHICAL STANDARDS

A. District Administrators will ensure that personal prejudices, affiliations or any other personal association will not impact their work obligations.

B. District Administrators will ensure that partisan politics are not introduced into the workplace including amongst staff, students or the community.

C. District Administrators will conduct themselves in a manner that brings credit to themselves, their profession and to this district.

D. District Administrators will treat Board members, students, parents and other members of the community with dignity, respect and consideration.

E. District Administrators acknowledge that every person has the right to freedom from personal or sexual harassment, or discrimination, or harassment based on any of the prohibited grounds covered by the *BC Human Rights Code*.

F. District Administration will adhere and support Ministry of Education Regulations, Board policies and district regulations.

## III. CONFLICT OF INTEREST

A. “Conflict of Interest” is any activity which might be perceived by a reasonable person as using the employment relationship for undue personal advantage or for the advantage of friends or relatives, or any activity which may conflict with a District Administrator’s duties and responsibilities to the Board.

B. District Administrators will ensure that they do not place themselves in a position of Conflict of Interest, or potential Conflict of Interest.

C. While the Board recognizes the right of public service employees to be involved in activities as citizens of the community, conflict shall not exist between the private interests of District Administrators and the discharge of their job-related duties.

D. District Administrators will conduct their professional responsibilities without considerations of private gain or personal interest.

# ADMINISTRATIVE REGULATIONS

TITLE: CONFLICT OF INTEREST

CATEGORY: PERSONNEL

NUMBER: 2050

CIRCULATING UNTIL MAY 19, 2021

E. District premises, materials and equipment are to be used for district purposes only.

## IV. RELATIVES OF DISTRICT EMPLOYEES

A. For the purpose of this regulation, a “relative” is defined as a spouse (including common-law), "significant other", child, parent, grandparent, grandchild, brother, sister, in-law, former spouse, step-child, step-parent, uncle, aunt, nephew, niece, or other dependent individual.

B. District Administrators do not directly supervise their relatives. Direct supervision includes day-to-day supervision, performance evaluations, assignment of duties, approval of requisitions and determination of salary, wages or benefits.

C. The Superintendent of Schools may allow a District Administrator to directly supervise a relative provided they are satisfied that a written plan is in place to ensure that the District’s interests are not compromised.

D. The Board may allow the Superintendent of Schools to directly supervise a relative provided it is satisfied that a written plan is in place to ensure that the District’s interests are not compromised.

E. A District Administrator shall not be a part of an employment selection process in which a relative is an applicant for the position.

F. District Administrators, who exercise regulatory, inspectional, or other discretionary control over others, must disqualify themselves from dealing with relatives.

## V. GIFTS

A. District Administrators shall not accept a gift, favour or service that arises out of employment by the Board from any individual, organization or corporation, other than the normal exchange of hospitality between persons doing business together; tokens exchanged as part of protocol; or the normal presentation of gifts to persons participating in public functions.

B. District Administrators will engage in outside activities for which they receive remuneration (beyond expenses) only if such activities do not:

1. interfere with the performance of their duties as an employee of the District;
2. create Conflicts of Interest or potential Conflicts of Interest;
3. negatively affect the interests of the District; or
4. negatively affect public confidence in the Board and the District.

# ADMINISTRATIVE REGULATIONS

TITLE: CONFLICT OF INTEREST

CATEGORY: PERSONNEL

NUMBER: 2050

CIRCULATING UNTIL MAY 19, 2021

## VI. PROFESSIONAL RESPONSIBILITIES

- A. District Administrators accept the responsibility to keep abreast of current developments in education and to contribute to the growing body of specialized knowledge, concepts and skills that characterize the professional aspects of their professional responsibilities.
- B. District Administrators will strive to provide the best possible educational experience and opportunities to all persons in the District, placing the needs of the student above all other considerations.
- C. District Administrators recognize that the schools are the public's business and shall seek to keep the community fully informed about District schools while maintaining confidences entrusted to them in the course of executing the affairs of the schools.
- D. District Administrators must ensure that confidential information received as a result of employment by the District remains confidential, and is not divulged to anyone other than individuals authorized and required to receive such information.
- E. Caution and discretion in handling confidential information includes disclosure made inside and outside of the District and continues to apply after the employment relationship ceases.
- F. Confidential information that District Administrators receive through their employment must not be used for furthering any private interest, or as a means of making personal gains.
- G. The above provisions regarding confidential information are in addition to any statutory obligations Districts Administrators have regarding the safeguarding of information (e.g. under relevant privacy legislation).
- H. District Administrators shall speak well of the character and competence of colleagues and trustees, and present any professional judgments of colleagues in an appropriate forum.
- I. In addition to any statutory reporting obligations, District Administrators have a duty to report any violation of the law and/or Board policy or District Regulation to the Superintendent of Schools and will not be subject to discipline or reprisal for bringing forward, in good faith, such allegations.

## VII. RELATIONSHIP WITH THE BOARD

- A. District Administration/Board relationships are the responsibility of the Superintendent of Schools and the Chair of the Board.

# ADMINISTRATIVE REGULATIONS

**TITLE:** CONFLICT OF INTEREST

**CATEGORY:** PERSONNEL

**NUMBER:** 2050

**CIRCULATING UNTIL MAY 19, 2021**

## VIII. ADMINISTRATION

- A. The responsibility for the administration of this regulation with respect to the Superintendent of Schools rests with the Board.
- B. The Superintendent of Schools will determine any questions regarding whether a Conflict of Interest exists in any particular situation. District Administrators must request a determination in writing of the Superintendent of Schools (or designate) before engaging in an activity which might reasonably raise questions about a possible Conflict of Interest.
- C. The Superintendent of Schools must request a determination of the Board before engaging in any activity that might reasonably raise questions about a possible Conflict of Interest.
- D. It is the duty of District Administrators to recognize whether a Conflict of Interest or potential Conflict of Interest exists and to ensure that it is resolved.
- E. District Administrators will not be excused from compliance with this policy or any other rule of law relating to Conflicts of Interest on the basis that the individual did not realize that a Conflict of Interest existed or might arise.

**Received:** TBD – anticipated May 2021

**References:** Board Policy 3.5, 3.6



# ADMINISTRATIVE REGULATIONS

TITLE: WORKING ALONE

CATEGORY: PERSONNEL

NUMBER: 2150

CIRCULATING UNTIL MAY 19, 2021

## I. Rationale:

School District 46 fosters a safe and healthy workplace and commits to eliminating or minimizing the risk of harm to staff working alone or in isolation. All employees are expected to adhere to the check in procedure appropriate to their job to ensure their own safety when working alone or in isolation. Principals will review these procedures with all staff on a regular basis, and with new staff upon their start at their new site.

## II. General:

- A. Working alone or in isolation is defined by Worksafe BC as “a worker who is required to work in situations where assistance would not be readily available to the worker in case of emergency or, in case the worker is injured or in ill health.”
- B. Examples of working alone or in isolation:
  - A worker enters a building and will be the sole occupant of the building.
  - A worker is working with other employees inside or outside a building and during the course of their shift becomes alone, and will remain alone for an extended period of time.
  - A worker is left alone for a short period of time to complete a task, but the level of risk is considered high.
- C. All school sites must have a sign in book at the alarm panel for staff to sign in and out when working outside of regular work hours and need to access the locked building.
- D. The alarm panel must have an “Emergency Procedures” sheet posted in close proximity that also includes the phone number of the alarm company (see Appendix 1).

## III. Procedures for Educational Staff:

- A. The risk for educational staff accessing buildings after hours is considered, “low”. However, all staff working at school or educational sites are expected to follow the sign in procedures at their respective school sites.
- B. In the event that an employee knows that they will be working alone, or finds themselves working alone, the employee must:
  - a. At or about the start of their shift, notify the alarm company that they will be

# ADMINISTRATIVE REGULATIONS

TITLE: WORKING ALONE

CATEGORY: PERSONNEL

NUMBER: 2150

CIRCULATING UNTIL MAY 19, 2021

working alone, inform them of their work location, and the expected time duration until their next check-in.

- b. At the end of their shift, the employee must notify the alarm company that they have finished their shift.
- c. If the alarm company does not receive verbal notification from the employee at the determined check in intervals, a security runner will be called to locate the employee

#### IV. Procedures for Maintenance Staff and Technicians:

- A. The risk for maintenance staff and technicians is considered to be “high” due to the nature of their work and require a minimum two (2) hour check-in.
- B. In the event that an employee knows that they will be working alone, or finds themselves working alone, the employee must:
  - a. At or about the start of their shift, notify the alarm company that they will be working alone, inform them of their work location, and the expected time duration until their next check-in.
  - b. At the end of their shift, the employee must notify the alarm company that they have finished their shift
  - c. If the alarm company does not receive verbal notification from the employee at the determined check in intervals, a security runner will be called to locate the employee.

#### V. Procedures for Custodial Staff:

- A. The risk for custodial staff is considered “medium” due to the nature of their work and requires a minimum four (4) hour check in.
- B. In the event that an employee knows that they will be working alone, or finds themselves working alone, the employee must:
  - a. At or about the start of their shift, notify the alarm company that they will be working alone, inform them of their work location, and the expected time duration until their next check-in.

## ADMINISTRATIVE REGULATIONS

TITLE: WORKING ALONE

CATEGORY: PERSONNEL

NUMBER: 2150

**CIRCULATING UNTIL MAY 19, 2021**

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- b. At the end of their shift, the employee must notify the alarm company that they have finished their shift.
- c. If the alarm company does not receive verbal notification from the employee at the determined check in intervals, a security runner will be called to locate the employee.

Received:

References:

# ADMINISTRATIVE REGULATIONS

TITLE: WORKING ALONE

CATEGORY: PERSONNEL

NUMBER: 2150

CIRCULATING UNTIL MAY 19, 2021

Appendix A:

# EMERGENCY PROCEDURES

BUSINESS HOURS	AFTER HOURS	
<p><b>BUSINESS HOURS EMERGENCY/ LIFE SAFETY ISSUES</b></p> <p>STRONG GAS SMELL SERIOUS INJURY FIRE IMMEDIATE THREATS NATURAL DISASTER WITH INJURIES ANY SITUATION WHERE LIFE OR SAFETY ARE AT RISK</p> <p>↓</p> <p>Report to Office</p>	<p><b>AFTER HOURS EMERGENCY/ LIFE SAFETY ISSUES</b></p> <p>STRONG GAS SMELL SERIOUS INJURY FIRE THREATS NATURAL DISASTER ANY SITUATION WHERE LIFE OR SAFETY ARE AT RISK</p> <p>↓</p> <p>CALL 911</p>	
<p><b>BUSINESS HOURS NON - EMERGENCY</b></p> <p>FAINT GAS SMELL POWER OUTAGE KEYS, BROKEN GLASS FLOODS, ROOF LEAKS WORK ORDERS EQUIPMENT PROBLEMS FIRE ALARMS/ RESETTING SECURITY ALARM</p> <p>↓</p> <p>CALL MAINTENANCE: 604-886-9870</p>	<p><b>AFTER HOURS NON-EMERGENCY/ SECURITY ISSUES</b></p> <p>FLOODING SECURITY ALARM ISSUES FIRE ALARM BROKEN WINDOWS, DOORS, LOCKS, VANDALISM POWER OUTAGES ROOF LEAKS</p> <p>↓</p> <p>CALL MAINTENANCE: 604-886-9870</p>	<p><b>AFTER HOURS NON - EMERGENCY</b></p> <p>EQUIPMENT PROBLEMS STAFFING ISSUES CLEANING CONCERNS WORK ORDERS ILLNESS</p> <p>↓</p> <p>LEAVE MESSAGE ON MAINTENANCE ANSWERING MACHINE: 604-886-9870</p>

# ALARM COMPANY: ###-###-####

# ADMINISTRATIVE REGULATIONS

**TITLE:** RENOVATIONS

**CATEGORY:** FACILITIES

**NUMBER:** 4110

**CIRCULATING UNTIL MAY 19, 2021**

## 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

CIRCULATING UNTIL MAY 19, 2021

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 Safety Data Sheets (SDS), 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.

# ADMINISTRATIVE REGULATIONS

**TITLE:** RENOVATIONS

**CATEGORY:** FACILITIES

**NUMBER:** 4110

**CIRCULATING UNTIL MAY 19, 2021**

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**B. Renovation phase:**

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 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

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

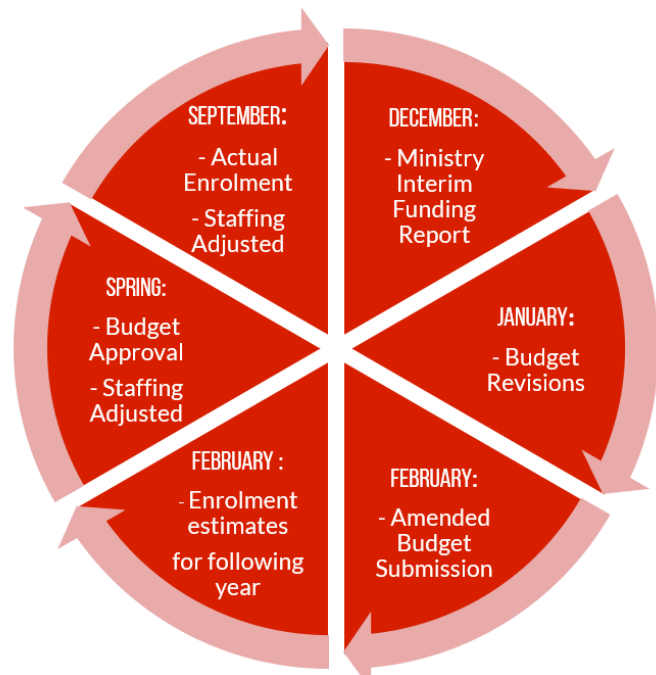
## SECRETARY-TREASURER'S REPORT

Submitted by Secretary-Treasurer Nicholas Weswick  
March 10<sup>th</sup>, 2021

### BUDGET TIMELINES

The Finance department has completed, for the most part, consulting with staff, students and stakeholders in the development of the Preliminary 2021-22 Budget.

The feedback is being considered as we start to develop the budget in detail and await the ministry's Operating Grant announcement. The March Operations Committee will be one more public opportunity for discussion, feedback before staff recommendations are presented to the April Operations Committee.



### OUTDOOR LEARNING STRUCTURES

Our maintenance department continues to prepare sites prior to the arrival and installation of the outdoor learning structures, purchased with federal Safe Return to School funds. At the time of writing, the maintenance department awaits confirmation of the delivery date. Unfortunately, there is some speculation that the the delivery of the structures may be impacted by unseasonal temperatures in the United States.

### SECHLT LEARNING CENTRE STRONGSTART AND DAYCARE RENOVATION



The upgrade for the StrongStart is near completion, with trim work and painting to be completed. Doorways and glazing have been reconfigured to ensure that the Tiny Town fits the new layout. A new fire alarm system, T-bar ceilings and emergency lighting will be completed soon and the expected completion date of this area is April 1, 2021.

The extensive renovation of the SLC included a new floorplan layout and minor renovations to the large meeting room. New flooring and



plumbing have been installed, as well as new HVAC ductwork. Fire sprinklers have been installed, as well as millwork. Tile work in the bathrooms will be completed by the time of this report, with partitions and fixtures to follow. This week will also see the installation of doors in the area and final painting. Substantial completion of this area will be April 1, 2021.



The total new construction layout of the daycare area required all new under slab, overhead plumbing, electrical, drywall, ceilings, flooring, millwork, windows, doors, alarms, emergency lighting, networking, plumbing fixtures, and a new HVAC system independent of the rest of the building. A new fire suppression system, which was a municipal requirement, has been installed and the sprinkler heads will be installed as soon once the T-bar ceilings are in place. The anticipated substantial completion of the daycare is May 8, 2021 based on known deliverables from contractors. The playground areas are scheduled to be completed by mid-April with all equipment installed.

The gym has an asbestos abatement program, along with new drywall and flooring and it will also be upgraded with a fire sprinkler system. Other upgrades are the enhanced entrance walkways and retaining system, insulated connection between the SLC and the gym as well as insulation in the attic of the Sunshine Building. The team is also renewing the building automation (DDC) for the entire area as well as looking to upgrade heating equipment in surrounding buildings to high efficiency options.



The project is carrying a contingency and should be completed within the available funding envelope provided by the Childcare BC New Spaces Fund.

## WEST SEHELDT ELEMENTARY EXPANSION PROJECT

The project is expected to be substantially complete by the end of August, 2021. Portables will be relocated over the summer to sites that are projected to have significant growth in coming years.

Our contractor for the West Sechelt Elementary Expansion reports that:

- Masons have just finished up the majority of their scope and will be demobilizing next week.
- Glazers have all frames and most glass installed, except for the breezeway. Interior glass is being installed and approximately 25% completed.
- Mechanical systems rough-in will be ready for inspection on March 1<sup>st</sup>.
- Sprinkler fitting in new addition passed pressure test Thursday Feb. 25<sup>th</sup>. Engineering report to follow.

- Electrical rough-in ready for inspections on March 1<sup>st</sup>. Permanent power to addition on hold, waiting for breakers from supplier.
- Steel fabricators have installed canopies and completed repairs to AHU reinforcing, equipment room repairs and misc. metals work.

Details of next steps and short-term goals:

- Spray foam insulation touch-ups scheduled for this weekend.
- Mechanical trades to continue rough-in work with rough-in inspections targeted for March 1<sup>st</sup>.
- Electrical trade to continue rough-in work with inspections targeted for March 1<sup>st</sup>.
- Glass installation will continue with detailing at openings.
- Drywall and insulation trade commencing Tuesday subject to inspections.
- Temporary heat connected. Backing for cabinets, shutters and bathroom areas to be completed.
- Window sills installed for window trade.
- Keep site well organized and safe – facilitate trade efficiencies.



S D N O . 4 6 ( S U N S H I N E C O A S T )

DATE 01-Mar-2021 07:59 AM

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

PAGE 1

START DATE: 01-Feb-2021 TO END DATE: 28-Feb-2021

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	CHEQUE AMOUNT
-----						
ON-LINE CHEQUES : ISSUED BETWEEN 01-Feb-2021 AND 28-Feb-2021						
00LCET4474	0001	*****	28094	RECEIVER GENERAL FOR CANADA	03-Feb-21	21,318.44
00LCET4475	0001	*****	28094	RECEIVER GENERAL FOR CANADA	03-Feb-21	97,003.02
00LCET4485	0001	*****	28093	RECEIVER GENERAL FOR CANADA	03-Feb-21	401,310.06
00LCET4486	0001	*****	28095	RECEIVER GENERAL FOR CANADA	03-Feb-21	17,382.78
00LCET4487	0001	*****	30209	TEACHERS' PENSION PLAN	03-Feb-21	469,095.11
00LCET4488	0001	*****	28094	RECEIVER GENERAL FOR CANADA	10-Feb-21	21,019.96
00LCET4489	0001	*****	28094	RECEIVER GENERAL FOR CANADA	10-Feb-21	103,020.26
00LCET4492	0001	*****	23290	MUNICIPAL PENSION PLAN	05-Feb-21	66,399.67
00LCET4494	0001	*****	28093	RECEIVER GENERAL FOR CANADA	18-Feb-21	200,000.00
00LCET4495	0001	*****	28095	RECEIVER GENERAL FOR CANADA	18-Feb-21	20,182.18
00LCET4497	0001	*****	28094	RECEIVER GENERAL FOR CANADA	24-Feb-21	21,417.03
00LCET4498	0001	*****	28094	RECEIVER GENERAL FOR CANADA	24-Feb-21	96,963.37
00LCET4501	0001	*****	23290	MUNICIPAL PENSION PLAN	22-Feb-21	65,665.46
00LCET4504	0001	*****	16719	MINISTER OF FINANCE	25-Feb-21	71,552.72

TOTALS FOR BANK - 0001

1,672,330.06

TOTAL NUMBER OF CHEQUES

14

TOTAL NUMBER OF CHEQUES WITH MICR

0

COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Feb-2021 AND 28-Feb-2021

2185000002	0001	0000054781	12012	BC HYDRO & POWER AUTHORITY	09-Feb-21	54,528.27
2185000009	0001	0000054788	30211	FORTIS BC-NATURAL GAS	09-Feb-21	32,766.64
2185ET0003	0001	*****	11229	ALKINS PROJECT SERVICES INC.	09-Feb-21	13,290.31
2185ET0011	0001	*****	12021	BC TEACHERS FEDERATION	09-Feb-21	39,159.27
2185ET0012	0001	*****	12111	BC TEACHERS FEDERATION	09-Feb-21	32,629.87
2185ET0016	0001	*****	12337	BRAVO FLOORS & DECOR INC	09-Feb-21	15,746.00
2185ET0036	0001	*****	15521	DDP CIVIL WORKS LTD.	09-Feb-21	21,945.00
2185ET0081	0001	*****	17552	LEADERS INTERNATIONAL EXECUTIVE SEARCH	09-Feb-21	14,700.00
2185ET0096	0001	*****	23243	NOBLE BRITISH COLUMBIA	09-Feb-21	18,669.84
2185ET0099	0001	*****	26207	PACIFIC BLUE CROSS/MSA	09-Feb-21	83,674.42
2185ET0121	0001	*****	29102	SUNSHINE COAST TEACHERS ASSOCIATION	09-Feb-21	12,554.85
2185ET0122	0001	*****	29376	SUNSHINE COAST TEACHERS ASSOCIATION	09-Feb-21	75,000.00
2185ET0126	0001	*****	14647	TEMPLETON PROJECT MANAGEMENT LTD.	09-Feb-21	13,542.46
2185ET0127	0001	*****	30172	THIRDWAVE BUS SERVICES	09-Feb-21	126,500.34
2185ET0132	0001	*****	11904	UNITECH CONSTRUCTION MGT. LTD.	09-Feb-21	870,381.17
2186000001	0001	0000054805	17531	A.H. PLUMBING WORKS	24-Feb-21	15,660.75
2186ET0040	0001	*****	15521	DDP CIVIL WORKS LTD.	24-Feb-21	20,790.00
2186ET0043	0001	*****	11909	DR. DEBORAH AMARAL	24-Feb-21	19,550.00
2186ET0045	0001	*****	16768	ENTITY MECHANICAL LTD	24-Feb-21	31,163.17
2186ET0082	0001	*****	14286	M3 ARCHITECTURE INC.	24-Feb-21	10,395.00
2186ET0088	0001	*****	23257	MORNEAU SHEPELL LTD.	24-Feb-21	61,290.68
2186ET0134	0001	*****	17414	WEBER / MCCALL ELECTRIC LTD.	24-Feb-21	37,560.05

TOTALS FOR BANK - 0001

1,621,498.09

TOTAL NUMBER OF CHEQUES

22

TOTAL NUMBER OF CHEQUES WITH MICR

3

S D N O . 4 6 ( S U N S H I N E C O A S T )

DATE 01-Mar-2021 07:59 AM

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

PAGE 2

START DATE: 01-Feb-2021 TO END DATE: 28-Feb-2021

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	CHEQUE AMOUNT
-----						
ON-LINE CHEQUES : ISSUED BETWEEN 01-Feb-2021 AND 28-Feb-2021						
00LCET4503	0005	*****	12144	BANK OF MONTREAL	09-Feb-21	141,736.67
TOTALS FOR BANK - 0005						141,736.67
TOTAL NUMBER OF CHEQUES						1
TOTAL NUMBER OF CHEQUES WITH MICR						0
GRAND TOTAL						3,435,564.82
CANCELLED TOTAL						0.00
NET GRAND TOTAL						3,435,564.82
GRAND TOTAL NUMBER OF CHEQUES						37
GRAND TOTAL NUMBER OF CHEQUES WITH MICR						3

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

	<b>Feb-21 Actual</b>	<b>Feb-21 Budget</b>	<b>Feb-21 Difference</b>	<b>2020/21 Amended Budget</b>	<b>%</b>	<b>KEY</b>
<b>Salaries</b>						
110 Teachers Salaries	9,471,024	9,725,854	254,830	16,209,756	58.43%	60%
105 Principal and Vice Principal	1,740,868	1,735,920	(4,948)	2,590,925	67.19%	67%
123 Educational Assistant Salaries	2,198,760	2,238,791	40,031	3,731,319	58.93%	60%
120 Support staff	829,342	830,963	1,621	1,340,263	61.88%	62%
120 Support staff-Mtce/Cust	1,762,509	1,906,511	144,002	2,845,539	61.94%	67%
130 Other Professional	926,165	921,652	(4,513)	1,375,600	67.33%	67%
140 Substitutes	568,720	1,009,105	440,385	1,681,841	33.82%	60%
143 Short and Long Term Sick	696,452	800,084	103,632	1,333,473	52.23%	60%
<b>Total Salaries</b>	<b>18,193,840</b>	<b>19,168,879</b>	<b>975,039</b>	<b>31,108,716</b>	<b>58.48%</b>	<b>61.6%</b>
200 Employee Benefits	3,955,400	4,556,027.22	600,627	7,348,431	53.83%	62%
<b>Total Salaries and Benefits</b>	<b>22,149,240</b>	<b>23,724,907</b>	<b>1,575,667</b>	<b>38,457,147</b>	<b>57.59%</b>	<b>61.7%</b>
310 Professional Services	392,168	471,287	79,119	785,479	49.93%	60%
330 Transportation	648,072	823,539	175,467	1,372,565	47.22%	60%
340 Training and Travel	72,481	144,180	71,699	240,300	30.16%	60%
360 Rentals	4,645	6,000	1,355	10,000	46.45%	60%
370 Dues and Fees	52,376	59,500	7,124	59,500	88.03%	100%
390 Insurance	89,132	79,200	(9,932)	88,000	101.29%	90%
510 Supplies	1,532,917	2,727,975	1,195,058	4,546,625	33.72%	60%
540 Utilities	519,296	524,075	4,779	782,201	66.39%	67%
580 Furniture and Equipment Replaceme	217,045	302,531	85,486	378,164	57.39%	80%
590 Computer Equipment Replacement	240,907	287,870	46,963	359,837	66.95%	80%
<b>Total Services and Supplies</b>	<b>3,769,039</b>	<b>5,426,157</b>	<b>1,657,118</b>	<b>8,622,671</b>	<b>43.71%</b>	<b>62.9%</b>
<b>Total Expenditures</b>	<b>25,918,279</b>	<b>29,151,063</b>	<b>3,232,784</b>	<b>47,079,818</b>	<b>55.05%</b>	<b>61.9%</b>

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

## CHAIR'S REPORT

Submitted by Chair Amanda Amaral  
March 10<sup>th</sup>, 2021

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**Collaboration & Equity:** We create meaningful connections through our work together. This month we focus our work and attention as a board on our values of collaboration and equity. March is full of many important days that focus on equity such as, International Women's Day, International Day for the Elimination of Racial Discrimination and International Transgender Day of Visibility. These days provide an opportunity to recognize the unique circumstances that minority groups experience and to seek to understand more about what we can all do to create equity for these groups.

Our district is engaged in work that focuses on equity for staff and students through collaboration. We started the month of March with the first meeting of the Anti-Poverty Ad Hoc Committee. Our meeting was rich with discussion that explored how the values of collaboration and equity can help tackle the challenge of poverty for our students. It is exciting to see the work of the board in action. We look forward to continuing the public dialogue about the impact of poverty on our students' education.

Our evaluation of equity in our district has started with a three-year equity scan which we are developing in partnership with the Indigenous Education Advisory Committee and the Ministry of Education. This scan engages our stakeholder groups and provides an opportunity to put our value of collaboration and equity into practice. We look forward to the information collection process just as much as the results; by working together we continue to create meaningful connections.

Our trustees have been busy with their work at BCSTA, BCPSEA, committee meetings and professional development. Many trustees have submitted reports for review in our meeting package. I am excited to share the various initiatives our board is involved with.

March also provides a pause with Spring Break. Students and Staff look forward to the change in schedule and although it may look different for many of us this Spring Break, we do hope that everyone has the opportunity to enjoy the change in pace and hopefully sunshine and warmer temperatures!

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

## TRUSTEE REPORT

Submitted by Vice-Chair Maria Hampvent  
March 10<sup>th</sup>, 2021

As many people know our District has entered into a Ministry of Education initiative called an Equity Scan. About half of the districts in BC have already participated. In our District we have been given permission to conduct this scan over three years, rather than the designed one year. This is a wonderful opportunity for us to have richer and deeper dialogues, which will be transformative as well as informative.

The design is to ask many stakeholder groups across the district a series of 32 Equity related questions, and then amalgamate the findings to give feedback on how we may best approach barriers to equity in our District. This is a wonderful opportunity for us to enact the Value of Equity we espouse in our strategic Plan.

It has been determined through a process involving feedback, dialogue, and democracy to begin the Equity Scan with these 11 of the 32 questions. Future Reports will be able to determine the data collection and the collation methods, as well as the future date of the Steering committee.

1. What processes have been developed to educate staff about the district's expectations regarding the learning environment in schools and classrooms where Indigenous students learn?
2. Are there opportunities in place for developing skills and deepening understanding of Indigenous worldviews, perspectives and pedagogies?
3. How are families and communities made to feel welcome and valued as part of the learning environment?
4. Is there evidence that the adults (teachers/EA's/Administration) believe that all students will be successful and are professional and strategic supports in place to ensure success?
5. What opportunities are there for students, families, and communities to learn about and give feedback on effective instruction, curriculum, and resources that are used in the classroom
6. How do school improvement plans reflect equity and specific strategies to serve Indigenous learners individually and as a group?
7. How does your district policy, practices, and governance educate about the history and current realities related to issues of inequity and gaps in opportunity for indigenous learners?
8. How do the students, families, and communities served by the district have input into the learning environment for their students?

9. What are the stories told at the community level and is there a feeling that the professionals are respectful and inclusive of Indigenous learners, families, and communities?
10. Are the issues of implicit bias and racism raised and addressed as possibly impacting the nature of instruction, assessment and learning for Indigenous learners?
11. What systems are in place for keeping track of achievement for Indigenous learners and how is the responsibility for responding understood?

I look forward to reporting more as the scan continues, happy to answer questions.

Vice-Chair Hampvent  
Indigenous Education Advisory Committee Representative  
Equity Scan Steering Committee Appointee



## Sunshine Coast Call to Action

UPDATED March 1, 2021

We stand together as community leaders, located within the territories of the shíshálh and Skwxwú7mesh Nations, expressing our highest concern for the housing crisis afflicting the Sunshine Coast.

As we urgently sustain efforts to overcome a global pandemic, we will give equal and increased urgency to providing safe and secure housing for residents of the Sunshine Coast. The combined pressures of the pandemic and a hyper-inflated housing market have contributed to increasing numbers of unsheltered people, evictions due to house sales, and long waiting lists for a diminishing stock of housing units. This housing crisis is the single greatest threat to equitable and sustainable communities as well as economic development on the Sunshine Coast.

As community leaders, we have a unique and important role in building housing on the Sunshine Coast. We are on the front lines - often providing services to those who are impacted by the housing crisis. Residents and businesses look to us for support as they face stressful situations. Coming together to address this crisis will help us provide guidance, reassurance and a hopeful confidence that we can achieve meaningful change. At the same time, a collaborative approach will allow us to step up our efforts for equity, inclusion, and social justice.

The 2020 Sunshine Coast Housing Needs Report showed that across the Coast, median-earning households are priced out of homeownership and renter households struggle to find available and appropriately priced long-term rentals. The average sales price for a detached dwelling increased by more than 50% between 2016 and 2019. Over that same period, the cost of rent nearly doubled in electoral areas, while it increased by close to 40% in the municipalities. In 2016, there were approximately 1,175 renter and 860 owner households in Core housing Need, living in unacceptable conditions and unable to afford acceptable alternative housing. The 2020 homeless count conducted in Sechelt, Gibsons and Roberts Creek found 84 people living in shelters, “couch surfing,” or living outdoors – up from the 57 people identified in a 2018 count.

It is easy to get overwhelmed by the sense of urgency around these issues, but as local leaders we commit to using this urgency as an opportunity for action and forward momentum, and most importantly as an opportunity to come at these issues with new ways of thinking and acting together. Further, we must look to those with lived experience of housing instability to inform solutions to our collective challenges.

The steps needed to address the housing crisis require a new approach to the construction and use of housing on the Sunshine Coast. In rethinking how we house people, we have an incredible opportunity to create healthier, more equitable and more just communities.

To address the housing crisis, we call on ourselves and all other local community leaders to:

1. Ensure that all actions we take are done through a lens of: decolonization, health and well-being, equity and inclusion, racial and social justice, and ecological integrity.
2. Empower our communities and use our role as leaders to create opportunities for shared understanding, connection, and community building.

3. Facilitate the construction and use of homes to house everyone in our community, regardless of their socioeconomic status.
4. Leverage the interconnection of issues and look for opportunities to solve complex challenges that generate multiple benefits and solutions.
5. Invest our collective resources and experiences to deliver short and long-term solutions that will have the greatest impact and help us go further, faster together.
6. Take meaningful, incremental actions as outlined in the Housing Needs Assessment Implementation Framework before the end of 2021.

*This Call to Action was developed with representatives from the following organizations:*

1. *District of Sechelt*
2. *Town of Gibsons*
3. *Sunshine Coast Regional District*
4. *Shishálh Nation*
5. *School District 46*
6. *MP, Patrick Weiler*
7. *Community Futures*
8. *Capilano University*
9. *Sunshine Coast Regional Economic Development Organization*
10. *Habitat for Humanity*
11. *Sunshine Coast Resource Centre*
12. *Sunshine Coast Foundation*
13. *Sunshine Coast Tourism*
14. *Lions Club Housing Society*
15. *Sunshine Coast Community services*
16. *Poverty Reduction Plan (Sunshine Coast Resource Centre project)*
17. *Cover the Coast*
18. *Urban Matters*
19. *Salvation Army*
20. *Sunshine Coast Affordable Housing Society*
21. *Sunshine Coast Seniors Planning Table*
22. *Rotary Club Sunshine Coast Sechelt*
23. *Rotary Club Sechelt*
24. *Rotary Club Gibsons*
25. *Coastal Workforce Housing*

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

## BCSTA REPORT

Submitted by Trustee Tonya Ste. Marie  
March 10<sup>th</sup>, 2021

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As I write this report, I am reminded of all the awesome things that are going on with and through BCSTA right now. The board of directors have been so busy going through Provincial Council and preparing AGM – all online. I hope that someday soon we will all be able to get together in person, but for now its online voting software and meeting through zoom video.

Along with the upcoming AGM in April, there are a number of BCSTA sponsored events happening in March that are not to be missed! The details are below.

I hope that everyone is able to take some time to wind down this March over winter break and enjoy the outdoors in our community. Dakota Ridge still has a huge snow base and some amazing snowshoe and ski trails open and the sledding hill is fast!! The sunsets these days have been although chilly, quite incredible. Walking along the beach with kids at sunset is one of my favourite spring activities. Starting Sunday, March 14th we get an extra hour of evening daylight too! The crocuses and daffodils are blooming, which means the cherry blossoms are next – all signs that spring and sunshine are on the way. Stay healthy, stay positive, stay coastal.

### PROVINCIAL COUNCIL

Attached to this report is the synopsis from Provincial Council, including the three motions that were passed. It was a full day, but very interesting to be involved in. Our districts voice and votes were heard – and that's what is important!

### BCSTA ANNUAL GENERAL MEETING

The meeting will take place this year April 15-17th.

Agenda package to boards & Board nominations close - **March 16**

This year's keynote speaker will be Andy Hargreaves. He will share his experience growing up in a Northern English working-class community in the 1960s. What do these experiences reveal about social class, poverty and diversity as a significant source of inequality then and now? How can schools cultivate and celebrate working-class identity as well as ethnocultural identity? How can we seize new educational opportunities without abandoning the culture that raised us? Sure to be interesting! If you won't be at AGM, you can find a lot of his presentations on YouTube.

Nominations for the 2021/2022 BCSTA board of directors are now open. Nominations are sought for the following positions: 1 President, 1 Vice President, 5 Directors

The deadline for receiving nominations is Tuesday, **March 16**. Please note that nominations from the floor will not take place at the 2021 BCSTA AGM due to the COVID-19 pandemic and the provincial state of emergency which has required BCSTA to hold a virtual AGM.

### BCSTA LEGAL SERVICES: OPERATING PROCEDURES

BCSTA developed the attached Legal Operating Procedures regarding the provision of legal advice to BCSTA member boards. If you have any questions about these procedures, please contact BCSTA Legal Counsel.

### INDIGENOUS LEADERS PANEL

Join trustees from across Canada on Zoom, Thursday, March 11th, 2021, from 10:00am – 11:15am, for an interesting and informative virtual panel discussion with Indigenous leaders on building strategic relationships. Indigenous leaders will share how organizations and school boards can build authentic connections that support all students. Zoom sign in: 8227 3499 805

### AUTISM CONFERENCE

Children's Autism Services of Edmonton 'Part 3' of the Annual Conference Mini-Series is on March 12th, 2021. You will be able to watch the conference from anywhere and engage with the speakers and other attendees. The theme this year is "Re-thinking What We Know." The pandemic has challenged us to think in new and different ways and we will be exploring that topic with our speakers. Speakers include Dr. Barry Prizant, Shelley Moore, and Dr. Juliann Woods.

This event will showcase important tools and resources for education and health care professionals, and children and families in our community. Visit <https://childrensautism.ca> to register.

February 2021

# SYNOPSIS

## BCSTA Provincial Council Summary

This is a summary of the February 2021 Provincial Council (PC) meeting, which took place on Zoom in accordance with BCSTA's social distancing protocol during the COVID-19 pandemic. Draft minutes are available [here](#). Contact Gordon Li at [gli@bcsta.org](mailto:gli@bcsta.org) for more details.

### President's Report

President Stephanie Higginson welcomed attendees and shared updates on COVID-19, motions from October's PC meeting, and creating a district reserves policy. Read the report [here](#).

### CEO's Report

Sylvia Russell thanked BCSTA staff for their excellent support. She also spoke with appreciation for the passion, leadership and hard work of the president, vice-president and directors. The association has provided important, balanced leadership during the pandemic and the involvement of BCSTA representatives on the provincial steering committees has been invaluable.

Sylvia spoke briefly to the importance of following the advice of the local Medical Health Officer regarding health and safety matters.

Board chairs will be receiving a survey regarding "surplus/reserves." This is to support the development of strong provincial policy and direction about the purpose of surplus/reserves.

BCSTA is in the process of developing a number of excellent position papers, including a draft paper which sets out conditions to improve planning for school opening in September 2021, based on feedback provided by trustees this past fall

### CSBA Report

Vice-President Carolyn Broady delivered a report on the activity of the Canadian School Boards Association (CSBA), including updates on the COVID-19 crisis and school board advocacy across Canada. Read her report [here](#).

### Finance & Audit Committee Report

The Finance and Audit Committee presented the draft 2021/2022 budget. Feedback can be sent to [jolstead@bcsta.org](mailto:jolstead@bcsta.org). Read the full report [here](#).

### Legislative Committee Report

The committee examines motions submitted to PC. Ryan Painter delivered a verbal report to the council, which can be read [here](#).

### IEC Report

Dana Moraes, Indigenous Education Committee Co-Chair, delivered the committee's report including a new resources guide and upcoming call-out questions to members. Download the report [here](#).

### Professional Learning Committee Report

Leah Ward, PLC Chair, delivered the committee's report focusing on plans for AGM. Download the report [here](#).

## Disposition of Motions

The following motions were carried by PC:

- 9.1 That BCSTA request the Ministry of Education increase Distributed Learning funding to the standard per full time equivalent (FTE) funding level. Carried.
- 9.2 That BCSTA request the Ministry of Health assign high priority to the vaccination of workers in the public education sector when the COVID-19 vaccine becomes available as described in the February 19th update to the Covid 19 Immunization Plan which states "Note: Once additional vaccines are approved and become available, people between the ages of 18 and 64 who are front-line essential workers or work in specific workplaces or industries may be included in the later part of Phase 3." Carried as amended.
- 9.3 That BCSTA urge provincial and local health authorities to provide better communications around how safe schools are in regard to COVID-19 and make this information available to families and staff on a variety of platforms and languages. Carried as amended.

Download the full disposition of motions [here](#).

## **BCSTA Legal Services: Operating Procedures regarding Advice to Member Boards of Education**

BCSTA's Legal Services Department provides legal and policy advice to BCSTA member boards of education. BCSTA has developed the following Operating Procedures to explain how BCSTA does so. These Operating Procedures may be updated from time to time.

### **Matters concerning an Individual Board of Education**

BCSTA's Legal Services Department provides a first point of contact for boards seeking guidance on legal and policy matters. Requests from individual boards of education for summary legal advice are dealt with directly through BCSTA's Legal Counsel.

#### *1. Fees*

Fees are not charged for BCSTA's legal services. Legal services are included in each board's BCSTA membership.

#### *2. Project Scope*

BCSTA's Legal Services Department provides summary legal and policy advice to individual boards. This means that BCSTA allocates a few hours of time to complete a project that pertains to an individual board. If the scope of the project requires more time to complete and the project will not benefit a significant portion of BCSTA's members, the project is better-suited to the board retaining external counsel.

#### *3. School Board Contacts*

For legal purposes, our client is the member board of education as a corporate body, not the individual trustees. Requests for legal services typically come from superintendents, secretary-treasurers (collectively, "Board Officers") and Board Chairs. Other staff who wish to request legal advice on behalf of the board should first obtain confirmation from the secretary-treasurer or superintendent that they may contact BCSTA's Legal Services Department. BCSTA Legal Counsel does not provide advice to school-based personnel. Trustees who wish to request legal advice on behalf of the Board should first get authorization from the Chair and/or the board of education.

#### *4. Litigation*

BCSTA's Legal Services Department does not represent clients with respect to litigation matters (e.g. court proceedings, human rights tribunal proceedings). BCSTA Legal Counsel can help to identify external counsel who may be able to assist with litigation matters. It is up to the board of education and senior staff to and decide whether to proceed with engaging external counsel to assist with a matter.

#### 5. *External Counsel/Consultants*

We expect that most of the work will be performed or supervised by BCSTA Legal Counsel and other staff within the BCSTA Legal Department. However, we may consult with external counsel or assign projects to external counsel if in our judgment that becomes necessary or desirable. Other consultants, such as parliamentarians, may also be consulted about board of education matters.

#### 6. *Confidentiality*

Inquiries are treated in confidence and the legal matters raised by one board are not discussed with another without permission. Please note that it is not generally possible for inquiries to be kept in confidence from other Trustees or Board Officers of the same board.

#### 7. *Information-sharing within BCSTA*

Please note that when circumstances warrant, information that you share with the Legal Services Department may be shared with other BCSTA staff and/or the BCSTA Board of Directors. This information-sharing happens on a need to know basis and remains confidential.

#### 8. *Conflict of Interest between Clients*

A conflict of interest occurs when our duty to act in the best interest of one of our clients somehow is not best for or hurts another client to whom we owe a duty. If a conflict of interest arises, we will determine if there is a way to ethically resolve this conflict. If a successful resolution cannot be achieved in a timely way or at all, or if attempts to resolve the issue cause us ethical concerns, we will withdraw from representing all of the board of education clients involved in the matter. If a conflict of interest arises between a board of education and BCSTA, we may continue to advise BCSTA about the matter and we will refer the board of education to external counsel.

#### 9. *Specific Services*

- **Trustee Conflict of Interest:** BCSTA Legal Counsel can provide summary legal advice regarding trustee conflict of interest matters.
  - Superintendents, secretary-treasurers and board chairs typically contact Legal Counsel to obtain advice for the board relating to trustee conflict of interest.
  - Although most of our communications are through Board Officers, individual trustees may contact BCSTA Legal Counsel to discuss the trustee's own conflict of interest. The conversations that Legal Counsel has with individual trustees about their own conflict of interest issues will be shared with the chair and Board Officers.
  - Legal Counsel typically consults with BCPSEA staff (or refers the matter to BCPSEA) when asked for advice about conflict of interest issues related to labour relations.
  - BCSTA's Legal Services Department does not generally prepare formal, written legal opinions regarding trustee conflict of interest.





- Allegations of Trustee Misconduct: BCSTA Legal Counsel can provide information to assist boards with the procedures that apply when trustee misconduct issues are raised. BCSTA Legal Counsel does not generally assess whether trustee conduct warrants discipline.

### **Group Advice to BCSTA Member Boards of Education**

BCSTA's Legal Services Department provides legal and policy advice and information of provincial consequence to all (or several) member boards of education. For example, Legal Counsel regularly distributes legal and policy-related publications to member boards, including updates on legislation, school trustee election information, and templates for board policies and bylaws. BCSTA's Legal Department also maintains a Legal Blog in the BCSTA Hub.

#### *1. Privileged and Confidential Legal Advice*

Legal opinions which BCSTA obtains or prepares on behalf of members are privileged and confidential. These legal opinions are confidential to BCSTA member boards of education, their trustees, officers and such staff members as are permitted access by the members. In addition, to maintain privilege, third parties should not be told of the existence of these legal opinions.

BCSTA takes the position that these legal opinions are not to be disclosed to third parties through *Freedom of Information and Protection of Privacy Act* (FIPPA) requests or other access requests. If disclosure of all or part of a BCSTA legal opinion is contemplated, notice should first be given to BCSTA before any legal advice obtained by or from BCSTA is disclosed.

All members are expected to maintain the privileged and confidential nature of the group legal advice that BCSTA shares with members. It would be improper for one member to unilaterally release privileged information and compromise the ability of other boards to maintain solicitor-client privilege over this legal advice.

BCSTA legal opinions are marked "privileged and confidential".

#### *2. Information that is not confidential*

In addition to the privileged and confidential legal advice that BCSTA's Legal Services Department provides to or shares with members, BCSTA's Legal Services Departments provides members with information that is not confidential. For example, some Legal Bulletins, Election Bulletins or articles in the BCSTA Weekly are not confidential as they provide general information and not confidential legal or policy advice.



### *3. Issues affecting several or all boards of education*

If you become aware of a legal or policy matter that is likely to affect several BCSTA member boards, we appreciate if you can please bring this matter to Legal Counsel's attention so we can help members to address the issue in a coordinated and cost-effective manner.

#### **General**

##### *Technology*

BCSTA's Legal Services Department may communicate with clients by email, telephone, video-conferencing technology, text message or other electronic means. BCSTA may use technology, such as cloud-based programs, to perform the work of the department. Despite reasonable efforts to protect the privacy and security of electronic communication, there are risks associated with using electronic communications.

**BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)  
COMMITTEE OF THE WHOLE NOTES**

Tuesday, February 23, 2021, 11:30 a.m.  
Online via Zoom

TRUSTEES: A. Amaral (Committee Chair), S. Girard, S. Haines,  
M. Hampvent, S. Leech, P. Ruth, T. Ste. Marie

STAFF: P. Bocking, Superintendent; N. Weswick, Secretary-  
Treasurer; P. Bishop, Director of Instruction; K. Kerr, Director  
of Instruction; J. Shelemey, SCTA; S. Mackenzie, CUPE 801;  
E. Reimer, Executive Assistant (Recording Secretary)

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1. Call to Order

The meeting was called to order at 11:32 a.m.

2. District of Sechelt Housing Meeting

Trustee Ruth agreed to attend a meeting called by the District of Sechelt to address the housing emergency on the Sunshine Coast.

3. School Growth Plan Presentations

a. Davis Bay Elementary

Principal Ursula Hardwick reported on place based and experiential learning at Davis Bay Elementary. Principal Hardwick spoke to the benefits of spending time outdoors, especially during the covid pandemic, and shared ways in which teachers are grounding the curriculum and study in outdoor environments. Outdoor learning is taking place for all students at Davis Bay Elementary and is not limited to student in the district nature program.

b. Kinnikinnick Elementary

Principal Bernadette Marie reported on increased social emotional irregularities of students as they returned to school for the 2020-21 school year. The school is focusing on providing support for the social emotional needs of students and creating a sense of belonging for all students. Principal Marie shared a plan to schedule structured play time breaks to allow students to connect with adults during the course of the day. The program is known as Connect Attach Play (CAPs) and is being supported by teachers and educational assistants.

c. Roberts Creek Elementary

Due to technical issues, Principal Christa Rive was unable to provide a report. A report will be provided to a future Committee of the Whole.

3. School Calendar Recommendation

Director Bishop reported on changes to the draft calendar since it was presented to the committee at the January meeting.

**RECOMMENDATION:** "TO approve the 2021-22 School Calendar."

4. Policy Review (standing item)

a. Letters of Support (New)

The committee reviewed the revised draft and suggested removing item 4 ("The policy will be reviewed annually and adjusted, if necessary, for alignment to our strategic plan goals") from the draft.

**RECOMMENDATION:** "TO approve the Letters of Support policy."

b. Evaluation of District Administration (14)

Superintendent Bocking suggested repealing policy 14 (Evaluation of District Administration) and incorporating items from that policy in revisions to policy 10 (District Administration).

The committee reviewed the combined policy and suggested editing the to indicate that the evaluation criteria is publicly available. Superintendent Bocking agreed to bring a revised copy to the March Regular Meeting for consideration.

**RECOMMENDATION:** "TO repeal policy 14 (Evaluation of District Administration) and update policy 10 (District Administration)."

c. Sexual Orientation & Gender Identity (20)

Director Kerr reported on revisions to the policy, developed in consultation with the district SOGI lead, to update gender identification language and to include "mental health concerns" as a potential social consequence for individuals dealing with issues relating to gender identity.

**RECOMMENDATION:** "TO approve the updated Sexual Orientation and Gender Identity policy."

5. Regulations for Review

a. Regulation 2050 - Conflict of Interest

The committee reviewed the revised regulation. The committee suggested:

- combining IV C and D
- adding a reference to "social media use",
- using positive language wherever possible.

Superintendent Bocking agreed to bring forward an edited version to the March regular meeting to begin the circulation phase.

b. Regulation 2150 - Working Alone

Director Bishop reported that the new regulation outlines existing procedures for working alone at district sites. The committee reviewed the regulation and had no additional edits.

6. Communication Plan (standing item)

The committee requested:

- adding Food in schools to March Operations Committee.
- adding Transportation review to March Operations Committee.
- updating the May Education Matters to Trustee Ruth.
- adding Housing to the March Committee of the Whole.
- adding additional time to both the Operations Committee and Committee of the Whole in March.

7. Adjourn

The meeting adjourned at 1:12 p.m.

# SCHOOL CALENDAR FORM - GENERAL

## 2021/2022 CALENDAR

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MARCH						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MAY						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCTOBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

APRIL						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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JUNE						
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19	20	21	22	23	24	25
26	27	28	29	30		

■ Instructional   
 ■ Non-Instructional   
 ■ Vacation Period   
 ■ Statutory Holiday



Ministry of  
Education

## 26 LETTERS OF SUPPORT

From time to time the Board of Education of School District No. 46 (Sunshine Coast) receives requests for letters of support. A review process for letters of support will help determine which requests need to be brought before the board for approval.

- 26.1 The check list detailed in 26.4 will help to determine if the requested letter of support is appropriate.
- 26.2 If the request for support is in accordance with the check list and aligned with the goals of the board's current strategic plan, the board chair or designate can write a letter of support.
- 26.3 If the request for support is not in accordance with the check list, or if the request is not aligned with the goals of the board's current strategic plan, the request shall go to the board for discussion.
- 26.4 The check list for the request of letters of support is as follows:
- All materials must be received at least 7 business days prior to the Regular Board Meeting. The board meeting schedule can be found on our website: <https://sd46.bc.ca/district-information/board-of-education-and-governance/board-meeting-schedule/>
  - The writer's relationship to the project and role in the organization is clearly stated.
  - The applicant agency's mandate is included.
  - The qualifications of the agency applying. Are they an existing school district partner organization? What is their experience in the field for which the funding is being applied for?
  - The request should also include;
    - A summary of the project
    - The anticipated impact/outcomes, or goals
    - All key personnel
    - A budget
    - Other partners involved in the project.
  - A copy of the draft application for review (if available).
  - Include a template/draft letter.

Board Policy:  
Revised:

## 10 DISTRICT ADMINISTRATION

- 10.1 The Board of Education of School District No. 46 (Sunshine Coast) defines “District Administration” as excluded staff in a management or supervisory position.
- 10.2 District Administration will perform their work efficiently, impartially, and with integrity.
- 10.3 District Administration will support the Vision, Mission, Affirmation, Values and Goals of the Board’s Strategic Plan.
- 10.4 In order to achieve and maintain an outstanding educational program, the effective recruitment, appointment and retention of highly qualified and dedicated administrative personnel is essential.
- 10.5 The selection process for district administrative personnel shall be as transparent and inclusive as possible.
- 10.6 District Administration will maintain open and professional relationships with the Board and with one another.
- 10.7 District Administration will ensure that they do not engage in any activity that results in a conflict of interest, as per Regulation 2050.
- 10.8 Evaluation is a key component of our high-performing school district. Accordingly:
  - 10.8.1 The Board evaluates the Superintendent of Schools based on a process developed in consultation with the Superintendent.
  - 10.8.2 Evaluation of the Superintendent’s performance will be based upon publicly available criteria including, but not exclusive to, contract, job description, Board policy, and the successful progress of the Strategic Plan. Timelines will be set by the Board in consultation with the Superintendent.
  - 10.8.3 The Superintendent is delegated to evaluate staff based only on fair and consistent criteria.
  - 10.8.4 Evaluation of the performance of District Administration will be based upon publicly available criteria including and not exclusive to contract, job description, Board policy, and the successful progress of the school or department growth plan.
  - 10.8.5 Each district administrator shall be evaluated at least once every three years.
  - 10.8.6 The Superintendent will inform the Board on the development of criteria, surveys and processes for the evaluations of District Administration.
  - 10.8.7 Evaluations of District Administration personnel will be considered during personnel re- assignment or organizational reconfiguration.



## 20 SEXUAL ORIENTATION/GENDER IDENTITY

In accordance with our Mission Statement of School District No. 46, (*to enable and inspire our students to realize their full potentials, as knowledgeable, confident and contributing citizens in a global community*), the Canadian Human Rights Act, the British Columbia Human Rights Code, and the Canadian Charter of Rights and Freedom the Board of Education of School District No. 46 (Sunshine Coast) has developed this policy.

- 20.1 The Board of Education is responsible for providing an educational system that is safe, welcoming, inclusive and affirming for all students, staff and community members.
- 20.2 The Board recognizes and values the diversity within its school communities and believes that each individual contributes to the strength of the district's culture.
- 20.3 The Board also recognizes that students and other school community members identifying as two-spirited, lesbian, gay, bi or pansexual, transgender, non-binary, intersex, asexual, queer, or questioning, face a unique set of challenges within our schools and communities.
- 20.4 Individuals who are dealing with, or those perceived to be dealing with, issues of gender identity, gender expression, intersexuality or sexual orientation, as well as their families, are frequently the targets of homophobic, transphobic, and/or heterosexist behaviours. This often has profound social consequences, including discrimination, harassment, physical and sexual violence, social and emotional isolation, mental health concerns substance use, homelessness, school truancy and drop-out, self-harm, and suicide.
- 20.5 Each member of the school and district community must bear the responsibility for creating a safe, welcoming, respectful, inclusive and affirming environment for all individuals.

Board Policy: June 2012  
Revised:

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

Tuesday, February 23, 2021, 2:30 p.m.  
Online via Zoom

TRUSTEES: S.Girard (Committee Chair), S. Haines, S. Leech,  
M. Hampvent, P. Ruth

STAFF: P. Bocking, Superintendent; N. Weswick, Secretary-  
Treasurer; P. Bishop, Director of Instruction; K. Kerr, Director  
of Instruction; J. Shelemey, SCTA; S. Mackenzie, CUPE 801;  
J. Kowalczyk, shíshálh Nation; E. Reimer, Executive  
Assistant (Recording Secretary)

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1. Call to Order

The meeting was called to order at 2:30 p.m.

2. Goal 2b – Professional Development

Melissa Bell, SCTA Professional Development and Mentorship Chair, provided a report on the ongoing success of the teacher mentorship program and recent district professional day events. There are 65 teachers involved in the mentorship program for 2020-21.

Jacque Shelemey, SCTA President, reported that overall teacher attendance at professional development conferences is down by approximately 50%. There is an increase in teachers using professional development funds for course work.

Michy Stevens, teacher at Gibsons Elementary, reported on how elementary teachers adopted FreshGrade as a tool to stay engaged with families during the pandemic.

Scott Bruce, counselor at Elphinstone Secondary School, shared his experiences with the early teachers and TTOC committee, which formed an LSA to access professional development funds. The LSA aims to build connections and supports for new teachers coming into the district.

Janice Evans, CUPE 801 President, reported that there has been reduced usage of CUPE professional development funds as staff engage in remote learning opportunities. There has been an increase in request for funds for university/college courses. The Labour Management Committee is considering

how best to use professional development funds that have rolled over from previous years.

Superintendent Bocking and Director Kerr reported on:

- the Equity Scan,
- a pilot Data Management program,
- Positive discipline, Circles training and restorative practices,
- Indigenous education opportunities over spring break,
- First aid recertification during spring break.

### 3. Goal 1e – Numeracy

Kirsten Deasey, District Principal of Learning and Innovation, shared Early Development Instrument (EDI) data which includes questions on numeracy. The district is on par with the provincial average in that scale. The Foundation Skills Assessment (FSA) data for students in grades 4 has students at the high end of the provincial average, with Indigenous students reporting higher than the provincial average. Similar results are seen in FSA data for grade 7 students.

The district is supporting teaching and learning in numeracy through Math CAMPs (Collaborating About Math Programs) and expert facilitation. During the pandemic, the district was able to provide weekly math sessions to support numeracy teachers due to the ability to access facilitators through Zoom. The district took advantage of MathUP, which was offered as a free trial early in the pandemic. Teacher appreciated the application and subscribed to the MathUP classroom, which supports teacher learning in numeracy.

A copy of the presentation is available on the district website at <https://sd46.bc.ca/district-information/board-of-education-and-governance/board-meeting-schedule/>.

### 3. Goal 2e – Family Engagement

Superintendent Bocking and Stephanie Murawsky, Communications Officer, provided a report. The district remains committed to hearing from families and supporting parents. Superintendent Bocking took part in PAC meetings through the fall to hear what supports families needed during the pandemic. Parent/teacher interviews were available through Zoom and by telephone which proved to be a great tool to connect with families.

Ms. Murawsky reported on the Family Engagement Committee's campaign to support DPAC, clarifying the role of the committee through local advertisements and sharing information on how families can get involved in PACs and DPAC.

Ms. Murawsky reported that:

- the district website and social media sites allowed families to get a glimpse of some of the activities taking place at schools during the pandemic.
- both Gibsons Elementary and West Sechelt Elementary are piloting the use of digital forms with families.

- learning opportunities for families have been available through Zoom webinars and have been recorded to the district's YouTube page.
- SPARK! to Secondary supports transitions from elementary to secondary schools with resources and activities.

A copy of the presentation is available on the district website at <https://sd46.bc.ca/district-information/board-of-education-and-governance/board-meeting-schedule/>.

4. Adjourn

The meeting adjourned at 4:08 p.m.

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

Tuesday, February 23, 2021, 9:30 a.m.  
Online via Zoom

TRUSTEES: S. Haines (Committee Chair), A. Amaral, S. Leech,  
M. Hampvent, T. Ste. Marie

STAFF: P. Bocking, Superintendent; N. Weswick, Secretary-  
Treasurer; P. Bishop, Director of Instruction; K. Kerr, Director  
of Instruction; S. Whittall, Manager of Finance; R. Collison,  
Manager of Facilities and Transportation; P. Luporini, District  
Principal of Technology; J. Shelemey, SCTA; S. Mackenzie,  
CUPE 801; E. Reimer, Executive Assistant (Recording  
Secretary)

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1. Call to Order

The meeting was called to order at 9:30 a.m.

2. Goal 3c – Partnerships

Superintendent Bocking reported on community partners that support the district, students, and staff. Director Bishop reported on the district's partnership with Capilano University KÁLAX-AY campus. Director Kerr reported on the district's partnership with the Restorative Justice Program of the Sunshine Coast and SHIFT Education.

A copy of the full presentation is available at <https://sd46.bc.ca/district-information/board-of-education-and-governance/board-meeting-schedule/>.

3. Enrolment Projections

Secretary-Treasurer Weswick shared district enrolment projections and clarified that the estimates are used to establish the funding estimates for the March 15 budget announcement. The district expects to see marginal enrollment increases over the next few years.

3. Preliminary Budget Considerations & Discussion

Secretary-Treasurer Weswick reviewed preliminary considerations that were developed through consultations with stakeholders;

- Mental health supports for students and staff,

- Access to food in schools,
- Transportation review,
- Promoting inclusive education practices,
- Field improvements,
- Continuation of Covid supports,
- Increased Family Support Navigator hours,
- Professional learning opportunities on equity, inclusion and mental health,
- Continuation of staff well-being supports,
- Technology infrastructure and licenses,
- West Sechelt Expansion project,
- Daytime custodial staffing,
- Support for transitions to secondary and post-secondary,
- School maintenance,
- Vice-principals, learning coaches and/or helping teachers.

Secretary-Treasurer Weswick noted that the province has provided direction that supports nutrition programs and food in schools. The provincial budget announcement will provide clarification.

The committee discussed food programs, staffing challenges for counselling positions, supports for social emotional programs, and potential board advocacy during the province's 2022 budget consultations.

Director Kerr agreed to update a report that described food programs in schools, to include financial reporting and overall impact. The report will be provided for discussion at the March Operations Committee meeting.

A copy of the presentation is available at <https://sd46.bc.ca/district-information/board-of-education-and-governance/board-meeting-schedule/>.

#### 4. Transportation Review

Secretary-Treasurer Weswick suggested four options for consideration as part of the transportation review. The district will collect data on the four options with the assistance of a consultant and report back to the committee at a future meeting.

The options for which data is being collected are:

- Option 1: Status quo.
- Option 2: In-catchment service only.
- Option 3: Improved services for eligible riders, while continuing to offer services to courtesy and CSF riders.
- Option 4: Overall improvements.

The district heard from a variety of sources that there is no appetite for large bell schedule changes. Any bell schedule change being considered in these four options would be less than 15 minutes.

A copy of the presentation is available at <https://sd46.bc.ca/district-information/board-of-education-and-governance/board-meeting-schedule/>

Other considerations presented were:

- Consideration of cost/benefit of taking bus services in house
- Potential catchment area changes to improve services
- Requests coming out of the Education Services Agreement
- Offering transportation assistance funds to difficult-to-serve families
- Supporting active travel initiatives

Secretary-Treasurer Weswick confirmed that the Transportation Grant amount for 2020-21 was \$380,465.

5. Regulations for Review

a. Reg. 4110 – Renovations

The committee reviewed minor edits to the regulation, changing references from “Material Safety Data Sheets” to “Safety Data Sheets”.

6. Local Government OCP and Zoning Referrals (standing item)

a. SCRD Notice of Application - 1057 Roberts Creek Road

The committee reviewed an application for a cannabis retail outlet at 1057 Roberts Creek Road. The committee noted that the proposed location was within the board’s requested 300m buffer between school sites and cannabis related operations.

**RECOMMENDATION:** “TO take additional action regarding the application for a non-medicinal cannabis retail store at 1057 Roberts Creek Road.”

8. Adjourn

The meeting adjourned at 11:19 a.m.



**BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)  
TRUSTEE HONOURARIUM COMMITTEE NOTES**

Wednesday, February 18, 2021, 4:30 p.m.  
Online via Zoom

PRESENT: A. Amaral (Committee Chair); S. Leech; S. Haines

STAFF: N. Weswick, Secretary-Treasurer; J. Evans, CUPE Local 801; E. Reimer, Executive Assistant (Recording Secretary)

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1. Call to Order

The meeting was called to order at 4:31 p.m.

2. Terms of Reference

The committee reviewed the terms of reference and noted that the meeting had been delayed due to an oversight.

3. Trustee Honourarium Review

The committee discussed previous motions relating to the trustee stipend and reviewed current provincial averages for trustee honourariums. Secretary-Treasurer Weswick noted that the averages were based on incomplete data with only 38 of 60 district reporting.

The committee discussed the increased responsibilities for the roles of chair and vice-chair. The committee acknowledged that there were additional responsibilities placed on the board during the pandemic as well. However, the committee agreed that the timing was not right to consider any significant changes to the trustee honorarium for the current year. The Vancouver CPI for 2020 is reported at 1%.

The committee suggested bringing a recommendation to the board to determine interest in pursuing a more robust discussion for the following calendar year, that would consider equity, honourariums for other local elected officials, gender equity and the ratio for trustee/vice-chair/chair.

**RECOMMENDATION:** "TO continue to align the trustee honorarium with the Vancouver CPI index."



**RECOMMENDATION:** “THAT the board consider gender equity and other issues related to equity and compensation when considering adjustments to the trustee honourarium.”

The committee suggested the item be added to the board’s communication plan for discussion at the June Committee of the Whole.

4. Adjournment

The meeting adjourned at 5:13 p.m.



**BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)  
AD HOC ANTI-POVERTY POLICY COMMITTEE NOTES**

Monday, March 1, 2021, 7:00 p.m.  
Online via Zoom

**PRESENT:** T. Ste. Marie (Committee Chair); A. Amaral; M. Hamvent,  
A. Grunenberg (Student Trustee)

**STAFF:** P. Bocking, Superintendent; K. Kerr, Director of Instruction;  
E. Reimer, Executive Assistant (Recording Secretary)

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1. Call to Order

The meeting was called to order at 7:02 p.m.

2. Scope of Committee

The committee considered the original motion from the February Board Meeting: "TO form an equity ad hoc committee that will develop a policy around anti-poverty."

The committee suggested:

- Defining the form of poverty (financial, time, space, etc) being addressed.
- Creating a guiding principle to empower the district in its decision making.
- Developing a board policy that supports initiatives that create equity and/or remove barriers to equity in education.
- Recognizing poverty and making a change for the better.

3. Terms of Reference

The committee will work to develop a policy that creates a lens to support decision making and prioritization of district initiatives to ensure that staff and students are not disproportionately impacted by poverty.

4. Consulting with Stakeholders

The committee suggested including the following groups in the consultation process:

- Healthy Schools Committee
- Indigenous Education Advisory Circle
- District Parents Advisory Council

- Principals and Vice-Principals
- SCTA
- CUPE
- DSLT
- Sunshine Coast Community Services
- Ministry of Children and Family Development

#### 5. Food in Schools

The committee considered potential talking points for the necessity of food in schools through a poverty lens:

- Referencing the UN Convention on the Rights of the Child which includes food and nutrition references in articles 24 & 27
- Modeling universal access decisions, similar to the provision of school supplies and band instruments
- Advocating for the district's needs, understanding what's currently being offered and advocating to fill that gap.
- Including a reference to systems thinking in the policy itself.
- Reporting on Food in Schools at the Operations Committee at the end of March.

The committee watched a short video on child poverty in British Columbia, available at [https://youtu.be/3vTxmi\\_i-vE](https://youtu.be/3vTxmi_i-vE)

#### 6. Adjournment

The meeting adjourned at 7:51 p.m.



February 23, 2021

Ref: 239788

Amanda Amaral, Chair  
 Board of Education  
 School District No. 46 (Sunshine Coast)  
**Email: [amaral@sd46.bc.ca](mailto:amaral@sd46.bc.ca)**

Dear Ms. Amaral:

I am responding to a letter of September 29, 2020, from Nicholas Weswick, Secretary-Treasurer, requesting approval for the Sunshine Coast Board of Education to underspend its targeted Indigenous Education funding amount for the 2019/20 school year. As this is targeted funding under Section 106.4 of the *School Act*, Boards of Education must request permission from the Minister of Education to underspend their target on an annual basis. As Deputy Minister of Education, I am pleased to respond on behalf of the Honourable Jennifer Whiteside, Minister of Education.

Pursuant to section 106.4(2) of the *School Act*, approval is granted for the Board to underspend its 2019/20 school year Indigenous Education target in an amount up to \$29,599. This variation of direction is granted on the condition that these funds will be brought forward and added to the 2020/21 school year Indigenous Education targeted amount to be expended on Indigenous Education programs. I encourage you to discuss your Indigenous Education targeted funding plans with the District Indigenous Education Council or equivalent, including the Nations and Métis Chartered communities whom you serve, to ensure respectful and meaningful engagement with Indigenous Peoples on the use of these funds.

Appendix to this letter contains statistics about your school district's Indigenous student outcomes. I hope to see you build upon these achievements and strive for strong academic results for all your students in the current and subsequent school years.

If you have any questions or require further information regarding the financial reporting of Indigenous Education expenses, please contact Ian Aaron, Director, School District Financial Reporting, Resource Management Division, by phone at (250) 415-1073 or by email at [Ian.Aaron@gov.bc.ca](mailto:Ian.Aaron@gov.bc.ca).

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If you have any questions or require further information regarding how the Ministry of Education is supporting delivery of Indigenous Education programs, please contact Nicole Ryan, Manager, Indigenous Education, Learning Division, by phone at (250) 415-8780 or by email at [Nicole.Ryan@gov.bc.ca](mailto:Nicole.Ryan@gov.bc.ca).

Again, thank you for writing.

Sincerely,



D. Scott MacDonal  
Deputy Minister

Attachment: Appendix – SD46 (Sunshine Coast) Indigenous Student Achievements

pc: Patrick Bocking, Superintendent of Schools  
Nicholas Weswick, Secretary-Treasurer  
Kerry Mahlman, District Principal of Indigenous Education  
Nicole Ryan, Manager, Indigenous Education, Learning Division, Ministry of Education  
Jonathan Foweraker, Executive Director, Resource Management Division, Ministry of Education  
Ian Aaron, Director, School District Financial Reporting, Resource Management Division,  
Ministry of Education

## Appendix – SD46 (Sunshine Coast) Indigenous Student Achievements

In 2019/20 on the Grade 4 Reading Comprehension assessment, 73% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 81% of Non-Indigenous students in SD46.

In 2019/20 on the Grade 4 Numeracy assessment, 66% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 74% of Non-Indigenous students in SD46.

In 2019/20 on the Grade 7 Reading Comprehension assessment, 71% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 78% of Non-Indigenous students in SD46.


In 2019/20 on the Grade 7 Numeracy assessment, 57% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 70% of Non-Indigenous students in SD46.

Six-year completion rate for Indigenous students has increased from 72.2% in 2015/16 to 84.7% in 2019/20.

Six-year completion rate for Non-Indigenous students have decreased from 88.1% in 2015/16 to 84.3% in 2019/20.

Of 34 Indigenous graduates from SD46 in 2014/15, 7 (21%) immediately transitioned to B.C. public post-secondary institutions, and 4 years after grad, 16 (47%) had transitioned into post-secondary.

Of 206 Non-Indigenous graduates from SD46 in 2014/15, 72 (35%) immediately transitioned to B.C. public post-secondary institutions, and 4 years after grad, 108 (52%) had transitioned into post-secondary.



Of 65 Non-Indigenous non-graduates from SD46 in 2014/15, 2 (3%) immediately transitioned to B.C. public post-secondary institutions, and 4 years after grad, 6 (9%) had transitioned into post-secondary.



**SCHOOL DISTRICT 46 - SUNSHINE COAST**  
*Excellence in all we do!*

**BOARD COMMITTEE MEETING SCHEDULE**  
2020-2021

MONTH	OPERATIONS COMMITTEE	COMMITTEE OF THE WHOLE	EDUCATION COMMITTEE
September 22, 2020	10:00 to 11:30 AM	12:00 to 2:00 PM	2:30 to 4:00 pm
October 27, 2020	10:00 to 11:30 AM	12:00 to 2:00 PM	2:30 to 4:00 pm
November 24, 2020	10:00 to 11:30 AM	12:00 to 2:00 PM	2:30 to 4:00 pm
December 15, 2020	10:00 to 11:00 AM	11:30 to 2:00 PM	2:30 to 4:00 pm
January 26, 2021	10:00 to 11:30 AM	12:00 to 2:00 PM	2:30 to 4:00 pm
February 23, 2021	9:30 to 11:15 AM	11:30 to 2:00 PM	2:30 to 4:00 pm
<b>March 30, 2021</b>	<b>9:30 to 11:30 AM</b>	<b>12:00 to 2:30 PM</b>	<b>Cancelled</b>
April 27, 2021	10:00 to 11:30 AM	12:00 to 2:00 PM	2:30 to 4:00 pm
May 25, 2021	10:00 to 11:30 AM	12:00 to 2:00 PM	2:30 to 4:00 pm
June 22, 2021	10:00 to 11:30 AM	12:00 to 2:00 PM	2:30 to 4:00 pm
<b>MARCH AGENDAS:</b>	<ol style="list-style-type: none"> <li>Staffing Timelines</li> <li>Funding Announcement</li> <li>Preliminary Budget Considerations</li> <li>Transportation Review</li> <li>Food in Schools</li> <li>Local Government OCP and Zoning Referrals (standing item)</li> </ol>	<ol style="list-style-type: none"> <li>School Growth Plan Presentations               <ol style="list-style-type: none"> <li>Gibsons Elementary</li> <li>Pender Harbour Secondary</li> <li>Sunshine Coast Alternative School</li> <li>Chatelech Secondary School</li> </ol> </li> <li>Housing Needs</li> <li>Policy Review (standing item)               <ol style="list-style-type: none"> <li>District Email (21)</li> <li>Access to Information (71)</li> <li>Debate (59)</li> </ol> </li> <li>Regulations for review:               <ol style="list-style-type: none"> <li>First Aid (3080)</li> </ol> </li> <li>Communication Plan (standing item)</li> </ol>	

**AD HOC COMMITTEE MEETINGS:**

- Ad Hoc Art in Schools Policy Committee meets Wed. March 31 from 5:00 to 6:30 pm
- Ad Hoc Anti-Poverty Policy Committee meets Tues. April 6 from 7:00 to 8:30 pm

Agenda packages, minutes and notes are available on the district website at <https://sd46.bc.ca/district-information/board-of-education-and-governance/board-meeting-schedule/>

All public committee meetings scheduled to take place during the COVID-19 pandemic will be live-streamed to <https://www.youtube.com/SD46Schools/>