

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

REGULAR MEETING AGENDA

Wednesday, April 14, 2021, 7:00 p.m.
https://youtu.be/EQLLcGe_U-U

	Pages
1. <u>Call to Order</u>	
2. <u>Celebrating Education: Earth Month Celebrations - J. Groves</u>	
3. <u>Public Question Period (10 minutes in total)</u>	
4. <u>Adoption of the Agenda</u>	
MOTION: "THAT the agenda of April 14, 2021 be adopted."	
5. <u>Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings</u>	1
a. Regular Meeting Minutes - March 10, 2021	
MOTION: "THAT the minutes of the Regular Meeting of March 10, 2021, be approved."	
6. <u>Reports</u>	
a. Superintendent's Report	8
b. Administrative Regulations in Circulation to June 23, 2021	
1. Reg. 3080 - First Aid	10
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7.	<u>Correspondence</u>	114

- a. Assistant Deputy Minister R. Bawa - Funding for Salary Increases for School District Excluded Staff (Ref. 244948)
- b. SCRD Chair L. Pratt - Gas Tax Revenues
- c. Minister M. Dean - Re: Selection Process for Integrated Child and Youth teams

MOTION: "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 May 12, 2021.

a.	Committee Agendas	118
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MOTION: "TO approve the committee agendas."

10.	<u>Adjournment</u>	
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**MINUTES OF THE REGULAR MEETING OF THE
BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

Wednesday, March 10, 2021, 7:00 p.m.
Online – Zoom Meeting

TRUSTEES: A. Amaral, Board Chair; M. Hampvent, Vice-Chair; S. Girard, Trustee; S. Haines, Trustee; S. Leech, Trustee; P. Ruth, Trustee; A. Grunenberg, Student Trustee

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

REGRETS: Tonya Ste. Marie, Trustee

1. Call to Order

The meeting was called to order at 7:10 pm.

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

Due to technical issues, the meeting was not live-streamed to YouTube. The meeting was recorded and shared with the public on Thursday, March 11. Questions arising from the meeting were invited to questions@sd46.bc.ca and will be responded to at the April board meeting.

2. Celebrating Education: Career Programs - C. Gordon

Cathy Gordon, District Career Coordinator; Krissy Seymour, Elphinstone Secondary Chef; Tim Bedford, Vancouver Community College Chef; and Mitsuo Yamamura, Elphinstone Secondary student, provided a report on the Pro Cook Train in Trades Program offered at Elphinstone Secondary. Chef Seymour shared her professional experience in the kitchen and Mitsuo Yamamura spoke to his experiences as a student in the Pro Cook class. Students completing the program earn credits towards graduation as well as their level 1 apprenticeship training.

3. Public Question Period (10 minutes in total)

- There were two questions from the public relating to cancelled student trips that took place in March 2020. Superintendent Bocking advised that the district has

contacted School Protections Program (SPP), the district's insurer, to see if the district insurer would reimburse families directly, similar to what had taken place in Alberta. Unfortunately, SPP has advised that they are unable to provide any assistance in this matter. The district remains in communication with the booking agency and continues to advocate for students and families.

4. Adoption of the Agenda

Moved: Ruth

Seconded: Girard

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

Carried

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

a. Regular Meeting Minutes - February 10, 2021

b. Record of Closed Meeting - February 10, 2021

Trustee Ruth noted an error in the attendance of the Operations Committee notes. The notes will be corrected to reflect that Trustee Ruth was not in attendance at that meeting.

Moved: Haines

Seconded: Ruth

MOTION: "THAT the Regular Meeting taking place on February 10, 2021 and the Record of Closed Meeting of February 10, 2021, be approved.

Carried

6. Reports

a. Superintendent's Report

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

Superintendent Bocking, Director Bishop and Director Kerr highlighted:

- Report cards issued on March 5 with parent teacher interviews taking place by phone or on Zoom.
- Kindergarten registration and supportive transition programs.
- "Seamless Day" pilot project to begin at West Sechelt Elementary in March with a small number of students.
- Sunshine Coast Online program will be discontinued at the end of June 2021.
- School celebrations in recognition of Pink Shirt day.
- Salish Weave prints shared with Langdale Elementary and Cedar Grove Elementary students.

- Gender equality in the workplace initiatives and strategies supported by the Industry Training Authority (ITA).
- Trauma sensitive practice webinars with Kim Bartel.
- Use of web-based “Clevr” system to support workflows in the student support central referral system.
- Numeracy supports for educators, including the MathUp platform and monthly collaborative meetings.
- Askable Adult Workshops taking place on Zoom and recorded to the district YouTube channel,
- Marine education programs for grades 3 and 6 students at the Nicholas Sonntag Marine Education centre.

Superintendent Bocking responded to an inquiry relating to supports for students who were enrolled in the Sunshine Coast Online program during the pandemic and returning to the classroom in September 2021,. Superintendent Bocking reported that students will be assessed and supported as per normal practice at schools.

b. Strategic Plan Reports

1. Goal 1.e. - Numeracy

The report was submitted as written. The district math committee supports educators in their practice to promote the joy of numeracy at schools.

2. Goal 2.b. - Professional Development

The report was submitted as written. Superintendent Bocking reported that staff are supported in pursuing their professional aspirations.

3. Goal 2.e. - Positive Partnerships / Family Engagement

The report was submitted as written. Superintendent Bocking highlighted communication structures and initiatives that ensure positive partnerships with families.

4. Goal 3.c. - Collaborations and Partnerships

The report was submitted as written. Superintendent Bocking noted that the district is pleased to continue to support collaborations with partners.

c. Administrative Regulations in Circulation to May 19, 2021

1. Reg. 2050 - Conflict of Interest

The regulation was discussed at the Committee of the Whole meeting taking place in February. The regulation will circulate for a ten-week period for feedback.

2. Reg. 2150 - Working Alone

The regulation was discussed at the Committee of the Whole meeting taking place in February. The regulation will circulate for a ten-week period for feedback.

3. Reg. 4110 - Renovations

The regulation was discussed at the Operations Committee meeting taking place in February. The regulation will circulate for a ten-week period for feedback.

d. Secretary-Treasurer's Report

Secretary-Treasurer Weswick reported on:

- initial expectations for the upcoming funding announcement from the Ministry of Education,
- delays for delivery of outdoor learning structures,
- progress with the SLC day care renovation,
- relocation of portables at West Sechelt Elementary,
- an application to MCFD capital grants for funding for equipment for the West Sechelt Elementary daycare.

1. Larger Cheques Written in the Month of February 2021

2. Expenditures by Object - February 2021

e. Board Report

The report was submitted as written.

Vice-Chair Hampvent reported on the district's involvement in the Equity Scan, which is taking place over a three-year period.

Trustee Ruth reported on a call to action from the District of Sechelt relating to the housing crisis on Sunshine Coast. The item will be discussed further at the March Committee of the Whole.

1. BCSTA Report

Trustee Ruth reported on plans for the BCSTA Annual General Meeting and noted materials will be provided in advance to trustees, including forty-eight motions to be considered.

Trustee Ste. Marie's report was submitted as written.

2. BCPSEA Report

Trustee Ruth reported on items shared by email with trustees.

3. Student Trustee Report

Student Trustee Grunenberg reported that:

- a student survey on the topic of poverty is being developed to support the board's ad hoc committee,
- the student forum is taking place in April through Zoom,

- students are creating tour videos of secondary schools to share with grade 7 students and support transitions,
- general student excitement for the upcoming spring break.

f. Committee of the Whole Notes - February 23, 2021

1. 2021-22 School Calendar Recommendation

Moved: Ruth
Seconded: Haines

MOTION: "TO approve the 2021-22 School Calendar"

Carried

2. Letters of Support Policy

Moved: Leech
Seconded: Ruth

MOTION: "TO approve the Letters of Support policy."

Carried

3. Evaluation of District Administration

Moved: Hampvent
Seconded: Ruth

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

Carried

4. Sexual Orientation and Gender Identity

Moved: Ruth
Seconded: Hampvent

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

Carried

g. Education Committee Notes - February 23, 2021

Trustee Girard reviewed the Education Committee notes.

h. Operations Committee Notes - February 23, 2021

Trustee Haines reviewed the Operations Committee notes.

1. SCRD Notice of Application - 1057 Roberts Creek Road

Moved: Leech
Seconded: Haines

MOTION: "TO write to BC Liquor and Cannabis Regulation Branch and share the board's request that a 300 metre buffer be maintained between a school site and a cannabis retail facility."

Carried

- i. Ad Hoc Trustee Honourarium Committee - February 18, 2021

Moved: Haines

Seconded: Hampvent

MOTION: "THAT the board consider gender equity and other issues related to equity and compensation when considering adjustments to the trustee honourarium."

Opposed: Hampvent, Girard, and Ruth

Defeated

Trustees debated the motion and shared concerns that the motion as worded was vague. Trustees indicated support for continued conversation at a future date.

Moved: Leech

Seconded: Hampvent

MOTION: "TO continue to align the trustee honorarium with the Vancouver CPI index for the 2021 calendar year"

Carried

- j. Ad Hoc Anti-Poverty Policy Committee - March 1, 2021

Moved: Leech

Seconded: Ruth

MOTION: "THAT the terms of reference as written in the Ad Hoc Anti-Poverty Policy Committee Notes be adopted for this committee."

Carried

7. Correspondence

- a. Deputy Minister MacDonald - Request to Underspend Indigenous Education Funding for the 2019/20 School Year (Ref. 239788)

Moved: Ruth

Seconded: Girard

MOTION: "TO receive the correspondence."

Carried

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

9. Next Meeting

The next public board meeting will be held on April 14, 2021.

a. Committee Agendas

A suggestion was made to include a full board conversation regarding the trustee honourarium, including matters of equity, at a future Committee of the Whole.

Trustees noted that the Ad Hoc Art in Schools Policy Committee has been scheduled for 5:00 pm on March 31.

Moved: Leech

Seconded: Girard

MOTION: "TO approve the committee agendas."

Carried

10. Adjournment

There being no further business, the meeting adjourned at 8:53 pm.

Moved: Ruth

Seconded: Girard

MOTION: "TO adjourn."

Carried

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
April 14, 2021

1. CIRCLE OF CARE: STUDENTS

- a) **SD46 Virtual Student Forum:** Groups of Grade 8 of 12 students from each secondary school recently met virtually to discuss important and relevant topics for youth and their learning experience with trustees and leadership staff in the annual student forum hosted by the District Student Leadership Team (DSLTL). (1a)
- b) **Youth Development Instrument (YDI):** We have been selected as one of 5 districts in the province to pilot the YDI. Based on the Middle Years Development Instrument (MDI) it will be a student self-report for grade 11. Students across the district will be participating during the first week of May. (1a, 1f)
- c) **Out in Schools** is presenting student sessions district wide. *Out In Schools* is BC's award-winning education program that uses film and video with facilitated group discussion to engage students on issues of homophobia, transphobia and bullying. (1f)
- d) **April is Earth Month:** The SD46 Environmental Education Action Committee has prepared Earth Month activities to engage in! Naomi Klein, co-author of 'How to Change Everything', will be ZOOMing in for a Staff event on April 15th and a Student event for intermediate students on April 23rd. Also, during the week of April 19th, schools have been invited to participate in our Students on Shorelines Beach Cleanup. A 'Grow your Green' Grant (GGG) has also been created by this team to support all schools' environmental initiatives this spring. (1i)

2. CIRCLE OF CARE: STAFF

- a) **Staffing:** we are currently in our budgeting and staffing planning for the 2020-2021 school year and continue to work with the SCTA and CUPE to confirm our processes. The Post and Fill process will start early May for teachers and support staff. (2a)
- b) **Ensouling our Schools: Beginning the Braid:** In recognition of supporting a learning vision district wide which places equity and inclusion for our students at its core, we have organized a working group who will be represented by district staff, principals, SCTA, CUPE, and our local shishálh nation. The teams will work through the spring, facilitated by Kevin Lamoureux, to build a co-created learning vision and plan for our district to start in the 2021/2022 school year. This learning vision will be built on the "universally designed framework for mental health, well-being and reconciliation." (Affirmation, 2c)

- c) On the April 12th Pro D Day we had a variety of workshops to continue our learning in **inclusive practices** (2c):
- Shelley Moore presented two sessions: one on Competency Based Individualized Education Plans (CBIEPs) and one on Inclusive Planning in Action.
 - District Inclusion Team staff provided a workshop on Challenging Behaviours: “You are the Key”
 - BCTF SOGI Workshops: *Reach out, Speak out on Homophobia and Transphobia and Creating a Gender Inclusive School Culture*
- d) Our district is being highlighted on April 22 for our innovative work with the **Middle Years Development Instrument - Engaging Student Voice**. Dr. Kimberly Schonert-Reichl has asked us to share our experience and learning journey as we built and piloted lesson plans to provide purpose and deepen engagement for students with the MDI (2d).
- e) **Ed Leadership Team Assignments for 2021-2022 School Year:** We are pleased to announce the principal, vice-principal and district position assignments for the upcoming school year. (2d)

3. CIRCLE OF CARE: COMMUNITY

- a) **Covid-19 Updated Protocols:** This month, we received updated direction from the Ministry of Health and the Ministry of Education regarding the important things we can all do to help manage the risks of COVID-19 in our school communities. All adults and students from grades 4 to 12 are expected to wear masks inside a school building to add another layer to the protections that are already built into the comprehensive health and safety plans that are keeping our schools safe. It is also strongly encouraged for all kindergarten through grade 3 students to wear masks when inside a school building. (3a, 3c)
- b) **Transitions to Secondary | support for students and parents:** A new United Way grant offered through Community Schools means that students in every elementary school who are moving into Secondary School next September can participate in a 7 week ‘Check It Out’ program hosted in their Secondary School. A sports or arts expert leads the students in fun games and arts activities and a SEL Navigator supports their Social-Emotional transition. Secondary school staff and teachers visiting the programs get to know students, and all students in grade 7 can submit anonymous questions to have answered. In addition, all parents in the district with a child moving into Secondary can participate in our virtual ‘SPARK! to Secondary’ program! (3a, 3c)

ADMINISTRATIVE REGULATIONS

TITLE: FIRST AID
 CATEGORY: HEALTH AND SAFETY
 NUMBER: 3080

CIRCULATING UNTIL JUNE 23, 2021

I. Rationale:

The school district's first priority is the health and safety of our students and staff. First Aid protocols support our staff to address immediate health issues in our schools and work sites.

II. General:

- A. Funds for training and retraining key staff members in first aid shall be provided in the annual operating budget of the district.
- B. First aid kits shall be located in a central, well-marked and accessible area of each building site. The kits shall be accessible whenever the buildings are in use by staff.
- C. Site supervisors shall arrange to have first aid kits checked on a yearly basis or after use.
- D. Schools and district sites shall maintain first aid supplies sufficient for the kits.
- E. Each year site supervisors shall inform staff of the location of first aid kits, the names of members of staff who have first aid certificates, as well as the general procedure for incidents requiring first aid.
- F. Records of first aid administered to employees will be maintained at each site and will include all reported or treated injuries or exposures to employees.
- G. Records of first aid administered to employees are confidential and will be restricted to individuals requiring access for reasons relevant to workplace safety.
- H. Records of first aid administered to employees must be kept for three years.

III. Automated External Defibrillator (AED)s:

- A. AEDs have been placed in each school and worksite.
- B. Each school principal or site manager is responsible for ensuring that the AED is in working order. Contact Human Resources if the AED requires service.

ADMINISTRATIVE REGULATIONS

TITLE: FIRST AID

CATEGORY: HEALTH AND SAFETY

NUMBER: 3080

CIRCULATING UNTIL JUNE 23, 2021

- C. Human Resources will arrange to have AEDs serviced yearly.
- D. Human Resources will arrange for training for school staff at each site as part of servicing the unit.
- E. AEDs are for the safety of staff and students; however, they can be provided to a member of the public or first responders if required.

IV. Naloxone Kits:

"Naloxone is a medication that can quickly reverse the effects of an overdose from opioids such as heroin, morphine, fentanyl, carfentanil, and codeine. Opioids are most often prescribed for pain relief. However, in recent years, highly-toxic synthetic opioids are being made in illegal labs and sold on the streets, often mixed with other drugs.

Naloxone is available without a prescription and often given as an injection into an arm, buttocks, or muscle. Naloxone will only work on opioid-related overdoses, though it will not cause harm if a person hasn't taken opioids. Naloxone should be given to an unresponsive person..." - Government of British Columbia 2021

- A. Naloxone kits will be kept as part of a first aid kit at each school and work site.
- B. Training will be provided for each principal and site manager in the safe use of the Naloxone kit.
- C. Questions regarding Naloxone kits should be addressed to the Director of Instruction for Student Support Services.

Received: January 1996

References: Policy 11.6, Worksafe BC First Aid Record Form 55B23

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

SCHOOL ALLOCATION RATES

Submitted by Secretary-Treasurer Weswick
April 14th, 2021

During the most recent round of budget consultations, we heard from a variety of stakeholders and internal groups and individuals about the increasing need for mental health and social supports. Available resources have been prioritized to centralized department supports in this area, where we heard were the district's greatest needs. Staff will bring information about plans to address those needs at the April Operations Committee.

Provincial revenue increases that would have otherwise been directed to address labour cost increases at the school level have been utilized to provide these supports to students, resulting in slightly lower increases to school allocation rates than would have otherwise been planned. This decision took into account, among other factors, the surpluses that most schools are likely to bring forward into next year as a result of the ongoing pandemic.

Updated school allocation rates for the 2021/22 school year are shown below:

	K	Grades 1-3	Grades 4-7	Grades 8-10	Grades 11-12	SCAS	SPIDER
Proposed Allocation	6,375	5,333	4,677	4,995	5,471	5,119	4,916
Prior Year	6,303	5,256	4,609	4,943	5,403	5,066	4,916
Increase	71	77	67	52	68	53	0
Percent Change	1.1%	1.5%	1.5%	1.1%	1.3%	1.0%	0.0%

	Level 1 Inclusion	Level 2 Inclusion	Level 3 Inclusion	Elementary Base	Secondary Base	SCAS Base *
Proposed Allocation	44,850	18,500	10,750	238,000	445,000	575,573
Prior Year	43,000	17,500	10,300	233,000	440,000	570,473
Increase	1,850	1,000	450	5,000	5,000	5,100
Percent Change	4.3%	5.7%	4.4%	2.1%	1.1%	0.9%

*Includes LINK funding



March 18, 2021

Ref: 245302

To: Secretary-Treasurer and Superintendent
School District No. 46 (Sunshine Coast)

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2021/22

The Ministry is approaching Capital Plan Response Letters for the upcoming fiscal year in two stages, in response to school districts' 2021/22 Annual Five-Year Capital Plan submission as submitted to the Ministry prior to July 31, 2020.

This **initial** Capital Plan Response Letter identifies approved projects from the School Enhancement Program (SEP) and Carbon Neutral Capital Program (CNCP), and has been determined using the known base budgets for these programs for the 2021/22 fiscal year.

An **amended** Capital Plan Response Letter will follow in May to identify any additional approved projects under SEP and CNCP, reflecting any changes to program allocations announced through the Budget on April 20th. **Amended** letters will also identify supported and approved capital projects for the other minor and major capital programs, including:

- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)
- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

The table below identifies the minor capital projects from the Ministry's 2021/22 annual capital programs that are approved for funding, and are able to proceed to procurement at this point in time.

MINOR CAPITAL PROJECTS

New projects for SEP and CNCP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Kinnikinnick Elementary	SEP - Interior renovations	\$600,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Pender Harbour Secondary	SEP - HVAC and dust collector upgrades	\$500,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Elphinstone Secondary	CNCP - LED Lighting Upgrade	\$300,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

An Annual Programs Funding Agreement will accompany the **amended** Capital Plan Response Letter in May, which will outline specific Ministry and Board related obligations associated with all approved capital projects for the 2021/22 fiscal year.

Boards of Education will be required to adopt a single Capital Bylaw for their approved 2021/22 Five-Year Capital Plan, as identified in the **amended** Capital Plan Response Letter in May.

Lastly, the Ministry will provide Capital Plan Instructions for the upcoming 2022/23 Annual Five-Year Capital Plan submission in the coming weeks, in alignment with the launch of the Ministry's new online Capital Asset Planning System (CAPS) platform.

Please contact Capital Management Branch Director [Michael Nyikes](#) with any questions regarding this **initial** Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



François Bertrand, Acting Executive Director
Capital Management Branch

pc: Michael Nyikes, Director, Capital Management Branch
Ravnit Aujla, Planning Officer, Capital Management Branch

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

DATE 31-Mar-2021 12:54 PM

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

PAGE 1

START DATE: 01-Mar-2021 TO END DATE: 31-Mar-2021

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

ON-LINE CHEQUES : ISSUED BETWEEN 01-Mar-2021 AND 31-Mar-2021						
00LCET4512	0001	*****	28093	RECEIVER GENERAL FOR CANADA	03-Mar-21	413,383.95
00LCET4513	0001	*****	28095	RECEIVER GENERAL FOR CANADA	31-Mar-21	16,458.19
00LCET4514	0001	*****	30209	TEACHERS' PENSION PLAN	03-Mar-21	476,449.59
00LCET4517	0001	*****	28093	RECEIVER GENERAL FOR CANADA	18-Mar-21	200,000.00
00LCET4518	0001	*****	28095	RECEIVER GENERAL FOR CANADA	18-Mar-21	17,745.35
00LCET4520	0001	*****	28094	RECEIVER GENERAL FOR CANADA	11-Mar-21	21,127.91
00LCET4521	0001	*****	28094	RECEIVER GENERAL FOR CANADA	11-Mar-21	97,696.33
00LCET4523	0001	*****	23290	MUNICIPAL PENSION PLAN	11-Mar-21	66,186.10
00LCET4524	0001	*****	28094	RECEIVER GENERAL FOR CANADA	24-Mar-21	20,974.53
00LCET4525	0001	*****	28094	RECEIVER GENERAL FOR CANADA	24-Mar-21	99,824.43
00LCET4528	0001	*****	23290	MUNICIPAL PENSION PLAN	19-Mar-21	65,936.16
00LCET4530	0001	*****	16719	MINISTER OF FINANCE	30-Mar-21	193,477.13

TOTALS FOR BANK - 0001

1,689,259.67

TOTAL NUMBER OF CHEQUES

12

TOTAL NUMBER OF CHEQUES WITH MICR

0

COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Mar-2021 AND 31-Mar-2021

2187000001	0001	0000054835	12012	BC HYDRO & POWER AUTHORITY	10-Mar-21	51,288.06
2187000004	0001	0000054838	30211	FORTIS BC-NATURAL GAS	10-Mar-21	12,420.14
2187ET0008	0001	*****	12021	BC TEACHERS FEDERATION	10-Mar-21	40,116.62
2187ET0009	0001	*****	12111	BC TEACHERS FEDERATION	10-Mar-21	33,180.39
2187ET0019	0001	*****	17410	BRYAN ROSSITER	10-Mar-21	10,899.00
2187ET0023	0001	*****	13018	CAPILANO UNIVERSITY	10-Mar-21	10,977.12
2187ET0035	0001	*****	15521	DDP CIVIL WORKS LTD.	10-Mar-21	20,790.00
2187ET0040	0001	*****	11909	DR. DEBORAH AMARAL	10-Mar-21	18,200.00
2187ET0079	0001	*****	17552	LEADERS INTERNATIONAL EXECUTIVE SEARCH	10-Mar-21	14,700.00
2187ET0099	0001	*****	26207	PACIFIC BLUE CROSS/MSA	10-Mar-21	85,383.25
2187ET0128	0001	*****	29000	SUNSHINE COAST PRINCIPALS &	10-Mar-21	21,600.00
2187ET0129	0001	*****	29102	SUNSHINE COAST TEACHERS ASSOCIATION	10-Mar-21	12,754.86
2187ET0135	0001	*****	14647	TEMPLETON PROJECT MANAGEMENT LTD.	10-Mar-21	15,176.83
2187ET0140	0001	*****	14343	TURNING POINT RESOLUTIONS INC.	10-Mar-21	11,812.50
2188000013	0001	0000054866	30211	FORTIS BC-NATURAL GAS	24-Mar-21	14,840.54
2188000021	0001	0000054874	15576	MCGILL UNIVERSITY	24-Mar-21	11,159.12
2188ET0005	0001	*****	11229	ALKINS PROJECT SERVICES INC.	24-Mar-21	12,316.38
2188ET0008	0001	*****	11050	APPLE CANADA INC. C3120	24-Mar-21	10,682.78
2188ET0020	0001	*****	13018	CAPILANO UNIVERSITY	24-Mar-21	21,141.12
2188ET0028	0001	*****	15521	DDP CIVIL WORKS LTD.	24-Mar-21	22,233.75
2188ET0029	0001	*****	11909	DR. DEBORAH AMARAL	24-Mar-21	13,200.00
2188ET0034	0001	*****	17015	GIBSONS BLDG SUPPLIES LTD	24-Mar-21	11,083.05
2188ET0047	0001	*****	16886	INSIGHT CANADA INC	24-Mar-21	17,253.60
2188ET0048	0001	*****	17529	JAMIE HULL	24-Mar-21	11,089.28
2188ET0070	0001	*****	15113	NUTRIEN AG SOLUTIONS, (CANADA) INC	24-Mar-21	26,914.77
2188ET0071	0001	*****	26207	PACIFIC BLUE CROSS/MSA	24-Mar-21	83,138.48
2188ET0077	0001	*****	28139	ROBERTS CREEK COMMUNITY	24-Mar-21	13,695.26
2188ET0083	0001	*****	15516	SMCN CONSULTING INC.	24-Mar-21	12,967.50
2188ET0090	0001	*****	29376	SUNSHINE COAST TEACHERS ASSOCIATION	24-Mar-21	25,575.92

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

DATE 31-Mar-2021 12:54 PM

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

PAGE 2

START DATE: 01-Mar-2021 TO END DATE: 31-Mar-2021

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	CHEQUE AMOUNT
2188ET0092	0001	*****	29454	SWING TIME DISTRIBUTORS LTD.	24-Mar-21	28,433.62
2188ET0095	0001	*****	30172	THIRDWAVE BUS SERVICES	24-Mar-21	97,527.42
2188ET0099	0001	*****	11904	UNITECH CONSTRUCTION MGT. LTD.	24-Mar-21	718,664.19
2188ET0103	0001	*****	17414	WEBER / MCCALL ELECTRIC LTD.	24-Mar-21	36,965.01
TOTALS FOR BANK - 0001						1,548,180.56
TOTAL NUMBER OF CHEQUES						33
TOTAL NUMBER OF CHEQUES WITH MICR						4
GRAND TOTAL						3,237,440.23
CANCELLED TOTAL						0.00
NET GRAND TOTAL						3,237,440.23
GRAND TOTAL NUMBER OF CHEQUES						45
GRAND TOTAL NUMBER OF CHEQUES WITH MICR						4

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

	Feb-21 Actual	Feb-21 Budget	Feb-21 Difference	2020/21 Amended Budget	%	KEY
Salaries						
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%
Total Salaries	18,193,840	19,168,879	975,039	31,108,716	58.48%	61.6%
200 Employee Benefits	3,955,400	4,556,027	600,627	7,348,431	53.83%	62%
Total Salaries and Benefits	22,149,240	23,724,907	1,575,667	38,457,147	57.59%	61.7%
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 Replacement	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%
Total Services and Supplies	3,769,039	5,426,157	1,657,118	8,622,671	43.71%	62.9%
Total Expenditures	25,918,279	29,151,063	3,232,784	47,079,818	55.05%	61.9%

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

CHAIR'S REPORT

Submitted by Chair Amanda Amaral
April 14th, 2021

In April the Board and District focus in on innovation. Innovation is about finding new ways to do things, particularly by looking at current challenges and exploring different ways of tackling them. When I consider this topic, I think it can be easily argued that in the last year we have seen innovation and ingenuity like we haven't seen in years before! COVID has required us all to work together to quickly find new ways to carry out our job duties and responsibilities while continuing our focus on outputs and outcomes. I am proud when I reflect on the last year as I feel strongly that our students and their families, our staff, our public and our trustees have all demonstrated an ability and willingness to dive into innovation in education. I am grateful for the collective collaboration to keep education and the work of our board going during these challenging times. I am curious about what new solutions we have found in the last year will become part of our new every day lives and ways of doing things.

An innovation in education I am particularly proud of in our district is the NEST education program and the many climate conscious initiatives our district has completed to reduce our environmental impact. April 22 marks 50 years of Earth day and it is wonderful that we have found a way to pair the need to care for our planet with an education program. I look forward to seeing what innovations around caring for our planet come from the students in this program as they graduate and join the work force. I hope we can all take some time this April to pause, think about how we can care for our planet and explore new ways to care for our planet.

At the board table our trustees continue to be busy with a variety of district and provincial work and we have many exciting engagements in the coming month.

At a district level trustees continue virtual school tours. We are excited to find connection with our staff and students this way. We look forward to spending time with all the schools in our district in the coming months. We are moving along in the budget process and continuing our exploration of transportation services for students. A new conversation we have started is around food for our students during the school day; we are looking forward to continuing this discussion and seeing how we can make positive changes to food in our schools. Perhaps looking at food as a challenge where innovation can have a positive impact part of this discussion?

At a provincial level BCSTA AGM is this month and we are pleased to have motions that have been put forward by our district for consideration. Our trustees will vote on a number of issues that have been brought to the provincial level from boards around the provinces. We look forward to sharing the outcome of the AGM with you and the new initiatives that trustees will take on at a provincial level.

2021 ANNUAL GENERAL MEETING MOTIONS

EXTRAORDINARY MOTIONS

- E1. Bylaw Amendment: Provincial Council Motions
- E2. BCSTA Branch Structure
- E3. Bylaw Amendment: Immediate Past President Role
- E4. Bylaw Amendment: Establishing New Standing Committees
- E5. Bylaw Amendment: Two-Year Term of Office for BCSTA Board of Directors

SUBSTANTIVE MOTIONS

- 6. Board of Education Meetings with Ministerial Staff
- 7. Branch President Access to Information and Meetings related to Board Chairs
- 8. Coordinating BCSTA Academy Conference & First Nations Education Steering Committee Conference Dates
- 9. Improve the Tracking and Reporting of Education Outcomes Involving Youth in Care
- 10. Food Security
- 11. Funding for Middle Years Development Instrument
- 12. Limiting Access to the Results of Foundation Skills Assessment
- 13. Elimination of the Foundation Skills Assessment
- 14. Information about the Foundation Skills Assessment
- 15. Inclusive Schools and Safety
- 16. Mental Health Funding for Counsellors in Schools
- 17. Equity and Internet Connectivity

2021 ANNUAL GENERAL MEETING MOTIONS

SUBSTANTIVE MOTIONS (continued)

18. Wait Times for Assessment
19. Enhancing Student Learning Reporting Order and Framework for Enhanced Learning Policy Review Process
20. Reporting Requirements for Small Districts
21. Alternative Identification Process
22. Rural Education Partners' Council
23. Integration of Childcare and Early Learning into the K-12 Education Sector by 2023
24. Funding for the Shoulder Tappers Program
25. Physical Literacy
26. Recommended Resources for the New Curriculum
27. Roots of Empathy Multi-Year Funding
28. Emphasis on Transformative Education
29. Request for Climate Literacy Funding and Supports
30. Shortage of Technology Education Teachers
31. Online Learning Programs for Teacher Certification
32. Video Attendance for Superintendent-Ministry Meetings
33. Collective Agreements
34. Education Assistants
35. Funding for Students Arriving after September Count
36. Implementation of United Nations Declaration on the Rights of Indigenous Peoples
37. Allocate Rural Education Enhancement Funds

38. Funding for Student Transportation
39. School Bus Red-Light Runners
40. School Fire Suppression Systems
41. Maintenance of Public School Facilities
42. Funding of Net-Zero Capital Upgrades and Replacements

EXTRAORDINARY MOTIONS

E1. Bylaw Amendment: Provincial Council Motions**SUBMITTED BY:** *BCSTA Board of Directors***BE IT RESOLVED:**

That BCSTA amend Bylaw 7(l) by replacing “Boards’ ability to influence a public policy or education matter” with “the Association’s ability to influence a public policy or public education matter.”

Rationale:

Bylaw 7(l) sets out the test for Provincial Council motions. Provincial Council motions must be emergent and the Bylaw defines “emergent” as “business that, if delayed until the Annual General Meeting, will impact negatively on boards’ ability to influence public policy, or a public education issue.” The Legislative Committee recommended amending Bylaw 7(l) by replacing “Boards’ ability to influence a public policy or education matter” with “the Association’s ability to influence a public policy or public education matter” because motions which are considered at BCSTA meetings are intended to direct the work of the Association and not of individual boards. Individual boards are able to engage in advocacy on issues of importance to them without first bringing their motions to BCSTA Provincial Council and AGMs. This Bylaw amendment clarifies that BCSTA motions direct the work of the Association.

This is an Extraordinary Motion.**This motion relates to Bylaw 7 (Provincial Council Duties and Powers).**

E2. BCSTA Branch Structure

SUBMITTED BY: *BCSTA Board of Directors*

BE IT RESOLVED:

That BCSTA amend Bylaw 19 as follows:

19. District Branch Associations

District branch associations shall be affiliated with this Association. Only boards that are members of the Association shall be members of a branch. Branch associations shall be permitted to draft their own constitutions, or amendments thereto, subject nevertheless to the approval of the Provincial Council of this Association, and should any branch association fail to draft its own constitution within a reasonable time, the Provincial Council may draft and establish a constitution for it. Branch associations may submit motions to general meetings and to the Provincial Council. The composition of the district branch associations shall be determined by the Board of Directors and published in the Association's Operational Guidelines, as follows, so long as the School districts specified remain must be members of this Association in order to be members of branch associations

a. ~~Fraser Valley Branch~~

~~SD33 (Chilliwack); SD34 (Abbotsford); SD35 (Langley); SD42 (Maple Ridge-Pitt Meadows); SD75 (Mission); SD78 (Fraser-Cascade)~~

b. ~~Kootenay Boundary Branch~~

~~SD05 (Southeast Kootenay); SD06 (Rocky Mountain); SD08 (Kootenay Lake); SD10 (Arrow Lakes); SD20 (Kootenay-Columbia); SD51 (Boundary)~~

c. ~~Metropolitan Branch~~

~~SD36 (Surrey); SD37 (Delta); SD38 (Richmond); SD39 (Vancouver); SD40 (New Westminster); SD41 (Burnaby); SD43 (Coquitlam); SD44 (North Vancouver); SD45 (West Vancouver); SD93 (Conseil scolaire francophone)~~

d. ~~North West Branch~~

~~SD50 (Haida Gwaii); SD52 (Prince Rupert); SD54 (Bulkley Valley); SD82 (Coast Mountains); SD87 (Stikine); SD92 (Nisga'a)~~

e. ~~South Coast Branch~~

~~SD46 (Sunshine Coast); SD47 (Powell River); SD48 (Sea to Sky)~~

f. ~~Northern Interior Branch~~

~~SD27 (Cariboo-Chilcotin); SD28 (Quesnel); SD49 (Central Coast); SD57 (Prince George); SD59 (Peace River South); SD60 (Peace River North); SD81 (Fort Nelson); SD91 (Nechako Lakes)~~

~~g. Thompson Okanagan Branch~~

~~SD19 (Revelstoke); SD22 (Vernon); SD23 (Central Okanagan); SD53 (Okanagan Similkameen); SD58 (Nicola-Similkameen); SD67 (Okanagan Skaha); SD73 (Kamloops/Thompson); SD74 (Gold Trail); SD83 (North Okanagan-Shuswap)~~

~~h. Vancouver Island Branch~~

~~SD61 (Greater Victoria); SD62 (Sooke); SD63 (Saanich); SD64 (Gulf Islands); SD68 (Nanaimo-Ladysmith); SD69 (Qualicum); SD70 (Alberni); SD71 (Comox Valley); SD72 (Campbell River); SD79 (Cowichan Valley); SD84 (Vancouver Island West); SD85 (Vancouver Island North)~~

~~In recognition of its province-wide status, trustees (Directors) of the Conseil scolaire francophone de la Colombie-Britannique (CSF) have the ability to attend meetings of all branch associations on a nonvoting basis, and the CSF has the ability to be a voting member of one branch, to be determined by agreement between the CSF and the branch.~~

~~The Provincial Council, with the concurrence of the member Boards concerned, shall have the power to Board of Directors may vary the composition of the district branch association between AGMs as the Board in its discretion thinks appropriate.~~

Rationale:

This motion proposes to amend the Association's Bylaws to implement the Ad Hoc Working Group on BCSTA Branch Structure's recommendation that the Board of Directors should be responsible for considering requests to vary the composition of branches. If this bylaw amendment is passed, requests by member boards to change branches would be directed to the Board of Directors rather than to Provincial Council or the assembly at AGM. The Board of Directors would publish information about branch composition in the Association's operational guidelines.

Reference:

- [Recommendations of the Ad Hoc Working Group on BCSTA Branch Structures](#)

This is an Extraordinary Motion.

This motion relates to Bylaw 19 (District Branch Associations).

E3. Bylaw Amendment: Immediate Past President Role

SUBMITTED BY: *BCSTA Board of Directors*

BE IT RESOLVED:

That BCSTA amend the Bylaws to read as follows:

(I) Bylaw 2a be amended to:

2a. The officers of the Association are:

- i. the Minister of Education who shall be the honorary President of the Association;
- ii. the President;
- iii. the Vice-President;
- iv. the immediate past President, if they agree to serve, but only for a term of one year ~~following the election of a new President;~~
- v. the Directors, who shall be five (5) ~~four (4)~~ in number; ~~for those years the immediate past President is an officer of the Association, and five (5) in number otherwise;~~
- vi. the Chief Executive Officer, who shall be the secretary-treasurer.

Each officer, other than the honorary President, the Chief Executive Officer and the immediate past President, shall be elected at the Annual General Meeting, shall take office at the conclusion of that Annual General Meeting, and shall hold office until ~~his/her~~ their successor takes office at the conclusion of the next Annual General Meeting thereafter, or until they ~~he/she~~ ceases to be a trustee serving on a member Board, whichever occurs earlier. In the event that the immediate past President becomes unable to serve on the Board of Directors, or ceases to be a trustee of a member Board, the position shall be deemed vacant.

(II) That the following provision be added between 2d and 2e:

The immediate past President shall be a non-voting member of the Board who acts in an advisory capacity. The immediate past President only holds this position for a term of one-year following the election of a new President. If the immediate past President cannot or will not serve on the Board of Directors or ceases to be a trustee of a member Board, then this position shall be deemed vacant.

(III) Bylaw 3 be amended to:

3. The President, the Vice-President, the Directors and the immediate past President shall form the Board of Directors. The Chief Executive Officer and the immediate past President shall be ~~a nonvoting members~~ of the Board.

(V) Bylaw 4c be amended to

4c If the office of Director ~~or past President~~ falls vacant the Provincial Council shall elect one (1) of their members to fill the vacancy until the next Annual General Meeting.

(V) Bylaw 15h be amended to:

15h In the election of Directors, there shall be sequential rounds of balloting ~~with four (4) Directors elected in years when there is an immediate past President, and for five (5) Directors otherwise~~. The following procedures apply:

- i. For each round of balloting, a ballot shall be issued for each vote allocated under 9(a) or (b), on which a voter may mark a sub-vote for each one of more candidates, not to exceed the number of candidates to be elected;
- ii. A threshold number of sub-votes is established equal to 50 per cent of the validly cast ballots;
- iii. Candidates are elected in order of the number of sub-votes received, provided they receive more than the threshold number of sub-votes;
- iv. If no candidate is elected on a ballot, the candidate with the lowest number of votes is dropped off.

Further rounds of balloting continue until the required number of Directors is elected.

Rationale:

As a result of the discussion about two-year terms, the role of the past President was considered. It is noted the past President role is only occupied every few years when a President has left office, and then only for a one-year term. The problem with the past President occupying a Director position is that it reduces the number of Director positions that members can run for and elect in the years when there is a past President. The other problem is that it requires the past President to serve (as do all other directors) by holding various committee and working group responsibilities, when one might argue the primary role of the past President should be to provide advice derived from experience after having held such an intensive role in the organization.

The proposed Bylaw changes are intended to address these problems and would necessarily require that the past President be a non-voting member of the Board to preserve an uneven voting balance. There would be an additional cost to adding one position to the Board during the years when there is a past President, although that cost is relatively small and is felt to be appropriate. The honorarium for the past President position would be the same as the honorarium for the position of Director.

Reference:

- [Recommendations of the Ad Hoc Working Group on Director Terms of Office](#)

This is an Extraordinary Motion.

This motion relates to Bylaws 2 (Officers), 3 (Board of Directors), 4 (Vacancies on the Board of Directors) and 15 (Election of Officers).

E4. Bylaw Amendment: Establishing New Standing Committees

SUBMITTED BY: *BCSTA Board of Directors*

BE IT RESOLVED:

That BCSTA amend the Bylaws by adding the following to Bylaw 11:

11(i) Extraordinary motions proposing to amend the Association's Bylaws to create new standing committees will be reviewed and analyzed by the Board of Directors before the motions are transmitted to member Boards. The Board of Directors will prepare a written statement providing members with information about the financial and operational implications of creating a new standing committee and this statement will accompany the relevant extraordinary motion when the general meeting motions are transmitted to member Boards prior to the general meeting.

Rationale:

A motion to establish a new standing committee was considered at the 2019 BCSTA AGM. The assembly at AGM referred this matter to the Board of Directors for consideration. The Board asked the Legislative Committee to “recommend a new process for establishing BCSTA standing committees; and, that this process include approval of the BCSTA Board of Directors before a new standing committee is created.” The Committee considered new processes that the Association could implement to involve the Board of Directors when members propose to establish new standing committees. The Committee recommended amending the Association’s Bylaws to require Board of Directors’ analysis of any proposal to create a new standing committee before an extraordinary motion goes to AGM.

The motion would be accompanied by information about the Board of Directors’ analysis of financial and operational implications of creating a standing committee. This motion seeks to implement the Legislative Committee’s recommendation.

This is an Extraordinary Motion.

This motion relates to Bylaw 11 (Committees).

E5. Bylaw Amendment: Two-Year Term of Office for BCSTA Board of Directors

SUBMITTED BY: *BCSTA Board of Directors*

BE IT RESOLVED:

That BCSTA amend the Bylaws to read as follows:

(I) Bylaw 2a be amended to:

2a. The officers of the Association are:

- i. the Minister of Education who shall be the honorary President of the Association;
- ii. the President;
- iii. the Vice-President;
- iv. the immediate past President, but only for a term of one year following the election of a new President;
- v. the Directors, who shall be four (4) in number for those years the immediate past President is an officer of the Association, and five (5) in number otherwise;
- vi. the Chief Executive Officer, who shall be the secretary-treasurer.

Each officer, other than the honorary President, the Chief Executive Officer and the immediate past President, shall be elected at the Annual General Meeting. An elected Officer shall serve a term of two (2) years commencing at the close of the Annual General Meeting at which such individual is elected and concluding at the earlier of: (i) the close of the second Annual General Meeting held subsequent to such Officer's election; , shall take office at the conclusion of that Annual General Meeting, and shall hold office until his/her successor takes office at the conclusion of the next Annual General Meeting thereafter, or until (ii) when he/she they cease to be a trustee serving on a member Board, whichever occurs earlier. In the event that the immediate past President becomes unable to serve on the Board of Directors, or ceases to be a trustee of a member Board, the position shall be deemed vacant.

(II) Bylaw 2e be amended to:

2e. Notwithstanding the requirements of subsections (a) and (b), an officer whose Board ceases to be a member solely by reason of being abolished under the *School Act*, may remain in office until the next Provincial Council meeting, ~~or Annual General Meeting, whichever first occurs,~~ following the abolition.

(III) Bylaw 4 be amended to:

4. Elected offices on the Board of Directors which fall vacant shall be filled in the following manner:

a. If the office of President falls vacant the Vice-President shall advance to the office of the President.

b. If the office of Vice-President falls vacant, an interim Vice-President shall be elected by the Board of Directors from its own members, and shall serve until an election for Vice-President is held at the next Provincial Council ~~or Annual General Meeting,~~ whichever is first. Should this election take place at a Provincial Council meeting and the interim Vice-President is not elected at that time, ~~he/she~~ they would revert to the position of Director for the remainder of the term.

c. If the office of Director ~~or past President~~ falls vacant, the Provincial Council shall elect one (1) of their members to fill the vacancy for the remainder of the term ~~until the next Annual General Meeting.~~

(IV) The following provision be added between 15a and 15b:

Election of officers for two-year terms will take place at the 2022 Annual General Meeting and in every second year after that.

(V) Bylaw 15b be amended to:

15b. The nomination of candidates for election as Association officers shall be submitted ~~by mail~~ at least thirty (30) days prior to the Annual General Meeting when elections are scheduled to take place, addressed to the Chief Executive Officer. Nominations shall be accepted where a trustee submits ~~his/her~~ their name for election to a specific office and the name is supported by two (2) trustees serving on the same or different member Boards.

(VI) Bylaw 15f be amended to:

~~15f. The election of officers shall be held at the Annual General Meeting.~~ At least three (3) scrutineers shall be appointed by the Chief Returning Officer. Before any ballot is taken, any person nominated may decline office or withdraw ~~his/her~~ their name.

Rationale:

During the 2019 AGM the following resolution was adopted by the membership:

“That BCSTA establish an ad hoc committee to develop a proposal to amend the Association’s Bylaws to increase the term of office for BCSTA’s elected officers from one year to two years.”

The working group was formed and presented its report to the Board of Directors in late November of 2019. The report can be accessed [here](#). The group did not feel comfortable with a specific recommendation and felt it was appropriate that the membership consider the merits of the change at the next AGM. They did feel a number of details must be considered (which are spelled out in their report) if the membership wishes to move to a two-year term. Please note that if a change is made to the Bylaws, it will not take effect until after the 2021 Annual General Meeting. The first election to a two-year term would take place in 2022.

Having received the report, the Board of Directors support moving to a two-year term and have prepared the required Bylaw changes for consideration by the membership. To assist in the debate, the Board is offering the following pro and con list. Of course, this is not exhaustive and members are encouraged to add to the two lists during the discussion of the Bylaw change at AGM.

Pros (of moving to a two-year term):

1. The President, Vice President and Directors will have two years to work on the plans they develop through the strategic planning process (which often span more than one year).
2. New Directors will have time to get up to speed and more time to contribute through working groups and committees before their term ends.
3. Trustee terms have been lengthened over the past several years from two years to three and then four years. The rationale for lengthening trustee terms of office applies to this discussion as well.
4. Two-year terms ensure a greater degree of certainty for staff and government in terms of relationship-building.
5. Most directors already serve for more than one year. In the history of the organization there are very few Directors who have served for only one year.
6. Not holding elections every year at an AGM would allow the time spent on that process now to be utilized for other professional development or networking opportunities during those years when no elections are being held. If needed, by-elections would occur at the first Provincial Council meeting after the vacancy occurs.

Cons (of moving to a two-year term):

1. The current one-year term provides the ultimate accountability. The organization can choose not to continue the service of the President, Vice-President or

Directors relatively quickly if they are concerned about the direction being taken by the Board.

2. There is the possibility, though unlikely, that the entire Board could turn over all at once (since the Board is not recommending alternating terms). Of course, this can happen with a one-year term as well, under the current Bylaws.
3. Although there have been relatively few Directors who have served for only one year, there have been some who tried the role and found it not to be appropriate for them. Although they could certainly resign if they found that to be the case before the end of a two-year term, that length of term may frighten some from standing for election.
4. If an elected officer is unable to complete their term on the Board and a vacancy arises early in the two-year term of office, a Provincial Councillor could fill this vacancy for over a year. Under the current system, a Provincial Councillor would fill the vacancy for less than a year, as a general election for the Board of Directors would take place at every AGM.

Of course, there are other questions to be considered if a two-year term is endorsed by the membership. The Board has considered these and wishes to offer the following thoughts.

Why not consider alternating terms to ensure continuity?

While the Working Group did feel alternating terms would be appropriate, the Board felt the process of alternating terms to be unnecessarily complex, especially when we consider the election procedure which allows candidates to run for the position of President and, if unsuccessful, to drop down to run for Vice-President; and, if unsuccessful in that election, to run for Director. While the concept of alternating terms is intended to ensure there are always some experienced members on the Board, the history of the organization would suggest that has always been the case and will likely continue in the future regardless of moving to two-year alternating terms.

Reference:

- [Recommendations of the Ad Hoc Working Group on Director Terms of Office](#)

This is an Extraordinary Motion.

This motion relates to Bylaws 2 (Officers), 4 (Vacancies on the Board of Directors) and 15 (Election of Officers).

SUBSTANTIVE MOTIONS

CATEGORY:

BCSTA

6. Board of Education Meetings with Ministerial Staff

SUBMITTED BY: *Vancouver Island Branch*

BE IT RESOLVED:

That BCSTA request the Ministry of Education to make senior ministerial staff available at BCSTA AGMs and Academies for short (20-minute), pre-arranged meetings with individual school districts.

Rationale:

Many trustees have spoken of the positive nature of meetings wherein boards of education are able to converse with Ministry of Education staff. In the past, boards were able to meet with ministry staff at the Academy and/or AGM and this motion asks for reinstatement of this practice. This practice would be very valuable for boards geographically located far from Victoria.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

7. Branch President Access to Information and Meetings related to Board Chairs

SUBMITTED BY: *Vancouver Island Branch*

BE IT RESOLVED:

That BCSTA provide branch presidents with information that BCSTA sends to board chairs, when appropriate; and, consider including branch presidents in BCSTA's board chair meetings.

Rationale:

Branch presidents are elected by their respective branches to set and organize the business of their branches. Branch presidents are not necessarily board chairs. When branch presidents do not receive information that BCSTA shares with board chairs, this somewhat disadvantages the branch as the branch may not have important information that could assist with setting the branch meeting agenda, developing advocacy motions and receiving information about developments related to advocacy motions. Branch presidents need access to information from BCSTA that chairs of boards receive. Access to the information that BCSTA shares with board chairs is one way to gain access to information for branch presidents. We recognize that there are circumstances when BCSTA determines that it may not be appropriate to share some information with branch presidents who are not chairs. We also recognize that when BCSTA sends information to chairs on behalf of third parties, BCSTA may not be authorized to share this information with branch presidents.

In addition, it would be helpful for branch presidents to attend BCSTA's board chair meetings. This motion is not seeking to include branch presidents in the BCSTA board chairs' discussion group.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

8. Coordinating BCSTA Academy Conference & First Nations Education Steering Committee Conference Dates

SUBMITTED BY: *SD75 (Mission)*

BE IT RESOLVED:

That BCSTA work to ensure that the BCSTA Academy dates do not conflict with the First Nations Education Steering Committee Conference dates.

Rationale:

The BCSTA Trustee Academy hosted in November has on previous occasions conflicted with the First Nations Education Steering Committee Conference (FNESC). When these dates overlap, boards and/or individual trustees must decide which conference to attend. The work of FNESC is important in supporting our collective efforts to embrace Truth and Reconciliation, and in improving education outcomes for Indigenous students. BCSTA should make every effort to ensure their calendar and work schedule aligns with FNESC; such a commitment is consistent with the recommendations of the BCSTA's Events Timing Committee report from 2020.

Reference:

- [BCSTA Legislative Committee Working Group Report on Optimal Timing for BCSTA Major Events](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

CATEGORY:

STUDENTS

9. Improve the Tracking and Reporting of Education Outcomes Involving Youth in Care

SUBMITTED BY: *Metropolitan Branch*

BE IT RESOLVED:

That BCSTA request that the Ministry of Education and Ministry of Children and Family Development implement stronger accountability, reporting, tracking and monitoring systems for the purpose of improving services and educational outcomes for children and youth in care.

Rationale:

This motion comes directly from the BC's Representative for Children and Youth's report *Room for Improvement: Toward Better Educational Outcomes for Children in Care*. Although some work has been done to implement the recommendations set out in the Representative for Children and Youth's report, the recommendations in the report have not been fully implemented.

Children in care are some of the most vulnerable in the public education system, and stronger accountability and better reporting systems would aid districts and boards of education in better supporting these students as they navigate through K-12.

References:

- [*Room for Improvement: Toward Better Education Outcomes for Children in Care \(October 2107\)*](#)
- [*Recommendations Tracking – Update – Representative for Children and Youth's Report: Room for Improvement: Toward Better Education Outcomes for Children in Care \(February 2021\)*](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statement 4.61P (Coordination of Services).

10. Food Security

SUBMITTED BY: *Northern Interior Branch and SD42 (Maple Ridge Pitt Meadows)*

BE IT RESOLVED:

That BCSTA strongly urge the Minister of Education and Minister of Social Development and Poverty Reduction to implement and fund a food security program for each school district, noting that the Minister of Education's mandate letter references the development of such a program; and further, that government be urged to consult with BCSTA in the development of the program.

Rationale:

- Proper nutrition is essential for mental wellness and improvement in cognitive skills. Providing students with healthy meals at school supports student learning, mental wellness and cognitive development.
- Data from 2011-2012 indicate that “about one in six BC children under the age of 18 lived in households experiencing some level of food insecurity” (BC Provincial Health Services Authority, Priority Health Equity Indicators for British Columbia: *Household Food Insecurity Indicator Report*, August 2016).
- There was food insecurity in 25 per cent of Northern BC households with children in 2011-2012 (Northern Health: Household Food Insecurity in 2011-2012).
- 12.4 per cent of households in BC were considered food-insecure in 2017/18 according to a Statistics Canada community health survey which is cited in reports by PROOF: Food Insecurity Policy Research.
- First Call's BC Child Poverty Report Card reported that in 2017, one in five children were living in poverty, which is an increase from the prior year.

References:

- [Minister of Education's Mandate Letter, November 26, 2020](#)
- [First Call, BC Child Poverty Report Card Summary Report released January 14, 2020](#)
- [Northern Health, Guidelines for Health Professionals: Household Food Insecurity Report](#)

- [BC Provincial Health Services Authority, Priority health equity indicators for British Columbia: Household Food Insecurity Indicator Report, August 2016](#)
- [Minister of Social Development and Poverty Reduction Statement on Income Survey](#)
- [Statistics Canada Income Survey](#)
- [PROOF: Food Insecurity Policy Research](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 4.3FS (Child Poverty and Learning).

11. Funding for Middle Years Development Instrument

SUBMITTED BY: *SD61 (Greater Victoria)*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education to fully fund the Middle Years Development Instrument (MDI) in the same manner as the ministry funds the Early Years Development Instrument (EDI).

Rationale:

Evidence-based decisions which best meet the needs of students can only be achieved by looking at relevant, reliable and researched data. The Ministry of Education has long understood this relationship and has fully funded access to the Early Years Development Instrument (EDI) for all school districts. EDI data has supported educators and school representatives to help identify the strengths and needs of Kindergarten children within their communities, allowing them to create targeted programs which focus on the areas identified as the greatest need. Boards of education use the data to better evaluate, modify and create programs as well as focus investments in the areas that would best benefit the needs of the cohorts entering the system.

The Middle Years Development Instrument (MDI) is of equal, if not of greater, value to districts than the EDI. The strength of the MDI lies not in the assessing of the strengths and needs of one student or one class, but in seeing patterns across a community or district, and across time for groups of children during middle childhood. Data collected from students in Grades 4 and 7 assess five areas of development strongly linked to academic achievement, health and well-being. These areas are: social and emotional development, physical health and well-being, connectedness, use of after-school time and school experiences.

Educators and school districts know that skills and habits are malleable and actionable – they can be learned and strengthened during middle childhood. Research continues to identify programs and practices targeting these skills and that demonstrate positive, long-term outcomes for children. Middle childhood is the perfect time to adjust and support acceptable behaviours, practise and improve social and emotional skills, and support embracing healthy habits.

The MDI provides the rich data that boards of education and educators require to make evidence-based decisions which will best support the needs of the students in their district beyond the middle years and which will have the greatest impact on their future health, happiness and success. Currently, districts self-fund acquiring this crucial data, resulting in less than 100 per cent of districts having access to their data to make funding and programming decisions. Those districts that do self-fund acquiring the data

must find financial resources within their budgets, removing funding from other student supports.

References:

- [Early Development Instrument](#)
- [Human Early Learning Partnership – Middle Years Development Instrument](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

12. Limiting Access to the Results of Foundation Skills Assessment

SUBMITTED BY: *Kootenay Boundary Branch and SD72 (Campbell River)*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education to only provide access to the results of Foundation Skills Assessment to school district staff and parents/guardians.

Rationale:

This motion is needed to ensure the information is processed and used for educational and assessment purposes only. Currently, information about the Foundation Skills Assessment (FSA) is available to the public.

The Fraser Institute has used the results of the Foundation Skills Assessment to rank schools. This has resulted in some schools being considered “inferior” while others, mainly private schools, are touted as being “superior.” The information collected in the FSA was intended to provide a snapshot of the performance of the provincial education system in the areas of reading, writing, and mathematics. The FSA was never intended as an instrument to rank individual schools and it is a misuse of the data to use it in that manner.

Further, the Foundation Skills Assessment results should be provided to school districts, which can use those results to supplement ongoing classroom and district assessments.

References:

- [Ministry of Education – Foundation Skills Assessment](#)
- [BCSTA 2017 AGM 2017 Motion 11: Foundation Skills Assessment](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy 4.4.1P (Principles of Student Assessment and Evaluation).

13. Elimination of the Foundation Skills Assessment

SUBMITTED BY: *SD35 (Langley)*

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education to eliminate the Foundation Skills Assessment.

Rationale:

This form of standardized testing is outdated and does not align with the Ministry of Education's current philosophy on assessment. The Foundation Skills Assessment (FSA) is a flawed metric that does little more than emphasize socio-economic differences between schools. Teachers have much richer and more effective ways to gauge student progress and identify challenges that can then inform their teaching. The Fraser Institute's use of the results to rank schools is a perverse and misleading report that has been condemned and discredited by the education community.

References:

- [Ministry of Education: Foundation Skills Assessment](#)
- [Advisory Group on Provincial Assessment – Final Report, June 2014](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statement 4.4.1P (Principles of Student Assessment and Evaluation).

14. Information about the Foundation Skills Assessment

SUBMITTED BY: *Kootenay Boundary Branch*

BE IT RESOLVED:

That BCSTA provide information to members that describes the Foundation Skills Assessment, its rationale and key pros and cons.

Rationale:

This motion is intended to inform trustees of the history of the Foundation Skills Assessment (FSA) and its strengths and weaknesses and is not meant to take a position on the merits of FSA.

BCSTA could compile existing resources from BCSTA and other organizations and/or create new resources about the FSA and its predecessors (such as the Provincial Skills Assessment Program (PLAP)).

The goal of the motion is to ensure that trustees have access to relevant background information about the FSA. This background will help inform our advocacy with respect to the FSA.

Reference:

- [Ministry of Education: FSA](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statement 4.4.1P (Principles of Student Assessment and Evaluation).

15. Inclusive Schools and Safety

SUBMITTED BY: *SD35 (Langley)*

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education to: (a) require each school district to identify and report to the board of education and the ministry on the number of seclusion/isolation rooms in each district by June 2022; (b) consult with BCSTA regarding the potential renovation and/or repurposing of these seclusion /isolation rooms; and, (c) require school district staff to provide bi-annual reports to their board regarding the use of seclusion and restraint in the district's schools.

Rationale:

Although many school districts have policies and procedures regarding seclusion and restraint, additional work is needed to ensure that the manner in which neurodiverse students are treated in schools is safe and respectful. It is important for boards and the Ministry of Education to have access to more information about the seclusion/isolation rooms so we can work together on this matter. Boards would also benefit from receiving regular reports regarding incidents of the use of seclusion and restraint in schools to better understand what is happening in schools.

Reference:

- [Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

16. Mental Health Funding for Counsellors in Schools

SUBMITTED BY: *SD46 (Sunshine Coast)*

BE IT RESOLVED:

That BCSTA advocate to the Ministries of Health, Mental Health and Addictions, and Children and Family Development to accelerate implementation of the *Pathway to Hope* integrated mental health and substance use care plan by increasing sustained and targeted funding for additional school and integrated counsellors to deliver mental health care in school settings.

Rationale:

School districts are increasingly using education dollars to respond to health issues. As school districts are increasingly expected to support child and youth mental health, we also must be provided with additional supports and financial resources to address this increased need.

The government's *Pathway to Hope* includes four sets of priority actions for the next three years, including improved wellness for children, youth and young adults. Given the impact of COVID-19 on mental health in children and youth, it is necessary to accelerate this plan and increase funding for mental health services in schools.

This motion advocates for the BCSTA motion Funding for Mental Health and Wellness Initiatives for Districts.

References:

- [Government of BC, *A Pathway to Hope: A roadmap for making mental health and addictions care better for people in British Columbia*](#)
- [BCSTA 2019 AGM 2019 Motion 9: Funding for Mental Health and Wellness Initiatives for Districts](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statements 4.2.2P (Health-Promoting Schools), 4.2.3P (Preventative Health Care Programs) and 4.2.4P (Substance Misuse Prevention).

17. Equity and Internet Connectivity

SUBMITTED BY: *SD60 (Peace River North)*

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Jobs, Economic Recovery and Innovation, the Ministry of Citizens' Services and the Ministry of Education to make reliable, consistent, and affordable internet connectivity a high priority.

Rationale:

Reliable, consistent and affordable internet connectivity contributes to equitable access to education for students. Although BCSTA has continued to advocate to the appropriate government agencies and ministry, there has been little movement on this matter, and students continue to be impacted by inadequate access to reliable and cost-effective internet connectivity. Now more than ever, we have seen a significant disparity between students who have cheap, reliable access to internet connectivity and students who do not. The students who do not have this access are typically in rural and remote locations outside of urban centres.

References:

- [Ministry of Citizens' Services, Connectivity in BC](#)
- [BCSTA 2018 AGM Motion 39: Internet Connectivity](#)
- [BCSTA 2012 AGM Motion 27: Improved Services to Internet Access](#)
- [BCSTA 2010 AGM Motion 3: School Access to High Speed Internet](#)
- [BCSTA COVID-19 Response Working Group Final Report \(page 6\)](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statements 1.1FS (Mission), 4.2FS (Development of Student Potential), 4.3FS (Child Poverty and Learning).

This motion relates to Policy Statement 5.12P (Addressing Student Differences).

18. Wait Times for Assessment

SUBMITTED BY: *SD60 (Peace River North)*

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Health, Ministry of Children and Family Development, and Ministry of Education to reduce wait times for assessments for children who have been identified with neurodiversity such as Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Fetal Alcohol Spectrum Disorder, and Sensory Processing Disorder in the public education system.

Rationale:

This motion is needed because wait times for neurodiverse assessments continue to be a barrier for appropriate intervention and support for our students. For example, in BC as of February 9, 2021, the wait time for an Autism Spectrum Disorder (ASD) assessment is 77.7 weeks from the time of referral. According to Northern Health, as of March 11, 2021, the provincial average wait time for a Complex Developmental Behavioural Conditions (CDBC) assessment is 69 weeks and the average wait time for a CDBC assessment in Northern Health is 87 weeks. Parents in the northern region can seek private assessments at significant cost to them through clinics in the lower mainland and one in the Okanagan. There continue to be capacity challenges in the availability of professionals to assess these children in a timely fashion. In order for these children to have the best outcomes, early assessment, diagnosis and intervention is vital. These assessments are necessary to address inequity in the public education system, access to appropriate interventions and quality education.

References:

- [Provincial Health Services Authority – BC Autism Assessment Network](#)
- [BCSTA 2018 AGM Motion 19: Funding for Assessment and Intervention](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statements 1.1FS (Mission), 3.1FS (Accountability of Boards of Education), 4.3FS (Child Poverty and Learning), 4.6FS (Services for Students), 5.2FS (Addressing Student Differences) and 8.3FS (Special Education).

This motion relates to Policy Statement 5.12P (Addressing Student Differences).

CATEGORY:

PUBLIC EDUCATION GOVERNANCE

19. Enhancing Student Learning Reporting Order and Framework for Enhanced Learning Policy Review Process

SUBMITTED BY: *SD42 (Maple Ridge-Pitt Meadows)*

BE IT RESOLVED:

That BCSTA request that the Ministry of Education establish a process for the ministry and boards of education to review and assess the Framework for Enhancing Student Learning; and, that the review process be completed by no later than December 2022.

Rationale:

This motion is needed because the Ministry of Education and boards of education are co-governors of the K-12 public education system in BC. Per the Memorandum of Understanding, both parties agreed to a shared commitment to realizing the full value and potential of British Columbia's students, in supporting the educated citizen.

The Enhancing Student Learning Reporting Order 302/20 was put in place in August 2020 and took effect on September 1, 2020. The Ministerial Order requires boards of education to publicly release a 10-page report based on the requirements/measures set out in the Ministerial Order and Policy.

The Policy outlines requirements for both the ministry of education and boards of education.

Any successful implementation of a policy or plan should incorporate a process for review, assessment, reflection and amendment. Both parties should have an opportunity to reflect on the goals of the framework and review to see if the mandated report and other requirements meet that goal. The review will enable boards to share feedback with the ministry regarding improvements that could be made to the reporting requirements in the Framework for Enhancing Student Learning.

References:

- [Memorandum of Understanding between the Ministry of Education and BCSTA](#)
- [Enhancing Student Learning Reporting Order](#)
- [Ministry of Education Policy: Framework for Enhancing Student Learning](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement. This motion relates to Foundational Statement 2.1FS (Co-Governance).

20. Reporting Requirements for Small Districts

SUBMITTED BY: *SD52 (Prince Rupert)*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education to take into account the limited staff available in small districts, compared to large districts, when designing ministry planning and reporting requirements for school districts.

Rationale:

This motion is needed because the Ministry of Education expects the same level of reporting from small districts and large districts, yet small districts have much smaller staffing levels in their board offices. This often means the senior leaders of the small district (e.g., superintendent and secretary treasurer) have increasing workloads in order to comply with each new ministry planning and reporting requirement. There are a large number of reports which the ministry requires districts to submit. Examples include:

- Report on School District Advertising in Newspapers
- Community Link funding, which is used to support vulnerable students
- Enrollment Estimate reports
- Classroom Enhancement Fund reporting
- Portable and Modular Building Report.

New reporting requirements have been introduced through the Framework for Enhancing Student Learning. It would be helpful if the ministry considered whether there are existing reports that: (a) are no longer relevant; or, (b) could be consolidated within the annual plans and reports which districts will be preparing to comply with the Framework for Enhancing Student Learning.

Reference:

- [Ministry of Education Policy: Framework for Enhancing Student Learning](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 2.1FS (Co-Governance).

21. Alternative Identification Process

SUBMITTED BY: *SD47 (Powell River)*

BE IT RESOLVED:

That BCSTA request that the Ministry of Education consider finding an alternative to using numbers as a way to identify individuals both within the education system and on the visitor passes used to identify visitors to ministry buildings.

Rationale:

Identifying people by a number has historically been dehumanizing and in many cases, traumatizing. Those who have been victimized by residential schools, concentration camps, etc. can experience symptoms of post-traumatic stress from the mention of a number they have been associated with in the past. Now, more than ever, we need to work harder to “humanize” our systems.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

22. Rural Education Partners' Council

SUBMITTED BY: *Thompson Okanagan Branch*

BE IT RESOLVED:

That BCSTA request the Ministry of Education to reinstate and fund the Rural Education Partners' Council.

Rationale:

Although BCSTA has asked the provincial government to renew its support for the Rural Education Partners' Council (REPC), the government has not done so. Remote and rural communities have specific challenges and needs. Reinstatement of the Rural Education Partners' Council would provide a critical advocacy forum to address the specific needs and challenges of northern, rural and remote communities, and students within these communities by:

- Seeking solutions for rural student challenges.
- Seeking solutions for rural vulnerable populations.
- Addressing short and long term shortages of skilled workers and trades training needs.
- Addressing the delivery of vital services to Indigenous students.
- Addressing issues that impact the short- and long-term sustainability of the educational, social, and economic future of northern, rural and remote communities.

These communities are the “dominant engines” of British Columbia’s natural resource economy; however, they obtain limited economic, social or educational benefits in return. Some examples of these challenges are:

- Limited commitment from corporations to support local services, including education, trades training and apprenticeship.
- Difficulty attracting and sustaining qualified staff, particularly specialists in education, health and government services.
- Funding inequities – northern, rural, and remote communities have a high percentage of vulnerable students, yet this is not taken into consideration in current funding allocation formulas.
- Challenges providing a rich educational environment and programs for all students.
- Challenges providing ongoing training and professional development for their employees, including access to colleges and universities.

References:

- [David Baxter, Ryan Berlin, and Andrew Ramlo, “Regions & Resources: The Foundations of British Columbia’s Economic Base,” Urban Futures – Strategic Research to Manage Change, 2005](#)
- [Urban Futures](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statements 2.1.2P (Roles and Responsibilities) and 5.1.2P (Rural Education).

23. Integration of Childcare and Early Learning into the K-12 Education Sector by 2023

SUBMITTED BY: *SD28 (Quesnel) and SD61 (Greater Victoria)*

BE IT RESOLVED:

That BCSTA request the Ministry of Education to begin working with school districts to plan for the implementation of the government's goal of moving Childcare and Early Learning responsibility from the Ministry of Children and Family Development to the Ministry of Education by 2023; and, that the government provide school districts with the financial resources to prepare for this transition.

Rationale:

The Minister of Education's mandate letter asks her to "work with the Minister of Children and Family Development and the Minister of State for Child Care to integrate child care into the broader learning environment by developing a strategy to move delivery of child care into the Ministry of Education by 2023."

As 2023 is only two years away, school districts need to understand the Ministry of Education's expectations with respect to the role of school districts in child care delivery so districts can start planning and developing local policy and procedures.

We are asking the Ministry of Education to consider the following key factors:

- 1) Infrastructure and Capital Investment – There is limited available space and creating adequate space will take time and investment. Will the existing MCFD Childcare funding and New Spaces Fund be adequate to support the demand for this initiative?
- 2) Staffing – There will be an increased need for trained staff and this will be difficult when there is already a shortage of trained Early Childhood Educators in communities. What is the plan to provide trained staff?
- 3) There is a need to plan (per points 1 and 2). Budgets and ministry resources need to be known to develop school district plans. Without this information, preliminary planning will be stifled.
- 4) Initiatives this large need start-up funding and ongoing staff support to realize the goal. This needs to be funded by the provincial government.
- 5) Existing K-12 budgets should not be used to support new programs mandated by the ministry.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 2.1FS (Co-governance) This motion relates to Policy Statement 5.1.1P (Provincial Curriculum Development, Funding and Implementation).

CATEGORY:

EDUCATIONAL PROGRAMS

24. Funding for the Shoulder Tappers Program

SUBMITTED BY: *Northern Interior Branch*

BE IT RESOLVED:

That BCSTA request the Ministry of Education to fully fund and expand the Shoulder Tappers program to all BC school districts.

Rationale:

- Shoulder Tappers are career coordinators or recruitment specialists who work one-on-one with elementary and secondary school students to point them in the right direction with greater mentorship and positive career input. The program is based on the successful Northern Opportunities partnership in northeast BC, which started with a focus on skilled trades careers. It grew to include student access to technical, academic, and vocational courses such as aircraft engineering, heavy duty mechanics, information technology, early childhood education and others (see Northern Development Initiative Trust website, below).
- The current Shoulder Tappers program supports programming in BC north of Lillooet. The pilot program and funding began in 2014/2015 and the Northern Development Initiative Trust has advised that the pilot project ended in June 2020.
- In the past, the Northern Development Initiative Trust has provided funding in the amount of \$3.6 million, with the Ministry of Education contributing \$1.3 million to the program.
- The Northern Development Initiative Trust will not fund this program going forward, as the five-year pilot project ended in June 2020.
- The program was successful, with Youth Work in Trades enrollment increasing by 18 per cent since 2015, and Youth Explore Trades Skills enrollment increasing by 104 per cent since 2016/2017 in the districts involved.
- There continues to be a gap for certified Red-Seal trade employees. This successful and proven Shoulder Tappers Program is assisting in filling this identified need for certified trades workers.

References:

- [Statistics Canada Registered Apprenticeship Information System](#)
- [Prism economics analysis, CANTRAQ](#)

- [Ministry of Education and Northern Development Initiative Trust News Release, “Connecting more students with skills training and mentorship in northern BC”](#)
- [Northern Development Initiative Trust, BCSTA Northern Interior Branch Presentation, January 25, 2020](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

25. Physical Literacy

SUBMITTED BY: *SD44 (North Vancouver)*

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education, the Ministry of Advanced Education, BC Teachers' Council and all teaching universities, educational assistant training programs and early childhood education programs to ensure that all graduates of these programs have the ability to teach and assess fundamental movement skills (i.e., physical literacy).

Rationale:

Postsecondary institutions have different requirements for instruction on physical education. If teaching fundamental movements skills were a minimum requirement for all programs, students, no matter their ability, would benefit, both physically and psychologically. Physical literacy and foundational movement skills are paramount in the long-term physiological and psychological health of our students. Providing resources for our educators to teach these competencies will increase access to a wider range of options for physical literacy instruction.

All students should have access to fundamental movement instruction, as it so closely relates to positive mental and physical health and long-term success.

References:

- [Sport for Life](#)
- [Tremblay et. al, BMC Public Health, "Canada's Physical Literacy Consensus Statement: process and outcome, 2018"](#)
- [ParticipACTION Expert Statement on Physical Activity and Brain Health in Children and Youth](#)
- [Tremblay et al., BMC Public Health, "Physical Literacy Levels of Canadian Children aged 8-12 years," 2018](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

26. Recommended Resources for the New Curriculum

SUBMITTED BY: *Kootenay Boundary Branch*

BE IT RESOLVED:

That BCSTA request the Ministry of Education to support the implementation of the new curriculum by identifying recommended learning resources for teachers and students that align with the new curriculum and support student learning.

Rationale:

Providing recommended resources that align with new learning outcomes at developmentally-appropriate levels makes for a more seamless transition for learning at the classroom level. This particularly supports new teachers and teachers who are new to teaching a particular grade or subject. These recommended resources do not prevent teachers from creating or using their own resources, but would provide a starting point to support the teaching of new learning outcomes.

Reference:

- [BC's New Curriculum](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

27. Roots of Empathy Multi-Year Funding

SUBMITTED BY: *SD46 (Sunshine Coast)*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education and the Ministry of Children and Family Development to restore the multi-year 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.

Rationale:

This program will support the BC government's Mental Health in Schools Strategy (MHiS). Funding this program would leverage the existing networks and collaboration already established between the organization and many BC school districts.

The new Roots of Empathy Recovery Program has been developed to help support students' mental health, well-being and adjustment back into the regular routine of school. The curriculum focuses on the development of emotional literacy skills, essential for supporting children to be resilient during the pandemic, when the social and emotional challenges are even more complex.

Working with elementary school students, the program starts early in addressing mental health and can make all the difference down the road.

The Roots of Empathy program is one of the few evidence-based social emotional learning programs that is in alignment with and supports core competencies of the B.C. curriculum.

Nineteen years of research have shown that the Roots of Empathy program significantly reduces disruptive behaviours and increases prosocial behaviour, i.e., kindness, caring and inclusion; and supports children's mental health and well-being.

In 2021 the Roots of Empathy program was chosen by the HundrED Academy as one of the most innovative education programs in the world.

References:

- [Roots of Empathy Brief Research Summary](#)
- [Summary of Roots of Empathy Research 2001 – 2018](#)

- [HundrED Academy](#)
- [UBC, K. Schonert-Reichl et al., “Investigating the Impact of the Roots of Empathy Program on the Social and Emotional Competence of School-Aged Children”](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statements 4.2.3P (Preventative Health Care Programs), 4.2.7P (Bullying) and 4.6.1P (Coordination of Services).

28. Emphasis on Transformative Education

SUBMITTED BY: *SD48 (Sea to Sky)*

BE IT RESOLVED:

That BCSTA meet with the new Minister of Education to discuss: the importance of revitalizing an emphasis on educational transformation for equity and excellence as set out in the new curriculum; and, the misalignment between the new curriculum's focus on core competencies and the reporting requirements of the Framework for Enhancing Student Learning.

Rationale:

This motion is needed because the Ministry of Education's new Framework for Enhancing Student Learning policy is soft on core competencies assessment and the focus is put back on the core skills – literacy and numeracy. This presents challenges for districts that embraced the new curriculum, along with the challenges inherent in transforming learning for the 21st century. If the competencies are not assessed and reported on systematically, the message is that they are not important.

A related issue is that of reconciliation. An emphasis on the competencies aligns learning with our growing understanding of Indigenous ways of learning and knowing. To the extent that we underplay them, we fail at transformation and at reconciliation.

This motion is not intended to undermine the importance of core skills, but it is intended to ensure we are developing an equitable system that serves all our students. It is also intended to ensure that the extensive and challenging transformation work undertaken by many districts is acknowledged and respected.

References:

- [Enhancing Student Learning Reporting Order](#)
- [Ministry of Education Policy: Framework for Enhancing Student Learning](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

29. Request for Climate Literacy Funding and Supports

SUBMITTED BY: *SD40 (New Westminster)*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education and Ministry of Environment & Climate Change to provide funding to support climate literacy in all BC schools, including funding for: curriculum supports, materials, equipment and professional development opportunities.

Rationale:

The Intergovernmental Panel on Climate Change (IPCC) published a report on October 8, 2018 that found we must limit global warming by 1.5 degrees Celsius by 2030 and that doing so “would require rapid, far-reaching and unprecedented changes in all aspects of society.” (Summary for Policymakers of IPCC Special Report on Global Warming of 1.5 Degrees Celsius Approved by Governments, October 8, 2018.)

As boards of education, we have been hearing loud and clear from students and teachers in BC and across the globe about our climate emergency. We are no longer able to wait and see how to move forward, and many boards of education have already begun taking action.

While BCSTA will be creating a climate action working group, there is an urgent need to call on government to immediately support and fund district initiatives regarding climate literacy.

This is a provincial (and global) issue and individual school districts should not be left to develop and fund their own initiatives, pay for materials and/or professional development opportunities from their overstretched operational budgets. This issue impacts us all and as such, the provincial government needs to provide the supports and funding necessary to enable our students and staff to be climate-literate.

Reference:

- [Intergovernmental Panel on Climate Change \(IPCC\)'s October 8, 2018 report](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

CATEGORY:

TEACHERS/PERSONNEL

30. Shortage of Technology Education Teachers

SUBMITTED BY: *Metropolitan Branch*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education and the Ministry of Advanced Education to address the shortage of technology education teachers by creating additional spaces for both the two-year Diploma of Technology Teacher Education and the Bachelor of Education in Technology Education; and, further, that they diversify the location of the newly-created spaces to include locations in Northern BC, Central BC and in the Lower Mainland south of the Fraser River.

Rationale:

This motion is needed because school districts across the province are unable to hire the qualified teaching and Teachers Teaching on Call (TTOC) staff they need to run robust Grade 8 through 12 programming. As a result, some programs are cancelled or filled temporarily by a non-certified teacher.

The centralized model of providing 22 spaces per year for technology teacher education training only at the BC Institute of Technology (BCIT) is not generating a sufficient number of specialized teachers for the demand. Once students have completed the BCIT component of their training, they must attend the University of British Columbia to complete their teacher training and are not able to enroll in other postsecondary institutions that might be closer to home.

Offering new spaces for technology education in Central or Northern BC and south of the Fraser River would allow prospective technology education teacher candidates to access more spaces overall and provide an opportunity to stay in the regions in which they live and work.

Technology education leads to meaningful and substantive careers in craft, design, engineering and trades for many BC students. Key sectors in our economy are at risk of falling short in hiring the educated and skilled workforce our province needs to thrive.

It is imperative that we build our system-wide capacity to provide the level of education and training in technology that our students deserve in order to contribute their full potential to the future. A well-educated and well-trained population is essential for a vigorous economy.

References:

- [*Vancouver Courier*, "BC's Skilled Labour Shortage About to Become Acute," January 22, 2019](#)

- [BC Technology Education Association, “Where Have All the Shop Teachers Gone?”, January 11, 2017](#)
- [BCIT Technology Teacher Education Program](#)
- [UBC Faculty of Education Teacher Education Office – Technology Education](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

31. Online Learning Programs for Teacher Certification

SUBMITTED BY: *Northern Interior Branch*

BE IT RESOLVED:

That BCSTA request the Minister of Advanced Education to recommend that the Faculties of Education of BC universities develop online Bachelor of Education programs similar to that offered by the University of British Columbia.

Rationale:

The BC Teachers Council has accepted the proposal for the University of British Columbia to offer a blended program for their teacher certification program. The intention of the motion is to urge the development of online Bachelor of Education Programs in BC. UBC has developed a blended program and we urge other universities to do the same. UBC's blended program offers most of the courses online but some components of the program need to be in person.

Online Teacher Training Programs in BC would;

- Allow students enrolled in the program to pursue their certification within their communities while continuing their employment.
- Support opportunities for Indigenous language and culture specialists to attain certification.
- Open up additional training opportunities, as currently there is limited seating in teacher training programs.
- Provide greater opportunity for holders of Letters of Permission and non-certified teachers in the province to pursue certification if they are unable to leave their communities.

Reference:

- [UBC Faculty of Education Programs](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

32. Video Attendance for Superintendent-Ministry Meetings

SUBMITTED BY: *Kootenay Boundary Branch*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education to allow superintendents to attend ministry meetings by video conference rather than attending in person.

Rationale:

This motion is needed because superintendents are regularly called to attend Ministry of Education meetings in person. Many superintendents must spend many hours travelling to attend these meetings. At times, the business of the school district is unattended, particularly in small- and medium-sized districts that do not have assistant superintendents. Requiring superintendents to attend ministry meetings in person impacts boards of education because:

- boards are concerned about the safety of their staff when staff travel in the winter;
- staff time spent away from school districts to attend these ministry meetings affects district operations;
- boards incur costs paying for staff travel to these meetings.

Allowing superintendents to participate in ministry meetings by video conference would also reduce the environmental footprint of superintendents.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

33. Collective Agreements

SUBMITTED BY: *SD35 (Langley)*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education to fully fund the costs associated with collective agreements.

Rationale:

This motion is needed because as our board worked through our preliminary budgeting for 2021-22, we discovered an approximately \$185,000 shortfall due to the recently negotiated settlement with the BC Teachers' Federation. Governments of all stripes have imposed/negotiated settlements at the provincial level without fully funding the cost of implementing these agreements. Every dollar spent here is a dollar less for our educational services. Our education funding per student is already one of the lowest in Canada. If the BC Public School Employers' Association negotiates a contract (with approval from Treasury Board), the provincial government should pay the full cost of implementing the agreement. This is a matter of fundamental fairness and is covered by our co-governance agreement.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statement 8.1.4P (Fully Funded Mandates for Boards of Education).

34. Education Assistants

SUBMITTED BY: *SD35 (Langley)*

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education to: (a) prioritize establishing standards of practice for education assistants; and (b) consult with and fully include, education assistants and other educational partner groups in the implementation and oversight of the standards.

Rationale:

We must recognize the valuable role that education assistants (EAs) play in our education system. Currently, there are no standards for Education Assistants and programs that are offered throughout the province vary from two weeks to two years in length. This means EAs cannot possibly have the same learning outcomes and therefore, EAs have different levels of skill and ability. This directly impacts the children they are working with and leaves EAs vulnerable to injury. Students with disabilities are designated as a vulnerable population, and as such, we need to ensure there is a consistent standard of support among the EAs that support them. Although BCPSEA and CUPE submitted a joint submission with recommendations regarding EA standards to the Ministry of Education in the beginning of 2019, to date there has been no action taken. This issue has been raised by education assistants and their advocates for many years and it is time that qualifications and requirements are established so that ongoing professional development and support can be determined, and education assistants and the districts they work for can feel confident in the level of professionalism being attained.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 7.1FS (Collective Bargaining).

CATEGORY:

EDUCATION FINANCE

35. Funding for Students Arriving after September Count

SUBMITTED BY: *Metropolitan Branch*

BE IT RESOLVED:

That BCSTA request the Ministry of Education to ensure that students who come to districts after the September enrollment count are fully funded.

Rationale:

Boards throughout the province are currently impacted financially when they receive students after the September 30th count, and thus receive no funding – for the entire year in the case of students who fall under the “Basic Allocation.” The January count may lead to additional funding being provided to districts for students with designations, but no additional funding for non-designated students. This shortfall has grown exponentially in some districts this year, as they are seeing large numbers of families coming to Canada on temporary work permits and registering their children throughout the school year. Fully funding these students would correct this issue for all districts.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

36. Implementation of United Nations Declaration on the Rights of Indigenous Peoples

SUBMITTED BY: *Northern Interior Branch*

BE IT RESOLVED:

That BCSTA request the Minister of Education, the Minister of Finance and Minister of Indigenous Relations and Reconciliation to form a working group with Indigenous and BCSTA representation to analyze and make recommendations regarding the implementation of the United Nations Declaration on the Rights of Indigenous Peoples in school districts.

Rationale:

Bill 41 was passed unanimously by the BC Legislative Assembly; therefore, government should be supporting the facilitation of the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) in school districts.

Reference:

- [*United Nations Declaration on the Rights of Indigenous Peoples Act*](#)
- [Truth and Reconciliation Commission](#)
- [BC Tripartite Education Agreement](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 5.3FS (Aboriginal Education).

37. Allocate Rural Education Enhancement Funds

SUBMITTED BY: *Thompson Okanagan Branch*

BE IT RESOLVED:

That BCSTA urge the Minister of Education to restore the Rural Education Enhancement Fund as its own separate grant.

Rationale:

Although BCSTA had requested at the 2018 AGM that the Ministry of Education retain the Rural Education Enhancement Fund (REEF) in their new funding formula, it has been removed entirely for the 2020-2021 school year. Many rural school districts are not getting funding to help keep their small rural schools open. The ministry states it has increased the small school grants substantially, but these small school grants only apply to schools within regional districts, not within municipalities. In some districts, the small school grant increase is only 10 per cent of the funding previously received through the REEF grant. For example, a school district in the Thompson Okanagan Branch reports that their small school grant amount has increased by almost \$90,000 in 2020-2021, while the loss of the REEF grant is \$850,000 in the same school year.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statement 5.1.2P (Rural Education).

CATEGORY:

**SCHOOL PREMISES, FACILITIES,
SERVICES**

38. Funding for Student Transportation

SUBMITTED BY: *SD42 (Maple Ridge-Pitt Meadows)*

BE IT RESOLVED:

That BCSTA work with the Ministry of Education to define a minimum provincial standard for student transportation and that the Ministry of Education provide funding above the existing allocations to deliver this minimum standard in all school districts.

Rationale:

Prior to the 2002/2003 school year, the Ministry of Education provided funding for the transportation system based on the actual operating costs of transportation, taking into accounts factors such as:

- ministry-defined walk limits and the number of busing kilometers required to satisfy those walk limits
- the cost of transportation assistance based on the walk limits
- the cost of other contracted transportation
- the number of special needs students
- an allowance for every secondary student for extracurricular activities.

The requirement to provide transportation was removed from the *School Act* more than a decade ago., Over the years, school districts were asked to reduce administrative spending, which includes transportation, and made difficult decisions to cancel, reduce or add fees to school bus transportation in order to achieve these targets.

Section 2(1) of the *School Act* states that all children have a right to enroll in an educational program. However, lack of transportation (school or public) options in remote and rural areas is a significant barrier for in person attendance.

Defining a minimum provincial standard for student transportation and funding the actual costs incurred by districts to provide student transportation would ensure equitable access to transportation services for students and families across the province.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

39. School Bus Red-Light Runners

SUBMITTED BY: *SD33 (Chilliwack)*

BE IT RESOLVED:

That BCSTA request the Minister of Public Safety and Solicitor General, in consultation with the Ministry of Education, to review and increase the current fines and penalties for School Bus Red-Light Runners; and, that any resulting change be supported by a province-wide education and awareness campaign consistent with the shared Vision Zero target.

Rationale:

Many districts are experiencing the ongoing concern that too many drivers are failing to stop when school busses pull over and initiate a full-stop procedure; drivers not adhering to a full-stop procedure are commonly referred to as “red-light-runners.” The concern here is one of student safety; drivers not adhering to the rules of the road put pedestrians, in this case children, at unnecessary risk. The problem of red-light runners persists despite the best efforts in many communities to educate and remind members of the public to adhere to the rules of the road.

While there is no consistency when comparing fines and penalties between provinces, British Columbia has more lenient penalties when compared to most other provinces. Currently, offenders in BC receive a \$368 fine and three demerit points. This compares to Alberta at \$543 and six, Saskatchewan at \$360 and four, Manitoba at \$674 and two, and Ontario at \$400-\$4,000 and six with the possibility of jail time. PEI is notable for setting fines at \$1,000-\$5,000 with additional penalties of 12 demerit points, a licence suspension and a mandatory defensive driving course.

The Government of BC has maintained its support for Vision Zero, emphasizing that no loss of life is acceptable on our roadways; appropriate penalties coupled with supporting education and awareness are consistent with this shared goal.

References:

- [*The Globe and Mail*, “British Columbia doubles fine for passing a stopped school bus,” May 16, 2016](#)
- [*CBC*, “Drivers will now lose licence if they illegally pass a school bus,” November 29, 2018](#)
- [*Moving to Vision Zero: Road Safety Strategy Update and Showcase of Innovation in British Columbia*](#)

- [Ministry of Transportation and Infrastructure News Release, “Higher fines for failing to stop for a school bus means safer rides for students,” May 16, 2016](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

40. School Fire Suppression Systems

SUBMITTED BY: *Thompson Okanagan Branch*

BE IT RESOLVED:

That BCSTA request that the Ministry of Education fully fund the installation of fire suppression systems for existing public schools that do not have fire suppression systems, when the addition of these systems would enhance occupant safety.

Rationale:

School fire suppression systems are a vital safety feature for students in BC public schools. However, many public schools do not have fire suppression systems. Fire suppression systems are a safety priority equal to the existing ongoing project of seismic upgrades of public schools currently funded by the Ministry of Education.

Boards of education are responsible for funding fire suppression systems in schools that do not have them. This is not equitable compared to the funding of seismic upgrades in BC public schools by the provincial government. Fire suppression systems should be fully funded by the provincial government. This situation must be addressed in an efficient and timely manner.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 9.1FS (Safe Environment).

41. Maintenance of Public School Facilities

SUBMITTED BY: *Thompson Okanagan Branch*

BE IT RESOLVED:

That BCSTA request that the Ministry of Education work with BCSTA to create an asset management plan to ensure that the maintenance of public school facilities across BC is adequately funded to ensure long- term sustainability of these assets.

Rationale:

Boards of education across BC are concerned about the ongoing, steady decline in the viability of public school buildings. The funding received by boards to address building maintenance is inadequate. Boards of education are not able to upgrade school facilities to adequate standards due to increasing cost pressures and age of facilities. This situation is resulting in a gradual, steady decline in the viability of many school and district facilities.

In order to advocate on this issue, BCSTA could collect and compile information from boards about their building maintenance costs and deferred maintenance costs.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 9.1FS (Safe Environment).

42. Funding of Net-Zero Capital Upgrades and Replacements

SUBMITTED BY: *SD61 (Greater Victoria)*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education and the Ministry of Finance to fully fund net-zero school capital upgrade and replacement projects, effective immediately.

Rationale:

The BC government recognizes the vital importance of clean energy, and the CleanBC initiative outlines their plan for fighting climate change by changing “how we get around, heat our homes, and fuel our industry.” As part of this initiative, *“By 2032, all new buildings constructed in BC will be ‘net-zero energy ready.’ Net-zero energy ready buildings are designed to be so efficient that they could meet all or most of their own energy consumption requirements with onsite renewable energy technologies.”* From their website:

“Cleaner public-sector buildings

“New schools, hospitals and other facilities continue to be built in BC to achieve high levels of environmental performance, meeting Leadership in Energy and Environmental Design (LEED) Gold certification or equivalent. On average, these facilities have been designed to perform 40 per cent better than LEED’s reference energy standard.

“With this strategy we’re also taking steps to make our existing stock of buildings cleaner, smarter and more energy efficient by taking advantage of the latest proven technologies. Early analysis of net-zero construction shows that savings more than make up for any added costs. As we retrofit older public buildings in communities throughout BC we’ll create opportunities for local businesses, Indigenous peoples, professions and trades to develop the new energy step code skills and expertise to retrofit other buildings in their communities. For every one per cent improvement in its energy efficiency, including buildings and vehicles, BC’s public sector reduces its energy costs by an estimated \$4 million a year.”

The Ministry of Education funds major capital projects through districts’ annual five-year capital plans. Major capital upgrade or replacement projects are funded by government.

The Ministry of Education is currently developing a policy that will require all new schools, and school upgrades, to be “net-zero energy ready.”

Given the current climate emergency, and SD61's June 2019 climate emergency resolution, it is incumbent on boards of education to build major capital projects to a net-zero standard. Currently net-zero is at each board's cost. For example: In the case of an upcoming replacement project in SD61, the cost to bridge the ministry's funding to net-zero is \$2.5 million. This cost is untenable for school districts, and may require diverting funds from classrooms to capital, or the sale of land.

This is not just a local problem. Throughout the province, districts struggle to finance climate change action. We need a partner in the provincial government to help all school districts reach the very admirable targets set out in CleanBC.

References:

- [CleanBC Protecting Nature. Powering our Future](#)
- [CleanBC: our nature. our power. our future](#)
- [Ministry of Education Policy: Five Year Capital Plan](#)
- [Ministry of Education Capital Plan Allowances, Rates and Costing Factors Supplement, July 2015](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 9.1FS (Safe Environment).

2021/2022 BOARD CANDIDATES



British Columbia
School Trustees
Association



PRESIDENT +
VICE-PRESIDENT

Stephanie Higginson

SD68 Nanaimo-Ladysmith

Carolyn Broady

SD45 West Vancouver

A message from Stephanie and Carolyn

We are honoured to be acclaimed as president and vice-president for 2021/2022. Thank you for your trust in our leadership at this challenging time. We are committed to continuing this important work and take the responsibility you have given us with the utmost seriousness.

Continuity of leadership during these difficult times will allow BCSTA to better represent you. We will continue to build on the strong relationships we have with government and education partners across the sector. These relationships have never been stronger or more important. BCSTA's board will continue to play an important role representing your needs by continuing to work with the Ministry of Education and other government agencies to support students and staff across our province while keeping a focus on ensuring the autonomy of local boards of education.

Across the province our communities continue to look to trustees for guidance and leadership. BCSTA will continue to be here to support your board of education and help you meet the needs of your communities. Through our strong relationships with each other, we will continue work together to lead the communities we serve through this public health crisis.

We look forward to continuing to work with all of you to ensure that schools and communities will once again thrive in the COVID-19 recovery phase and beyond. These words may seem cliché at this point, but throughout this year they have helped us to lead through very difficult times. In the words of Dr. Bonnie Henry, be kind, be calm and be safe. These words may seem cliché at this point, but throughout this year they have helped us to lead through very difficult times.



DIRECTOR

Tim Bennett

SD57 Prince George

Hadih,

I can't believe it's been a year since I wrote to you last as a candidate for BCSTA director. At that time, I don't think any of us thought we would be together, yet apart, for AGM 2021 or that the 2020-2021 school year would unfold the way it has. Despite the challenges we have faced we have also learned many lessons that will strengthen our system and provide opportunities for us to better support our students, especially those that are most vulnerable.

Thanks for the time, energy and dedication you have given over the past year in support to our students. As a board and association we need to continue to build a relationship with the new Minister and Ministry staff ensuring we are ready to tackle the new school year as we guide the system from COVID response to COVID recovery.

For the past three years I have had the honour to represent you as a Director and I have been privileged to work with a strong, dedicated and passionate team. Next year is critical for our sector and I know I have the skills, experience, heart and dedication to continue the work we have started. It is my hope that I have your trust and support.

For the past three years I have had the honour to represent you as a Director and I have been privileged to work with a strong, dedicated and passionate team. Next year is critical for our sector and I know I have the skills, experience, heart and dedication to continue the work we have started. It is my hope that I have your trust and support.

For those of you I have not had the opportunity to meet let me share a little about myself. I am a:

- Third term trustee with SD57 (Prince George) Serving as Vice Chair from 2012-2016 and Chair from 2016-2020.
- BCSTA Director since 2018
- Tsq'escenemc (Canim Lake Band) and I continue on a journey to learn more about my culture, my family and my history.



- Husband to an incredibly supportive wife/ kindergarten teacher, and I am also Ryan, Ian and Finnegan's dad.

- Executive Director for Big Brothers Big Sisters of Northern BC since 2013 and have worked with them for 15 years.

- Huge coffee drinker (normally iced) and spend way too much time on Twitter (follow me @tiben12).

I have also served as Branch President of the Northern Interior Branch and since joining the BCSTA Board have had the opportunity to serve our membership in various ways including:

- Serving as board liaison for the Indigenous Education Committee and Legislative Committee
- Chairing BCSTA Working Groups on COVID-19 response, student initiatives, inclusive education and recruitment and retention
- Representing BCSTA on K-12 Aboriginal Education Partners Council
- Representing BCSTA on the Provincial COVID-19 Working Group on Equity and Inclusion.

Thank you for allowing me the opportunity to serve. It is a responsibility I take seriously, and I appreciate all the calls, chats and emails over the year. We are only as strong as our members and together we can and will get through every challenge that comes our way while we continue to build one of the finest education systems in the world.

Please feel free to call or text me at **250.649.8316** or email me at **tbennett@sd57.bc.ca**. I look forward to hearing from you.

Stay well,

Snachailya (I am thankful for what you have done)

DIRECTOR

Shelley Carter

SD75 Mission

Hello Ey Swayel,

My name is Shelley Carter and I am a third term school trustee in SD#75 Mission, BC. I believe in and fully advocate for the BCSTA organization. I would like to ask for your support for the position of BCSTA Director.

We all know what challenges and struggles each of our Boards have had over the last year. Now is the time to focus on what lies ahead for each of our School Districts and communities.

Change is in the air and is being felt by all of us as we look towards summer and to see all the students physically back in their classrooms next fall. Now more than ever, Boards and senior staff will need to ensure their policies and procedures for enhanced mental health initiatives, bullying and harassment programs are updated; continue work on supports for our most vulnerable students, indigenous and ELL students, while working on anti-racism in schools.

Having been raised next to a residential school, I was given a different perspective than many. I witnessed firsthand the injustices of racial discrimination that these students experienced. Through friendships and advocacy, I understand and have empathy for individuals who are still experiencing the effects of residential schools on today's indigenous youth. My hands are raised for all who were subject to this part of our history, and to those surviving students and their families as they make their voices heard currently. The signing of UNDRIP shows progress with truth and reconciliation. It also acknowledges that there is much more work to do.

We must also continue to push for better co-governing with the Ministry. Communication is key to both mandates. We must strongly advocate for our continued work as Trustees and more importantly how we are perceived by our partner groups. With the news



of the erosion of our fellow Trustees positions across many Provinces in Canada, our voice in BC must be heard and it must be strong. We were elected to be responsible for the public education system. To hold our fiduciary responsibilities, creating good policies and our committed advocacy that work for All our students and our communities.

We have seen an upswing of calls to put in place daycares and food programs into our schools. This has been a challenge for some of us that have limited spaces and funds. We must continue to be the voice for families in need across our province.

Families with students with disabilities and diverse abilities feel left out and want to be heard and their children need equitable access to education, where inclusion means All.

As a team player I will continue to work collaboratively with all our educational partners including students, parents, and staff and continue to build upon the positive relationships BCSTA has with the MOE, BCASBO, BCSSA, BCPSEA, MLA's & other community partner groups.

I am currently Vice Chair SD#75, BCSTA Fraser Valley President, BCSTA BCPSEA Rep, BCSTA Trustee Liaison BC School Sports Committee, Board Member for Mission Community Foundation, MPSD DPAC liaison

I would love to be your voice at the BCSTA table. Make sure there is transparent communication and work collaboratively with the fellow directors and all Trustees. I want to support and advocate for you in these times of change.

Janice Caton

SD71 Comox Valley

My name is Janice Caton:
Trustee with School District 71, Comox Valley

Over the last thirty years, I have been a strong, passionate advocate for a fully-funded education system that supports, embraces and empowers our students to not only become lifelong learners, but to have a positive impact on the world.

One year ago our lives and our world changed dramatically with the declaration of a global pandemic. It has been a year of challenges and change, and a time for reflection. We have all witnessed life in a very unusual way. Our world has shrunk to the boundaries of our homes and bubbles. Our social existence is forever altered.

We acknowledge the challenges and have learned not to wait but to act. While we still face uncertainty and many unknowns, the compassion, caring and resilience we have shown will help us get through this.

Getting our students back to class while providing a safe and stable environment was paramount in supporting their mental health and wellbeing. The ability of our public education system to adapt and change is why we need to continue to support our BCSTA Board of Directors as they continue to work with the Ministry of Education and other educational stakeholders.

I believe that every student, no matter where they live, deserves the opportunity to receive not just a full, but also a fulfilling education that embraces their passions and challenges them to become global citizens. We need to provide a safe and inclusive learning environment and ensure all students can attend school free from all forms of racism, discrimination, bullying and harassment.



As a strong advocate for mental health and wellbeing, I believe it is imperative that we have mental health supports in place for all students and staff as we recover from this global pandemic.

School boards need to continue to be the voice of their communities and develop programs that engage and support all students. I recognize that there are many factors to consider in the province that result in boards and trustees having different priorities and concerns that are unique to them. BCSTA and the Board of Directors are here to acknowledge, respect and support all boards in their work.

If elected I will bring my passion for a strong public education system that supports all learners, a commitment to listen, a willingness to ask those difficult questions when needed, and I will support all trustees and boards with their advocacy work. Transparent communication with the Board of Directors is important, as I believe in providing all trustees with timely information, which is key to successful and positive outcomes.

My career as a front-line Canada Post worker has allowed me to pursue my passions and commitments as a School Trustee. Over my years as Trustee I have served on the following BCSTA committees: Finance and Audit, Profession Learning, and Capital Working Group. I am the Provincial Council Representative for SD 71 and on the executive for VISTA Branch.

DIRECTOR

Dr. John Chenoweth

SD58 Nicola-Similkameen

My name is Dr. John Chenoweth. I am a Board member of School District No. 58 (Nicola-Similkameen) in the Interior of BC. I am a passionate advocate of our public education system because it is the best suited vehicle to lift people from a position of marginalization to a position of empowerment. I am a proud member of the Okanagan Nation and a son of educators.

I grew up as an active observer and participant in the realm of Indigenous education. Over the past two and a half decades, I have had the pleasure and privilege of serving communities and students to focus on what public education was created to deliver; an improved quality of life opportunities for young people. Much work remains to be done.

I have had the privilege to serve as a teacher and principal in my local school district, before moving to a leadership executive role at the post-secondary level. My professional mission as a leader has been to serve our communities. This responsibility to serve communities derives from traditional Indigenous teachings around the concept of qʷamqʷəmt; an Okanagan-Syilx construct meaning balance and beauty. It is within this concept that I view all students and educators through an educational lens. We all have a responsibility to continually strive towards balance, and through this Indigenous epistemology we continue to see the opportunities and shortcomings within our education system.



In my role as school trustee, I also have the pleasure of representing School District No.58 (Nicola- Similkameen) on the provincial council. I will always make myself available to serve in any means deemed appropriate. A current example of this is representing school boards from British Columbia on a national school boards virtual conference, the Indigenous Leaders Panel sponsored by the Canadian School Boards Association.

As a lifelong learner I have pursued and earned a PhD in Indigenous education. This experience has offered me the opportunity to explore our education system through an Indigenous lens and to learn new ways to achieve balance for all students and educators. I have applied these teachings in my personal and professional lives, regularly and consistently, and I look forward to the opportunity to apply them to future roles, such as a board of director for the BCSTA.

jchenoweth@365.sd58.bc.ca

Roger Lagassé

SD93 Conseil scolaire francophone de la Colombie-Britannique

Fellow school trustees,

I'm Roger Lagassé and I live on the traditional territory of the shíshálh nation where to say hello in the she shashishalhem language you say kw-a-chxw-? t ?iy? My European ancestors arrived on the East Coast in the early 1600's and my indigenous ancestors have been here since time immemorial.

The role of the BCSTA is to organize advocacy for public education. This includes during a public health crisis. A disproportionate burden of the covid response has been placed on the shoulders of the young. I have endured these restrictions for 1/64th of my life. 10-year-olds have suffered them for a 1/10th of their lives. 5 and 6 year-olds have shouldered this weight for 1/5th of their short lives. Their parents are also under great stress. We need to do all we can to shelter children from public health responses that affect their education needlessly or disproportionately.

Last September, Dr. Rika Gustafson, the Deputy Provincial Health Officer, was eager to field questions at our BCSTA meeting. I was so relieved when she answered that if she had known last March what she knows now she would never have supported the suspension of in-class instruction. This was good news for anyone uneasy about what might happen in the fall. Would we suspend in-class instruction at the first sign of trouble? It's a sign of humility and professionalism when a high level official can admit that past action was uninformed. She responded flexibly as new data emerged. Integrity is the key and I salute Dr. Gustafson for her humility. When I recounted this to South-Coast parent advisory councils everyone drew sighs of relief.

On June 22nd, the PAC President and Vice-President of one of our schools copied our Board with a letter they'd written to Dr. Jennifer Charlesworth, British Columbia



Representative for Children and Youth. The very tactful and eloquent letter was tabled with our public board meeting correspondence. In their letter, the Parents Association "put a voice to interests, needs and rights of our children." They asked: "Will the classification of children into Tiers by virtue of their parents' occupation (or lack thereof in the case of some Tier 3 children) continue? How will a Tiered system potentially erode all children's basic rights to a quality education? How will the Tiered system impact the fundamental human right of all children to be considered as full persons in their own right?"

These are questions the BCSTA Board needs to ask. I think the parents who wrote this letter would be excellent BCSTA Board members. If elected to the Board I will listen to our community and seek consensus to ensure the well being and the success of all our children.

?ul-nu-msh-chalap! (Thanks in she shashishalhem.)

Roger Lagassé

Masters in Educational Leadership at UBC
Bachelor of Education, U. of Calgary
Bachelor of Arts, U. of Manitoba

PS: Feel free to contact me for the long version of this statement or with any questions you may have:

roger_lagasse@csf.bc.ca

Phone or text: **604-741-7653**

DIRECTOR

Tracy Loffler

SD75 Mission

To my Fellow Trustees,

The aftermath of the pandemic presents both responsibilities and opportunities for trustees, and BCSTA will be key in supporting member boards of education. Covid-19 has affected our school communities differently and the role of BCSTA will be to determine how best to serve individual boards at the provincial level moving forward. I am asking for your support to serve as Director and look forward to engaging alongside you in this work.

I commend the current BCSTA Board of Directors for their outstanding work, representing boards of education this past year. A collaborative effort between BCSTA, government, stakeholders and Public Health has ensured that schools are safe, and students are in their classrooms. The pandemic has highlighted the vital role that schools play in our communities, such as food security and mental health and wellness supports.

Moving forward, BCSTA will need to

- assist boards with creating a vision for K - 12 education in BC in the aftermath of Covid-19
- work with boards and government to implement the Mental Health in Schools Strategy, the Framework for Enhancing Student Learning, Childcare and Early Learning, and Anti-Racism policies
- work with government to establish the next steps for the Funding Model Review
- take action to tackle recruitment and retention issues around the province

These are issues that I believe will be the work of the BCSTA Board of Directors, but I also want to listen to your priorities. As a director, how can I assist BCSTA to serve you and support your board? My email is tracy.loffler@mpsd.ca and my phone number is 604-302-8346. I look forward to connecting with trustees from around the province so please feel free to call, text or email anytime.



The Mission School District is situated amongst large metropolitan areas, but the 6000 students that attend our schools are spread out over a large geographical area. Our district almost acts as a gateway between the urban and the rural, so I understand some of the challenges facing both rural and urban school districts.

As a parent of a grade nine student and a 2020 graduate, I bring the perspective of parents and current student insight. Being a small business owner for nearly 20 years, and 6 years of serving as a trustee, has provided me with the skills and experience to contribute to the work of BCSTA.

My experience as a trustee includes:

- Board Chair since 2017/2018
- Member, BCSTA Working Group on Trustee Working Environments 2020
- Trustee Liaison to Siwal Si'wes, Mission's Indigenous Education Council from 2014-2020
- Vice-Chair for 2014/2015, 2015/2016 and 2016/2017

I bring a balanced, thoughtful approach, and recognize that collaborative working relationships are key to well-informed decision making and advocacy. I am ready to get to work and ask for your support as a Director.

Email: tracy.loffler@mpsd.ca

Phone: **604-302-8346**

Twitter: [@tracyloffler](https://twitter.com/tracyloffler)

DIRECTOR

Rick Price

SD48 Sea to Sky

Hello trustees. It is a privilege to run again for your board of directors. It is especially important, as we enter this period of COVID recovery, that we have a strong board focused on the needs of our students, especially our most vulnerable.

Here is my candidate resumé:

- served for one year on the board of directors (thank you!)
- trustee in the Sea to Sky district since 2005, and board chair since 2008
- proud of Sea to Sky's Aboriginal graduation rates, which have risen from the mid-30% range to the 90% range (this achievement rightly belongs to our staff, but they do their best work when trustees govern well)
- presented workshops to trustees on the topics of governance, strategic planning and effective motion writing
- assisted, upon request, with governance questions in various school districts and organizations, including the BC School Superintendents Association
- recorded a video for the Ministry of Education on the topic of governance (for use by school districts)
- past chair, and currently the board rep to the BCSTA Legislative Committee

The following are key ideas that will guide my work on your behalf:

1. BCSTA must continue to support boards in good governance practices, and in promoting healthy, collaborative relationships among trustees. At a time when elected boards are being eliminated across Canada, good governance is vital to our survival.
 - a key to good board governance is an ambitious and creative strategic plan, focusing on student success, and bringing unity or purpose to a board
 - boards with positive internal relationships get better student results; boards determine district culture, and culture trumps strategy



2. I will be active in promoting our organization as the go-to voice for public education
3. I will advocate for a continuing, and renewed, focus on transformative learning (including the importance of the competencies) as an effective way to support COVID recovery, reconciliation and student mental health
4. I will encourage the Ministry of Education to use, as the best measure of school district success, student achievement rather than financial compliance.
5. I will promote provincial policies that acknowledge the many challenges faced by our more remote districts, including recruitment, retention and connectivity.

Thank you for your thoughtful consideration. I am sorry that - once again - we will not be seeing each other in person at our AGM! Stay healthy and safe, everyone.

Rick Price
604 815 3941
rprice@bcsta.org

DIRECTOR

Donna Sargent

SD38 Richmond

My name is Donna Sargent and I am looking for your continued support at the upcoming BCSTA AGM 2021 for the position of Director on the BCSTA Board.

What an incredible year this has been. No one could have imagined living and working through a Pandemic and all that it brings. I recognize how hard this has been for you all. Not only in your Trustee work but also personally. One of the many things the Pandemic has brought into the forefront is the need for us to care and be there for each other. I think of you all often and hope you are doing all right.

I have been very fortunate to have served as a BCSTA Director for many years and feel I would like to continue to bring my varied experience, leadership skills and passion to the Board. My passion, which drives me comes from a heartfelt commitment to the importance of public education for every child. That has been profoundly reaffirmed in the public's eyes during the pandemic and I believe we can build on that support.

I have also proudly served as a Trustee in the Richmond School District for 19 years. I strongly believe in democratically elected Boards of Education who are accountable to their community for student achievement and who bring the voice of the community to the decision making table.

The pandemic has intensely highlighted the ongoing need and importance for good communication, strong relationships and ensuring we listen, learn and support our members. As Co-Governors of the system it is imperative our relationship with the Ministry of Education is strong, open, transparent and healthy.



We as your BCSTA Board have worked very hard together as a team to ensure we have been at the decision making table and in fact have played a pivotal role in making sure Public Education and its needs are at the forefront. BCSTA is an important, valued and respected organization and it is seen to be a leading force. We must continue that work.

Our next year will continue to be very challenging. We must continue to focus on our Strategic Plan and our Pandemic Recovery Plan "Moving Forward". I know we can all work together, support each other and continue to make our Public Education system in B.C. the best it can be.

I am hardworking, principle-centered and a team player and I am ready to continue the important work. I want to bring what I have learned and experienced from all of you, Trusteeship and from this past year. Building on that knowledge to ensure we continue to move forward even better than we were.

Thank you very much for considering my nomination and a heartfelt thank you for working so hard for all our students there is no better work!

Please feel free to contact me through my email dsargent@sd38.bc.ca or cell **604-250-6750**

DIRECTOR

Adeana Young

SD50 Haida Gwaii

My name is Adeana Young and I am of Haida descent. I belong to the Ts'aahl Laanas clan of the eagle moiety. I am a mother of 4 with 2 children in the public school system and 2 children in our Band owned school. I was an elected representative for Old Massett Village Council from December 2016 to December 2020 and have been a Director on several boards which include, Niislaa Naay Healing House Society, Haida Child and Family Services Society, and Coastal First Nations - Great Bear Initiative and as you know, am currently a Trustee for School District 50, Haida Gwaii.

It is without a doubt that my forefront is the betterment of student outcome within our public schools. With the experience I've gained over the last several years in elected positions for the community of Old Massett, SD 50 and Director roles for societies, I have the confidence that I will be the voice of what will help with our goals of student achievement.

Successes over the years in these positions could not have been accomplished without the many deliberations and perspectives given by all who were involved with the decision making and negotiation processes in which we have to endure. One can imagine the diversity of these roles and capability to apply themselves within the democratic system in which we are governed. With the experiences in these roles I've learned to understand when hard decisions need to be made and according to our Haida Law "everything depends on everything else", it has lead me to informed decision making. As an indigenous woman living in a small community, I feel that I would represent positive changes that can compliment minority populations.



Some of my greatest achievements over the years in former positions have been:

- Restoring ferry services to and from Haida Gwaii
- Consultation processes when Federal Legislation review occurs and how consultation is conducted
- Development of BC Assembly of First Nations Women's Declaration
- Transfer of Haida Health from being under band jurisdiction to becoming a Society unto itself

In Closing I would like to thank SD 50 for showing the support to nominate me in running to be a Director with the BC School Trustees Association. I look forward to being your voice at the table for working towards student achievement and forward-looking decision making for our future generations.

2021-03

March 31, 2021

By E-mail: Six Pages

Report: BCPSEA Board of Directors Meeting

Given the circumstances associated with the COVID-19 pandemic, the [BCPSEA Board of Directors](#) met by Zoom video conference on Tuesday, March 23, 2021. Following is an overview of key aspects of the Board's discussions.

❖ Election of BCPSEA Board Chair

In accordance with the election cycle set out in the BCPSEA Bylaws, the position of Chair of the Board of Directors was up for election, as current Chair Alan Chell had completed his three-year term. On completion of the three-year term, the Bylaws establish that at the first Board of Directors meeting held after the Annual General Meeting (AGM), the Chair will be selected by vote of the Board of Directors.

At the in-camera session of the Board meeting, Alan Chell was re-elected as the Chair of the BCPSEA Board. The confirmation of the Chair is effective upon the association's receipt of written notice from the Minister responsible for the *Public Sector Employers Act* and a letter will be sent to the Minister (the Minister of Finance) seeking that confirmation.

❖ Corporate Services

▪ Finance Committee

The Board received the association quarterly investment report as well as an update from the Finance Committee Chair.

▪ Governance Committee

The Board received an update regarding the two resolutions passed by the members at the BCPSEA AGM held on January 28, 2021 (as reported in *NewsLink Express* [No. 2021-02](#) dated February 4, 2021).

➤ **Resolution O-1** (submitted by School District No. 68 (Nanaimo-Ladysmith))

BE IT RESOLVED that BCPSEA perform a review of the governance structure implemented in the revised BCPSEA Bylaws in 2018, with a specific focus on the effectiveness of electing Trustee Directors on a regional basis, to ensure optimal capacity to achieve the mandate and purpose identified in the BCPSEA Constitution, and further

BE IT RESOLVED that the review shall be conducted by a committee composed of Trustee Representatives from boards of education and members of the BCPSEA Board of Directors with the majority of the committee being comprised of BCPSEA board of education Trustee Representatives. The number of representatives to the committee

and appointments to the committee shall be determined by the Board of Directors. The committee will report back to the BCPSEA AGM 2022 with any recommendations for changes in governance structure recognizing that such changes, if approved by the members, would require the approval of the Minister responsible for the *Public Sector Employers Act*.

The Board accepted the Governance Committee's proposal to establish the BCPSEA Trustee Director Election Review Committee (TDERC), which will be structured as follows:

1. The TDERC will be comprised of seven members, chaired by a Trustee Director from the BCPSEA Governance Committee.
2. In accordance with the resolution, the TDERC will be comprised of a majority of board of education Trustee Representatives — four Trustee Representatives from boards of education and three Trustees from the BCPSEA Board of Directors (including the committee chair).
3. That draft Terms of Reference setting out the scope of the TDERC's work will be prepared for the TDERC's consideration at their first meeting. The Terms of Reference will specify that the work of the TDERC be concluded by the end of October 2021 such that any report and/or proposed resolution arising from the review can be finalized and submitted to the Board of Directors and the BCPSEA members in accordance with prescribed AGM timelines in December 2021.

**Call for Four Trustee Representatives to serve on the
Trustee Director Election Review Committee**

Four Trustee Representatives are required to serve on the Trustee Director Election Review Committee. **If you are interested in serving on this committee, please contact:**

Alan Chell, Board Chair, at achell@live.com with a copy to **Lisa Nasu**, Executive Assistant at lisan@bcpsea.bc.ca as soon as possible but no later than **Wednesday, April 14, 2021**.

- **Resolution O-2** (submitted by School District No. 42 (Maple Ridge-Pitt Meadows) and School District No. 43 (Coquitlam))

BE IT RESOLVED that BCPSEA work with the sector to develop and present a business case to the Minister responsible for the *Public Sector Employers Act* outlining the implications and effect of the BC Public Sector Executive Compensation Freeze Policy on School District operations and requesting that the Provincial Government exempt School Districts from the BC Public Sector Executive Compensation Freeze Policy in recognition of Executive Staff performance, efforts, and resiliency in maintaining quality public education during the pandemic.

The Public Sector Employers' Council (PSEC) Secretariat advised BCPSEA that some school districts, as well as the BC School Trustees Association (BCSTA), have previously written letters to the Minister of Finance asking that executives in the K-12 public education sector be exempted from application of the Freeze Policy.

The Minister assigned the PSEC Secretariat to respond on her behalf to such letters, and the Secretariat provided BCPSEA with some of their responses, including their response of February 19, 2021 to the BCSTA (see the excerpt below):

“...At the time of the implementation, the Minister of Finance publicly recognized that executives across the B.C. public sector have been making tremendous efforts to support the Province’s response to the COVID-19 pandemic. There is no question that their leadership has been a crucial element in keeping our public services operating effectively during this challenging time, particularly those working in the K-12 public school districts.

While I appreciate the concerns identified by the motion [*of the BCSTA Provincial Council*], the freeze on compensation increases for executives is a prudent and time-limited measure as Government and public sector employers continue to support the economic recovery of British Columbia.

Your continued efforts to ensure public sector compensation policies are followed in school districts and your commitment to the ongoing success of the K-12 education system are greatly appreciated.”

The PSEC Secretariat noted that in the response to the BCSTA letter dated February 19, it was clearly expressed that the Minister of Finance does not intend to exempt any sector’s executives from the Freeze Policy, which is intended to apply to the 2020-2021 performance year. This was not explicitly known to BCPSEA or the members at the time Resolution O-2 was passed at the BCPSEA AGM on January 28.

The Board was further advised by the PSEC Secretariat that the Minister’s resolve in this regard is unwavering and that any request to alter the Freeze Policy will not be considered. Given the strong messaging from the PSEC Secretariat, after considerable discussion, the Board determined that:

BCPSEA communicate to districts that we have been advised of the Minister’s resolve to not alter the *BC Public Sector Executive Compensation Freeze Policy*. The BCPSEA Board will write to the Minister and respectfully request confirmation that the Freeze Policy will not be extended and will end on August 31, 2021.

❖ Client Services

▪ Teachers

The Board received verbal updates on emergent labour relations matters, including the Section 53 discussions between BCPSEA and the BC Teachers’ Federation with the assistance of mediator Dave Schaub, and the Section 88 Troubleshooter process.

▪ Support Staff

➤ Public Education Benefits Trust

The Board was advised of the appointment of Alanna Cameron, Secretary Treasurer in SD No. 83 (Okanagan-Shuswap), to the Public Education Benefits Trust (PEBT). The PEBT is managed by a Board of appointed Trustees with each Trustee serving a staggered three-year term to ensure continuity on the Board. The PEBT Board consists of six Trustees appointed by CUPE and six Trustees appointed by BCPSEA. Ms. Cameron has been

appointed to fill the balance of the term (March 13, 2021 – December 31, 2022) of Lynda Minnabarriet, Secretary Treasurer in SD No. 74 (Gold Trail), who has now retired. The Board expressed its sincere thanks to Ms. Minnabarriet for her excellent service and commitment to the PEBT.

➤ **Joint Health and Safety Taskforce**

Arising from the Provincial Framework Agreement negotiated between BCPSEA and representatives of support staff unions in the K-12 public education sector, the Taskforce was struck to fulfill the following mandate:

- Deliver a joint message acknowledging the importance of compliance
- Develop a Joint Health and Safety Committee survey tool to evaluate committee compliance
- Identify and develop appropriate training in response to the survey evaluation.

The Taskforce survey on committees was released during the week of January 18; it closed on February 19 for English sites and February 23 for French sites

The initial impression is that the results express a positive tone, with the majority indicating that the Joint Health and Safety Committees are meeting the requirements. Next steps include reviewing the details and key items from the survey analysis and developing recommendations.

▪ **Exempt Staff**

➤ **SD No. 5 (Southeast Kootenay) Principals' and Vice Principals' Association (SKPVPA) Application for Certification**

The Board received an update on the application for certification made to the Labour Relations Board (LRB) under Section 18(1) of the *Labour Relations Code* (the Code) for the principals and vice principals in School District No. 5 (Southeast Kootenay).

The LRB hearing was held by Zoom on February 3, 4, 5, and 10; and March 10 and 12. Vice Chair Andres Barker has 60 days within which to provide his decision and indicated that he will do his best to provide it prior to the mid-May timeline. We will continue to keep the Board and districts informed.

▪ **Make a Future – Careers in BC Education**

The Board received an update on BCPSEA's recruitment support division, which continues to leverage a variety of online strategies to source teachers and bolster provincial teacher candidate pools. Notable initiatives include:

➤ **French teacher recruitment and retention strategy**

We continue to wait for the outcome of our joint proposal to the Ministry of Education's Bureau de l'éducation en français for funds to implement a province-wide French Teacher Recruitment and Retention strategy.

➤ **Promoting teaching careers in IBPOC communities**

The Sustainable Workforce Steering Committee met on January 29 to discuss updating our terms of reference document to include specific activities to address the recruitment and retention of IBPOC teachers (Indigenous, Black, and Peoples of Colour). Make a Future will

conduct an environmental scan of districts' human resources policies and strategic plans to understand what diversity recruitment and staffing strategies and policies are already in place and how these findings relate to our committee's work in the future.

➤ **Expanding the recruitment footprint of First Nations schools**

The First Nations Education Steering Committee (FNESC) will be working with Make a Future to add more than 100 of its schools and communities to the Makeafuture.ca website. We are actively working with individual communities to create these profiles and provide them with access to utilize our site to recruit staff.

➤ **Independent Schools Steering Committee**

A new steering committee composed of representatives from BC's independent schools, the Federation of Independent Schools Association of BC (FISA BC), and the Ministry held its first meeting on March 1. The purpose of this meeting was to discuss recruitment and retention trends, challenges, and strategies in the independent school system.

➤ **Virtual events and candidate outreach**

Since September, Make a Future has participated in 29 virtual career fairs and information sessions. We successfully connected with 1,200 job seekers; helping to grow BC's candidate pool. In the next few months, we will be making online presentations at the University of British Columbia and attending virtual career fairs organized by the University of Toronto (OISE), Thompson Rivers University, and MOSAIC.

▪ **Occupational Health and Safety**

➤ **WorkSafeBC K-12 Workplace Violence Prevention Working Group**

In addition to the work of the Joint Health and Safety Taskforce (see report under "Support Staff" on page 3 of this bulletin), the Board received an update on the WorkSafeBC (WSBC) K-12 Workplace Violence Prevention Working Group. Tool development continues to be the primary focus of the Working Group. WSBC will be creating posters with key messaging and will be funding a video using the key stakeholders to speak to a standardized message about workplace violence prevention in K-12. Next steps include finishing draft versions of tools and piloting of some of those tools, including stakeholder review and final recommendations.

▪ **Coordinated Legal and Arbitration Support Services (CLASS)**

CLASS is a shared service with school districts to strategically coordinate labour and employment litigation, supporting positive litigation outcomes and keeping legal fees predictably low for school districts. The Board received an update on the 2021 legal fee cost recovery rates, which was provided to Secretary Treasurers in January 2021, and also received a litigation update and presentation, including an indication of trends.

▪ **ONCORE HR Learning and Support**

While this year presented some unique challenges on the training front, the Board was advised that we were able to rework our materials (previously designed for more traditional in-person classroom training) to provide 12 separate virtual human resources and labour relations focused learning opportunities to member districts, with seven additional sessions currently scheduled/available in April, May, and June 2021. The training being offered

includes a number of webinars as well as Advanced Learning Series workshops. We anticipate that additional customized training sessions will be requested/provided before the end of this school year and, as is normally the case, we will partner with some school districts in August to deliver in-service sessions for staff returning from summer break. ONCORE will continue to monitor the impacts associated with the current COVID-19 backdrop to ensure we remain responsive to districts, adjusting and customizing our course offerings now and into the 2021-2022 school year.

- **Employment Data and Analysis System (EDAS)**

EDAS is a vital resource to understand school district human resource/organizational structures. The data are now relied on heavily by many stakeholders. Given its critical function, BCPSEA recognizes that the current system has been in existence for many years and a review and assessment of the system, including identifying improvements, is required to better serve all stakeholders. In addition, it is important to note that a key component of the PSEC Secretariat mandate letter for BCPSEA references an EDAS service plan with a future-focus. The 2020-21 EDAS Service Plan Objectives include producing a list of recommended changes to EDAS to enhance the accessibility, usability, consistency and quality of data; exploring technologies available in the Education Data Warehouse (EDW) that can be ported to EDAS to support enhancements in the short term; and identifying areas for future enhancement to EDAS. These may include new data elements, changes to data collection procedures or changes to business processes.

Next Board Meeting

The next regularly scheduled meeting of the BCPSEA Board of Directors will be held in June 2021 (date TBD). The Board also convenes meetings on an as needed basis to address emergent issues.

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

Tuesday, March 30, 2021, 12:00 p.m.
Online via Zoom

TRUSTEES: A. Amaral (Committee Chair), S. Girard, S. Haines,
S. Leech, M. Hampvent, R. 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)

1. Call to Order

The meeting was called to order at 12:01 p.m.

2. School Growth Plan Presentations

a. Gibsons Elementary

Principal Deborah Luporini reported on school goals, including social emotional well-being and self-regulation, reading/literacy, and mathematics/literacy. Principal Luporini shared information on school wide assessments.

b. Pender Harbour Secondary

Principal Chris Lekakis reported on school goals, including mental health supports and re-connecting with students post-COVID closures. Principal Lekakis reported on food programs to support student nutrition, including both a breakfast and hot lunch program.

c. Sunshine Coast Alternative School

Principal Carolyn Spence reviewed the various alternative school programs, including SPIDER Distance Learning and Continuing Education programs. Staff are focusing on course completion to increase graduation rates and social emotional well-being. Michael Gabriel reported on supports to ensure that learners feel safe in their learning environment.

d. Chatelech Secondary School

Principal Mark Sauer, supported by students and educators Alison Liddicoat and Daniella Denora, reported on leadership initiatives, changes

to the delivery of the careers program, the “Choices” program, and developing a school wide culture of care.

3. Housing Needs

Trustee Ruth reported on her attendance at a regional Housing Committee meeting, spearheaded by the District of Sechelt. The committee, consisting of various community organizations and local governments, developed an action plan to help address the housing shortage on the Sunshine Coast.

Trustees discussed the call to action in general and discussed housing challenges for incoming staff and new teachers to the Sunshine Coast. Director Bishop reported on steps that the district takes to help provide housing information and support staff in making the transition to the Sunshine Coast.

4. Policy Review (standing item)

a. District Email (21)

The committee reviewed the policy and discussed email expectations. There were no changes suggested.

b. Access to Information (71)

The committee reviewed the policy and there were no changes suggested.

c. Debate (59)

The committee reviewed the policy and suggested revising item 59.4 to limit speakers to a three-minute time frame.

“59.4 No trustee shall speak for more than ~~three five~~ (35) minutes at one time.”

The committee discussed the definition of matters of privilege in item 59.5. The committee agreed to consider further revisions at the April Committee of the Whole.

5. Regulations for Review

a. Regulation 3080 - First Aid

Director Bishop shared the revised regulation and noted that the regulation’s purpose is two-fold, to fulfil mandates from Worksafe BC and provide information on the maintenance of first aid kits.

Director Bishop reported that all Educational Assistants and Child Care Workers are required to hold a first aid certification.

Additional language relating to AEDs will be added prior to circulation at the April Regular Meeting.

The committee discussed whether naloxone kits should be available at school sites. Director Bishop indicated that the kits were considered previously and were not deemed necessary at that time. The district is

contemplating reassessment of that decision in order to determine if the kits would be beneficial to school sites.

Director Bishop clarified that a separate process is followed in the event of a student injury. First aid kits are checked frequently for supplies and on a yearly basis for items with a limited shelf-life, such as alcohol swabs.

6. Communication Plan (standing item)

- Discussion regarding Board of Director candidates at April Regular Meeting
- Food in Schools to be added to the April Operations Committee agenda
- Debate (Bylaw 57) to be added to the April Committee of the Whole agenda
- Additional time to be added to the June Strategic Plan Review to consider next steps.

7. Adjourn

The meeting adjourned at 2:07 pm

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

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

TRUSTEES: S. Haines (Committee Chair), A. Amaral, S. Girard, 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; 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)

1. Call to Order

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

2. Staffing Timelines

Director Bishop reported on timelines and the planning process for staffing for the 2021-22 school year. Director Bishop noted that teachers now have an opportunity to port seniority from another district, up to a maximum of 20 years. The change in practice will be accounted for in the staffing process.

3. Funding Announcement

Secretary-Treasurer Weswick reported on the ministry funding announcement and reviewed the estimated operating grants for the 2021-22 school year.

- Basic per student allocation increased by 4.3%
- Special needs funding increased by 6%
- Indigenous Education supplement increased by 4.7%
- English Language Learners (ELL) increased by 4.4%

3. Preliminary Budget Considerations

Secretary-Treasurer Weswick reviewed expected revenues for 2021-22, as compared to the 2020-21 amended budget, and highlighted:

- Equity of opportunity supplement, new to 2020-21 and continuing in 2021-22,
- Increase to the Unique Features funding block,
- Loss of Enrollment Decline funding due to increased enrollment,

- Funding for labour settlements has been included in the per-student allocation and Unique Features block, resulting in the loss of the “Labour Settlements” funding line,
- Expected increase in rental income after return to facility rentals and additional daycare licenses,
- Expectation of 1.5 million unrestricted surplus.

Secretary-Treasurer Weswick suggested that the delay of the provincial budget announcement could result in additional funding being announced, which could have an impact on the anticipated approval date for the 2021-22 school budget. Regardless of those delays, the district will present a balanced budget for consideration prior to the ministry’s deadline.

Next steps include:

- Continued finance department work to estimate costs and drivers.
- Evaluate impacts of various requests for funding,
- Calculate school allocation rates,
- Balance budget and bring recommendations to April Operations Committee,
- Re-evaluate after provincial budget announcements, if required.

4. Transportation Review

Secretary-Treasurer Weswick reported that the consultants’ review of the district’s bus routes had highlighted potential issues to be considered before proposing route adjustments. In particular, the potential use of transportation assistance when bus routes aren’t able to efficiently collect a small number of eligible students residing within their school catchment area. The committee shared concerns that the use of transportation assistance could result in inequitable access to schools and could significantly impact families requiring bus services. The committee also noted that housing development continues to grow in previously undeveloped areas on the Sunshine Coast.

The committee discussed current route issues, which became apparent through the route review, where buses arrive either at or after the morning bell, or leave school prior to the final bell. The district plans to address these issues for the 2021-22 school year.

The committee discussed the ministry’s transportation grant, which is available to districts that do not charge for bus service for eligible riders. Secretary-Treasurer Weswick indicated that some districts continue to receive the grant while charging fees for courtesy riders.

5. Food in Schools

Director Kerr reported on food supports at schools and provided additional information on funding to support those programs. The committee discussed the ongoing efforts of local community schools to support nutrition programs and indicated that needs varied site by site. Director Kerr noted that in some cases, staffing for food support programs has been included in the financial breakdown provided in the agenda package.

The committee discussed the district food program at New Westminster School District as well as motions to support food programs being considered at the upcoming BCSTA Annual General Meeting.

Director Kerr will contact New Westminster School District to request additional information on their process in developing a district food program, including how the district engaged with families to survey needs, and report back to the April Operations Committee meeting.

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

No referrals were received.

8. Adjourn

The meeting adjourned at 11:36 a.m.

**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)
AD HOC ART IN SCHOOLS COMMITTEE NOTES**

Wednesday, March 31, 2021, 5:00 p.m.
Online via Zoom

PRESENT: S. Girard (Committee Chair); A. Amaral; S. Haines, P. Ruth

STAFF: P. Bocking, Superintendent; D. Knight, Principal Langdale Elementary; E. Reimer, Executive Assistant (Recording Secretary)

1. Call to Order

The meeting was called to order at 5:04 p.m.

2. Scope of Committee

The committee reflected on the subtle differences between “Art in Schools” and Arts in School” and suggested the committee move forward as the Ad Hoc Art in Schools Policy Committee.

The committee discussed:

- the positive impact of exposure to art and the benefits to staff and students’ social and emotional well-being.
- the benefits of having a policy that demonstrates board support for staff engaging with local artists,
- creating guiding principles to assist the district in making decisions on appropriate art installations at school and district sites,
- promoting experiential learning, art apprenticeship and the general availability of art as a career path,
- supporting the availability of student art in municipal spaces, as well as community art in school district spaces.

3. Terms of Reference

The board will create a policy that confirms the importance and benefits of art in our public buildings and confirms support for all sites in our district to create spaces, inside and outside, for permanent and temporary art installations.

Further to the terms, the committee discussed the need to ensure diversity in medium, type and subject materials, as well as developing guidelines to qualify

art appropriate to a school district. Superintendent Bocking confirmed that such guidelines would be included in a regulation supporting the board's policy.

4. Consulting with Stakeholders

The committee suggested consulting with:

- Community School Coordinators
- Sunshine Coast Arts Council

5. Meeting Schedule

The committee agreed to meet again on Wednesday, April 28 at 5:00 p.m. Superintendent Bocking will develop a draft policy, based on the committee's conversation, for consideration at that meeting.

6. Adjournment

The meeting adjourned at 5:57 p.m.



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

Monday, April 6, 2021, 7:00 p.m.
Online via Zoom

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

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

1. Call to Order

The meeting was called to order at 7:04 p.m.

2. Draft Policy Review

The committee reviewed a draft policy and considered:

- including language that recognizes the adverse implications of poverty,
- revising the introductory paragraph for brevity while retaining the initial two sentences and a statement of intent to “break the cycle of poverty”,
- including a statement of support that acknowledges the need to listen to people experiencing poverty,
- the benefits of including a poverty-based analysis “lens” within the policy.

Staff will seek feedback from stakeholders on the policy in general and in relation to the analysis questions included in the poverty-based analysis section.

The committee suggested adding the Sunshine Coast Poverty Reduction Strategy Advisory Committee and Community School coordinators to the list of stakeholders established at the March meeting:

- Sunshine Coast Poverty Reduction Strategy Advisory Committee
- Community School Coordinators
- 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

Staff will consult with stakeholders and share feedback at the ad hoc committee meeting scheduled for June 1 at 7:00 p.m. Provided no additional consultation is required at that time, the draft policy will be recommended for approval at the June Regular Meeting.

3. Adjournment

The meeting adjourned at 8:00 p.m.



March 5, 2021

Ref: 244948

Amanda Amaral, Chair
 School District No. 46 (Sunshine Coast)
 PO Box 220
 Gibsons, BC V0N 1V0
Email: aamaral@sd46.bc.ca

Dear Amanda Amaral:

Thank you for your letter regarding additional funding for salary increases for school district excluded staff.

Instructions from the Public Sector Employer's Council are that salary increases for excluded employees across the broader BC provincial public sector are not directly funded; wage increases for all excluded employees in BC must be managed within existing budgets. This is in the context of a provincial wage-freeze on executive compensation that was implemented on August 31, 2020.

The Ministry of Education recognizes the tremendous efforts of all school district staff, including excluded employees, to support the Province's response to the COVID-19 pandemic. There is no question that their leadership has been a crucial element in keeping our schools operating effectively during this challenging times.

While I appreciate your concerns, the approach to excluded compensation is a prudent measure as Government and public sector employers continue to support the economic recovery of British Columbia.

Your continued efforts to ensure public sector compensation policies are followed in school districts and your commitment to the ongoing success of the K-12 education system are greatly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read "Reg Bawa".

Reg Bawa
 Assistant Deputy Minister

Sunshine Coast Regional District

1975 Field Road
 Sechelt, British Columbia
 Canada V0N 3A1

P 604.885.6800
 F 604.885.7909
 Toll free 1.800.687.5753

info@scrd.ca
 www.scrd.ca



March 29, 2021

School District 46 - Sunshine Coast
 PO Box 220 – 494 South Fletcher
 Gibsons, BC V0N 1V0
questions@sd46.bc.ca

Attention: Amanda Amaral, Chair, Board of Education

Dear Amanda Amaral:

RE: Gas Tax Revenues

The Sunshine Coast Regional District Board adopted the following resolutions on December 10, 2020:

Gas Tax Revenues

- 413/20 THAT the correspondence from Amanda Amaral, Chair, Board of Education, School District 46 – Sunshine Coast dated November 19, 2020 regarding gas tax revenues for bicycles and pedestrian lanes be received.
- 414/20 THAT the SCRD send a letter to School District 46 – Sunshine Coast regarding the status of Gas Tax funding for Bicycles and Pedestrian Lanes in rural areas on the Sunshine Coast and on SCRD's work with the Ministry of Transportation and Infrastructure and the Union of British Columbia Municipalities on this matter.

SCRD's investment of Gas Tax into active transportation infrastructure is currently on hold. The Regional District is working with the Ministry of Transportation and Infrastructure (MOTI) and the Union of British Columbia Municipalities on developing a path way through which Gas Tax can be used to develop assets that are on provincial land such as MOTI rights of way (the area beside most roads and lanes, whether developed or not). The Province's and the Regional District's interpretation of current Gas Tax guidelines is that this type of investment is not permitted.

We are optimistic that clarity, and a pathway forward, can be achieved in 2021.

Sincerely,

SUNSHINE COAST REGIONAL DISTRICT

Lori Pratt
 SCRD Board Chair



VIA E-MAIL
Ref: 258503

March 26, 2021

Amanda Amaral
Board Chair
School District No. 46 - Sunshine Coast
E-mail: amaral@sd46.bc.ca

Dear Amanda Amaral:

Thank you for your letter of March 1, 2021, regarding the selection process and criteria of school districts for Integrated Child and Youth (ICY) teams. It is clear that your district has gone to great lengths over the years to support children and youth with mental health concerns by building a strong foundation of integrated approaches and innovative processes. Other communities could benefit from your experience.

The ICY team includes a variety of service partners, including mental health clinicians, substance use support workers, school counsellors and others. The Ministry of Mental Health and Addictions (MMHA) collaborates with the Ministries of Children and Family Development (MCFD), Education and Health, as well as Indigenous partners, to implement ICY teams. ICY teams are being launched in five school districts communities over the next year (one in each health authority): Maple Ridge-Pitt Meadows, Comox Valley, Richmond, Coast Mountains, and Okanagan-Similkameen.

Selection criteria for the five ICY communities included a number of different considerations, one being community readiness – which included both service operational readiness (e.g. the area has strong existing partnerships and relationships among child and youth mental health and substance use services with a supportive School District), and infrastructural readiness (e.g. existing services in school district, size of school district and capacity of service providers to deliver services out-of-office in schools, community, and homes). Another consideration was the community's needs, which took into consideration the prevalence of mental health and substance use concerns from the available data in service availability and gaps, including a known absence of services to meet mental health and substance use needs. A further consideration was around opportunities for reconciliation and to partner with First Nations communities and schools, Métis chartered communities and Indigenous service delivery organizations.

And finally, MMHA looked to ensure a mix of communities with representation from rural, remote, and urban areas with diverse populations and demographics, and a variety of Regional Health Authorities.

.../2

It is important to note that, although MCFD is involved with the collaboration and integration of ICY teams, we do not decide the communities in which they will be implemented. With that said, ICY teams in the five communities initially selected will be evaluated and, based on those results, there is the possibility of expanding ICY teams into new communities throughout the province. Should the *Pathway to Hope* strategy of ICY teams be expanded after this evaluation, we would encourage your school district to continue to express interest, and would look forward to the possibility of working with you and your community in the future.

I have also shared your correspondence with my colleagues, the Honourable Sheila Malcolmson, Minister of Mental Health and Addictions, as well as the Honourable Jennifer Whiteside, Minister of Education, so they are aware of your interest and the solid foundation of integrating supports your school district has built at this time.

Thank you for your commitment and passion for supporting children, youth and mental health on the Sunshine Coast. If you require any further information, please feel free to contact Emily Horton, Executive Director of Strategic Integration, Child and Youth Mental Health Policy and In Care Network Branch, MCFD, at: emily.horton@gov.bc.ca

Thank you again for writing.

Sincerely,



Mitzi Dean
Minister of Children and Family Development

pc: Honourable Jennifer Whiteside
Honourable Sheila Malcolmson
Emily Horton



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
March 30, 2021	9:30 to 11:30 AM	12:00 to 2:30 PM	Cancelled
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
APRIL AGENDAS:	<ol style="list-style-type: none"> 1. Budget Summary 2. Food in Schools 3. Transportation Review 4. Regulations for review: <ol style="list-style-type: none"> a. Use of Board Property by Licensed Child Care Providers (4170) 5. Local Government OCP and Zoning Referrals (standing item) 	<ol style="list-style-type: none"> 1. School Growth Plan Presentations <ol style="list-style-type: none"> a. Cedar Grove Elementary b. Halfmoon Bay Elementary c. Langdale Elementary 2. Intergovernmental Meeting 3. Policy Review (standing item) <ol style="list-style-type: none"> a. Debate (57) b. Environmental Sustainability (17) 4. Regulations for review: <ol style="list-style-type: none"> a. Scent Considerate (3190) 5. Communication Plan (standing item) 	<ol style="list-style-type: none"> 1. Goal 1.i – Care of our Planet 2. Goal 3.e – Environmental Initiatives

AD HOC COMMITTEE MEETINGS:

- Ad Hoc Art in Schools Policy Committee meets Wed. April 28 from 5:00 to 6:30 p.m.

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/>