

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



**REGULAR MEETING AGENDA**

Wednesday, April 10, 2019, 7:00 pm  
School Board Office, Gibsons, B.C.

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	Pages
1. <u>Call to Order</u>	
2. <u>Celebrating Education: District Music Theatre Program - S. Douglas</u>	
3. <u>Public Question Period (10 minutes in total)</u>	
4. <u>Adoption of the Agenda</u>	
<b>MOTION:</b> "THAT the agenda of April 10 <sup>th</sup> , 2019 be adopted."	
5. <u>Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings</u>	1
a. Regular Minutes of March 6, 2019	
b. Record of Closed Meeting of March 6, 2019	
c. Record of Special Closed Meeting of March 12, 2019	
<b>MOTION:</b> "THAT the Regular Minutes of March 6, 2019, the Record of Closed Meeting of March 6, 2019 and the Record of Special Closed Meeting of March 12, 2019, be approved."	
6. <u>Reports</u>	
a. Superintendent's Report	9
b. Strategic Plan Reports	
1. Goal 1.e - Mental and Physical Health	10
2. Goal 3.g. - Post Secondary Institutions	12
c. Administrative Regulations in Circulation	
1. Reg. 1040 - Board / Authority Authorized Courses	13
2. Reg. 4060 - Environmental Sustainability	14
3. Reg. 4070 - Hazardous Materials	16
4. Reg. 4090 - Naming of School Facilities	19
d. Administrative Regulations to be Received	
1. Reg. 1090 - Copyright	22
2. Reg. 2100 - Procedure for Filling Principal and Vice-Principal Vacancies	23
3. Reg. 3030 - Arson Vandalism and Forced Entry	25
4. Reg. 5080 - Student Fees	26

e.	Secretary-Treasurer's Report	
1.	School Allocation Rates	27
2.	2019/20 Capital Plan - Approved Projects Bylaw	28
	<b>MOTION:</b> "THAT School District No. 46 (Sunshine Coast) Capital Bylaw No. 2019/20-CPSD46-01 be read for a first time."	
3.	Larger Cheques Written in the Month of March 2019	33
4.	Expenditures by Object - March 2019	35
f.	Board Report	36
1.	BCSTA Report - 2019 AGM Motions	38
2.	BCPSEA Report	
3.	Student Trustee Report	
g.	Committee of the Whole Notes - March 12, 2019	84
h.	Education Committee Notes - March 13, 2019	86
i.	Operations Committee Notes - March 14, 2019	88
j.	Receipt of Reports	
	<b>MOTION:</b> "THAT the reports be received."	
7.	<u>Correspondence</u>	90
a.	R. Emerson - March 14, 2019	
	<b>MOTION:</b> "THAT the correspondence be received."	
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 8 <sup>th</sup> , 2019.	
a.	Committee Agendas	92
	<b>MOTION:</b> "TO approve the committee agendas."	
10.	<u>Adjournment</u>	
	<b>MOTION:</b> "TO adjourn."	



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

Wednesday, March 6, 2019, 7:00 pm  
School Board Office, Gibsons, B.C.

TRUSTEES: P. Ruth, Chair, S. Leech, M. Hampvent, S. Haines, T. Ste. Marie,  
N. Davis (Student Trustee)

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

REGRETS: A. Amaral, Trustee; S. Girard, Trustee

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1. Call to Order

The meeting was called to order at 7:03 pm.

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

2. Celebrating Education: Math - G. Smith

Glen Smith, Principal at Madeira Park Elementary and Chair of the District Math Committee, provided an overview of the District Math Committee's goals and objectives. A copy of Principal Smith's presentation will be included in the meeting's agenda package.

3. Public Question Period (10 minutes in total)

- A member of the public noted a scheduling conflict with the June Committee of the Whole and the Pender Harbour Secondary Graduation Ceremony.

4. Adoption of the Agenda

**Moved:** Haines

**Seconded:** Ste. Marie

**MOTION:** "THAT the agenda of March 6th, 2019 be adopted."

**Carried**

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

- a. Regular Meeting Minutes - February 13, 2019
- b. Record of Closed Meeting - February 13, 2019

**Moved:** Ste. Marie

**Seconded:** Leech

**MOTION:** "THAT the Regular Meeting Minutes of February 13, 2019 and the Record of Closed Meeting of February 13, 2019, be approved."

**Carried**

## 6. Reports

### a. Superintendent's Report

Superintendent Bocking shared two student poems from the Coastal Voices student writing anthology and spoke to the following items:

- The District Musical Theatre's performances of Fiddler on the Roof,
- The District Professional Day featuring Shelley Moore,
- Ongoing strategic planning consultations,
- DPAC's upcoming Supporting Parents through the Early Years Program on April 24th at 7 p.m.,
- Local teacher, Rita Poulsen, feature on Global News,
- The Dreams Come True gown sharing opportunity for graduating students to acquire cost-free gowns for upcoming graduation ceremonies,
- The SD46 Water Plan to ensure drinking water at schools is lead free,
- The *Partners in Learning* event taking place on March 7th at Chatelech Secondary.

### b. Strategic Plan Reports

#### 1. Goal 1.c. - Math

The report was submitted as written.

#### 2. Goal 2.f. - Leaders

Superintendent Bocking, Director White and Director Bishop spoke to various leadership roles and opportunities within the school district.

#### 3. Goal 2.h - Safe and Health Schools (Operational)

Director Bishop reported on the district's health and safety initiatives.

### c. Administrative Regulations in Circulation

Additional information on administrative regulations in circulation can be found in the committee notes of meetings taking place in February 2019. New and revised regulations will circulate for an eight (8) week period and regulations being repealed circulate for a four (4) week period.

1. Reg. 1310 – Student Reporting
2. Reg. 2040 - Communication through the Media
3. Reg. 3060 - Emergencies
4. Reg. 2020 – Cell Phone Use (to be repealed)
5. Reg. 3040 - Bomb Threats (to be repealed)
6. Reg. 3290 – Weapons (to be repealed)

d. Administrative Regulations to be Received

The following regulations have completed the circulation phase and will be received as part of the reports provided at the board meeting.

1. Reg. 1120 - Educational Heritage
2. Reg. 1140 - First Nations Education (repealed)
3. Reg. 1200 - Passport to Education (repealed)
4. Reg. 1220 - Policy for Earning Credits for Other Learning (repealed)
5. Reg. 1330 - Summer School (repealed)
6. Reg. 2010 - Assignment of a SETA or Teacher to a Home Site (repealed)
7. Reg. 3160 - Personal Safety (repealed)

e. Secretary-Treasurer's Report

The report was submitted as written.

Secretary-Treasurer Weswick reported that the district had received capital funding to replace dust collection system in wood shops at Chatelech and Elphinstone Secondary.

1. Larger Cheques Written in the Month of February 2019
2. Expenditures by Object - February 2019

f. Board Report

Chair Ruth spoke to items in her written report and highlighted sessions that took place during the ministry's Annual Partner Liaisons meeting on February 22, 2019. Chair Ruth shared her enthusiasm and appreciation for the Fiddler on the Roof performances.

1. BCSTA Report

Chair Ruth reported that BCSTA President Gordon Swan has announced that he will not be running for board elections at the April BCSTA Annual General Meeting

## 2. BCPSEA Report

There were no items to report.

## 3. Student Trustee Report

Student Trustee Davis reported on the following items:

- Discussion at DSLT regarding viral media events with the RCMP student liaison officer,
- "Pay it forward" initiatives taking place at schools,
- Ongoing preparations for the Student Forum,
- Student participation on Pink Shirt day,
- A recent pep rally and an upcoming "Spirit Week" at Elphinstone Secondary
- Two students have been appointed to Gibsons Council, advocating for composting pick up at Elphinstone Secondary.

g. Committee of the Whole Notes - February 26, 2019

The notes were submitted as written.

Director Bishop clarified that the calendar remains in circulation for 30 days and that should any changes be required they will be brought back to the board in April for consideration.

**Moved:** Haines

**Seconded:** Ste. Marie

**MOTION:** "THAT the board adopt the 2019-20 School Calendar."

**Carried**

h. Policy Committee - February 26, 2019

The notes were submitted as written.

**Moved:** Ste. Marie

**Seconded:** Leech

**MOTION:** "That the revised Appeals Bylaw be read for a first time."

**Carried**

**Moved:** Ste. Marie

**Seconded:** Leech

**MOTION:** "THAT the revised Appeals Bylaw be read for a second time."

**Carried**

**Moved:** Ste. Marie  
**Seconded:** Leech

Trustees agreed unanimously to move to a third reading of the bylaw.

**MOTION:** "THAT the revised Appeals Bylaw be read for a third time, passed and adopted."

**Carried**

i. Education Committee Notes - February 27, 2019

The notes were submitted as written.

**Moved:** Ruth  
**Seconded:** Haines

**MOTION:** "THAT the following Board / Authority Authorized (BAA) Courses be approved:

- Psychology 11,
- Psychology 12,
- Applications for Learning 11, and
- Applications for Learning 12."

**Carried**

j. Operations Committee Notes - February 27, 2019

The notes were submitted as written.

7. Correspondence

Trustee Hampvent spoke to concerns in the letter regarding school supplies in the letter.

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

**MOTION:** "TO receive the correspondence."

**Carried**

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

- A member of the audience requested clarification on the process for the school calendar. Director Bishop reported that the calendar must circulate for a 30 day period.
- A member of the audience asked if any CUPE members were taking part in the Leadership Program. Director Bishop reported that there were no CUPE members in the program.

- A member of the press asked for additional information on the ISO 50001 certification being considered by the district. Secretary-Treasurer Weswick indicated that the certification could provide opportunities for additional grants and savings opportunities.
- A member of the press asked if a response had been provided in regards to the Gospel Rock development and for additional information on the possible impacts to the school district. Secretary-Treasurer Weswick responded that a response would be provided to the town and clarified that all students residing in the catchment area would be eligible to register their home school.

9. Next Meeting

The next public board meeting will be held on April 10th, 2019.

a. Committee Agendas

**Moved:** Ste. Marie

**Seconded:** Hampvent

**MOTION:** "TO approve the committee agendas."

**Carried**

10. Adjournment

There being no further business, the meeting adjourned at 8:23 p.m.

**Moved:** Haines

**Seconded:** Ste. Marie

**MOTION:** "TO adjourn."

**Carried**

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Pammila Ruth - Board Chair

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Nicholas Weswick - Secretary-Treasurer





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

**RECORD OF CLOSED MEETING**

Held on Wednesday March 6<sup>th</sup>, 2019  
At the School Board Office – Gibsons, B.C.

PRESENT: TRUSTEES: P. Ruth, Chair, S. Leech, M. Hampvent, S. Haines, T. Ste. Marie  
STAFF: P. Bocking, Superintendent of Schools; P. Bishop, Director of Instruction; N. Weswick, Secretary-Treasurer; E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: A. Amaral, Trustee; S. Girard, Trustee

The meeting was chaired by Vice-Chair Leech.

**Call to Order**

The meeting was called to order at 5:35 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Approval of Minutes of Prior Meetings**
- **Information / Action Items**
  - Personnel
    - Bargaining Update (Trustee Haines arrived after the discussion took place, having declared a conflict of interest)
    - Staffing Updates
- **Items for Disclosure**
  - There were no items for disclosure

**Adjournment**

The meeting adjourned at 6:24 p.m.

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Pammila Ruth  
Board Chair

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Nicholas Weswick  
Secretary-Treasurer



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

**RECORD OF SPECIAL CLOSED MEETING**

Held on Wednesday March 12<sup>th</sup>, 2019  
At the School Board Office – Gibsons, B.C.

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

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

REGRETS: V. White, Director of Instruction

The meeting was chaired by Vice-Chair Leech.

**Call to Order**

The meeting was called to order at 12:32 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Information / Action Items**
  - Personnel
    - Employee Issue
- **Items for Disclosure**
  - There were no items for disclosure

**Adjournment**

The meeting adjourned at 2:00 p.m.

Pammila Ruth  
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 10<sup>th</sup>, 2019

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### 1. Students

- a. Early Years Fair 2019 was another fabulous success! The Fair this year was based on the children's book, "The Best Part of Me" and had fantastic community response. (1a)
- b. The Student Leadership Forum takes place on Thursday, April 18<sup>th</sup>. This is a terrific opportunity for us to learn from our high school students as they reflect on their learning, their school cultures and what is important to them. (1k)
- c. We very much appreciate receiving \$105,000 in provincial funding for an accessible playground upgrade at Roberts Creek Elementary School. (1e)
- d. We are working in partnership with Vancouver Coastal Health to ensure that Measles immunizations are being offered to as many families as possible. This is a joint initiative between the Ministry of Health and Education that we are strongly supporting. (1e)
- e. A group of dedicated and generous students and chaperones spent their Spring Break in Ecuador through the WE Schools program. (1h)

### 2. Staff

- a. The next DPAC meeting takes place at Pender Harbour Secondary School on April 25<sup>th</sup> at 7:00 p.m. (2d)
- b. The annual Service Recognition Celebration was a superb opportunity to acknowledge the dedicated work of our staff. Many thanks to Heidi Zurbrugg for her excellent preparation for the gathering. (2g)

### 3. Community

- a. The Nicholas Sonntag Marine Education Centre is prioritizing working with our students to build environmental and ecological awareness for the marine life on our coast. We appreciate their partnership and enthusiasm! This spring ten of our elementary classes will participate in educational programs. (3b)
- b. The Annual Partners in Learning Showcase and Celebration highlighted the importance of our community in supporting the learning and developmental needs of our students. The district is so very fortunate to have such partners. Many thanks to Stephanie Murawsky for her organization of this special event! (3b)
- c. We have been approached by UBC to be one of their official partner school districts for the Community Field Experience (CFE) program and have 8 students joining us this spring as part of their Education program. We welcome our first two students to Chatelech Secondary School on April 23rd! (3g)

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

### Strategic Plan Report: Mental and Physical Health

Submitted by Director White

April 2019

*Goal 1.e.: Our students will be supported in learning skills and awareness to manage their mental and physical health.*

#### **Background:**

Every 5 years, our district works in partnership with Vancouver Coastal Health, our Public Health staff and McCreary Centre Society to participate in the Adolescent Health Survey. This survey is given to students in Grade 8-12 across BC to gain anonymous, first-hand information from students about their physical and mental health. Our specific Sunshine Coast results just arrived prior to Spring Break. While the report is confidential, the school district recognizes the value and importance of releasing data when needed to specific community partners that work in the field of mental and physical health of our students.

#### **Discussion:**

Trustees who attended the Education Committee were each given different sections of the 2018 AHS results and were engaged in an activity to examine the data more closely. A discussion was then held where each person shared something of interest and/or concern regarding the data.

The sections that were examined included:

- Nutrition and Food Security
- Mental Health
- Sexual Health
- Injuries and Injury Prevention
- Substance Use
- General Health and Disabilities

A highlight of the discussion included information about concussions, as 14% of our students reported that they had had a concussion at least once in the past year. Information about the Concussion Toolkit was shared, which is an excellent resource for parents, educators and coaches. For more information, visit: <https://cattonline.com/>

As the data has just arrived, we are in the beginning stages of sharing and analyzing.

#### **Next Steps:**

- Share with the Healthy Schools Committee – April 3, 2019
- Share with the CYMHSU LAT – April 4<sup>th</sup>, 2019

## Strategic Plan Update: Mental and Physical Health

- Participate in the *McCreary Next Steps* when it is offered
- Share with DSLT at the upcoming student forum
- Share with district staff (principals, counsellors)

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

### Strategic Plan Report: Post-Secondary Institutions

Submitted by Director Bishop

April 10, 2019

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***Goal 3 g: “Our district will deepen our partnership with Capilano University and further our connections with other post-secondary institutions”***

#### **Background:**

Partnership with post-secondary institutions foster greater opportunities for student programs, success in transitioning from secondary to post-secondary studies and provide an opportunity for staff development and training.

#### **Highlights:**

- We continue to have a strong relationship with Vancouver Island University (VIU) as our sponsor for the Train in Trades (TRN) programs: Automobile Service Technician, Professional Cook and Carpentry. Secondary students and parents have presentations about how these programs can provide training for their future careers as part of “career education” and during course selection information sessions.
- The Industry Training Authority (ITA) registers all of our Train in Trades and Apprenticeship students as they embark on careers leading to “Red Seal” certification. Students in all school programs are given instruction on the work of the ITA as they consider post-secondary careers.
- VIU instructors visit with students in our TRN programs, and some groups have the opportunity to visit the VIU Nanaimo campus. The school district will be a signatory to a “Mid Island Partnership” agreement featuring school districts on Vancouver Island and Powell River.
- Capilano University offers English 100 (EN 100) at Elphinstone Secondary with support from one of our district English teachers. This has been a very popular program with the possibility of the addition of another EN 100 class.

#### **Next Steps:**

- Chatelech Secondary is researching the possibility of offering EN 100 at their school.
- District and Capilano University staff are working together to review the possibility of other programs. Early Childhood Care and Education or Health Care Aid would be an example of the type of program that is offered at Capilano University that could be of interest to SD46 Students.
- Vancouver Community College offers a number of interesting programs to our students. Further discussions may reveal other options for our students.

## ADMINISTRATIVE REGULATIONS

Title: **Board / Authority Authorized Courses**

Category: **Education**

Number: **1040**

**Circulating until June 5, 2019**

**I. Rationale:**

Board Authorized Courses are Grade 10, 11, or 12 courses offered by School Boards to meet student needs and interested. They are authorized by Boards according to requirements set by the Ministry of Education. There is no limit to the number of Board/ Authority Authorized Courses (BAA Courses) that may be used as a part of the 28 credits of electives needed to fulfill the graduation requirements.

**II. Procedures:**

A. The Ministry of Education requirements are listed in the document Board/Authority Authorized Courses: Requirements and Procedures. The requirements for BAA Courses define the structure, components, and rigor of a course. They consist of the following:

1. Course title
2. Grade level
3. Number of credits
4. Course synopsis
5. Goals and Rationale
6. Aboriginal Worldviews and Perspectives
7. Organizational structure
8. Recommended Instructional Component
9. Recommended Assessment component
10. Learning resources

B. Boards are required to submit to the Ministry of Education the course name of each BAA Course they plan to offer in the following school year on Form 1526 by April 30th of each year. BAA Courses should be received from schools by November 15th.

C. BAA Courses may be developed to meet the needs of diverse students as long as they are not adapted or modified versions of a Ministry course.

D. The Board must maintain copies of all BAA Courses for review purposes. The Ministry may request a review of any BAA Course on a periodic basis.

**Received:**

**References:**



## ADMINISTRATIVE REGULATIONS

Title: **Environmental Sustainability**

Category: **Facilities**

Number: **4060**

**Circulating until June 5, 2019**

**I. Rationale:**

The Board of Education of School District No. 46 (Sunshine Coast) expects consideration of environmental impact in the planning of all operational and educational programs and school-based leadership in environmental education at each school. School District No. 46 (Sunshine Coast) will endeavour to work with community and government agencies in supporting good environmental practices.

**II. General:**

A. Purchasing:

1. Where feasible, products shall be purchased that are manufactured from recycled materials.
2. Where products are similar in function, the one that is the least harmful to the environment shall be purchased, provided all requirements in regulation #5060 (Purchasing) have been met.

B. Waste Management:

1. The District shall minimize paper waste, utilizing technological solutions wherever possible
2. The District shall foster environmental practices based on the concepts: reduce, reuse, and recycle.
3. Where feasible, waste products shall be recycled.
4. The District shall encourage the participation of staff, students and parents in the recycling program.

C. Facilities Management:

1. The District shall practice responsible energy usage in all its operations.
2. The District shall use, where feasible, environmentally friendly products for all facilities, equipment and grounds.
3. In all instances when purchasing custodial products, the District will purchase the product that is biodegradable and eliminate the use of cleaners that contain toxins and ecological damaging products.
4. The District shall encourage the participation of students, staff and community in fostering sustainable practices.

D. Educational and Other Initiatives:

1. The District shall respond to identified environmental education needs as resources permit, including such measures as:
  - a) Providing appropriate environmental resources to schools;





## ADMINISTRATIVE REGULATIONS

Title: **Environmental Sustainability**

Category: **Facilities**

Number: **4060**

**Circulating until June 5, 2019**

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- b) Providing instructional assistance and in-service to school personnel;
  - c) Coordinating appropriate Community-District environmental initiatives.
2. School District No. 46 will work with community and government agencies in supporting good environmental practices such as anti-idling.

**Received:**

**References:**



## ADMINISTRATIVE REGULATIONS

Title: **Hazardous Materials**

Category: **Facilities**

Number: **4070**

**Circulating until June 5, 2019**

I. **Rationale:**

The Board of Education of School District No. 46 (Sunshine Coast) recognizes the need to ensure the safety and wellbeing of its staff and students with respect to hazardous materials in its schools and work sites.

II. **General:**

A. Responsibilities

1. The Manager of Facilities is responsible for the district's Hazardous Materials Program.
2. Each site supervisor is responsible for ensuring compliance with the district's program at their respective sites.
3. Each staff member is responsible for assisting to identify hazardous waste/substance and to review and follow procedures.

B. Tracking, Inventory, and Safety Data Sheets (SDS)

1. Safety Data Sheets (SDS) are maintained and updated through use of the MSDSFetch system. Login information can be found in the Employee Handbook.
2. Purchase orders for hazardous materials shall include a requirement that the shipment of any such materials include SDS with any order or portion of the order. Purchase orders also shall note that failure to provide SDS with the shipment may result in either refusal to accept the shipment or refusal to pay for it until the SDS are provided.
3. The District does not accept donated hazardous materials, unless approved in writing in advance by the Manager of Facilities.

C. Hazardous Materials Which Have Been Declared Waste and Are Being Held for Disposal

1. The Manager of Facilities shall establish a central storage area and may, if deemed appropriate, designate storage areas at each separate location.
2. When a site has a substance qualifying as hazardous material for disposal, the Manager of Facilities shall be contacted to arrange for storage, transfer or disposal. Materials no longer needed at one location may be available for transfer within the district to other programs or locations.
3. Storage of hazardous materials shall be in compliance with provincial and federal laws. Hazardous materials shall be separated and labeled



Title: **Hazardous Materials**

Category: **Facilities**

Number: **4070**

**Circulating until June 5, 2019**

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according to hazardous characteristics and stored safely in storage areas appropriate to the risk posed by the materials. Where appropriate, storage cabinets may be locked and access to students or non-authorized staff limited.

4. Containers for hazardous material shall be labeled to show date of receipt, shelf life and expiry date, along with SDS requirements. Where space permits, materials shall be stored so that the oldest materials are used first.

D. Disposal of Hazardous Materials

1. When a site supervisor believes that he/she has materials which may qualify as hazardous and there is no immediate need, he/she shall contact the Manager of Facilities regarding disposal.

2. Only the Manager of Facilities shall be authorized to declare materials to be waste, excess or surplus, and to order their disposal.

3. When materials are determined to be ready for disposal, they will be disposed of in a manner that complies with applicable provincial and federal legislation.

E. Transportation of Hazardous Materials

1. Transportation of hazardous materials shall meet provincial and federal requirements and shall be coordinated by the Manager of Facilities. Once a hazardous material is under district control, each location controlling the material shall be responsible for the material until it is passed to the control of another district location. The Manager of Facilities shall verify that the transportation used meets district, provincial and federal requirements.

2. Students shall not be permitted to transport hazardous material owned by or attributed to the district.

F. Emergency Response Plan

1. The District will maintain an emergency response plan to be followed in the event there is an incident involving hazardous materials. This plan shall comply with applicable laws and regulations and shall be coordinated with the district's emergency plans.

2. External communications must be coordinated through the Office of the Superintendent, per Board Policy #11 (Role of the Superintendent).

3. If an evacuation is required, the Staff Emergency Procedures document will be followed.

## ADMINISTRATIVE REGULATIONS

Title: **Hazardous Materials**

Category: **Facilities**

Number: **4070**

**Circulating until June 5, 2019**

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G. Training of Staff and Students

1. Staff members and volunteers handling hazardous materials shall receive training in responding to hazardous materials incidents.

2. When hazardous materials are used in the classroom, both staff and students shall be trained in the techniques of handling, storage and use appropriate to the materials used as part of the curriculum. Staff shall also be instructed in emergency procedures, including evacuation.

H. Prohibited Substances

1. Lead glazes, mercury and asbestos shall not be used in any program, including fine arts.

2. Herbicides shall not be used on school properties.

**Received:**

**References:**



Title: **Naming of School Facilities**

Category: **Facilities**

Number: **4090**

**Circulating until June 5, 2019**

**I. Rationale:**

The naming of facilities recognizes that schools are a focus in our communities for activities and identity. Preference in the naming of schools should be given to names that relate to the location of the school. Consideration may also be given to names of persons who have made outstanding contributions to the country, the community or to public service on behalf of children and have significant meaning to students and members of that community.

**II. Practices:**

**A. Naming of School Facilities**

1. Preference shall be given to names that relate to the area and/or community served by the school. Consideration may be given to an alternative name when:
  - a) The name may conflict/be confused with existing schools in the same area;
  - b) The school is located in an area or neighbourhood which does not have a distinct name;
  - c) The name of a deceased person who has made an outstanding contribution to the country, community or to public service on behalf of children is recommended by the school community, the residents of the attendance area, or the community at large as having significant meaning to students and the community.
2. The name of the school shall apply to the main building, detached buildings on the property and outdoor spaces.
3. Heritage buildings, whether standing alone or annexed to a school, shall be known by their historical names.
4. Where the School District leases a facility or part of a facility to a partner or another educational institution, the lessee may temporarily rename the leased facility with the approval of the Board of Education.
5. The process of naming a school will provide for student, staff, parent and community input. The Superintendent of Schools or designate will manage the process. Recommendations regarding the naming of new facilities

Title: **Naming of School Facilities**

Category: **Facilities**

Number: **4090**

**Circulating until June 5, 2019**

shall be brought forward by the Superintendent of Schools for a final decision to the Board of Education

**B. Management of the School Naming Process.**

1. If the construction of a new facility involves more than one school, the Superintendent of Schools or designate will coordinate the process of recommending names, for the new facility.

a) This Superintendent or designate will establish a Name-Selection Committee, with membership consisting of himself/herself and:

- (1) Two principals;
- (2) Two parents, selected from by the Parent Advisory Council;
- (3) Two students;
- (4) Two staff (one SCTA employee and one CUPE Local 801 employee);
- (5) Other individuals representative of the community, to be determined by the Superintendent or Designate.

**C. Procedures for the Name-Selection Committee**

1. The committee's working timeline shall consider an appropriate period for public input, the school calendar, and the Board of Education meeting schedule.

2. The name-selection committee will design a process for taking input from the general public.

3. The Superintendent will provide the board with the recommendations of the committee. The Board may accept or not the recommendation and shall have sole responsibility for naming the school.

**D. Dedication of Schools and District Facilities**

1. When new, permanent school facilities are built, an official public opening/dedication ceremony shall be held.

a) Trustees' names inscribed on a dedication plaque shall be those in office when the construction contract was awarded.

## ADMINISTRATIVE REGULATIONS

Title: **Naming of School Facilities**

Category: **Facilities**

Number: **4090**

**Circulating until June 5, 2019**

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- b) The official public opening/dedication ceremony for each new permanent school facility shall be held at a time determined by the Superintendent of schools in consultation with the Board of Education, staff, students and Parent Advisory Council.

**Received:**

**References:** Board Policy 11.4



## ADMINISTRATIVE REGULATIONS

Title:       **Copyright**  
Category:   **Education**  
Number:     **1090**

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I.     **Rationale:**

Copyright legislation ensures fair returns on investment for the producers of copiable and mass showing commercially produced work. School districts have an obligation to support these fair practices.

II.    **General:**

A.     Teachers are expected to follow the guidelines of copyright as outlined at <http://www.fairdealingdecisiontool.ca/>.

B.     The Executive Assistant to the Superintendent is the Copyright Officer for the district.

C.     District equipment, material or services shall not be used to infringe copyright as per the *Copyright Act of Canada* and the *Copyright Modernization Act*.

D.     The Copyright Officer shall distribute annually information to site managers on the provisions of the *Copyright Act of Canada* and the *Copyright Modernization Act*.

E.     Principals and other site managers shall ensure that appropriate notices are placed on or near equipment which could be used to make copies of copyrighted materials. These notices shall include a warning on copyright infringement and the responsibility of the individual.

F.     School libraries are exceptions to the *Copyright Act*.

**Received:**

**References:** <http://www.fairdealingdecisiontool.ca/>





## ADMINISTRATIVE REGULATIONS

Title: **Filling Principal and Vice-Principal Vacancies**  
 Category: **Personnel**  
 Number: **2100**

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I. **Rationale:**

Should a vacancy be likely, the Superintendent shall request the completion of the Principal Profile from the Parent Advisory Committee, the school staff, and from students in secondary schools. The form details the knowledge, skills and experiences desired for their Principal based on the specific needs of the school.

II. **Definition:**

The "Principal Pool" is a group of successful applicants from the selection process. Successful applicants are placed in the Pool for two years at which time, should they not be in a permanent Principal or Vice-Principal position, they may be asked to re-apply for the Pool.

III. **Procedures:**

A. Process for school leadership positions to be filled:

1. Principals and Vice-Principals will be invited to inform the Superintendent of their interest in transferring to potential vacancies. All qualified Principals and Vice-Principals will be considered for the position.
2. Should it be necessary for the needs of the school and the district, available positions will then be filled through the Principal Pool process (defined below).
3. If a vacancy is not filled by internal transfer or from the Principal Pool, the position will be advertised internally and externally.
4. The Superintendent will advise the Board of the anticipated transfers prior to the placement of the Principal or Vice-Principal at the school.

B. Principal Pool Process:

1. The Superintendent or designate will invite qualified applicants to apply for the Principal Pool.
2. The posting will be advertised within the district. Should there be a need for additional applicants, the posting may be advertised externally.
3. A Principal Pool hiring committee will be established including:
  - a) Superintendent (or designate) and Director of Human Resources
  - b) Trustees (2)
  - c) Principals (2 – one elementary, one secondary)



## ADMINISTRATIVE REGULATIONS

Title: **Filling Principal and Vice-Principal Vacancies**  
Category: **Personnel**  
Number: **2100**

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4. Applicants will be shortlisted. Consideration shall be given to the following traits:

- a) Evidence of successful teaching experience
- b) Evidence of successful educational leadership experience
- c) Academic preparation/ Postgraduate work
- d) Other Professional preparation
- e) Possession of, or eligibility for, a BC teaching certificate.

5. Short listed candidates will be invited to attend an interview process with the Principal Pool Committee.

- a) The Selection Committee shall prepare a set of interview questions. These questions will be asked of all candidates and will form the core of the interview. The interviewers may ask questions for clarification or elaboration.
- b) All members of the Selection Committee must normally be present for all interviews.
- c) References will be required. Applicants' current supervisor must be the first reference.
- d) The Director of Human Resources will notify candidates of their status on the Pool at the conclusion of the process.

**Received:**

**References:** Policy 11.11



Title: **Arson, Vandalism, and Forced Entry**  
Category: **Health and Safety**  
Number: **3030**

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**I. Rationale:**

Student and staff safety is our main priority when dealing with issues in schools. It is essential to have good communication amongst staff and between schools and facilities managers. The RCMP should be notified if there is any concern for staff or student safety.

**II. General:**

A. The line of authority in carrying out this regulation shall be the principal, the vice-principal, a custodian, a teacher or delegate as authorized by the principal.

B. Following detection of any signs of arson, or attempted arson, vandalism or forced entry the Manager of Facilities shall be advised immediately. The RCMP will be notified after consultation with the Manager of Facilities.

C. When an employee suspects that a forced entry has been made to a building, he/she shall not enter the building but shall notify the Manager of Facilities and then the RCMP immediately, and maintain a watch on the building until the RCMP arrives and assumes control.

D. Any damage shall be reported to the Manager of Facilities, who shall make written report on the extent of damage to the Secretary-Treasurer.

E. Where immediate repairs are necessary, the Manager shall receive clearance from the RCMP before beginning.

F. Where it appears that the repairs or replacement required should exceed the deductible amount allowed for by the insurance policy, the Secretary-Treasurer shall refer the matter to the insurance agent.

G. Students willfully causing such significant damage to school district property shall normally be suspended from their school and shall normally provide restitution before being re-admitted to any school in the district.

**Received:**

**References:**

Title:       **Student Fees**  
 Category:   **Finance**  
 Number:     **5080**

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**I. Rationale:**

Education programs are provided free of charge to every student of school age resident on the Sunshine Coast. Some elective programs may benefit from additional parent support.

**II. Student fees:**

A. Examples of fees that may be charged include, but are not limited to:

1. Materials used in goods that are intended for the student to take home or for personal use, or as a gift;
2. The rental of musical instruments for the student’s personal use;
3. Expenses associated with field trips, sports teams or other special events, such as transportation, tournament fees, accommodation, meals, entrance fees and equipment rental;
4. Fees for graduation activities;
5. Tuition and related fees for non-resident students;
6. Tuition and related fees for students who have already met the general requirements for graduation.

**III. Inability to Pay:**

A. Individual schools must provide a fair process for students and parents to have fees waived because of inability to pay or family economic circumstances, with the exception of non-resident students and students who have already met the general requirements for graduation.

**Received:**

**References:** Board of Education Fees M236/07, *School Act* (S.82)



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

**2019/2020 School Allocation Rates**

Submitted by Secretary-Treasurer Nicholas Weswick  
April 10, 2019

The updated school allocation rates include funding for labour settlement cost increases. Base funding rates have increased from the prior year. Updated per-pupil rates are shown below:

	Base Funding	Grades						Special Needs		
		K	1-3	4-7	8-10	11-12	SCAS	Level 1	Level 2	Level 3
Proposed Per Pupil Amounts	220,000	6,279	5,256	4,604	4,919	5,379	5,068	42,400	17,000	10,250
Prior Year Amounts	208,000	6,135	5,146	4,501	4,727	5,170	4,922	41,000	15,500	9,800
Net Change	12,000	145	110	103	192	209	146	1,400	1,500	450
Percent Change	5.5%	2.1%	2.3%	4.1%	4.0%	3.0%	3.4%	9.7%	4.6%	2.1%



February 28, 2019

Ref: 208254

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

**Capital Plan Bylaw No. 2019/20-CPSD46-01**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2019/20

This letter is in response to your School District's 2019/20 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to June 30, 2018, and provides direction for advancing supported and approved capital projects.

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Please note that all school districts are required to keep project approval information confidential until after the Province has issued News Releases to the public on March 6th. Additionally, school districts receiving approval and funding specifically from the Playground Equipment Program (PEP) are required to keep that project information confidential until further written notice from the Ministry of Education.

Below you will see the major capital projects supported to proceed with Project Definition Reports (PDRs) as well as minor capital projects from the Ministry's 2019/20 annual capital programs that are approved for funding and are able to proceed to procurement.

**Ministry of  
Education**

Capital Management Branch  
Resource Management  
Division

Mailing Address:

PO Box 9151 Stn Prov Govt  
Victoria BC V8W 9H1

Location:

5<sup>th</sup> Floor, 620 Superior St  
Victoria BC V8V 1V2

### **MAJOR CAPITAL PROJECTS (SMP, EXP)**

Note: A PDR should normally be expected to be finalized within two months following the draft PDR deadlines noted above. After a draft PDR is submitted to the Ministry, follow-up meetings will be scheduled by your respective Regional Director or Planning Officer to confirm scope, schedule, and budget details and the terms of project approval for the projects listed above. Also note that Capital Project Funding Agreements (CPFA) are not issued until after PDRs and all other required supporting documentation is received, reviewed and approved for funding by the Ministry.

All projects that the Ministry expects to be under PDR development, and have not already been received, are listed above – if a project is not listed, then the Ministry is not supporting the project and is not expecting a PDR.

### **MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)**

#### **New projects for SEP, CNCP, BEP, PEP**

<b>Facility Name</b>	<b>Program Project Description</b>	<b>Amount Funded by Ministry</b>	<b>Next Steps &amp; Timing</b>
Chatelech Secondary	SEP - Health and Safety Upgrades - Dust Collection System Upgrades	\$300,000	Proceed to design, tender & construction. To be completed by March 31, 2020.
Elphinstone Secondary	SEP - Health and Safety Upgrades - Dust Collection System Upgrades	\$300,000	Proceed to design, tender & construction. To be completed by March 31, 2020.
Roberts Creek Elementary	PEP - New - Universally Accessible Playground Equipment	\$105,000	Proceed to design, tender & construction. To be completed by March 31, 2020.

Note: An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Routine Capital projects for the 2019/20 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw No. provided at the beginning of this document) for its approved 2019/20 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Damien Crowell at [Damien.Crowell@gov.bc.ca](mailto:Damien.Crowell@gov.bc.ca) as soon as possible. At this time the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2019/20 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2020/21 Annual Five-Year Capital Plan submission process (with supplementary intake spreadsheets) will be provided within the next few weeks. These plans are to be submitted to the Ministry no later than June 30, 2019.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



Joel Palmer, Executive Director  
Capital Management Branch

pc: Ryan Spillett, Director, Capital Projects Unit, Capital Management Branch  
Michael Nyikes, Director, Capital Programs Unit, Capital Management Branch  
Damien Crowell, Planning Officer, Capital Management Branch  
Rachelle Ray, Regional Director, Capital Management Branch  
Rosa Cutler, Planning Officer, Capital Management Branch





CAPITAL BYLAW NO. 2019/20-CPSD46-01  
CAPITAL PLAN 2019/20

A BYLAW by the Board of Education of School District No. 46 (Sunshine Coast) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to sections 143 (2) and 144 (1) of the *School Act*.

WHEREAS in accordance with provisions of the *School Act*, the Minister of Education (hereinafter called the "Minister") has approved the Capital Plan of the Board.

NOW THEREFORE the Board agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute Project Agreement(s) related to the expenditures contemplated by the Capital Plan;
- (b) Upon ministerial approval to proceed, commence the Project(s) and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the Project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2019/20 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated February 28, 2019, is hereby adopted.
2. This Bylaw may be cited as School District No. 46 (Sunshine Coast) Capital Bylaw No. 2019/20-CPSD46-01.

READ A FIRST TIME THE 10<sup>th</sup> DAY OF APRIL, 2019;

READ A SECOND TIME THE 10<sup>th</sup> DAY OF APRIL, 2019;

READ A THIRD TIME, PASSED AND ADOPTED THE 10<sup>th</sup> DAY OF APRIL, 2019.

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Pammila Ruth, Board Chair

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Nicholas Weswick, Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 46 (Sunshine Coast) Capital Bylaw No. 2019/20-CPSD46-01 adopted by the Board the 10<sup>th</sup> day of April, 2019.

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Nicholas Weswick, Secretary-Treasurer

**School District No. 46 (Sunshine Coast)**  
**Capital Bylaw No. 2019/20-CPSD46-01**

1) **MOTION:**

“THAT School District No. 46 (Sunshine Coast) Capital Bylaw No. 2019/20-CPSD46-01 be read for a first time.”

2) **MOTION:**

“THAT School District No. 46 (Sunshine Coast) Capital Bylaw No. 2019/20-CPSD46-01 be read for a second time.”

*Requires unanimous approval before third reading.*

3) **MOTION:**

“THAT School District No. 46 (Sunshine Coast) Capital Bylaw No. 2019/20-CPSD46-01 be read for a third time, passed and adopted.”

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

DATE 01-Apr-2019 09:18 AM

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

PAGE 1

START DATE: 01-Mar-2019 TO END DATE: 31-Mar-2019

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	CHEQUE AMOUNT
-----						
ON-LINE CHEQUES : ISSUED BETWEEN 01-Mar-2019 AND 31-Mar-2019						
00LCET3779	0001	*****	28094	RECEIVER GENERAL FOR CANADA	05-Mar-19	80,587.27
00LCET3780	0001	*****	28094	RECEIVER GENERAL FOR CANADA	05-Mar-19	17,657.07
00LCET3781	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Mar-19	11,250.00
00LCET3783	0001	*****	30209	TEACHERS' PENSION PLAN	12-Mar-19	425,763.22
00LCET3784	0001	*****	30209	TEACHERS' PENSION PLAN	04-Mar-19	14,081.29
00LCET3785	0001	*****	28093	RECEIVER GENERAL FOR CANADA	04-Mar-19	124,536.68
00LCET3786	0001	*****	28093	RECEIVER GENERAL FOR CANADA	05-Mar-19	396,362.01
00LCET3787	0001	*****	28095	RECEIVER GENERAL FOR CANADA	04-Mar-19	25,463.62
00LCET3789	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Mar-19	15,112.50
00LCET3790	0001	*****	23290	MUNICIPAL PENSION PLAN	12-Mar-19	56,937.82
00LCET3792	0001	*****	28094	RECEIVER GENERAL FOR CANADA	19-Mar-19	16,701.48
00LCET3800	0001	*****	28093	RECEIVER GENERAL FOR CANADA	22-Mar-19	150,000.00
00LCET3801	0001	*****	28095	RECEIVER GENERAL FOR CANADA	22-Mar-19	20,670.15
00LCET3802	0001	*****	30209	TEACHERS' PENSION PLAN	22-Mar-19	12,649.61
00LCET3811	0001	*****	28094	RECEIVER GENERAL FOR CANADA	29-Mar-19	16,979.61
00LCET3813	0001	*****	28094	RECEIVER GENERAL FOR CANADA	29-Mar-19	80,604.81
00LCET3814	0001	*****	23290	MUNICIPAL PENSION PLAN	29-Mar-19	57,084.91
00LCET3817	0001	*****	28094	RECEIVER GENERAL FOR CANADA	19-Mar-19	80,322.94

TOTALS FOR BANK - 0001 1,602,764.99

TOTAL NUMBER OF CHEQUES 18

TOTAL NUMBER OF CHEQUES WITH MICR 0

COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Mar-2019 AND 31-Mar-2019

2088000003	0001	0000052651	12012	BC HYDRO & POWER AUTHORITY	06-Mar-19	42,865.81
2088ET0003	0001	*****	12021	BC TEACHERS FEDERATION	06-Mar-19	31,950.20
2088ET0004	0001	*****	12111	BC TEACHERS FEDERATION	06-Mar-19	32,544.90
2088ET0019	0001	*****	11909	DR. DEBORAH AMARAL	06-Mar-19	19,500.00
2088ET0053	0001	*****	23257	MORNEAU SHEPELL LTD.	06-Mar-19	51,509.24
2088ET0077	0001	*****	29102	SUNSHINE COAST TEACHERS ASSOCIATION	06-Mar-19	11,933.47
2089ET0007	0001	*****	13003	C.U.P.E. - LOCAL 801	13-Mar-19	14,777.83
2089ET0060	0001	*****	30172	THIRDWAVE BUS SERVICES	13-Mar-19	55,564.11
2090000002	0001	0000052710	11086	ARTSTARTS IN SCHOOLS	20-Mar-19	11,958.75
2090000012	0001	0000052720	30211	FORTIS BC-NATURAL GAS	20-Mar-19	10,893.25
2091ET0001	0001	*****	13907	MINISTER OF FINANCE	21-Mar-19	3,000,000.00

TOTALS FOR BANK - 0001 3,283,497.56

TOTAL NUMBER OF CHEQUES 11

TOTAL NUMBER OF CHEQUES WITH MICR 3

ON-LINE CHEQUES : ISSUED BETWEEN 01-Mar-2019 AND 31-Mar-2019

00LCET3816	0005	*****	12144	BANK OF MONTREAL	09-Mar-19	60,671.76
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TOTALS FOR BANK - 0005 60,671.76

TOTAL NUMBER OF CHEQUES 1

TOTAL NUMBER OF CHEQUES WITH MICR 0

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

DATE 01-Apr-2019 09:18 AM

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

PAGE 2

START DATE: 01-Mar-2019 TO END DATE: 31-Mar-2019

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	CHEQUE AMOUNT
-----						
GRAND TOTAL						4,946,934.31
CANCELLED TOTAL						0.00
NET GRAND TOTAL						4,946,934.31
GRAND TOTAL NUMBER OF CHEQUES						30
GRAND TOTAL NUMBER OF CHEQUES WITH MICR						3

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

## Expenditures by Object - March 2019

	<b>Mar-19 Actual</b>	<b>Mar-19 Budget</b>	<b>Mar-19 Difference</b>	<b>2018/19 Amended Budget</b>	<b>%</b>	<b>KEY</b>
<b>Salaries</b>						
110 Teachers Salaries	9,958,306	10,169,436	211,130	14,527,766	68.55%	70%
105 Principal and Vice Principal	1,572,999	1,579,764	6,765	2,106,352	74.68%	75%
123 Educational Assistant Salaries	2,217,127	2,449,279	232,152	3,498,970	63.37%	70%
120 Support staff	1,334,898	1,370,290	35,392	1,929,986	69.17%	71%
120 Support staff-Mtce/Cust	1,442,665	1,535,636	92,971	2,047,514	70.46%	75%
130 Other Professional	1,077,797	1,090,121	12,324	1,453,495	74.15%	75%
140 Substitutes	633,661	910,503	276,842	1,300,718	48.72%	70%
143 Short and Long Term Sick	686,064	890,802	204,738	1,272,574	53.91%	70%
<b>Total Salaries</b>	<b>18,923,517</b>	<b>19,995,830</b>	<b>1,072,314</b>	<b>28,137,375</b>	<b>67.25%</b>	<b>71.1%</b>
200 Employee Benefits	4,301,186	4,985,106	683,920	6,923,758	62.12%	72%
<b>Total Salaries and Benefits</b>	<b>23,224,703</b>	<b>24,980,936</b>	<b>1,756,233</b>	<b>35,061,133</b>	<b>66.24%</b>	<b>71.2%</b>
310 Professional Services	421,094	483,623	62,529	690,890	60.95%	70%
330 Transportation	762,671	922,177	159,506	1,376,384	55.41%	67%
340 Training and Travel	109,348	116,795	7,447	166,850	65.54%	70%
360 Rentals	28,201	28,140	(61)	40,200	70.15%	70%
370 Dues and Fees	55,297	56,500	1,203	56,500	97.87%	100%
390 Insurance	76,069	78,413	2,344	87,125	87.31%	90%
510 Supplies	1,621,699	2,270,040	648,341	3,242,914	50.01%	70%
540 Utilities	464,514	512,915	48,401	683,886	67.92%	75%
580 Furniture and Equipment Replaceme	191,048	266,834	75,786	333,542	57.28%	80%
590 Computer Equipment Replacement	177,709	245,731	68,022	307,164	57.85%	80%
<b>Total Services and Supplies</b>	<b>3,907,650</b>	<b>4,981,167</b>	<b>1,073,517</b>	<b>6,985,455</b>	<b>55.94%</b>	<b>71.3%</b>
<b>Total Expenditures</b>	<b>27,132,353</b>	<b>29,962,103</b>	<b>2,829,750</b>	<b>42,046,588</b>	<b>64.53%</b>	<b>71.3%</b>

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

### Board Report

Submitted by Chair Pammila Ruth

April 10<sup>th</sup>, 2019

#### **Respect:**

A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.

We are all stakeholders here on the Sunshine Coast, and regardless of our differences and demographics, the outcomes of our youth affect everyone. Mutual respect is a must.

Point in fact, on the 7<sup>th</sup> of March we sponsored and participated in the *Partners in Learning* presentation held at Chatelech Senior Secondary. This was a collaboration between our partners within the community, working together towards student success. In addition to interactive display booths, there were also presentations made by four diverse groups, the CYMH Action Team, Gibsons Paddle Club, Train-in-Trades with Sunshine GM and Project Impact, Community Schools & United Way. These presentations were generally made up of a member of the organization, a district staff member and a student who has experienced or been a participant of said project. This event turned out to be a wonderful success.

Last month, I also went to the Gibsons Public Market for an announcement made by Bill Beamish and BC Housing, regarding the Housing project application on School Rd. I was able to sit with one of their consultants and ask questions that I knew many of our parents and community members would want answers to. Approaching issues and concerns with the respect they deserve makes for a much deeper conversation. Fast forward to last week (April 3<sup>rd</sup> & 4<sup>th</sup>) when the Secretary-Treasurer and I attended separate public consultations set at the Legion. Through discussion, it has been made clear that the Town of Gibsons, BC Housing and RainCity are very willing to keep the School Board and its stakeholders 'in the know'. They have already made a presentation to the GES PAC and further meetings are in the works with the board. You can also go to [LetsTalkHousingBC.ca/Gibsons](http://LetsTalkHousingBC.ca/Gibsons) for more information

Vice-Chair Leech, District Principal Deasey, Superintendent Bocking and myself visited with MLA Simons to discuss our communities need for more daycares, and funding required to make that happen, including the new \$10-a-day program.

At the end of last month, Trustees Amaral, Hampvent and I attended the Centre for Civic Governance, High Ground Conference. This is an annual conference open to all municipally elected officials, including trustees, which deals with nurturing leadership for inclusive and sustainable communities. Some conversations and presentations will be carried back to the

board table, including the above housing issues, pads in schools, the taxation changes to stipends and how to support those on our team/board/council/staff. The Sunshine Coast had the largest representation. It was an amazing opportunity to network with our local municipal governments regarding both local and global issues.

Lastly, we held our Service Recognition Award Ceremony on Monday, April 1<sup>st</sup>. Together, the recipients, who were honoured for each 5-year milestone in our district, equaled 1065 years of knowledge, experience and of course, well-earned respect.

SD#	SD Name	Headcount	Ballot Threshold	AGM 2019	Votes	AGM 2018	Votes	AGM 2017	Votes
87	Stikine	154	1 to 249 pupils	1	vote	1	vote	1	vote
49	Central Coast	265		2	votes	1	votes	1	vote
92	Nisga'a	377		2	votes	2	votes	2	votes
10	Arrow Lakes	444		2	votes	2	votes	2	votes
84	Vancouver Island West	447		2	votes	2	votes	2	votes
50	Haida Gwaii	476		2	votes	2	votes	2	votes
81	Fort Nelson	694	250 to 999 pupils	2	votes	2	votes	2	votes
19	Revelstoke	1,045		3	votes	2	votes	2	votes
74	Gold Trail	1,094		3	votes	3	votes	3	votes
51	Boundary	1,269		3	votes	3	votes	3	votes
85	Vancouver Island North	1,364		3	votes	3	votes	3	votes
78	Fraser-Cascade	1,725		3	votes	3	votes	3	votes
64	Gulf Islands	1,798		3	votes	3	votes	3	votes
52	Prince Rupert	1,963		3	votes	3	votes	3	votes
54	Bulkley Valley	1,966	1,000 to 1,999 pupils	3	votes	4	votes	4	votes
47	Powell River	2,290		4	votes	4	votes	4	votes
58	Nicola-Similkameen	2,416		4	votes	4	votes	4	votes
53	Okanagan Similkameen	2,350		4	votes	4	votes	4	votes
28	Quesnel	2,963		4	votes	4	votes	4	votes
46	Sunshine Coast	3,254		4	votes	4	votes	4	votes
06	Rocky Mountain	3,425		4	votes	4	votes	4	votes
59	Peace River South	3,585		4	votes	4	votes	4	votes
70	Alberni	3,871		4	votes	4	votes	4	votes
20	Kootenay-Columbia	3,942		4	votes	4	votes	4	votes
82	Coast Mountains	4,327		4	votes	4	votes	4	votes
69	Qualicum	4,536		4	votes	4	votes	4	votes
91	Nechako Lakes	4,372		4	votes	4	votes	4	votes
27	Cariboo-Chilcotin	4,743		4	votes	4	votes	4	votes
08	Kootenay Lake	5,131		4	votes	4	votes	4	votes
48	Sea to Sky	4,953		4	votes	4	votes	4	votes
72	Campbell River	5,428		4	votes	4	votes	4	votes
05	Southeast Kootenay	5,613		4	votes	4	votes	4	votes
67	Okanagan Skaha	5,853	2,000 to 5,999 pupils	4	votes	4	votes	4	votes
93	Conseil Scolaire Francophone	6,087		6	votes	6	votes	4	votes
83	North Okanagan-Shuswap	6,283		6	votes	6	votes	4	votes
75	Mission	6,283		6	votes	6	votes	6	votes
60	Peace River North	6,399		6	votes	6	votes	6	votes
45	West Vancouver	7,700		6	votes	6	votes	6	votes
40	New Westminster	7,332		6	votes	6	votes	6	votes
79	Cowichan Valley	8,279		6	votes	6	votes	6	votes
63	Saanich	8,624		6	votes	6	votes	n/a	votes
22	Vernon	8,654		6	votes	6	votes	6	votes
71	Comox Valley	9,189		6	votes	6	votes	6	votes
62	Sooke	11,468	6,000 to 11,999 pupils	6	votes	6	votes	6	votes
57	Prince George	13,291		8	votes	8	votes	8	votes
33	Chilliwack	13,664		8	votes	8	votes	8	votes
68	Nanaimo-Ladysmith	14,608		8	votes	8	votes	8	votes
73	Kamloops/Thompson	15,294		8	votes	8	votes	8	votes
42	Maple Ridge-Pitt Meadows	15,027		8	votes	8	votes	8	votes
44	North Vancouver	16,525	12,000 to 17,999 pupils	8	votes	8	votes	8	votes
37	Delta	15,954		8	votes	8	votes	8	votes
34	Abbotsford	20,366		10	votes	10	votes	10	votes
61	Greater Victoria	19,805		10	votes	10	votes	10	votes
38	Richmond	20,960		10	votes	10	votes	10	votes
35	Langley	22,186		10	votes	10	votes	10	votes
23	Central Okanagan	22,735	18,000 to 23,999 pupils	10	votes	10	votes	10	votes
41	Burnaby	25,401	24,000 to 29,999 pupils	12	votes	12	votes	12	votes
43	Coquitlam	33,290	30,000 to 35,999 pupils	14	votes	14	votes	14	votes
39	Vancouver	51,807	48,000 to 59,999 pupils	16	votes	16	votes	n/a	votes
36	Surrey	73,639	72,000 to 83,999 pupils (18 votes)	18	votes	17	votes	17	votes
	<b>Total</b>	<b>568,983</b>	<b>Pupils</b>	<b>341</b>	<b>Votes</b>	<b>339</b>	<b>Votes</b>	<b>313</b>	<b>Votes</b>

N/A			36,000 to 47,999 pupils (15 votes)						
N/A			60,000 to 71,999 pupils (17 votes)						
N/A			>=84,000 (19 votes)						



## 2019 ANNUAL GENERAL MEETING MOTIONS

### EXTRAORDINARY MOTIONS

- E1. Honorary Life Membership
- E2. Removal of Minister of Education as Automatic Honorary President in Bylaw
- E3. Special Needs Advisory Committee
- E4. Bylaw 19 Amendment to Move SD35 (Langley) from Fraser Valley Branch to Metropolitan Branch

### SUBSTANTIVE MOTIONS

- 5. Rename Evergreen Certificate
- 6. Student Success and Graduation Rates
- 7. Anti-Racism Component for ERASE Bullying BC
- 8. Mental Health Supports for Students with Intellectual Disabilities and/or Autism
- 9. Funding for Mental Health and Wellness Initiatives for Districts
- 10. Funding to Install and Supply Free Tampon and Pad Dispensers in BC Schools
- 11. School Bus Safety
- 12. BCSTA Indigenous Education Committee – Elected Branch Representatives
- 13. Length of Term for BCSTA Officers
- 14. Trustee Harassment and Discrimination
- 15. AGM/Trustee Academy Minister Meetings
- 16. Funding for Staff Salary Increases
- 17. Funding for Exempt Staff Compensation
- 18. Recruitment and Retention Strategy
- 19. Support for Recruitment, Retention and Succession Planning of Indigenous Workers-- Both Teachers and Support Staff
- 20. Eligibility Requirements for Teacher Training

## 2019 ANNUAL GENERAL MEETING MOTIONS

### SUBSTANTIVE MOTIONS (continued)

21. Indigenous Mental Health Training for School Counsellors
22. Education Assistants Regulatory Body
23. Transparency in Funding Models and the Ability to Adequately Prepare for Change
24. Funding Model Review – Transparency
25. Reimbursement of Costs due to Enbridge Pipeline Explosion
26. Ministry Review of Area Standards for School Construction
27. Capital Funding to Eliminate Sources of Lead in Water in Schools
28. Implementing CleanBC Plan in School Districts

# EXTRAORDINARY MOTIONS

## E1. Honorary Life Membership

**Submitted by:** *Board of Directors*

### **BE IT RESOLVED:**

That BCSTA amend Bylaw 1(b) and (c) as follows:

b. Honorary Life Membership – Honorary Life Members are current or former British Columbia school trustees who:

i. have been elected to the office of President of the Association;

ii. the Board of Directors has decided to honor by conferring honorary life membership. A trustee must have accumulated at least 20 years of service as a trustee for a public Board of Education that is a current member in good standing of the Association in order to be considered by the Board of Directors for this honor; or,

iii. The Association has decided to honor for distinguished service within the Association by conferring on such person honorary life membership in the Association by extraordinary resolution in accordance with the provisions of Bylaw 10.

Registration fees for general meetings shall be waived for Honorary Life Members who are no longer holding office as school trustees.

All who are conferred life memberships prior to the close of the 2018 Annual General Meeting shall have one (1) vote, but not in addition to his/her vote as a delegate of a member Board, and not in addition to the full quota of votes cast by any Board of which he/she may be a member. All who are conferred life memberships after the close of the 2018 Annual General Meeting will not be entitled to vote unless they are entitled to vote as school trustee delegates of member Boards of Education.

c. Rescission of Honorary Life Membership - The Board of Directors may rescind the Honorary Life Membership of any individual for conduct which, in the opinion of the Board of Directors, is not in the best interest of the Association, or which brings the Association into disrepute. A life member whose status is rescinded no longer has the rights set out in Bylaw 1(b).

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**Rationale:**

This motion proposes to amend the Honorary Life Membership bylaws to clarify that the Association has the discretion to grant or deny life memberships. In addition, the proposed revision would enable the Association to rescind life memberships in circumstances where an Honorary Life Member's conduct is not in the best interest of the Association or would bring the Association into disrepute.

The proposed bylaw amendment also limits the circumstances where a life member is eligible for free AGM registration. If this bylaw is passed, life members who are no longer school trustees would be eligible for free AGM registration, but life members who are current school trustees would have their registration fees paid for by their board of education.

**This is an Extraordinary Motion.**

**This Motion relates to Bylaw 1 (Membership).**

## **E2. Removal of Minister of Education as Automatic Honorary President in Bylaw**

**SUBMITTED BY:** *SD61 (Greater Victoria)*

### **BE IT RESOLVED:**

That BCSTA amend Bylaw 2 (a) as follows:

#### 2. Officers

a. 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, 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 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.

### **Rationale:**

This motion is needed because it strengthens the status of BCSTA as an organization independent of the Minister of Education regardless of the provincial government's governing party, and aligns BCSTA's Bylaws with the intent and content of the Co-Governance Memorandum of Understanding (MOU). The MOU states, "This Memorandum of Understanding (MOU) is intended to guide the working relationship between the Ministry of Education and the British Columbia School Trustees Association (BCSTA) as the representative voice of its member Boards of Education"; and, "The parties commit to clear division of responsibilities so that the Province and local Boards of Education can effectively perform their roles."

Clearly, two separate parties with differing responsibilities are identified. The Ministry of Education through the *School Act* sets out its governance role in regard to boards of education. The Ministry of Education does not directly govern BCSTA. →

The title “Honorary” as indicated in Bylaw 1(c) “Honorary Life Membership” gives the BCSTA membership the opportunity to honor an individual for distinguished service. This is not attached to any office, internal or external. Striking “Honorary President” from Bylaw 2 will return to the membership the possibility of a democratically decided decision to bestow the title “Honorary” for distinguished service. The “honor” will cease to be simply a reflection of a provincial government-appointed cabinet position.

As well, the title is to be conferred for “distinguished service within the organization”:

“1c Honorary Life Membership: The Association may honor any person for distinguished service within the Association by conferring on such person honorary life membership in the Association by extraordinary resolution in accordance with the provisions of Article 21.”

The history of this Bylaw has seen the Honorary President officer position evolve from non-existent, to status as a membership-elected position in 1909, and finally, to an automatic title given to Ministers of Education in 1981. BCSTA staff cannot locate records of the rationale for the motion that led to latter change.

**In 1905** the BCSTA held its first Annual Convention. There was no Officer position held for an Honorary President: “...officers to be elected annually and to consist of a President, a Vice-President, and a Secretary-Treasurer,”

**By 1909**, at the sixth Annual BCSTA Convention, Vice-President and Honorary President were added to the list of Officers, but the Honorary President was elected by the membership. As it happened, the first Honorary President elected was the Minister of Education at that time, H. E. Young. (This is interesting, as the statement regarding conferral clearly states, “...within the organization.”)

At a general meeting prior to 1981, the Honorary President title became an automatically conferred “honor” on the Minister of Education:

“Bylaw 2: The officers of the Association shall be: honorary president who shall be the Minister of Education, president, vice-president, two directors, the immediate past president, and the executive director, who shall be secretary and treasurer of the Association, all of whom except the honorary president, the executive director, and the immediate past president shall be elected annually at the general meeting...”.

No rationale for the bylaw amendment motion can be found for this change. The rationale for the decision to amend the bylaw could not be found. Background research originally provided in 2017 to SD61 by BCSTA staff.

#### Reference:

- [Memorandum of Understanding between the Ministry of Education and BCSTA](#)

**This motion relates to Bylaw 2 (Officers).**

### **E3. Special Needs Advisory Committee**

**Submitted by:** *SD44 (North Vancouver)*

#### **BE IT RESOLVED:**

That BCSTA establish a Special Needs Advisory Committee by amending Bylaw 11 by inserting the following section after 11(g):

The President shall appoint a Special Needs Advisory Committee within thirty (30) days of the President assuming office. The Committee shall consist of nine (9) voting members appointed by the President, one of whom shall be a member of the Board of Directors (other than the Chief Executive Officer) who shall also act as a liaison between the Committee and the Board of Directors.

The mandate of the Committee would encompass issues affecting the education of all students with special needs.

The duties of the Special Needs Advisory Committee shall include:

- i. to represent the interests of Boards of Education in special education matters;
- ii. to support Boards of Education with knowledge, awareness and understanding of the complexity of students with special needs to enhance their learning;
- iii. to identify and address matters related to provincial policy and implementation processes that have an impact on special education; and,
- iv. to develop recommendations on special education matters, including inclusion, funding, training and resources, for action by the Professional Learning Committee, Provincial Council and/or Board of Directors, as appropriate.

#### **Rationale:**

A Provincial Special Needs Advisory Committee is necessary, given important decision-making underway at the Ministry of Education in relation to inclusive education policy development, supplemental funding and collective bargaining related to classroom composition. This Committee will provide essential input and feedback in relation to supporting students with diverse learning needs throughout the K-12 public education system. We have observed that the number of students included in the Ministry of Education's low-incidence special needs categories is on the rise, and their complex needs have the potential to adversely impact their meaningful inclusion in schools. These needs include, but are not limited to, physical and mental health challenges, behavioural difficulties and barriers to social-emotional development. A Special Needs Advisory Committee could provide meaningful advice and advocate to the Board of

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Directors on how resources can be optimally allocated, especially in remote areas where access to specialized supports is an identified issue. With the changing landscape in favour of inclusion, a provincial Special Needs Advisory Committee is essential to supporting measurable outcomes for diverse learners.

If the Committee's structure and meeting schedule are similar to those of the BCSTA Professional Learning Committee, we estimate that the annual budget for the Special Needs Advisory Committee would be approximately \$18,000 and a BCSTA staff member would allocate time to providing staff support to the Committee.

**Reference:**

- [Ministry of Education – Education Analytics – Student Headcount by Special Needs Category](#)

**This is an Extraordinary Motion.**

**This Motion relates to Bylaw 11 (Committees).**

#### **E4. Bylaw 19 Amendment to Move SD35 (Langley) from Fraser Valley Branch to Metropolitan Branch**

**Submitted by:** *SD35 (Langley)*

#### **BE IT RESOLVED:**

That BCSTA amend Bylaw 19 (District Branch Associations) by (a) deleting “SD35 (Langley)” from 19(1) Fraser Valley Branch; and, (b) adding “SD35 (Langley)” to 19(3) Metropolitan Branch.

#### **Rationale:**

The municipalities of Langley are located in the Metro Vancouver Region and the Langley School District faces many of the same issues, including a growth rate similar to the Metro Boards of Education.

This is also consistent with the efforts our Board is making to advocate for Langley’s staff to be compensated according to salary grids that are comparable to the salary grids that are applicable to staff of Metro school districts.

**This is an Extraordinary Motion.**

**This Motion relates to Bylaw 19 (District Branch Associations).**

# **SUBSTANTIVE MOTIONS**

**CATEGORY:**

**STUDENTS**

## 5. Rename Evergreen Certificate

**SUBMITTED BY:** *SD78 (Fraser-Cascade)*

**BE IT RESOLVED:**

That BCSTA urge the Ministry of Education to rename the certificate currently known as the “Evergreen Certificate” to the “Pathway Diploma.”

**Rationale:**

This motion is needed because the name “Evergreen Certificate” has negative connotations. For Indigenous people, in some cases, it was formerly used to allow those students a way to graduate even if the students had the capacity to obtain Dogwood Diplomas.

**References:**

- [Ministry of Education – School Completion Certificate Program](#)
- [2015 BCSTA AGM Motion 3: Evergreen/School Leaving Certificates](#)

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

## 6. Student Success and Graduation Rates

**SUBMITTED BY:** *SD78 (Fraser-Cascade)*

### **BE IT RESOLVED:**

That BCSTA urge the Ministry of Education to acknowledge the value of students' success in graduating with an Evergreen/Pathway Diploma by including them when calculating the six-year completion (graduation) rates.

### **Rationale:**

The current ministerial approach is not only NOT to count the achievement of (largely) Special Education students, who achieve graduation via the Evergreen/Pathway door, but also to SUBTRACT those student graduation numbers from the overall six-year graduation rate. This gives the appearance of negating both the work of students who obtain Evergreen/Pathway Diplomas and those who support these students, educationally and emotionally.

### **Reference:**

- [Provincial Results – Completion Rates](#)

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

## 7. Anti-Racism Component for ERASE Bullying BC

**SUBMITTED BY:** *Indigenous Education Committee*

### **BE IT RESOLVED:**

That BCSTA urge the Ministry of Education to work with school districts and Indigenous, Métis and Inuit partners to create an anti-racism component to ERASE Bullying BC that is specific to Indigenous, Métis and Inuit students.

### **Rationale:**

This motion is needed because Indigenous, Métis and Inuit students continue to be discriminated against. Racism of low expectation is endemic within our school system. There is no anti-racism component that is specific to Indigenous, Métis and Inuit students in the ERASE Bullying program.

### **References:**

- [United Nations Declaration on the Rights of Indigenous Peoples \(Articles 14\(1\) and 14\(2\)\)](#)
- [BC Ministry of Education – Aboriginal “How Are We Doing?” Report](#)
- [Auditor General of BC – An Audit of the Education of Aboriginal Students in the BC Public School System](#)
- [Government of British Columbia News Release, February 27, 2019 – ERASE expands to protect students from bullying](#)

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

## 8. Mental Health Supports for Students with Intellectual Disabilities and/or Autism

**SUBMITTED BY:** *SD44 (North Vancouver)*

### **BE IT RESOLVED:**

That BCSTA advocate to the Ministry of Education, the Ministry of Health and the Ministry of Mental Health and Addictions to provide university courses, professional development and expertise in the field of mental health for school-based counsellors and educators to help support students living with intellectual disabilities and/or autism.

### **Rationale:**

This motion is needed because locally, nationally and internationally, there is recognition of the impact of mental health challenges on our society. The province and school districts are doing great work in supporting students with mental health issues. However, research shows that people with Intellectual Disabilities (ID) and/or Autism Spectrum Disorder (ASD) experience higher rates of psychiatric disorders, such as anxiety, obsessive compulsive disorder, depression, eating disorders, etc. Mental health issues often go unrecognized in this population as they are overshadowed by cognitive, sensory or physical disabilities. Mental health issues can manifest in various ways, including irritability, fight-or-flight response, aggression and self-harm. Having an understanding of how to recognize symptoms and having the tools to support students with Intellectual Disabilities and/or Autism Spectrum Disorder would be of great benefit for the school system and families. This training for school district staff would build awareness of the mental health challenges experienced by the full continuum of the population. This would be an ultimate expression of inclusion and the society we wish to develop.

### **References:**

- [Dr. Emily Simonoff, Research Snapshot – Rates and Risk Factors of Psychiatric Disorders in Children with Autism Spectrum Disorders](#)
- [Elisabeth Dykens et al, “Psychiatric disorders in adolescents and young adults with Down Syndrome and other intellectual disabilities,” 2015 March 1 Journal of Neurodevelopmental Disorders](#)
- [Eric Emerson and Chris Hatton, “Mental health of children and adolescents with intellectual disabilities in Britain,” the British Journal of Psychiatry December 2007 Volume 191 Issue 6, pp. 493-499](#)
- [Stewart L. Einfeld et al., “Comorbidity of intellectual disability and mental disorder in children and adolescents: A systematic review” Journal of Intellectual and Developmental Disability Volume 36, 2011, Issue 2.](#)

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



## 9. Funding for Mental Health and Wellness Initiatives for Districts

**SUBMITTED BY:** *Vancouver Island Branch and SD62 (Sooke)*

### **BE IT RESOLVED:**

That BCSTA call on the Ministries of Health, Mental Health and Addictions, Children and Family Development and Education to create new, sustained and targeted funding for school districts to work with local representatives of these Ministries to develop action plans and support the delivery of mental health promotion, mental illness prevention and early intervention in BC schools.

### **Rationale:**

This motion is needed because motions passed in 2018 were urging the creation of these programs. Without targeted funding and action plans, any initiatives will not become part of the culture and direction of boards. These programs need new money to be attached to them so their costs do not divert money from educational programs.

### **References:**

- [2018 BCSTA AGM Motions 13 \(Support for Mental Health\), 14 \(Mental Health Strategy for BC Schools\) and 18 \(Gender-Based Violence Strategy for Youth\)](#)
- [BC School Centred Mental Health Coalition](#)
- [BC Children's Hospital Kelty Mental Health Resource Centre](#)

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

**This motion relates to Policy Statement 4.6.1P (Coordination of Services).**

## 10. Funding to Install and Supply Free Tampon and Pad Dispensers in BC Schools

**SUBMITTED BY:** *SD40 (New Westminster)*

### **BE IT RESOLVED:**

That BCSTA request the Ministry of Education, the Ministry of Finance and the Parliamentary Secretary for Gender Equity provide funding to all school districts to purchase and supply free tampons, pads and other feminine hygiene products in girls' and universal bathrooms in schools throughout the province.

### **Rationale:**

The motion is needed to support the ability of school districts to support the basic hygiene requirements of menstruating students by purchasing tampons, pads and other feminine hygiene products and making them available in girls' and universal bathrooms in schools in the province. Some districts may also wish to install and maintain tampon and pad dispensers in girls' and universal bathrooms. Supplying these products to students free of charge will: ensure fair, equitable access of all genders to basic toiletries and hygienic products required to support normal bodily functions; remove stigma and cost barriers that impede the ability of menstruating students to fully participate in school activities; and help all students feel their bodies are valued, dignified and normal.

### **References:**

- SD40 Reports and Documents re: Menstrual Initiative Update  
 Please log in to the BCSTA Hub to open the following link and access the "Motion Background Information" folder:  
[https://bcstahub.org/EmailNotificationLink.po?handle=4611903&name=Advocacy\\_Letters](https://bcstahub.org/EmailNotificationLink.po?handle=4611903&name=Advocacy_Letters)

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

## 11. School Bus Safety

**SUBMITTED BY:** *SD23 (Central Okanagan) and SD35 (Langley)*

**BE IT RESOLVED:**

That BCSTA urge the Ministry of Education and Ministry of Transportation to fully fund the implementation of any changes proposed by the Federal Minister of Transportation's Task Force on School Bus Safety so that school districts can fully comply with the requirements.

**Rationale:**

This motion is needed to provide boards of education with direction regarding school bus safety, including the issue of seat belts. With the announcement of a task force by the Federal Department of Transportation to look into the issue of seat belts on school buses, BCSTA needs to be ready to start the conversation with the provincial government in order to secure funding for the retro-fitting of the current fleet of school buses should the task force find the buses ought to be retrofitted. Local boards of education cannot financially bear the burden.

**Reference:**

- [Government of Canada – About school bus safety in Canada](#)

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

**CATEGORY:**

**BCSTA**

## **12. BCSTA Indigenous Education Committee – Elected Branch Representatives**

**SUBMITTED BY:** *SD61 (Greater Victoria)*

### **BE IT RESOLVED:**

That BCSTA direct the BCSTA President to consult with appropriate Branches, committees and individuals to determine the desirability of establishing a process whereby BCSTA's eight Branches each elect a member to represent that Branch on the Indigenous Education Committee.

### **Rationale:**

BCSTA's Bylaws currently provide the President with responsibility for appointing members of the Indigenous Education Committee (IEC). This motion is needed because as a membership-driven organization, this consultation will begin a process that could possibly provide Branch members, especially members self-identifying as Indigenous, with the opportunity to stand for Branch election in order to represent Indigenous interests in that Branch and generally. This consultation process may possibly lay the groundwork for the Association's Bylaws to be changed at a future AGM so that Branches can elect their representatives to the IEC.

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

**This motion relates to Bylaw 11(g).**

### **13. Length of Term for BCSTA Officers**

**SUBMITTED BY:** *SD28 (Quesnel)*

**BE IT RESOLVED:**

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.

**Rationale:**

This motion is needed because:

1. It is difficult for any Board of Directors to have a yearly change of Board members. A two-year term would provide continuity for strategic planning and the work of BCSTA.
2. It is time-consuming each year at AGM to have elections for all of the elected officer positions when we have plenty of other business to resolve.
3. An *ad hoc* committee could carefully consider how to implement two-year terms for elected officers. The Committee would then provide its report to the BCSTA Board of Directors. A proposal could be brought forward to a future AGM as an extraordinary motion to amend the Association's Bylaws.

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

**This motion relates to Bylaw 2 (Officers).**

**CATEGORY:**

**BOARDS OF EDUCATION**

## 14. Trustee Harassment and Discrimination

**SUBMITTED BY:** *SD75 (Mission)*

### **BE IT RESOLVED:**

That BCSTA develop guidelines and templates that boards of education can use to assist them in preventing and/or addressing discrimination, harassment of trustees and poisoned work environments of boards of education.

### **Rationale:**

Cases have come to light of trustees being abused, harassed or intimidated, and this should not be any elected trustee's experience. Trustees should not be experiencing post-traumatic stress. Poisoned work environments are those where harassment, discrimination or unfair treatment are known, condoned, and those in authority take no action to end this behaviour. We are leaders of students and should lead by example.

The Union of BC Municipalities (UBCM) recently engaged a working group to provide support and guidance for elected officials to develop a Code of Conduct. Similar materials to provide support and guidance for school boards would assist boards of education.

### **References:**

- [Board of Education of School District No. 75 \(Mission\) Policy – Respectful Schools Harassment and Anti-Bullying](#)
- [UBCM Responsible Conduct](#)

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



## **15. AGM/Trustee Academy Minister Meetings**

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

### **BE IT RESOLVED:**

That BCSTA invite BC government ministers to BCSTA Annual General Meetings and/or BCSTA Trustee Academies and assist with arranging short meetings between boards of education and the attending ministers.

### **Rationale:**

This motion is needed because the work of school districts requires the support of various ministries. Due to our diverse locations around BC, not all boards can travel to Victoria to meet with the necessary ministers. The Union of BC Municipalities (UBCM) has successfully arranged for meetings between local governments and ministers for many years and locally elected trustees should have the same access/opportunity.

**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).**

**CATEGORY:**

**TEACHERS/PERSONNEL AND  
EMPLOYEE RELATIONS**

## 16. Funding for Staff Salary Increases

**SUBMITTED BY:** *Kootenay Boundary Branch*

### **BE IT RESOLVED:**

That BCSTA advocate to the Minister of Education and Minister of Finance for their continued commitment to provide additional funding to school districts' allocations equal to the authorized increased amount resulting from all negotiated contract settlements with teachers and support staff.

### **Rationale:**

Funding stability and predictability are challenges for all school districts as identified by the Funding Model Review Panel. Funding stability is critical for student success and adequate allocations are required to meet increased costs within the education system. School district budgets are already stretched to cover cost pressures including: inflationary pressures, increased cost of supplies, aging infrastructure, hydro, communications, employee salaries and benefits, weather-related increases, health-related increases and those increases due to regulatory and policy changes. School district budgets are therefore unable to fund salary increases without negatively impacting services and resources provided to students.

### **Reference:**

- October 2017 BCSTA Provincial Council Motion 9.3 – Funding of Exempt Staff Salary Increases: “That BCSTA resubmit to the Minister of Education and the Minister of Finance motion 9.1 from the October 29, 2016 Provincial Council meeting to provide full funding to school districts for the salary increases approved by the Public Sector Employers Council for exempt and executive staff.”
- [Improving Equity and Accountability: Report of the Funding Model Review Panel, 2018](#)

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

## **17. Funding for Exempt Staff Compensation**

**SUBMITTED BY:** *SD48 (Sea to Sky)*

**BE IT RESOLVED:**

That BCSTA advocate for exempt staff compensation to be fully funded by the Ministry of Education.

**Rationale:**

This motion is needed because increases to exempt staff compensation are not currently funded by the Ministry of Education, whereas compensation increases arising from collective agreement negotiations are funded by government.

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

## 18. Recruitment and Retention Strategy

**SUBMITTED BY:** *SD28 (Quesnel) and SD74 (Gold Trail)*

### **BE IT RESOLVED:**

That BCSTA work with the Ministry of Education, Ministry of Advanced Education and the Union of BC Municipalities to create a strategy for recruitment and retention of those interested in working in the educational field; and that the strategy could include such things as loan forgiveness, housing, travel allowance and other measures to encourage people to stay within the community.

### **Rationale:**

This motion is needed because school districts, especially rural districts, are experiencing staffing shortfalls of teaching staff as well as support staff. The shortfall is significant and is having a negative impact on schools and students as classroom and critical non-enrolling teaching positions remain unfilled. Support staff positions are also a recruitment and retention challenge. District and school teams are working to lessen the impact on students and their families, but the current situation is not sustainable.

It is critical that in order to maintain and improve quality education for students, new, additional and effective staff recruitment strategies are implemented. While boards of education know that BC has an outstanding public education system, the current staff recruitment and retention challenge is weakening the quality of public education, particularly in rural communities and schools where these vacancies may remain over long periods. Staff vacancies add pressures to existing staff, creating a further challenge. The recruitment and retention challenge is also resulting in reduced esteem and support of public education by communities, families and students, ultimately undermining student achievement and public education.

Recent graduates in select in-demand occupations should have their student loans forgiven by agreeing to work in publicly funded schools in underserved communities in BC, or with children in other occupations where there is an identified shortage in BC.

The provincial government could create a rural remote living allowance (subsidy/assist with housing). Incentives could include:

- leave provisions,
- flex days,
- travel allowance,
- loan forgiveness, and
- signing bonus.

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School districts and the province need to be partnering with municipalities to increase availability of housing.

We need to retain qualified staff who will stay within the community!

**Reference:**

- [BC Loan Forgiveness Program](#)

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

## **19. Support for Recruitment, Retention and Succession Planning of Indigenous Workers -- Both Teachers and Support Staff**

**SUBMITTED BY:** *SD36 (Surrey)*

### **BE IT RESOLVED:**

That BCSTA request the Ministry of Education provide targeted funding to recruit, retain and support Indigenous workers in our schools as education assistants or other support staff positions that work directly with children.

### **Rationale:**

The 2019/20-2021/22 Ministry of Education Service Plan identifies “\$260,000 to support initiatives aimed at increasing the number of Indigenous educators in BC.” We are asking to extend these initiatives to education assistants and other support workers as well. Our support staff employees play a critical role in improving the life chances of all learners and we continue to have critical shortages of education assistants. Adding Indigenous role models will not only improve our education assistant service and numbers, but will improve the presence of Indigenous people in our workforce, which we believe is a key goal across BC.

### **Reference:**

- [2019/20 -2021-22 Ministry of Education Service Plan](#)

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

## 20. Eligibility Requirements for Teacher Training

**SUBMITTED BY:** *SD52 (Prince Rupert)*

### **BE IT RESOLVED:**

That BCSTA urge the Minister of Education and Minister of Advanced Education, Skills and Training to work with the BC Teachers' Council to undertake a full review of the eligibility requirements for postsecondary teacher education programs.

### **Rationale:**

This motion is needed because there are applicants in rural communities who could not meet the standards for admission to a planned local teacher education program. Even staff currently teaching with Letters of Permission could not meet the admission criteria. Discussion with some candidates, all of whom had at least an undergraduate degree, indicated that equivalent education was not considered acceptable in the admission process.

### **Reference:**

- [BC Teachers' Council](#)

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

**This motion relates to Policy Statement 6.1.1P (Teacher Development).**



## 21. Indigenous Mental Health Training for School Counsellors

**SUBMITTED BY:** *Indigenous Education Committee*

### **BE IT RESOLVED:**

That BCSTA advocate to the Teacher Regulation Branch to require all counsellors to take a course that addresses complex trauma and cultural competency; and,

That BCSTA encourage member boards of education to schedule regular in-service training co-created with local Indigenous communities on issues of complex trauma and cultural competency.

### **Rationale:**

Not all educators have this training provided to them in their graduate programs. A significant number of students have complex trauma and trauma-informed care is increasingly more important. Transgenerational trauma has severe impacts on childhood development; the child may not have direct experience with trauma, but their caregivers may have, and this in turn impacts attachment and development in the child.

Additionally, cultural competency training is not provided in all graduate programs. Cultural competency is important in order to understand the historical impacts of colonization in the local school districts where the counsellor is working. Every region in the province is different in how it has been affected by colonization. Educators are hired to address students' vast needs and in turn, this can increase the students' learning outcomes.

### **References:**

- [Definition of Complex Trauma from the National Child Traumatic Stress Network:](#)
  - “Complex trauma describes both children’s exposure to multiple traumatic events—often of an invasive, interpersonal nature—and the wide-ranging, long-term effects of this exposure. These events are severe and pervasive, such as abuse or profound neglect. They usually occur early in life and can disrupt many aspects of the child’s development and the formation of a sense of self. Since these events often occur with a caregiver, they interfere with the child’s ability to form a secure attachment. Many aspects of a child’s healthy physical and mental development rely on this primary source of safety and stability” (paragraph 1).

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- Definition of Cultural Competency/Cultural Agility from the Government of BC – Indigenous Relations Behavioural Competencies:
  - “It is noticing and readily adapting to cultural uniqueness in order to create a sense of safety for all. It is openness to unfamiliar experiences, transforming feelings of nervousness or anxiety into curiosity and appreciation. It is examining one’s own culture and worldview and the culture of the BC Public Service, and to notice their commonalities and distinctions with Indigenous cultures and worldviews” (paragraph 1).
- San’yas Indigenous Cultural Safety Training
- Neurosequential Network – Neurosequential Model in Education
  - The model is used to help educators understand student behaviour
- Justice Institute of BC Course 5200 – Theoretical Foundations in Complex Trauma
- Previous BCSTA AGM motions highlight the need for more support to ensure student success and show that with more staff training, some of these motions can be fulfilled:
  - 2018 AGM motions – #16 Support for Aboriginal Students, #19 Funding for Assessment and Intervention
  - 2017 AGM motions – #18 Increase Community Link and Vulnerable Student Supplement, #21 Increase Targeted Funding for Aboriginal Students
  - 2016 AGM motions – #12 Provincial and Federal Funding for Aboriginal Children in Care, #28 Recommendations for Improving Education for Aboriginal Students

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

## 22. Education Assistants Regulatory Body

**SUBMITTED BY:** *SD44 (North Vancouver)*

### **BE IT RESOLVED:**

That BCSTA advocate to the Ministry of Education to establish a provincial Education Assistants Regulation Branch that would oversee the appropriate standard of qualification, designation and requirements for ongoing professional development and support once the standards have been established.

### **Rationale:**

Currently there are no standards for education assistants working with the most vulnerable students in our schools. Having a standard would ensure that all education assistants would have similar criteria regardless of which school district they work for, and would elevate the professional standards of our education assistants.

The BC Public School Employers' Association (BCPSEA) and the Canadian Union of Public Employees (CUPE) established a joint committee that considered the issue of regulating education assistants. In 2016, the Committee provided the Ministry of Education with recommendations on factors to be considered should a system of credentialing for education assistants be considered.

In 2016, the North Vancouver Board of Education brought forward the following motion that was carried by the Assembly at the BCSTA AGM:

“That BCSTA support the work of the provincial Education Assistants Committee arising from the 2014-2019 Provincial Framework Agreement and request a BCSTA seat on the Committee to discuss the potential need to establish a provincial education standard for EAs that would oversee the appropriate standard of qualification, designation, and requirements for ongoing professional development and support.”

At the 2018 BCSTA AGM, the following motion was carried by the Assembly:

“That BCSTA call on the Ministry of Education to develop standards of practice for education assistants in British Columbia.”

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

**CATEGORY:**

**EDUCATION FINANCE**

### **23. Transparency in Funding Models and the Ability to Adequately Prepare for Change**

**SUBMITTED BY:** *SD36 (Surrey) and SD48 (Sea to Sky)*

**BE IT RESOLVED:**

That BCSTA request that by September 1, 2019 the Ministry of Education make available the new funding model(s) being considered for implementation in 2020 with sufficient detail to allow districts to provide feedback on the content and implications of the new funding model recommendations rather than only on the implementation plan.

**Rationale:**

The Report of the Funding Model Review Panel includes 22 recommendations. There are currently working groups established to discuss implications and implementation of these recommendations. It is critical that school districts and our communities are able to plan, prepare and consider the impact of a funding model change. Transparency in processes also allows for buy-in. People are more ready to accept what they co-create and we hope that this motion will allow for that co-creation.

**References:**

- [Government of British Columbia News Release, December 19, 2018: Education funding model review focuses on more equitable services for students](#)
- [2019/20-2021/22 Ministry of Education Service Plan](#)
- [Improving Equity and Accountability: Report of the Funding Model Review Panel, 2018](#)

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

**This motion relates to Foundational Statement 8.1FS (Government Support for Education).**

## 24. Funding Model Review – Transparency

**SUBMITTED BY:** *SD36 (Surrey)*

### **BE IT RESOLVED:**

That BCSTA write to the Ministry of Education requesting that all minutes of the K-12 Public Education Funding Model Implementation Working Groups be publicly released in a timely manner so that the work of the Working Groups is transparent before a final decision on a specific funding model is made and implemented.

### **Rationale:**

The Report of the Funding Model Review Panel contains 22 recommendations, which, if fully implemented, will fundamentally shift many of the structures, practices and processes at the heart of education in BC. The working groups will play a key role in exploring the impact and effects of these recommendations. It is critical that the public and school districts have an opportunity to follow the progress and to see what is being discussed and considered. This is a government that we believe values transparency and accountability. The public sharing of meeting minutes can play an important role in transparency and in allowing people to know what is being considered; and how processes are unfolding as we move toward considering the recommendations.

### **References:**

- [Government of British Columbia News Release, December 19, 2018: Education funding model review focuses on more equitable services for students](#)
- [2019/20-2021/22 Ministry of Education Service Plan](#)
- [Improving Equity and Accountability: Report of the Funding Model Review Panel, 2018](#)

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

## **CATEGORY:**

# **SCHOOL PREMISES, FACILITIES, SERVICES**

## **25. Reimbursement of Costs due to Enbridge Pipeline Explosion**

**SUBMITTED BY:** *SD39 (Vancouver)*

### **BE IT RESOLVED:**

That BCSTA request the Ministry of Education and the Ministry of Energy, Mines and Petroleum Resources conduct an analysis of the additional natural gas costs incurred by school districts due to the October 2018 explosion of the Enbridge gas pipeline and reimburse those districts for, at a minimum, the Provincial Sales Tax collected on the higher costs.

### **Rationale:**

This motion is necessary because, in the absence of relief from government, services to students in the 2018/2019 school year have been negatively impacted due to the additional costs which are beyond their control, that districts have had to incur to pay for higher natural gas costs due to the Enbridge pipeline explosion. Districts have had to increase their energy costs in their amended budgets, which has diverted funding away from student programs and services. The provincial government has benefitted from these higher costs in increased provincial sales tax revenues. To provide context, the Vancouver School Board has had to increase the budget for natural gas this year by \$580,000, a 24.1% increase from the initial budget.

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

**This motion relates to Foundational Statement 8.2FS (Tax Exemptions).**



## 26. Ministry Review of Area Standards for School Construction

**SUBMITTED BY:** *SD39 (Vancouver)*

### **BE IT RESOLVED:**

That BCSTA request that in consultation with BCSTA, the Ministry of Education undertake a review of currently restrictive Ministry Area Standards to ensure that we are investing in and building school facilities that support the revised curriculum and fully support and promote the development of educated citizens.

### **Rationale:**

The current Ministry of Education's Area Standards were last revised in 2004. Parents and employee stakeholder representatives have expressed deep concerns regarding limitations that Ministry Area Standards place upon the ability of the school district to design and build new and replacement schools to meet the needs of today's learners. Ministry Area Standards generally result in newer and/or replacement facilities that are significantly smaller than older school buildings. These smaller school buildings do not provide optimal space for the delivery of educational programming. Specific areas of concern with the Ministry Area Standards include:

- lack of dedicated space for Visual and Performing Arts instruction;
- lack of dedicated space for theatre space and auditorium space in secondary schools;
- lack of dedicated space for before and after school childcare programming;
- insufficient space for indoor play and for students to eat lunch;
- insufficient gymnasium space within larger secondary schools;
- no allocation for covered outdoor play space; and,
- insufficient storage allocation to support school programming.

Currently in SD39, replacement schools are built approximately 30% smaller than the existing school for the same number of students.

The BC Confederation of Parent Advisory Councils (BCCPAC) has passed a resolution regarding similar Area Standards concerns.

Our understanding is that the Ministry of Education is requiring that Neighbourhood Learning Centre (NLC) space must be dedicated to childcare only, making it restrictive for school usage.

According to the Parent Advocacy Network (PAN), British Columbia's Area Standards for schools are smaller than the other provinces in Canada.

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**References:**

- [Ministry of Education – Area Standards](#)
- [2018 BCSTA AGM Motion 43 – Increase Area Standards for Capital Projects to Reflect Inclusive Learning Environments](#)
- [2018 BCCPAC Resolution Number 2018.5 – Advocacy for Revision of Area Standards](#)
- [Parent Advisory Network Area Standards Fact Sheet](#)

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

## 27. Capital Funding to Eliminate Sources of Lead in Water in Schools

**SUBMITTED BY:** *SD39 (Vancouver)*

### **BE IT RESOLVED:**

That BCSTA request the Ministry of Education immediately provide additional capital funding through the School Enhancement Program to enable all school districts to, for example, re-plumb copper lines, install new fixtures and/or add new water bottle filling stations to ensure all schools have access to drinking water with measurable lead levels that do not exceed 5 parts per billion (ppb) by 2020.

### **Rationale:**

We need to work with the provincial government as it is also proactively working to ensure safe drinking water in ALL BC schools. In September 2016, the Ministry of Education issued a policy statement that required school districts to test for lead content in drinking water; and to take reasonable steps necessary to resolve elevated lead levels that are outside established Health Canada guidelines.

The Vancouver School Board has 88 schools where lead containing solder and fittings were used in copper water line installations.

Due to high lead levels we have some drinking fountains that had to be permanently shut down and “Out of Service” signs posted. We have some schools that require manual daily “flushing” to reduce the lead levels to acceptable levels.

Our District is proactively working to meet more stringent standards (federal and provincial guidelines are currently being discussed to reduce allowable lead levels deemed acceptable) than those currently in place. There are options that the District could pursue. In 2017, Health Canada’s Federal-Provincial-Territorial Committee on Drinking Water proposed “a maximum acceptable concentration of 0.005 mg/L (5 µg/L) for total lead in drinking water.”

The Vancouver School Board (VSB) applies annually for School Enhancement Program (SEP) funding. Last year the Ministry of Education approved funds for re-plumbing copper lines, new fixtures and adding new water bottle filling stations at three VSB elementary schools. We need to set a date when all schools will be re-plumbed.

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**References:**

- [Testing Lead Content in Drinking Water of School Facilities](#)
- [Health Canada's Federal-Provincial-Territorial Committee on Drinking Water Report – Document for Public Consultation](#)

**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).**

## 28. Implementing CleanBC Plan in School Districts

**SUBMITTED BY:** *Vancouver Island Branch and SD62 (Sooke)*

### **BE IT RESOLVED:**

That BCSTA urge the Minister of Education and Minister of Environment and Climate Change Strategy to uphold the mandated standards set by CleanBC by implementing aligned capital funding for new school construction and the retrofitting of district buildings and facilities; and,

That BCSTA request the Ministries develop and provide, in a timely manner, operational guidelines to help school districts to meet CleanBC's 2032 standards to reduce emissions.

### **Rationale:**

In 2018 the BC government initiated the CleanBC action report stating they aim to have "...every building more efficient by improving the BC Building Code and increasing efficiency standards – until every new building is "net-zero energy ready" by the year 2032." CleanBC specifically addresses the public school sector with setting a goal for public buildings to reduce emissions by 50% by 2030.

CleanBC's climate change accountability process outlines that ministries are to "reflect commitment to CleanBC funded and approved policies and programs and implement funded and approved policies and programs" in their annual service plans.

With BC schools occupying the majority of infrastructure in the province by owning one of the largest amounts of public buildings, school districts hold a significant responsibility in meeting the standards set by CleanBC. Receiving targeted capital revenue that reflects the cost of reducing emissions for new and retrofit builds, along with operational guidelines, allows BC school districts to uphold the required CleanBC-mandated standards.

"We are not on track to meet our goals if we don't change the way we use energy across key sectors" – CleanBC, full report.

### **Reference:**

- [Government of British Columbia: CleanBC – Our Nature, Our Power, Our Future](#)

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



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

**COMMITTEE OF THE WHOLE NOTES**

Held on March 12<sup>th</sup>, 2019 from 9:30-12:00 p.m.

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

**PRESENT:** TRUSTEES: Pammila Ruth (Committee Chair), Tonya Ste. Marie, Samantha Haines, Maria Hampvent, Sue Girard, Stacia Leech

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of Instruction; Vanessa White, Director of Instruction; Nicholas Weswick, Secretary-Treasurer; Jacquie Shelemey, SCTA President; Sharon Mackenzie, CUPE Local 801; Erica Reimer, Executive Assistant (Recording Secretary)

**REGRETS:** Amanda Amaral, Trustee

The meeting was called to order at 9:41 a.m.

1. Strategic Plan: Data Review

Superintendent Bocking provided an overview of the data collection process, which included face-to-face consultations with school staff, PACs, DPAC, DSLT and educational leaders. Additionally, an online survey was shared with all staff and made available on the district website for comments from the general public. Data from the consultation sessions was compiled into themes and shared with the committee. The committee reviewed the data and shared their sense of identified priorities.

Superintendent Bocking will translate those identified priorities into draft goals and report back to the April Committee of the Whole for further discussion. The plan would then undergo any further refinement before being presented to the May Committee of the Whole with an anticipation of bringing the final goals to the June meeting for approval.

2. Funding Model Review (FMR)

Due to limited time, the committee agreed to defer discussion to a future meeting.

The committee suggested that additional information be provided in advance of that meeting, including any feedback from other districts of similar size and other resources available on the BCSTA Hub.

3. Communication (standing item)

The item "Strategic Plan – Draft Goals Review" will be added to the April Committee of the Whole.

Trustees were reminded of the DSLT led Student Forum, taking place on April 18<sup>th</sup> at the Seaside Centre. The Operations Committee meeting scheduled that day will take place at the Sechelt Learning Centre.

The meeting adjourned at 12:06 p.m.



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

**EDUCATION COMMITTEE NOTES**

Held on Wednesday, March 13<sup>th</sup>, 2019 from 2:30-4:00 p.m.

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

**PRESENT:** TRUSTEES: Amanda Amaral (Committee Chair), Stacia Leech, Pammila Ruth, Tonya Ste. Marie

STAFF/OTHERS: Patrick Bocking, Superintendent; Vanessa White, Director of Instruction; Paul Bishop, Director of Instruction; Carolyn Spence, Principal; Erica Reimer, Executive Assistant (Recording Secretary)

**REGRETS:** Sue Girard, Trustee; Jacquie Shelemey, SCTA President

The meeting was called to order at 2:34 p.m.

1. Goal 1.e. – Mental and Physical Health

*Our students will be supported in learning skills and awareness to manage their mental and physical health.*

Director White engaged committee members in an exercise reviewing the district's 2018 BC Adolescent Health Survey results. The survey is administered every 5 years to students in grade 8 through 12 in participating school districts throughout British Columbia by the McCreary Centre Society.

The committee reviewed survey results relating to substance use, sexual health, injury prevention, health and disability, nutrition and food security, and mental health.

Director White left the meeting, following her report.

2. Goal 3.g. – Post-Secondary Institutions

*Our district will deepen our partnership with Capilano University and further our connections with other post-secondary institutions.*

Director Bishop reported on the following:

- Ongoing partnership with Vancouver Island University (VIU) for Train in Trades programs (Carpentry, Automotive Technician, and Professional Cook).
- Industry Training Authority (ITA) registration for all Train in Trades students.
- English 100, university credit course, offered at Elphinstone Secondary in partnership with Capilano University.

3. Regulation for Review:

a. Regulation 1040 – Board Authorized Courses



The regulation has been updated to match the ministry's updated requirements for Board / Authority Authorized (BAA) Courses. The regulation is intended to guide principals and teachers on how to submit a BAA course for consideration.

The meeting adjourned at 3:24 p.m.



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

**OPERATIONS COMMITTEE NOTES**

Held on Wednesday, March 14<sup>th</sup>, 2019 from 12:30-2:00 pm  
At the School Board Office – Gibsons, B.C.

**PRESENT:** TRUSTEES: Pammila Ruth (Committee Chair), Stacia Leech, Samantha Haines

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of Instruction; Nicholas Weswick, Secretary-Treasurer; Phil Luporini, District Principal of Technology; Rob Collison, Manager of Facilities and Transportation; Janice Budgell, CUPE Local 801 President; Sharon MacKenzie, CUPE Local 801; Erica Reimer, Executive Assistant (Recording Secretary)

**REGRETS:** Maria Hampvent, Trustee

The meeting was called to order at 12:35 p.m.

1) Staffing Timelines

Director Bishop reviewed upcoming staffing timelines, included in the meeting's agenda package. The committee discussed the post and fill process and staffing requirements. Superintendent Bocking reported that principal and vice-principal placements for the 2019-20 school year would be announced after 3 pm on the date of the meeting.

2) Funding Announcement

Secretary-Treasurer Weswick reported that the ministry's funding announcement was scheduled for Friday, March 15<sup>th</sup>. Once that announcement is heard, the district will begin to build school allocation rates and determine per-pupil funding.

Secretary-Treasurer Weswick reviewed the board's Annual Budget Development policy and the district's Decentralized Decision Making regulation (#5010).

3) Regulations for Review:

a. Regulation 4060 – Environmental Sustainability

Secretary-Treasurer Weswick reported on changes to the regulation, which include:

- The addition of a rationale which echoes board policy,
- A reference to the Purchasing regulation for clarification and consideration,
- A shift from one-off reductions to continual sustainable solutions,
- The identification of technological solutions to improve sustainability, and
- Other housekeeping and language clean-up.

b. Regulation 4070 - Hazardous Materials

Secretary-Treasurer Weswick reported on changes to the regulation, which include:

- Updates to the Safety Data Sheet (SDS) acronym (no longer known as MSDS),
- Updates to staff titles,
- Grammatical changes and housekeeping items, and
- References to the Staff Emergency Procedures document.

The committee discussed a suggestion to post signs at community gardens to ensure volunteers do not use herbicides on school property. The committee also considered the need for education on lesser known hazards, such as broken fluorescent bulbs.

c. Regulation 4090 - Naming of School Facilities

Superintendent Bocking highlighted changes to the regulation, which include:

- Updates to roles, including the clear appointment of the superintendent, or designate, to manage the naming process,
- Updates to the formation of the name selection committee,
- General housekeeping items, and
- Clarity that the final decision rests with the board.

The meeting adjourned at 1:44 p.m.

Board of School Trustees  
Box 220  
Gibsons, BC  
V0N 1V0

March 14, 2019

Dear Trustees:

I was a SD46 employee for over 20 years. I had the pleasure of being asked by a very lovely young woman, who was thinking of taking EA training, to have a conversation with her about being an education assistant in SD46. Since then I recently read the Women's Day articles in the local paper and a friend on Facebook asked me to share an article "EAs should get a living wage". I then felt the need to share what I told that young woman. You are a new Trustees so maybe can make a direction change.

I told the young woman I had many years of rewarding interactions with students and staff. However, I then had to tell her the realities of actually holding and doing the job. If she was looking for a sustainable career she may want to think twice. She is a single parent of a teenage child so needs stability in her life. Here are the realities of having a career as an education assistant.

You never know from year to year if you have a job or where you will work. You will most likely go through numerous layoffs and time cuts. You only work 10 months a year but in reality that can transcribe into 9 months as you may not have a posting until end of September.....and you are expected to use vacation time to cover unpaid two weeks at Christmas and Spring Break and three weeks of vacation does not cover that for a number of years.

Therefore you are looking at using Employment Benefits for that fourth vacation week and during the summer, probably needing a summer job....or even a part-time job year round as you try and live on a posting of only 4 hours a day. The wages and benefits are decent but getting enough hours a week to make a living to support yourself and your child would be inconsistent. The job is good for people who have a primary income in the home and are looking for a second income and want some holidays as their children.

Reality says if you were in need of a loan from a financial institution you probably would be turned down.

Then there is the actual job. You may work all day with a child, but are seldom consulted or asked to a team meeting, even though you are the one to carry out the instructions. You must meld yourself into a teacher(s) classroom, work habits and teaching style. Sometimes it is not that easy to do. You are never in charge. You are given very little on the job training. You often are thrown into situations and you sink or swim before anyone comes to check.

I am asking you as Trustees to give good thought to the excellent job EA (and all CUPE support staff) do. They are a valued part of the school system. They enhance a school's culture. I am asking Trustees to take steps in honouring their roles and making their jobs meaningful. I am asking you to examine your employment practices and make sure EA hours and pay are consistent. I am asking that when you make staffing decisions that you remember to honour these employees and their needs. They need respect, a living wage and the ability to support themselves and their family. Then maybe people like the young woman I talked to would be able to take the steps to make being an EA a career. That young woman would have made an excellent EA.

Yours truly,



Ruth Emerson



pc Cupe 801



## BOARD COMMITTEE MEETINGS 2018 – 2019

MONTH	EDUCATION COMMITTEE	OPERATIONS COMMITTEE	POLICY COMMITTEE	COMMITTEE OF THE WHOLE
September	26 from 2:30-4 pm	20 from 12:30-2 pm	Cancelled	25 from 9:30-11:30 am
October	24 from 2:30-4 pm	18 from 12:30-2 pm	Cancelled	Cancelled
November	28 from 2:30-4 pm	22 from 12:30-2 pm	Cancelled	27 from 9:30-11:30 am
December	Cancelled	Cancelled	Cancelled	18 from 9:30-11:30 am
January	23 from 2:30-4 pm	17 from 12:30-2 pm	22 from 11:30-1 pm	22 from 9:30-11:30 am
February	27 from 2:30-4 pm	27 from 12:30-2 pm	26 from 11:30-1 pm	26 from 9:30-11:30 am
March	13 from 2:30-4 pm	14 from 12:30-2 pm	Cancelled	12 from 9:30-12:00 pm
April	24 from 2:30-4 pm	18 from 1:30-3 pm (SLC)	23 from 11:30-1 pm	23 from 9:30-11:30 am
May	22 from 2:30-4 pm	16 from 12:30-2 pm	28 from 11:30-1 pm	28 from 9:30-11:30 am
June	25 from 1-2:30 pm	20 from 12:30-2 pm	25 from 11:30-1 pm	25 from 9:30-11:30 am
<b>APRIL AGENDAS:</b>	1. Music (1.f.) 2. Grad (1.k.) 3. Regs for review: a. 1210 – Patriotic Protocols b. 3050 – Child Protection	1. Facilities (2.i.) 2. 2019/20 Budget Summary 3. Annual Facilities Grant (AFG) Plan 4. Regs for review: a. 4050 – Earthquakes b. 4120 – Rental of Facilities 5. Local Government OCP and Zoning Referrals (standing item) ----- <i>Please note adjustment to time and location of meeting.</i>	1. Role of Board Committees	1. Strategic Plan: Draft Goals 2. Funding Model Review (FMR) 3. Regs for review: a. 2050 – Conflict of Interest 4. Communication (standing item)

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