

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



REGULAR MEETING AGENDA

Wednesday, May 8, 2019, 7:00 pm  
School Board Office, Gibsons, B.C.

Pages

1. Call to Order
2. Celebrating Education: Me to We Ecuador Trip - A. Kennelly
3. Public Question Period (10 minutes in total)
4. Adoption of the Agenda  
**MOTION:** "THAT the agenda of May 8<sup>th</sup>, 2019 be adopted."
5. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings 1
  - a. Regular Minutes of April 10, 2019
  - b. Record of Closed Meeting of April 10, 2019**MOTION:** "THAT the Regular Minutes of April 10, 2019 and the Record of Closed Meeting of April 10, 2019, be approved."
6. Reports
  - a. Superintendent's Report 9
  - b. Strategic Plan Reports
    1. Goal 1.f. - Music 11
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    3. Goal 2.i. - Facilities 15
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    1. Reg. 1210 - Patriotic Protocols 19
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    3. Reg. 3050 - Child Protection 27
  - d. Administrative Regulations to be Received
    1. Reg. 1310 - Student Reporting 31
    2. Reg. 2040 - Communicating through the Media 39
    3. Reg. 3060 - Emergencies 41
    4. Reg. 2020 - Cell Phone Use (repealed)
    5. Reg. 3040 - Bomb Threats (repealed)

6.	Reg. 3290 - Weapons (repealed)	
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	1. Larger Cheques Written in the Month of April 2019	45
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	1. Chair's Report	49
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	3. BCPSEA Report	
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g.	Committee of the Whole Notes - April 23, 2019	51
h.	Education Committee Notes - April 24, 2019	53
i.	Operations Committee Notes - April 18, 2019	55
j.	Policy Committee - April 23, 2019	57
	<b>MOTION:</b> "THAT the board approve revisions to sections 5.4 and 5.8.v. of Policy 5 (Role of Board Committees)."	
k.	Receipt of Reports	
	<b>MOTION:</b> "THAT the reports be received."	
7.	<u>Correspondence</u>	61
	a. Minister of Education to All Boards - Re: Long Range Facilities Plans (LRFP)	
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 June 12 <sup>th</sup> , 2019.	
a.	Committee Agendas	63
	<b>MOTION:</b> "TO approve the committee agendas."	
10.	<u>Adjournment</u>	



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

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

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

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1. Call to Order

The meeting was called to order at 7:02 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: District Music Theatre Program - S. Douglas

Due to scheduling issues, Ms. Douglas was unable to attend the Regular Board Meeting.

4. Adoption of the Agenda

**Moved:** Ste. Marie

**Seconded:** Girard

**MOTION:** "THAT the agenda of April 10<sup>th</sup>, 2019 be adopted."

**Carried**

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

1. Regular Minutes of March 6, 2019
2. Record of Closed Meeting of March 6, 2019
3. Record of Special Closed Meeting of March 12, 2019

**Moved:** Ste. Marie

**Seconded:** Hampvent

**MOTION:** "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."

**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:

- Early Years Fair,
- Upcoming DSLT Student Forum,
- Ministry funding for accessible playground equipment at Roberts Creek Elementary School,
- Measles immunization initiatives with Vancouver Coastal Health,
- Ecuador WE Schools Program,
- Service Recognition celebrations for staff,
- Upcoming DPAC meeting at Pender Harbour Secondary,
- Grade 3 visits to Nicholas Sontag Marine Education Centre,
- Partners in Learning Celebration and Showcase, and
- Community Field Experience Program with UBC.

b. Strategic Plan Reports

1. Goal 1.e - Mental and Physical Health

The report was submitted as written.

Director White highlighted next steps, which include sharing the results of the McCreary report with specific groups and analyzing the data in comparison to previous results.

2. Goal 3.g. - Post Secondary Institutions

The report was submitted as written.

Director Bishop shared examples of partnerships with post-secondary institutions.

c. Administrative Regulations in Circulation

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

- 1. Reg. 1040 - Board / Authority Authorized Courses
- 2. Reg. 4060 - Environmental Sustainability
- 3. Reg. 4070 - Hazardous Materials
- 4. Reg. 4090 - Naming of School Facilities

d. Administrative Regulations to be Received

The following regulation(s) completed the circulation phase and were received as part of the reports provided at the board meeting.

- 1. Reg. 1090 - Copyright
- 2. Reg. 2100 - Procedure for Filling Principal and Vice-Principal Vacancies
- 3. Reg. 3030 - Arson Vandalism and Forced Entry
- 4. Reg. 5080 - Student Fees

e. Secretary-Treasurer's Report

- 1. School Allocation Rates

Secretary-Treasurer reported on the ministry's funding announcement on March 15th which informed the district's determination of school allocation rates for the 2019-20 school year. The district will see an increase in funding to support the Employer Health Tax, as well as increases in the Unique Geographic Features grants. Schools are working on developing staffing plans and the further information will be reported back at the Operations Committee on April 18, 2019.

- 2. 2019/20 Capital Plan - Approved Projects Bylaw

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

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

**Carried**

**Moved:** Girard  
**Seconded:** Ste. Marie

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

**Carried**

**Moved:** Girard  
**Seconded:** Ste. Marie

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

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

**Carried**

3. Larger Cheques Written in the Month of March 2019

The report was submitted as written.

A request was made for clarification on a payment to “ArtStarts”. Superintendent Bocking reported that the expenditure is offset by a grant by the same name, which supports professional artist performances across the district.

4. Expenditures by Object - March 2019

Secretary-Treasurer Weswick reported that the district will likely see a positive return at the end of the year that will form part of the restricted or unrestricted surplus at year end. An accounting estimate for Educational Assistant (EA) salaries will be adjusted in the next budget year in order to better reflect EA salaries.

f. Board Report

The report was submitted as written.

Chair Ruth reported on a recent Industry Training Authority (ITA) Gala that took place on April 9, 2019. Director Bishop reported that the district was recognized at the event for doubling the number of Train in Trades registrations.

1. BCSTA Report - 2019 AGM Motions

Trustee Hampvent reported that trustees would be attending the BCSTA AGM at the end of the month. The board will have four votes for motions and elections at the AGM.

2. BCPSEA Report

Director Bishop reported in Trustee Amaral's absence and noted that bargaining was a BCPSEA priority.

3. Student Trustee Report

Student Trustee Davis reported on:

- The upcoming DSLT student forum,
- Student involvement in global climate strikes, and
- Student surveys initiated by Elphinstone Student to determine interest in extending lunch.

g. Committee of the Whole Notes - March 12, 2019

The notes were submitted as written.

h. Education Committee Notes - March 13, 2019

The notes were submitted as written.

i. Operations Committee Notes - March 14, 2019

The notes were submitted as written.

j. Receipt of Reports

**Moved:** Haines

**Seconded:** Hampvent

**MOTION:** "THAT the reports be received."

**Carried**

7. Correspondence

**Moved:** Ste. Marie

**Seconded:** Girard

**MOTION:** "THAT the correspondence be received."

**Carried**

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

- A member of the audience asked for clarification on the "Professional Services" and "Transportation" line items in the Expenditures by Object report. Secretary-Treasurer Weswick provided a response.
- A member of the press asked for information about a meeting with MLA Nicholas Simmons relating to day care. Chair Ruth and Superintendent Bocking provided a response.
- A member of the press asked for clarification on the number of students in the Work in Trades program. Director Bishop responded that there were twelve students in the program.
- A member of the audience asked how the district determines where savings have been affected throughout the year, as well as for clarification on the board's question periods in their regular meetings. Chair Ruth and Secretary-Treasurer Weswick provided a response, noting that reporting takes place regularly as per the communication plan and clarified the process for the board's question periods.
- Student Trustee Davis asked what steps the board could take to address the issues identified in the correspondence. Superintendent Bocking reported that contractual obligations and joint committee meetings are in place to address and discuss the concerns.

9. Next Meeting

The next public board meeting will be held on May 8<sup>th</sup>, 2019.

a. Committee Agendas

**Moved:** Ste. Marie

**Seconded:** Haines

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

**Carried**

10. Adjournment

There being no further business, the meeting adjourned at 8:03 pm.

**Moved:** Haines

**Seconded:** Girard

**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**

Wednesday, April 10, 2019, 5:30 pm  
School Board Office, Gibsons, B.C.

TRUSTEES: P. Ruth, Chair, S. Leech, S. Girard, M. Hampvent, S. Haines, T. Ste. Marie

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

The meeting was chaired by Vice-Chair Leech.

**Call to Order**

The meeting was called to order at 5:30 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Approval of Minutes of Prior Meetings**
- **Information / Action Items**
  - Personnel
    - Staff Update (Trustee Haines recused herself for the report on bargaining)
    - Principal / Vice-Principal Contract Review
    - Superintendent Evaluation Committee – March 6, 2019
    - Executive Compensation (Exempt)
- **Items for Disclosure**
  - There were no items for disclosure

**Adjournment**

The meeting adjourned at 6:10 p.m.

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Pammila Ruth  
Board Chair

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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  
May 8<sup>th</sup>, 2019

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1. Students

- a. The District Student Leadership Team is coordinating the, "SD46's Got Talent" show at 6:30 p.m. on May 22<sup>nd</sup> at Chatelech Secondary School. This is a fabulous showcase of our students' talent. Admission is by donation with proceeds going to the Food Bank. (1f)
- b. SOS - Students On Shorelines for Earth Week: Across the district, students and staff cleaned up our Sunshine Coast shorelines. The Environmental Education Committee, Sechelt Landfill, staff and students all worked together to show how by working together we can make a real difference to our lands and waters. (1g)
- c. The Student Leadership Forum took place on Thursday, April 18<sup>th</sup>. This was 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)
- d. Students from Pender Harbour Secondary and the Train in Trades program competed in the April Tools boat building competition in Madeira. (1k)
- e. Sam Robinson, Chatelech Secondary Student, won a gold medal in photography at the Skills Canada Provincials competition.(1k)

2. Staff

- a. Principals are working with their teachers to collaboratively delve more deeply into the curriculum with the support of the Teaching, Learning, Collaborating (TLC) fund. (2a)
- b. The next DPAC meeting takes place at Elphinstone Secondary School on May 23rd at 7:00 p.m. Topic: Transition from Schools Career Programs (2d)
- c. A team of our staff will be attending the Adverse Childhood Experiences Summit on May 9th learning more about trauma and adverse childhood experiences which will be enhancing our skills in this area. (2a)

3. Community

- a. The annual Recognition of Scholarship and Bursary Donors Tea will take place on Thursday, May 9<sup>th</sup>. Our students are immensely fortunate to receive generous support from our community! (3a)
- b. Our International Students participated in a paddling activity with our Aboriginal Education team and members of the Gibsons Paddling Club. (3c)
- c. Community Schools coordinators met with staff in April to share current activities and opportunities and further developing strategies to support our students. (3e)



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

**Strategic Plan Report: Music**

Submitted by Superintendent Patrick Bocking

May 8<sup>th</sup> , 2019

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*“I would teach children music, physics, and philosophy; but most importantly music, for the patterns in music and all the arts are the keys to learning.”*

- Plato

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*Goal 1.f.: Our student will participate in a full elementary music program and have opportunities in secondary music and fine arts programs.*

**Background:**

Many years ago Plato recognized the connecting elements of music in education. Modern research supports his claim. In our district, our consultations prior to developing the strategic plan led us to recognize that the Sunshine Coast community, with its rich tradition in the arts, told the board that our students need to be well versed in music and other arts before they leave our care.

**Discussion:**

Elementary

Our guideline is that students from kindergarten to grade three should receive two, thirty-minute lessons per week of music instruction. In grades four and five students receive a forty-five minute lesson. In most schools, our students enjoy band classes in grades six and seven. We are very pleased with the support for our students at the elementary level in all of our schools. However, there have been issues with staffing in some of our schools. Fully qualified specialist teachers can be difficult to recruit and the work itself has its challenges. “Itinerant” (teachers who travel between classrooms and schools) teachers have their own set of challenges as well. We continue to work with the music teachers and the SCTA on these matters.

Secondary

A wide variety of opportunities are available to our students in band and jazz ensembles. Our challenge is to meet the needs for students to choose amongst other electives, but not being able to take everything they might wish to. With our relatively small student population, a more diverse music program is a challenge. We do anticipate that the demand for more secondary electives in music may emerge as our current elementary students bring with them a deeper level of musical skills and enjoyment.

### Musical Theatre

Students from across the district participate in musical theatre concluding with an inspiring and moving rendition of *Fiddler on the Roof*. Senior students received music credits and younger students participated as a club activity. Huge thanks to the generous spirit of Sara Douglas and Tom Kellough for guiding the students on their musical journeys.

### **Next Steps:**

We are pleased with the music program to this point. We will ensure that we monitor our music teachers to optimize their experiences so that they can effectively excite their students in their musical learning. Next year we will turn our planning to address the Strategic Plan. Currently, there seems to be support for expanding arts education into visual arts, drama and dance. We will consider professional development, resource allocation and other opportunities for students. We will encourage and support working with our local arts community.

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

### Strategic Plan Report: Graduation

Submitted by Director Bishop

May 8, 2019

*“A quality education system assists in the development of human potential and improves the well-being of every British Columbian. The B.C. school system is helping develop educated citizens by supporting each student’s intellectual, human and social, and career development.”*

- B.C. Ministry of Education Student Success Website

*Goal 1.k.: Our students will graduate with specific life skills and with a clear focus on their personal future direction in their chosen career path.*

#### **Background:**

The Ministry of Education has taken a multi-year approach to changing curriculum and approaches to learning. Kindergarten to grade 10 teachers are currently working with revised curriculum and integrating Core Competencies into their classroom programs, while teachers of grades 11-12 courses will begin the same process next school year.

#### **Highlights:**

- 1) The Ministry of Education has unveiled a new document to help guide the implementation of the new Graduation program:  
<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/graduation-implementation-guide.pdf>
- 2) Grade 11-12 course selection has taken place with new courses available for students.
- 3) Recent graduation rates are available at: <https://studentsuccess.gov.bc.ca/school-district/046> .
- 4) Increased Career options for students has been recognized by the Industrial Training Authority with a recent award.

#### **Next Steps:**

- Next school year, 2019-20, will be the implementation year for grade 11 and 12 courses. They have the opportunity to review and implement aspects of draft curriculum. There will be a one year interruption of the Literacy assessment (or Provincial exam) for grade 12 students.
- Consider future “Literacy” results for different learners as we implement English First Peoples’ Language Arts as a course focus at all schools next year.
- Continue to review how to improve success rates for “Students with Special Needs”.





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

### Strategic Plan Report: Facilities

Submitted by Secretary-Treasurer Nicholas Weswick

May 9, 2018

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*Goal 2.i.: Our staff will work and learn with their students in exceptional facilities that are efficient and attractive.*

#### **Background:**

Research by the 21st Century School Fund (2009) and Schneider (2002) on school facilities provides a substantial body of evidence relating outcomes to the quality of the space. They conclude that the following factors are important facility considerations:

- ➔ *Ventilation and air flow:* Children require more air in proportion to their body weight than adults. Studies indicate that air flow from windows is inadequate in schools to remove or prevent the build-up of carbon dioxide. Poor air flow leads to poor performance of tasks.
- ➔ *Thermal comfort:* There is an optimum temperature for learning, retention, task performance and job satisfaction.
- ➔ *Lighting:* Both natural (day) and artificial lighting have considerable effect on learner performance. Natural light optimizes student achievement and aesthetic perception.
- ➔ *Acoustics:* Good acoustics (quality rather than amount of noise) are fundamental to academic performance.
- ➔ *Building age, quality and aesthetics:* Affect student and teacher perceptions of safety and well-being. Building age is not as important as the quality of building conditions. Students generally perform better in modernized or new environments but it is difficult isolating mediating factors, and therefore inconclusive.
- ➔ *School size:* The trend toward larger schools in some countries has been based on economies of scale. Restructuring for smaller neighbourhood or multi-campus schools and learning communities is having a positive effect on student outcomes and size can be the best predictor of test scores.
- ➔ *Health and safety:* Compliance with health and safety regulations was positively related to academic outcomes

<http://dro.deakin.edu.au/eserv/DU:30036968/blackmore-researchinto-2011.pdf>

#### **Discussion:**

Learning is enhanced by the environment in which it takes place. The ongoing maintenance and renovations of our facilities is coordinated by our Manager of Facilities, Rob Collison, who diligently works to ensure our buildings are not only safe and functional, but also reflective of the modern learning that takes place within them. By taking advantage of opportunities to increase the

efficiency of our facilities, savings are directed to those people and learning supports that make a difference for students. Improvements to facilities to ensure efficiency can also present a learning opportunity to students through engaging in sustainable practices and design.

As reported at the April Operations Committee Meeting, the following projects have been completed or are nearing completion in the past year:

- Elphinstone Secondary School interior renovation completed
- Sechelt Learning Centre/French School interior renovation completed
- Sechelt Learning Centre gymnasium interior painting 90% complete
- Roberts Creek Elementary School boiler plant and HVAC upgrade completed
- Cedar Grove Elementary School boiler plant and HVAC upgrade completed
- Water filtration and signage completed
- Ventilation added to the Community Learning Centre
- Interior renovations to begin at the Sunshine Building
- Exterior renovation at the SLC library underway
- Portables added to West Sechelt Elementary and Gibsons Elementary Schools

The Ministry of Education has recently announced that capital funding has been approved for replacement of dust collection systems for shops at both Elphinstone and Chatelech Secondary Schools. The projects will proceed to tender with a planned completion during the 2019/20 school year.

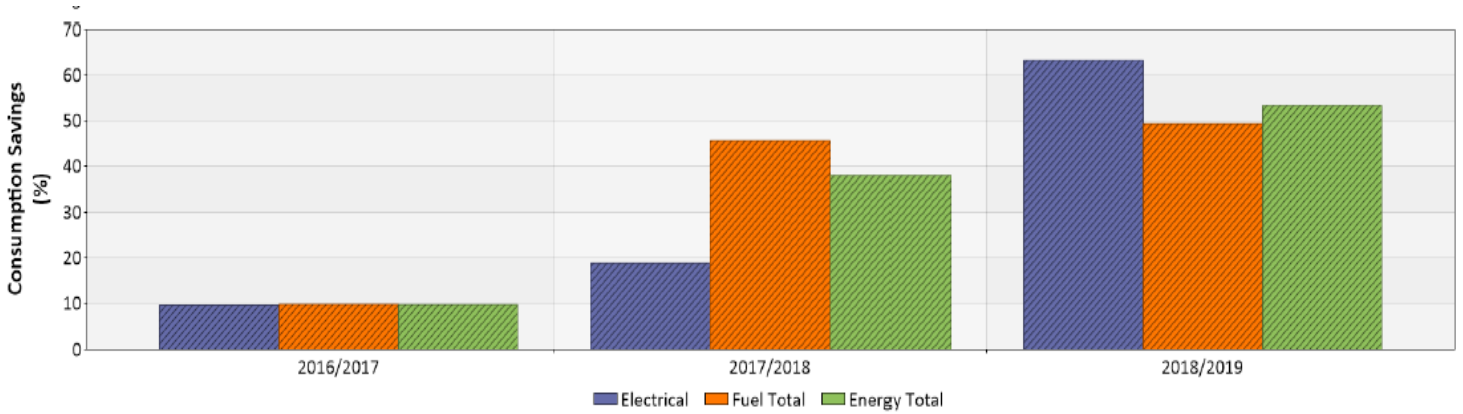
The district has also completed a project definition report (PDR) to provide a detailed business case for a school expansion project at West Sechelt Elementary. We are awaiting a response from the Ministry of Education regarding next steps.

The district is an energy leader, as evidenced by its adoption of photovoltaic solar power at three sites; Davis Bay Elementary, Langdale Elementary and Pender Harbour Elementary-Secondary. By investing capital funding in solar power systems, the district is able to convert capital fund expenditures into operating fund savings. Shown below to highlight the types of advancements that are possible are the specific savings at Langdale Elementary since installing efficient windows, high-efficiency boilers and solar panels

*(See following page)*

Strategic Plan Report: Facilities

Langdale Elementary

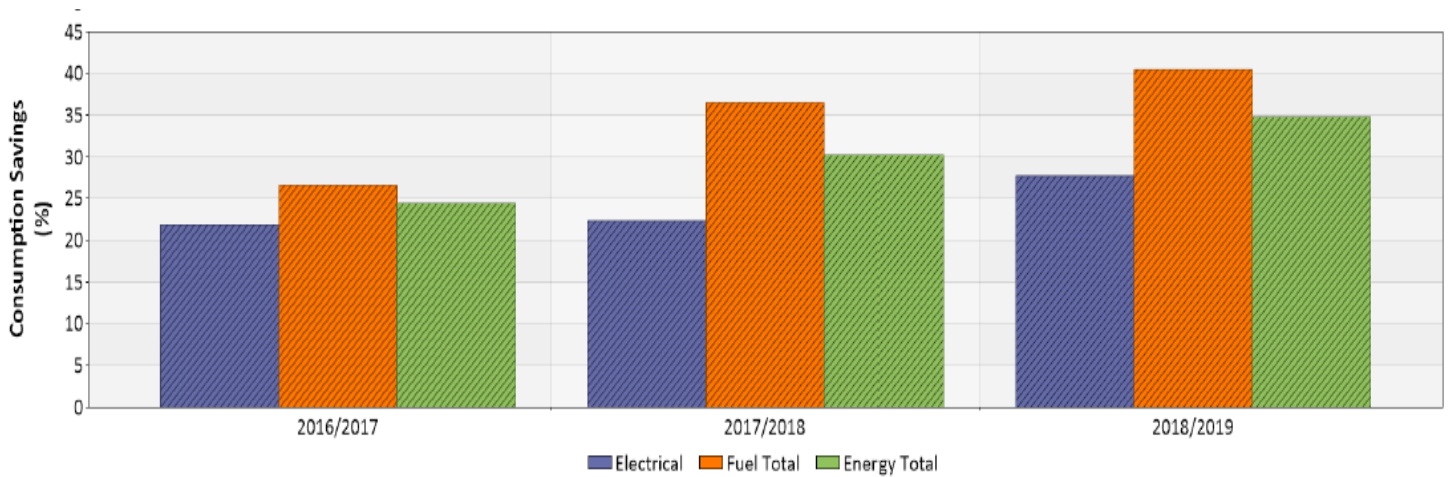


Year <sup>1</sup>	Electrical				Fuel Total								Energy Total			
	Prorated Actual	Prorated Baseline	Savings		Prorated Actual	Prorated Baseline	Savings				Prorated Actual	Prorated Baseline	Savings			
			Abs. kWh	%			Abs.	%	Abs. kWh	%						
kWh	kWh	kWh	%	GJ	ekWh	GJ	ekWh	GJ	ekWh	%	ekWh	ekWh	ekWh	%		
2016/2017	93,893	104,045	10,151	9.8	821	228,008	911	253,048	90	25,040	9.9	321,902	357,092	35,191	9.9	
2017/2018	84,400	104,045	19,644	18.9	521	144,652	960	266,703	439	122,051	45.8	229,052	370,748	141,696	38.2	
2018/2019	34,997	95,408	60,410	63.3	419	116,391	828	230,083	409	113,692	49.4	151,389	325,491	174,102	53.5	

The total energy savings at this single school are over 53% since the upgrades were installed. This includes electricity usage reductions of over 63%.

Shown below are total savings for the District since we began tracking energy at the beginning of our efficiency upgrades in 2011. The baseline reflects 2011 actual consumption.

District Totals



Year <sup>1</sup>	Electrical				Fuel Total								Energy Total			
	Prorated Actual	Prorated Baseline	Savings		Prorated Actual	Prorated Baseline	Savings				Prorated Actual	Prorated Baseline	Savings			
			Abs. kWh	%			Abs.	%	Abs. kWh	%						
kWh	kWh	kWh	%	GJ	ekWh	GJ	ekWh	GJ	ekWh	%	ekWh	ekWh	ekWh	%		
2016/2017	3,041,762	3,892,534	850,772	21.9	12,385	3,440,268	16,881	4,689,271	4,496	1,249,003	26.6	6,482,030	8,581,805	2,099,775	24.5	
2017/2018	3,054,184	3,933,230	879,045	22.3	11,290	3,136,014	17,802	4,944,899	6,512	1,808,885	36.6	6,190,199	8,878,129	2,687,930	30.3	
2018/2019	2,627,928	3,637,636	1,009,708	27.8	9,714	2,698,356	16,331	4,536,264	6,616	1,837,908	40.5	5,326,284	8,173,900	2,847,616	34.8	

**The annual energy savings District-wide have been increased to over 34% since the program baseline.** The savings reduce both our operating costs as well as our carbon footprint. The District continues to purchase carbon offsets to bring its remaining carbon footprint to zero. **The cumulative savings since 2011 are over 1,400 tonnes of carbon dioxide.** Shown below are equivalencies for reference:



#### Next Steps:

In addition to the recently approved capital projects, the following projects are expected to take place in the 19/20 school year, through the Annual Facilities Grant (AFG):

- Complete roofing of the Sechelt Learning Centre gym
- HVAC server room at Gibsons Elementary
- Flooring of the Halfmoon Bay Kindergarten and Esprit Daycare
- SLC furnace replacement due to Cracked heat exchanger
- SLC envelope – remediation of water ingress, asbestos abatement and cladding
- Dust collectors – allowance for top up of approved capital funds
- Gym floors at Chatelech, Elphinstone and Roberts Creek
- Interior renovations of the Sunshine Building and Halfmoon Bay (staffing included)
- Exterior renovation - Sechelt Learning Centre library
- Portable move/refurbish for Gibsons Elementary
- Grounds upgrades – Fields
- Consultant reports related to the Kinnikinnick Gym and SLC HVAC
- ISO 50001 Certification
- Davis Bay electrical upgrades to correct “Power Factor” issue

Title: **Patriotic Protocols**

Category: **Education**

Number: **1210**

**Circulating until July 3, 2019**

I. **Rationale:**

Students shall be provided with appropriate opportunities to understand their country and province including their values, symbols and patriotic traditions.

II. **General:**

A. Every school in the district shall have a Canadian flag flown near the entrance to the school.

B. The flag shall normally be taken down after the conclusion of each school day.

C. If flags are displayed using flag poles, then protocol requires that:

1. there be only one flag on each pole;
2. no flag is to be flown higher than the Canadian flag;
3. when facing the flags and building, the Canadian flag must be on the left.

D. Flags displayed in the school must be displayed on vertical poles or on wall mounted poles.

E. Sections 5(10)(11) of the *School Act* Regulation (B.C. Regulation 265/89) require:

*(10) The principal of a school, other than a distributed learning school, must*

*(a) establish a program of school assemblies to be conducted at appropriate times during the school year,*

*(b) ensure that assemblies are held at least 3 times in a school year, including the school day immediately preceding Remembrance Day,*

*(c) ensure that the Canadian national anthem shall be sung at each school assembly, and*

*(d) ensure that the Canadian flag and the British Columbia flag shall be displayed at each school while in session.*

*(e) flags shall be flown at half-mast as directed by the Government of Canada, the Province of British Columbia or the Superintendent of Schools.*

## ADMINISTRATIVE REGULATIONS

Title: **Patriotic Protocols**

Category: **Education**

Number: **1210**

**Circulating until July 3, 2019**

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*(11) School assemblies referred to in subsection (10) shall be established to promote loyalty to the Crown, respect for Canadian traditions, laws, institutions and human values, and shall include observation of occasions of historic or current importance to Canada and the Commonwealth, as well as appropriate references to the Canadian flag.*

**Received:**

**References:**





School District No. 46 (Sunshine Coast)

# Administrative Regulations

To be repealed - Circulating for feedback until June 5, 2019

## PERSONNEL

2050

### CONFLICT OF INTEREST

#### 1. ETHICAL STANDARDS

1.1 No District Administrator shall affect their presentation to the Board by personal prejudices or affiliations or by any other personal association.

1.2 Partisan politics at any level are not to be introduced into the workplace.

1.3 All District Administrators must conduct themselves in a manner that does not bring discredit to themselves, their profession or to the District.

1.4 District Administrators shall treat Board members, students, parents and other members of the community with dignity, respect and consideration. District Administrators must not engage in personal or sexual harassment, or discrimination or harassment based on any of the prohibited grounds covered by the BC *Human Rights Code*.

1.5 District Administration shall adhere to the approved policies and regulations of the Board.

#### 2. CONFLICT OF INTEREST

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

2.2 No District Administrator shall place himself or herself in a position of Conflict of Interest, or potential Conflict of Interest, as an employee of the Board.

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

2.4 District Administrators shall not permit considerations of private gain or personal interest to affect the discharge of their professional responsibilities.

2.5 District premises, materials and equipment should not be used for external business purposes or for any other purpose which might compromise the interests of the District.

Page 1 of 5

**Date adopted:** January 12, 2010  
**Revised:**

**Reference:** Board Policy 3.4

**Supt. Signature:**



School District No. 46 (Sunshine Coast)

# Administrative Regulations

To be repealed - Circulating for feedback until June 5, 2019

## PERSONNEL

2050

### CONFLICT OF INTEREST (Cont'd)

#### 3. DEALING WITH RELATIVES

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

3.2 District Administrators are prohibited from being in direct supervision of a relative. Direct supervision includes day-to-day supervision, performance evaluations, assignment of duties, approval of requisitions and determination of salary, wages or benefits.

3.3 When a District Administrator who is involved in the selection process is a relative of an applicant, the District Administrator is automatically disqualified from participation in decision-making related to the competition.

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

3.5 The Superintendent of Schools may, in his/her sole discretion, allow direct supervision of a relative provided he or she is satisfied that sufficient safeguards are in place to ensure that the District’s interests are not compromised.

3.6 If the Superintendent of Schools is in a position of direct supervision of a relative, the Board may, in its discretion, allow direct supervision of the relative provided it is satisfied that sufficient safeguards are in place to ensure that the District’s interests are not compromised.

#### 4. GIFTS

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

<p><b>Date adopted:</b> January 12, 2010 <b>Revised:</b></p>	<p><b>Reference:</b> Board Policy 3.4</p>
	<p><b>Supt. Signature:</b></p>





School District No. 46 (Sunshine Coast)

# Administrative Regulations

To be repealed - Circulating for feedback until June 5, 2019

## PERSONNEL

2050

### CONFLICT OF INTEREST (Cont'd)

4.2 District Administrators will not engage in outside activities for which they receive remuneration (beyond expenses) unless such activities do not:

- (a) interfere with the performance of their duties as an employee of the District;
- (b) create Conflicts of Interest or potential Conflicts of Interest;
- (c) negatively affect the interests of the District; or
- (d) negatively affect public confidence in the Board and the District.

### 5. PROFESSIONAL RESPONSIBILITIES

5.1 District Administrators accept the responsibility to keep abreast of current developments in education and to contribute to the growing body of specialized knowledge, concepts and skills that characterize the professional aspects of Education Administration.

5.2 District Administrators will strive to provide the best possible educational experience and opportunities to all persons in the District, placing the needs of the student above all other considerations. District Administrators recognize that the schools are the public's business and shall seek to keep the community fully informed about District schools while maintaining confidences entrusted to them in the course of executing the affairs of the schools.

5.3 It is essential that District Administrators recognize their responsibility to ensure that confidential information received as a result of employment by the District remains confidential, and is not divulged to anyone other than individuals authorized to receive such information. Disclosure of confidential information may put employees in a position of Conflict of Interest, and great care must be taken when communicating with individuals inside and outside the District.

5.4 Caution and discretion in handling confidential information extends to disclosure made inside and outside of the District and continues to apply after the employment relationship ceases.

5.5 Confidential information that District Administrators receive through their employment must not be used by a District Administrator for the purpose of furthering any private interest, or as a means of making personal gains.

Page 3 of 5

**Date adopted:** January 12, 2010  
**Revised:**

**Reference:** Board Policy 3.4

**Supt. Signature:**



School District No. 46 (Sunshine Coast)

# Administrative Regulations

To be repealed - Circulating for feedback until June 5, 2019

## PERSONNEL

2050

### CONFLICT OF INTEREST (Cont'd)

5.6 The above provisions regarding confidential information are in addition to any statutory obligations Districts Administrators have regarding the safeguarding of information (e.g. under relevant privacy legislation).

5.7 District Administrators shall execute policies of the Board and enforce rules and regulations of the Ministry of Education in an impartial manner.

5.8 District Administrators shall refrain from denigration of the character and competence of colleagues and trustees, and present professional judgments of colleagues in an appropriate forum.

5.9 In addition to any statutory reporting obligations, District Administrators have a duty to report any violation of the law and/or Board policy to the Superintendent of Schools and will not be subject to discipline or reprisal for bringing forward, in good faith, such allegations.

### 6. RELATIONSHIP WITH THE BOARD

6.1 District Administrators will interact with the Board in an impartial and professional manner.

6.2 Difficulties with District Administration/Board interaction will be dealt with through the Superintendent of Schools and the Chair of the Board.

### 7. RESPONSIBILITY FOR ADMINISTRATION OF THE POLICY

7.1 The responsibility for the administration and monitoring of this policy with respect to District Administrators and for issuing the instructions necessary to implement it rests with the Superintendent of Schools.

7.2 The responsibility for the administration of this policy with respect to the Superintendent of Schools rests with the Board.

7.3 The Superintendent of Schools will determine any questions that might arise with respect to whether a Conflict of Interest exists. District Administrators must request a determination in writing of the Superintendent of Schools (or designate) before engaging in an activity which might reasonably raise questions about a possible Conflict of Interest.

Page 4 of 5

**Date adopted:** January 12, 2010  
**Revised:**

**Reference:** Board Policy 3.4

**Supt. Signature:**



School District No. 46 (Sunshine Coast)

## Administrative Regulations

To be repealed - Circulating for feedback until June 5, 2019

### PERSONNEL

2050

#### CONFLICT OF INTEREST (Cont'd)

7.4 The Superintendent of Schools must request a determination of the Board before engaging in any activity that might reasonably raise questions about a possible Conflict of Interest.

7.5 It is the duty of District Administrators to recognize whether a Conflict of Interest or potential Conflict of Interest exists and to ensure that it is resolved. No District Administrators will be excused from compliance with this policy or any other rule of law relating to Conflicts of Interest on the basis that the individual did not realize that a Conflict of Interest existed or might arise.

Page 5 of 5

**Date adopted:** January 12, 2010  
**Revised:**

**Reference:** Board Policy 3.4

**Supt. Signature:**



Title: **Child Protection**  
 Category: **Health and Safety**  
 Number: **3050**

**Circulating until July 3, 2019**

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**I. Rationale:**

Student safety is a top priority for our district. Research shows that best practice for schools should include explicit teaching of a Personal Safety curriculum by trained staff on an annual basis.

**II. Personal Safety Education Programs:**

A. With the assistance of the Ministry, provincial and national safety organizations (i.e. Lower Mainland Child Abuse Prevention Education and/or Canadian Centre for Child Protection), and school counsellors, the District will select instructional programs to make students aware of personal safety.

B. As these programs are part of the curriculum, parent consent is not required, but best practice would be for the school and family to work collaboratively about this sensitive topic. It is recommended that schools inform parents prior to instruction so that support can be available to students at home after the instruction has occurred.

C. It is strongly recommended that these programs be delivered prior to May 15<sup>th</sup> of each school year.

**III. Obligation to Report:**

A. When employees or volunteers have reason to believe that a child is being, or has been abused, or is suffering neglect, they shall promptly follow the guidelines set out in the B.C. Handbook for Action on Child Abuse and Neglect (2017)

[https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook\\_serviceprovider.pdf](https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf).

The principal of the school shall also be informed in all cases, unless otherwise directed by the Handbook and also has a duty to report.

Immediate reporting to the Ministry of Children and Family Development (MCFD) is required by the employee or volunteer who has any knowledge of

## ADMINISTRATIVE REGULATIONS

Title: **Child Protection**  
Category: **Health and Safety**  
Number: **3050**

**Circulating until July 3, 2019**

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the alleged abuse and/or neglect. The toll free number is 1-800-663-9122. The Gibsons office contact number is 604-886-5525. The Sechelt office contact number is 604-740-8900.

- B. If an employee or volunteer is given a hypothetical situation or other indirect disclosure in which an individual's name is mentioned, the employee or volunteer also has a duty to report to a social worker.
- C. If the child is in immediate danger, the employee or volunteer shall call the police first, and then the MCFD.
- D. An employee making a report regarding abuse or neglect shall keep the matter strictly confidential.
- E. The reporter may be asked to provide as much of the following information as is known:
1. The reporter's name and school;
  2. The student's full name, date of birth, grade, parents' or guardians' full names, home address(s) and telephone number(s), office telephone number(s) of parents or guardians;
  3. The full name and address and telephone number of the alleged offender and any other information which might help locate or identify the offender;
  4. Any immediate concerns about the child's safety;
  5. The hours of operation of the school;
  6. The student's bus schedule; and
  7. Any special concerns about the student.
- F. The student shall not be interviewed to obtain this information.
- G. An employee's duty to report overrides one's professional duty of obligation or obligations to speak with a colleague.



## ADMINISTRATIVE REGULATIONS

Title: **Child Protection**  
Category: **Health and Safety**  
Number: **3050**

**Circulating until July 3, 2019**

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- H. The report of an employee or volunteer to a principal or counselor does not replace his/her duty to report to a social worker.
- I. The duty to report is covered under section 14 of the Child and Family Community Services Act and is a legal obligation.
- J. Principals, with support from the school counsellor, will ensure that staff receive annual training using the District PowerPoint “Report with Support” at a staff meeting.

**Received:**

**References:** BC Handbook for Action on Child Abuse and Neglect (2017)

[https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook\\_serviceprovider.pdf](https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf)







## ADMINISTRATIVE REGULATIONS

Title: **Student Reporting**  
 Category: **Education**  
 Number: **1310**

---

**I. Rationale:**

Effective student reporting procedures ensure that student progress is reported regularly and effectively to parents and that accurate records of student progress is maintained.

**II. Reporting Procedures**

As per the “Reporting Order” provided by the Ministry of Education effective July 1<sup>st</sup>, 2018, teachers will have the option of Schedule 1 (Written Reports) or Schedule 2. The critical elements of the “Order” is posted below for easy reference:

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***EXCERPT FROM STUDENT PROGRESS REPORT ORDER***

**Schedule 1 - Written Student Progress Reports**

**Student progress reports for kindergarten to grade 3**

- 1 Written student progress reports for students in kindergarten to grade 3 must include
  - (a) a performance scale and reporting comments in relation to the learning outcomes for the following subjects:
    - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
    - (ii) Mathematics
    - (iii) Science
    - (iv) Social Studies



## ADMINISTRATIVE REGULATIONS

Title: **Student Reporting**  
 Category: **Education**  
 Number: **1310**

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- (v) Physical and Health Education, and
- (vi) Arts Education, and
- (b) in relation to the report provided at the end of the school year,
  - (i) reporting comments in relation to the learning outcomes for the following subjects:
    - A. Applied Design, Skills, and Technologies, and
    - B. Career Education, and
  - (ii) a student self-assessment on core competencies.

### **Student progress reports for grades 4 and 5**

- 2 Written student progress reports for students in grade 4 and 5 must include
  - (a) letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for the following subjects:
    - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
    - (ii) Mathematics
    - (iii) Science
    - (iv) Social Studies
    - (v) Physical and Health Education
    - (vi) Arts Education, and
    - (vii) a second language, if the student is enrolled in a second language course, and
  - (b) in the report provided at the end of the school year,



Title: **Student Reporting**

Category: **Education**

Number: **1310**

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- (i) reporting comments in relation to the learning outcomes for the following subjects:
  - A. Applied Design, Skills, and Technologies, and
  - B. Career Education, and
- (ii) a student self-assessment on core competencies.

**3** For students in grades 4 and 5, a board may choose to provide letter grades to parents in a document other than a written student progress report.

**Student progress reports for students in grades 6 to 9**

**4** Written student progress reports for students in grade 6 through 9 must include

- (a) letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for the following subjects:
  - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
  - (ii) Mathematics
  - (iii) Science
  - (iv) Social Studies
  - (v) Applied Design, Skills, and Technologies
  - (vi) Career Education
  - (vii) Physical and Health Education
  - (viii) Arts Education, and
  - (ix) a second language, if the student is enrolled in a second language course, and
- (b) in the report provided at the end of the school year, a student self-assessment on core competencies.

Title: **Student Reporting**  
Category: **Education**  
Number: **1310**

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### **Grades 10 to 12 reports**

**5** (1) Student progress reports for students in grades 10 to 12 must, in relation to expected learning outcomes set out in the curriculum, contain

- (a) letter grades, and
- (b) where deemed to be appropriate by the teacher, principal, vice principal or director of instruction, written reporting comments.

(2) Student progress reports for students to whom Ministerial Order 302/04, the Graduation Program Order, applies must, in addition to the information required under subsection (1) contain the credits assigned toward meeting the general requirements for graduation as set out in these orders.

(2.1) Boards must ensure that student progress reports for students working towards meeting the requirements of Graduation Transitions include comments on the student's progress in meeting the requirements in accordance with the Graduation Transitions Program Guide and DPA Program Guide.

*(3) REPEALED, M197/11 effective July 11, 2011*

### **Letter grades**

**6** For the purposes of sections 2, 3 and 4, the letter grades to be used and the requirements to be followed in assigning letter grades are those set out in Ministerial Order 192/94, the Provincial Letter Grades Order.

### **Reporting Comments for Daily Physical Activity**

**7** For the purposes of section 5(1)(b) written reporting comments must be in accordance with the DPA Program Guide.



Title: **Student Reporting**  
 Category: **Education**  
 Number: **1310**

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### **Student progress reports for ELL and IEP students**

**8** (1) In this section

“**IEP**” means an IEP as defined in Ministerial Order 638/95, the Individual Education Plan Order,

“**ELL student**” includes

- (a) a student who is receiving services to assist him or her in becoming proficient in English, and
- (b) a francophone student who is receiving services to assist him or her in becoming proficient in French,

“**Students with special needs**” means a student with special needs as defined in Ministerial Order 150/98, the Special Needs Order.

- (2) Sections 1, 2, 4 and 5 do not apply to student progress reports described in subsections (3) and (4).
- (3) Unless a student with special needs is able to demonstrate his or her learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report for that student must contain written reporting comments in relation to the expected learning outcomes set out in that student’s IEP.
- (4) Until an ELL student is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report order for that student must contain written reporting comments.
- (5) Student progress reports referred to in subsection (3) must contain
  - (a) a statement that the progress of the student is in relation to the expected learning outcomes for that student in his or her IEP and is not in relation to



Title: **Student Reporting**  
 Category: **Education**  
 Number: **1310**

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the expected learning outcomes set out in the curriculum for the course or subject and grade, and

- (i) where deemed to be appropriate by the teacher or principal, vice principal or director of instruction, written comments describing ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and
- (ii) the time period required to enable the student to demonstrate his or her learning under subparagraph (i).

(6) A letter grade may only be assigned for a student with special needs or an ELL student where that student is able to demonstrate his or her learning in relation to the expected learning outcomes in the curriculum for the course or subject and grade.

### **Schedule 2 - Alternative Student Progress Reporting**

#### **Board must provide policies to minister**

**1** Prior to the first report of the school year, the board must provide to the minister a copy of its reporting policy, and information on the public consultations done in developing its policy.

#### **Student progress reports for kindergarten to grade 9**

**2** The written student progress report for students in kindergarten to grade 9 must include information about a student's progress in relation to the learning outcomes set out in the curriculum.



## ADMINISTRATIVE REGULATIONS

Title: **Student Reporting**  
Category: **Education**  
Number: **1310**

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**End of school year report**

**3** The written student progress report provided at the end of the school year must include

- (a) a description of the student's progress in relation to the learning outcomes for all subjects required under the Required Areas of Study Order,
- (b) a self-assessment of the core competencies, and for students in grades 4 to 9,
- (c) letter grades, if deemed necessary by the board.

**Letter grades must be provided upon request**

**4** Despite section 3 (c), boards must provide a student's current letter grade to that student's parent, upon request.

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**Received:**

**References:** *Student Progress Report Order - Government of B.C* – September 30, 2018  
([https://www2.gov.bc.ca/assets/gov/education/administration/.../e/m191\\_94.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/.../e/m191_94.pdf))







## ADMINISTRATIVE REGULATIONS

Title: **Communication Through the Media**  
Category: **Personnel**  
Number: **2040**

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I. **Rationale:**

This regulation is in place to provide for clear communication of district and school events to our community.

II. **General:**

A. The Board Chair and the Superintendent are the official spokespersons for the school district.

B. News releases:

1. which involve matters concerning the district as a whole or more than one school are the responsibility of the Chair, the Superintendent or their designates.

2. which pertain to only one school shall be the responsibility of the Principal, with a copy provided to the Superintendent. All statements made to the media by other staff members about a school event shall first be approved by the Principal for the school.

C. Clearance shall be obtained from the Superintendent before any story is released which the Principal suspects may be controversial or which may have an impact on other schools in the district.

**Received:**

**References:** Policy 1 (Foundational Statements)  
Policy 11 (Role of the Superintendent)



## ADMINISTRATIVE REGULATIONS

Title: **Emergencies**  
 Category: **Health and Safety**  
 Number: **3060**

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I. **Rationale:**

Our district takes an “all-hazards” approach to ensuring staff utilize the most appropriate level of support for any emergency. The goals and guiding principles are:

- Keep students and staff safe in the event of an emergency
- Make sure personnel have clear and consistent standards and procedures to follow in the event of an emergency
- Ensure that there are communications and protocols aligned to our community, and
- Minimize disruption and ensure the continuity of education for all children.

*(Emergency Management Planning Guide for Schools, Districts and Authorities, Ministry of Education, 2015).*

II. **Procedures:**

A. Staff will review the “*Staff Emergencies Procedures*” manual yearly and be familiar with its contents and how they apply to their school or site.

B. Copies of the “*Staff Emergencies Procedures*” manual will be kept in each classroom and office space in the district.

C. The procedures manual shall be reviewed on a yearly basis by the District Health and Safety Committee who have authority to make revisions to the document under the direction of the Superintendent or designate.

1. Weapons:

a) Weapons are defined by the Criminal Code of Canada as, “anything used, designed to be used or intended for use (a) in causing death or injury to any person, or (b) for the purpose of threatening or intimidating any person, and, without restricting the generality of the foregoing, includes a firearm.”

b) Staff will follow the procedure for Weapons as described in the “*Staff Procedures Manual*”. Please note that, although schools are generally very safe, occasionally objects such as knives, bats, machetes, guns or replica guns are, or rumoured to be, brought to school. These objects are all a serious concern and are treated as

## ADMINISTRATIVE REGULATIONS

Title: **Emergencies**  
Category: **Health and Safety**  
Number: **3060**

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weapons.

2. Bomb Threats:

a) Bomb threats are usually received by telephone and sometimes by note, letter, or electronic means. Most of these threats are made by telephone callers whose intention is to create an atmosphere of anxiety and panic. All such communications must be taken seriously.

b) Staff are to follow the procedure for Bomb Threats as described in the "*Staff Procedures Manual*".

c) The Superintendent or designate will be notified immediately in the event of a bomb threat.

d) The Principal will not automatically evacuate the school but shall determine whether the threat is serious enough to warrant an evacuation or to implement a search of the school

**Received:**

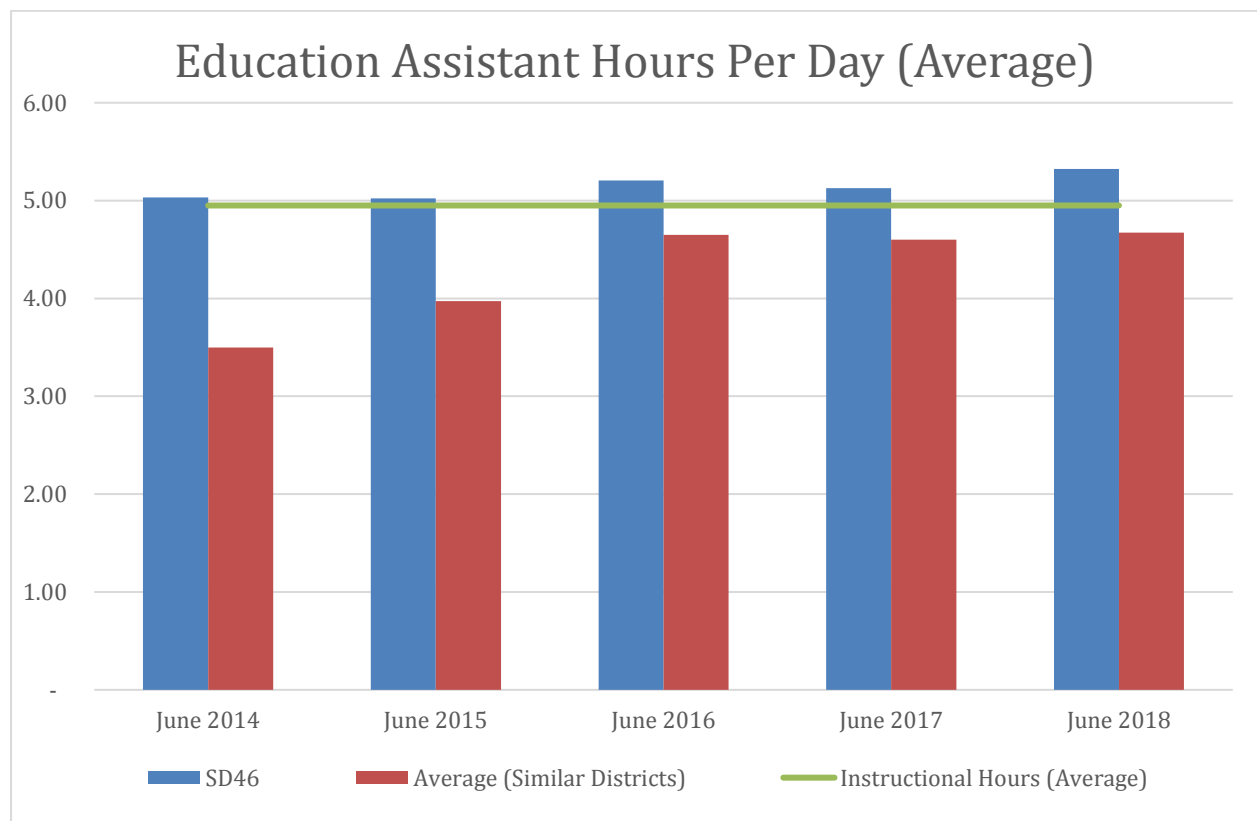
**References:** *Staff Procedures Manual*

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

**Secretary-Treasurer’s Report**

Submitted by Secretary-Treasurer Nicholas Weswick  
May 8<sup>th</sup>, 2019

In the past several months the Board has received correspondence and has received comments in committee regarding compensation of Education Assistants (EAs). The current compensation for EA1s and EA2s is \$26.83 and \$27.99, respectively, plus benefits. While this is higher than the basic living wage on the Sunshine Coast (\$19.25), the part-time nature of the work puts downward pressure on take-home pay. Because these employees directly support students during the school day, it’s reasonable to expect that the length of their work days align closely with the length of the school day. The graph below shows the alignment between instructional hours and EA hours, along with a comparison of similar-sized districts, for context.



The 10-month school year puts additional pressure on EA earnings, although vacation time and Employment Insurance provides some assistance. EAs are eligible for between 2 and 7 weeks of vacation per year, depending on length of service. Some of our newer EAs take unpaid leave during a portion of Winter and/or Spring breaks if they don’t have enough vacation accrued. As

required to support the needs of learners, schools are able to request that EAs participate in school-based meetings. These additional hours are not considered in the analysis above.

EA compensation is a provincially recognized item that has been addressed in a number of ways at the provincial bargaining table. In the previous round of bargaining (2014), the Support Staff Learning Improvement Fund (SSLIF) was created to increase EA hours “to enhance special education to provide increased time for consultation, collaborative planning and meetings.” This item, along with increased demand for EAs locally, has led to increases in the average length of day for EAs. Our number of Full-time Equivalent EAs has risen from 66.1 to 74.5 FTE between 2014 and 2018; 13% increase.

While there is an underlying structural issue that revolves around the nature of the work, it's good to see the upward trend both in the number of EAs in the district and the number of hours per day. Our Education Assistants continue to be valued supports for learners in the District.

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

DATE 01-May-2019 08:45 AM

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

PAGE 1

START DATE: 01-Apr-2019 TO END DATE: 30-Apr-2019

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	CHEQUE AMOUNT
-----						
ON-LINE CHEQUES : ISSUED BETWEEN 01-Apr-2019 AND 30-Apr-2019						
00LCET3819	0001	*****	30209	TEACHERS' PENSION PLAN	05-Apr-19	430,205.78
00LCET3821	0001	*****	28093	RECEIVER GENERAL FOR CANADA	03-Apr-19	399,455.57
00LCET3824	0001	*****	23290	MUNICIPAL PENSION PLAN	05-Apr-19	46,421.55
00LCET3826	0001	*****	28094	RECEIVER GENERAL FOR CANADA	10-Apr-19	58,605.58
00LCET3827	0001	*****	28094	RECEIVER GENERAL FOR CANADA	10-Apr-19	18,540.39
00LCET3828	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Apr-19	14,400.00
00LCET3829	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Apr-19	11,062.50
00LCET3830	0001	*****	28093	RECEIVER GENERAL FOR CANADA	23-Apr-19	150,000.00
00LCET3833	0001	*****	33038	WORKERS' COMPENSATION BOARD	17-Apr-19	61,918.11
00LCET3835	0001	*****	23290	MUNICIPAL PENSION PLAN	18-Apr-19	55,652.00
00LCET3836	0001	*****	28094	RECEIVER GENERAL FOR CANADA	24-Apr-19	16,716.70
00LCET3838	0001	*****	28094	RECEIVER GENERAL FOR CANADA	24-Apr-19	78,600.52

TOTALS FOR BANK - 0001 1,341,578.70

TOTAL NUMBER OF CHEQUES 12

TOTAL NUMBER OF CHEQUES WITH MICR 0

COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Apr-2019 AND 30-Apr-2019

2092000003	0001	0000052752	12012	BC HYDRO & POWER AUTHORITY	03-Apr-19	41,669.95
2092ET0050	0001	*****	30172	THIRDWAVE BUS SERVICES	03-Apr-19	59,648.31
2093000016	0001	0000052781	16148	GIBSONS MARINE EDUCATION CENTRE	11-Apr-19	10,866.25
2093000024	0001	0000052789	16374	LORI JAMISON	11-Apr-19	12,575.45
2093ET0013	0001	*****	13003	C.U.P.E. - LOCAL 801	11-Apr-19	13,243.41
2093ET0071	0001	*****	23257	MORNEAU SHEPELL LTD.	11-Apr-19	51,516.97
2093ET0076	0001	*****	26207	PACIFIC BLUE CROSS/MSA	11-Apr-19	80,718.36
2094ET0037	0001	*****	14628	RAM MECHANICAL	16-Apr-19	33,982.20
2094ET0044	0001	*****	15516	SMCN CONSULTING INC.	16-Apr-19	43,680.00
2095ET0005	0001	*****	12021	BC TEACHERS FEDERATION	25-Apr-19	28,535.78
2095ET0006	0001	*****	12111	BC TEACHERS FEDERATION	25-Apr-19	31,797.53
2095ET0039	0001	*****	29102	SUNSHINE COAST TEACHERS ASSOCIATION	25-Apr-19	11,606.92
2095ET0042	0001	*****	30172	THIRDWAVE BUS SERVICES	25-Apr-19	55,363.54

TOTALS FOR BANK - 0001 475,204.67

TOTAL NUMBER OF CHEQUES 13

TOTAL NUMBER OF CHEQUES WITH MICR 3

ON-LINE CHEQUES : ISSUED BETWEEN 01-Apr-2019 AND 30-Apr-2019

00LCET3839	0005	*****	12144	BANK OF MONTREAL	09-Apr-19	44,755.40
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TOTALS FOR BANK - 0005 44,755.40

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-May-2019 08:45 AM

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

PAGE 2

START DATE: 01-Apr-2019 TO END DATE: 30-Apr-2019

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	CHEQUE AMOUNT
-----						
GRAND TOTAL						1,861,538.77
CANCELLED TOTAL						0.00
NET GRAND TOTAL						1,861,538.77
GRAND TOTAL NUMBER OF CHEQUES						26
GRAND TOTAL NUMBER OF CHEQUES WITH MICR						3

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



	<b>Apr-19 Actual</b>	<b>Apr-19 Budget</b>	<b>Apr-19 Difference</b>	<b>2018/19 Amended Budget</b>	<b>%</b>	<b>KEY</b>
<b>Salaries</b>						
110 Teachers Salaries	11,396,902	11,640,845	243,943	14,551,056	78.32%	80%
105 Principal and Vice Principal	1,750,453	1,748,272	(2,181)	2,106,352	83.10%	83%
123 Educational Assistant Salaries	2,498,266	2,813,722	315,455	3,517,152	71.03%	80%
120 Support staff	1,491,738	1,566,529	74,791	1,933,986	77.13%	81%
120 Support staff-Mtce/Cust	1,608,662	1,606,101	(2,560)	1,935,062	83.13%	83%
130 Other Professional	1,187,783	1,206,401	18,618	1,453,495	81.72%	83%
140 Substitutes	673,338	1,036,546	363,208	1,295,683	51.97%	80%
143 Short and Long Term Sick	776,258	1,018,431	242,173	1,273,039	60.98%	80%
<b>Total Salaries</b>	<b>21,383,400</b>	<b>22,636,847</b>	<b>1,253,447</b>	<b>28,065,825</b>	<b>76.19%</b>	<b>80.7%</b>
200 Employee Benefits	4,908,291	5,592,257	683,966	6,904,021	71.09%	81%
<b>Total Salaries and Benefits</b>	<b>26,291,691</b>	<b>28,229,104</b>	<b>1,937,413</b>	<b>34,969,846</b>	<b>75.18%</b>	<b>80.7%</b>
310 Professional Services	453,354	554,712	101,358	693,390	65.38%	80%
330 Transportation	883,390	1,101,107	217,717	1,376,384	64.18%	80%
340 Training and Travel	119,012	133,480	14,468	166,850	71.33%	80%
360 Rentals	31,298	32,160	862	40,200	77.86%	80%
370 Dues and Fees	57,730	56,500	(1,230)	56,500	102.18%	100%
390 Insurance	76,069	78,413	2,344	87,125	87.31%	90%
510 Supplies	1,910,870	2,653,361	742,491	3,316,701	57.61%	80%
540 Utilities	473,683	567,625	93,942	683,886	69.26%	83%
580 Furniture and Equipment Replaceme	198,173	278,834	80,661	348,542	56.86%	80%
590 Computer Equipment Replacement	203,106	245,731	42,625	307,164	66.12%	80%
<b>Total Services and Supplies</b>	<b>4,406,685</b>	<b>5,701,923</b>	<b>1,295,238</b>	<b>7,076,742</b>	<b>62.27%</b>	<b>80.6%</b>
<b>Total Expenditures</b>	<b>30,698,376</b>	<b>33,931,027</b>	<b>3,232,651</b>	<b>42,046,588</b>	<b>73.01%</b>	<b>80.7%</b>



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

### Chair's Report

Submitted by Vice-Chair Stacia Leech

May 8<sup>th</sup>, 2019

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April was a busy month for SD46 trustees with our regular meetings, the District Student Leadership Team forum and the BC School Trustees Association AGM. Trustees are also attending the SCTA and the CUPE collective agreement bargaining meetings. Chair Ruth was also in attendance at the Industry Training Authority Gala on April 9<sup>th</sup> to acknowledge the work of increasing the numbers of students in these training programs.

Trustees, superintendent Bocking, Secretary Treasurer Weswick & student trustee Davis attended the District Student Leadership Team Forum on April 18<sup>th</sup>. Sitting at assigned tables with a principal, a member of the leadership team and students we listened to their responses to a series of questions on Social media, making connections, health and wellness and physical activity.

The student's responses were thoughtful and enlightening. For example, technology and social media are their methods of choice for communication and learning – there is no turning the clock back on that one. They also had great awareness of the challenges associated with technology and social media – such as isolation and depression and the rising cost of staying current. Many, many grade 11 & 12 students are working after school and on the weekends in part to pay for their phones and plans. They also see technology as a huge asset in political activism

Another popular topic was the need for 'real' life skills. How to file tax returns, pay bills, buy a house, get a mortgage, budgeting. How to apply for university, jobs, and apartments. They called it 'adulthood 101'. We have been hearing about this need from parents and students during the strategic plan surveys and focus groups. The new plan will reflect what we have heard in our goals (draft v. 2 April 2019 *Our students will graduate with specific skills to navigate through life* – or similar wording).

At our April Committee of the Whole meeting we went through the next iteration of the 2019/2024 Strategic plan. Reviewing and refining the mission and goals of the plan. The board is excited to see the next (and possibly final) draft at the May Committee of the Whole.

SD46 trustees, superintendent Bocking and secretary treasurer Weswick attended all or part of the BC School Trustees Association AGM, April 25<sup>th</sup> – 28<sup>th</sup>. It was an inspiring few days and a great opportunity for SD46 trustees to see how school boards fit into the provincial picture. At the event we were reminded that school boards are at risk of becoming an endangered

species! Nova Scotia dissolved their democratically elected school boards last year and appointed an advisory council. Quebec has introduced legislation that will abolish school boards in 2019. And Manitoba has retained a consultant to review their school board model, this is the same consultant who recommended abolishing school boards in Nova Scotia so the outcome may be a forgone conclusion. The Canadian School Board Association has chosen May 7<sup>th</sup> as school trustee advocacy day.

This sobering news makes us more aware than ever of the need to maintain, healthy, strong, accountable boards focused on our communities and also keeping our eye on the bigger picture as stewards of public education. The relationship between BC's Boards of Education and the BC Ministry of Education is currently as healthy as it has ever been and the Memorandum of Understanding recognizing the Co-Governance responsibilities for BC Public Education system was renewed in December 2018.

We heard from a couple of inspiring women – Gabrielle Scrimshaw and Monique Gray-Smith. Both women are from indigenous backgrounds and shared the trials and joys of their journey's as well as some fascinating statistics. By 2026 Canada's indigenous population is projected to account for 19.9 percent of the labour force growth, there are seventy thousand indigenous students in BC schools today and in 2026 forty thousand of those students will enter the workforce.

At the AGM we also had the opportunity to meet our fellow trustees in the South Coast Branch of the BCSTA (SD47 Powell River & SD48 Sea to Sky). Trustee Ruth was elected professional learning representative for the branch and Trustee Amaral is the new branch secretary. All three districts committed to strengthening our links and to meeting at least once per year to focus on possible joint initiatives and share our learning.



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

Tuesday, April 23, 2019, 9:30 a.m.  
School Board Office - Gibsons, BC

TRUSTEES: P. Ruth, Chair, S. Leech, M. Hampvent, S. Haines, S. Girard,  
T. Ste. Marie  
REGRETS (TRUSTEES): A. Amaral  
STAFF: P. Bocking, Superintendent, N. Weswick, Secretary-Treasurer,  
V. White, Director of Instruction, P. Bishop, Director of Instruction,  
E. Reimer, Executive Assistant

1. Call to order

The meeting was called to order at 9:35 a.m. by Chair Ruth. The committee began with five minutes of mindfulness before addressing the agenda items.

2. Strategic Plan - Draft Goals

Superintendent Bocking reviewed the draft goals, noting the similarities in structure with the 2015-2019 strategic plan.

The committee provided their feedback on several items, including the following:

- Support in general for the affirmation of commitment to indigenous peoples,
- Housekeeping changes (e.g.: corrections to grammar or sentence structure),
- Suggestion to include a reference to the communication plan to illustrate how the district reports back to the board on the strategic plan goals.

Superintendent Bocking edited the draft document on screen during the meeting, implementing suggestions from the committee, and indicated he would circulate the revised version to PACs and DPAC for additional feedback. The final version will be presented to the May Committee of the Whole for consideration.

3. Funding Model Review (FMR)

Secretary-Treasurer Weswick reviewed the current funding model, as provided in the appendices of the Funding Model Review report, and described the intent of several recommendations in the report.

The committee discussed key messages to be brought forward to the BCSTA AGM regarding the Funding Model Review:

- General need for clarity / lack of specificity on how the recommendations will be implemented (in particular recommendation 4),
- Concerns that a prevalence model might not benefit the district,
- Concerns that small schools could be negatively impacted by recommendations (in particular recommendation 9)
- A reduction to per pupil funding, off set by a school allocation, could be beneficial to some but may be disadvantageous to larger districts,

The item will be brought back to the agenda setting committee for further discussion at a later date.

4. Regulations for Review:

a. 2050 - Conflict of Interest (to be repealed)

Superintendent Bocking indicated that the regulation would be repealed as information on conflict of interest is readily available through the Teacher Regulation Branch, the *School Act*, BC Superintendents' Association (BCSSA) and BC Association of School Board Officers (BCASBO).

5. Communication Plan (standing item)

The committee reviewed the communication plan. The following addition(s) were suggested:

- Add *Board Retreat* to May "Other"

6. Adjourn

The meetings adjourned at 11:43 am.



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

Wednesday, April 24, 2019, 2:30 p.m.  
School Board Office - Gibsons, BC

TRUSTEES: P. Ruth, S. Girard  
REGRETS (TRUSTEES): A. Amaral, T. Ste. Marie  
STAFF: P. Bocking, Superintendent, N. Weswick, Secretary-Treasurer,  
V. White, Director of Instruction, P. Bishop, Director of Instruction,  
E. Reimer, Executive Assistant

1. Call to Order

The meeting was called to order at 2:39 p.m and was chaired by Trustee Girard.

2. Grad (1.k)

Director Bishop provided a report and highlighted:

- District support for post-graduate students in the Train in Trades programs.
- Changes to provincial changes to graduation requirements:  
<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>,
- Provincial changes to graduation requirements,
- Graduation/completion results for the school district - available  
at <https://studentsuccess.gov.bc.ca/school-district/046/report/completion-rates>,
- Aboriginal student in SD46 are graduating at the same rate as non-aboriginal students,
- Fluctuations in completion results from special needs students will be reviewed.

Director Bishop provided a document which summarized students who completed SD46 careers training programs and moved on to complete their red seal certification. A copy of that document is available in the meeting package.

3. Music (1.f)

Superintendent Bocking shared the following:

- A review of the elementary and secondary music offerings for students
- The elementary music program provides for teacher preparation time for teachers.
- The district was unable to offer a full elementary music program at Halfmoon Bay Elementary due to staffing challenges.
- Secondary level band is offered as an elective and often scheduled off the time table (before or after school).

- Secondary schools offer opportunities for student involvement in jazz bands and choirs.
- The district musical theatre program continues to thrive.

Director White spoke to challenges in scheduling secondary level music programs, including sufficient student interest, time table challenges when offering a full year program, and term-based electives offered in grades 8-9 as potential impediments.

Superintendent Bocking noted that school communities have suggested a focus on broader fine arts programming in the 2019-23 strategic plan.

4. Regulations for Review:

1. 1210 - Patriotic Protocols

Superintendent Bocking reviewed the edits to the regulation, indicating that provincial and federal regulations protocol items have been reflected in the revisions.

The committee suggested an addition that would provide the Superintendent authority to consider requests for half-masting in special circumstances.

2. 3050 - Child Protection

Director White reviewed suggested changes and shared the importance of reporting child protection issues. The regulation will begin the circulation phase at the May board meeting.

5. Adjourn

The meeting adjourned at 3:30 p.m.





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

Thursday, April 18, 2019, 1:00 p.m.  
Sechelt Learning Centre - Sechelt, BC

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

STAFF: P. Bocking, Superintendent; N. Weswick, Secretary-Treasurer;  
V. White, Director of Instruction; P. Bishop, Director of Instruction;  
E. Reimer, Executive Assistant (Recording Secretary); J. Budgell, CUPE  
801 President; S. MacKenzie, CUPE 801; Allison Liddicoat, SCTA; Eran  
Foreman, SCTA

1. Call to order

The meeting was called to order at 1:33 p.m. by Trustee Hampvent.

2. Goal 2.i - Facilities

*Our staff will work and learn with their students in exceptional facilities that are efficient and attractive.*

Facilities Manager, Rob Collison, provided an update on major renovations and projects that took place during the 2018/19 school year:

- Elphinstone Secondary interior renovation completed
- SLC/Ecole du Pacifique interior renovation completed
- SLC gymnasium interior painting 90% complete – roof replacement required prior to completion of work.
- Roberts Creek Elementary boiler plant and HVAC upgrade completed
- Cedar Grove Elementary boiler plant and HVAC upgrade completed
- Water filtration and signage completed at all sites
- Ventilation added to the CLC
- Interior renovations to begin at the Sunshine Building
- Exterior renovation at the SLC library underway
- Portables added to West Sechelt Elementary and Gibsons Elementary

3. 2019/20 Budget Summary

Secretary-Treasurer Weswick reviewed projected revenues and expenditures for the 2019/20 year and highlighted the following:

- Ministry funded increases in revenue, including:
  - An increase in per pupil funding, coupled with increased enrolment, will result in an increase to revenue of approximately \$400,000.
  - An increase to funding to support students with special needs and English language learners.
  - Increase in targeted grant for indigenous education.
  - A significant increase to the Unique Features grant of approximately \$400,000.
  - Additional funding to support the Employer's Health Tax.
- Changes to Classroom Enhancement Funding (CEF), including:
  - The district has chosen to exceed the counselling requirements and as a result will not receive funding through the CEF grant to support counsellors.
  - The district will request additional funding for other non-enrolling staff (teacher librarians and ELL)
- Unrestricted surplus allocations, including:
  - Provision of school supplies will be borne by the district to support students and families
  - Allocation to support purchase of musical instruments for elementary students.

The committee debated district support for school supplies, and heard concerns from union groups. Some parents were reported to have had questions about funding for school supplies. Secretary-Treasurer Weswick suggested that budget be brought back to Operations Committee for additional discussion.

4. Regulations for Review:

a. 4050 – Earthquakes

The item was tabled due to time limitations.

b. 4120 – Rental of School Facilities

The item was tabled due to time limitations.

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

The item was tabled due to time limitations.

6. Adjourn

The meetings adjourned at 3:06 p.m.



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

Tuesday, April 23, 2019, 12:00 p.m.  
School Board Office - Gibsons, BC

TRUSTEES: P. Ruth, Chair, S. Leech, M. Hampvent, S. Haines, S. Girard,  
T. Ste. Marie  
REGRETS (TRUSTEES): A. Amaral  
STAFF: P. Bocking, Superintendent, N. Weswick, Secretary-Treasurer,  
V. White, Director of Instruction, P. Bishop, Director of Instruction,  
E. Reimer, Executive Assistant

1. Call to Order

The meeting was called to order at 11:58 am.

2. Role of Board Committees

The committee discussed the process to add additional items for discussion at the committee level. Secretary-Treasurer Weswick suggested that items can be addressed through the board report and then added to future board committee agendas through the agenda setting committee.

The committee reviewed the board policy and recommended the following changes to sections 5.4 and 5.8 (v):

"5.4 Shall ~~have their agendas~~ **be** managed by Committee chairs. Every **agenda** item must be either assigned by the Board, or by the Board's agenda setting committee."

"5.8(v) Trustee Honorarium ~~Ad-Hoc Committee~~

Terms of Reference: **The Chair will strike a committee at** the beginning of the second year of each Board's term, **at a minimum,** ~~the Chair will strike an Ad Hoc Committee~~ to review trustee honorariums and the committee shall bring recommendations to the Board on or before the regular Board meeting in March of that year."

**RECOMMENDATION:** "THAT the board approve revisions to sections 5.4 and 5.8.v. of Policy 5 (Role of Board Committees)."

Additionally, the committee discussed:

- Including terms of reference for the Joint Use Committee in the policy.

- Adjusting timelines for the distribution of meeting packages to allow additional time for review.

Both items are to be considered by the agenda setting committee for future discussion.

3. Adjourn

The meeting adjourned at 1:06 p.m.

## 5 ROLE OF BOARD COMMITTEES

The Board may meet as a Committee of the Whole and will appoint Standing Committees and Ad Hoc Committees to help carry out its governance responsibilities in accordance with its Procedural Bylaw. Consequently, committees:

- 5.1 Are constituted to directly assist the Board by preparing policy alternatives, considering implications and recommending possible actions to be taken by the Board.
- 5.2 Shall support the work of the Board and will only speak or act for the Board if given the authority for specific, time-limited purposes.
- 5.3 Shall operate within the Terms of Reference approved by the Board, except when given other assignments by Board motion.
- 5.4 Shall be managed by Committee chairs. Every agenda item must be either assigned by the Board, or by the Board's agenda setting committee.
- 5.5 Should provide a means of receiving stakeholder/community input, when appropriate, in an open, inviting and efficient manner.
- 5.6 May serve as venues for staff, external or trustee presentations, within each committee's Terms of Reference.
- 5.7 Shall be appointed by the Chair annually at the January regular Board meeting.
- 5.8 Shall include but not be limited to:

(i) Education Standing Committee

Terms of Reference: The Education Committee shall review and consider the governance of education issues including curriculum; programs; education policy; student assessment; and student achievement.

(ii) Operations Standing Committee

Terms of Reference: The Operations Standing Committee shall discuss, review and make recommendations on governance issues including the annual budget consultation and development; the long-range facilities plan and policies on facility use; personnel; sustainability policies; and transportation services. Local government land-use and planning referrals will be reviewed when community consultation is needed and timeframe for feedback permits.

(iii) Policy Standing Committee

Terms of Reference: The Policy Standing Committee shall review existing policies and consider amendments or new policies to enhance the effectiveness of Board governance.

(iv) Superintendent Evaluation Committee

Terms of Reference: The Superintendent Evaluation Committee shall be responsible for promoting professional growth and development through ongoing dialogue with the Superintendent, providing opportunities for reflection and collaboration. The Committee shall be chaired by the Board Chair, and will include all trustees. Its meetings, called in coordination with the Superintendent Evaluation Cycle, will be Closed Sessions due to personnel matters.

(v) Trustee Honorarium Committee

Terms of Reference: The Chair will strike a committee at the beginning of the second year of each Board's term, at a minimum, to review trustee honorariums and the committee shall bring recommendations to the Board on or before the regular Board meeting in March of that year.

(vi) Committee of the Whole

Terms of Reference: The Committee of the Whole shall consider board orientation and evaluation; review the Governance section of board policies and bylaws; strategic planning and public consultation; appeals bylaw review and review school calendar and school growth plans each year. The Committee of the Whole shall act as the Audit committee for the school district. The Committee of the Whole is also the forum where the Board as a whole may discuss emerging issues in the structure and planning of provincial education and educational organizations and authorities, e.g.: BCPSEA, BCSTA or Ministry of Education consultations or initiatives.



April 12, 2019

Ref: 209332

All Boards of Education

All:

I am pleased to bring your attention to the Ministry of Education's new approach to long-term capital planning for boards of education. The Ministry's guidelines for the development of Long-Range Facilities Plans (LRFP) for school districts have undergone a significant revision from the initial version that was produced in March 2017 under the previous administration.

Government is focused on building and expanding schools, with record levels of operating and capital funding. In contrast, the previous government used the LRFP to overemphasize "capacity utilization" as a means to force mass school closures. We are changing the guidelines for drafting LRFPs to speed up the planning process, so we can focus on investing in students and schools. We have already removed the old government's 95% utilization requirement, and now I'm pleased to announce we are making even more changes to give school boards more flexibility and autonomy.

Going forward, the Ministry will no longer need to approve a school district's LRFP. We will no longer expect LRFPs to be evidentiary documents that are needed to justify individual project funding requests. The new guidelines no longer use terms like "requirements" or "mandatory". Instead, we encourage you to use the LRFP as a broad visioning document, much like a Local Area Plan or Official Community Plan (OCP). The purpose of an LRFP is to help guide local decisions and I encourage you to have a much broader focus than a typical capital submission. I appreciate there are several districts with draft LRFPs well underway. While I certainly don't expect those districts to begin the process anew, I would encourage those districts to consider the guidelines for future LRFP drafts.

The changes to the LRFP guidelines are meant to give boards the flexibility and space to lay out a wide-ranging vision for their districts, rather than a rigid and prescriptive process. To help you manage your existing facilities and allow school facilities to play a larger role in the community, LRFPs should have a much broader focus than just enrolment and capacity utilization. LRFPs should emphasize potential changes to programming to support the natural movement of students, analyzing changing demographics to neighbourhoods, and account for other important facility uses such as childcare, before-and-after school care, and community uses of school buildings. Local boards can create their own LRFPs and use those plans to guide their submissions to the Ministry

Like an OCP, LRFPs are developed by local officials to guide medium and long-term planning. Locally elected boards of education are in the best position to consider needs of the current population, and how their communities may grow and change in the years ahead. Like an OCP, an LRFP should serve as a

guide to outline how a board of education intends to manage existing schools while planning new facilities that will meet the anticipated needs of their communities.

Robust community consultation is vital to a successful LRFP. Consultation with the community, especially local Indigenous communities, is a key requirement and will help boards develop plans that reflect the needs and aspirations of their communities.

The revised Long-Range Facilities Plan Guidelines are included as an appendix to the Capital Plan Instructions for 2020/21, which were recently published by the Ministry in March 2019. Superintendents will be notified in the Deputy Minister's Bulletin published on April 12, 2019 about the issuance of the latest LRFP Guidelines. This document may be accessed on the Ministry's Capital Planning webpage at: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning>

I hope you will find these changes to the planning process helpful as you continue to deliver on positive outcomes for students. With an improved LRFP, I believe we will be able to deliver even more of our record capital investments; building, expanding, upgrading, and keeping schools open for students and communities throughout B.C.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with a large initial "R" and "F".

Rob Fleming  
Minister





## 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 9:30-11:30 am
June	26 from 2:30-4 pm	20 from 12:30-2 pm	25 from 11:30-1 pm	25 from 9:30-11:30 am
<b>MAY AGENDAS:</b>	<ol style="list-style-type: none"> <li>1. Early Learning – K. Deasey &amp; M. Smart</li> <li>2. Experiential Learning (1.h.)</li> <li>3. Indigenous Learning (1.j.)</li> <li>4. <i>shishalh</i> Nation / Squamish Nation</li> <li>5. District Report to Ministry</li> <li>6. Regs for review:                             <ol style="list-style-type: none"> <li>a. 1340 – Supervision of Students (to be repealed)</li> <li>b. 3020 - Anaphylaxis</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Annual Facilities Grant (AFG) Plan</li> <li>2. Five-Year Capital Plan</li> <li>3. 2019/20 Budget Summary</li> <li>4. Regs for review:                             <ol style="list-style-type: none"> <li>a. 4050 – Earthquakes</li> <li>b. 4120 – Rental of Facilities</li> <li>c. 3190 – Scent Considerate Environment</li> </ol> </li> <li>5. Local Government OCP and Zoning Referrals (standing item)</li> </ol>	<p style="text-align: center;">No Policy Committee meeting in May</p> <p style="text-align: center;">-----</p> <p><b><i>NOTE: Ad Hoc Trustee Honorarium Committee Meeting will take place, following Committee of the Whole, on Tuesday, May 22 at 11:30 a.m.</i></b></p>	<ol style="list-style-type: none"> <li>1. Strategic Plan: Final Review</li> <li>2. Celebrations (2.g.)</li> <li>3. International Students (3.c.)</li> <li>4. Regulation Process Review</li> <li>5. Trustee/Board Evaluation Process</li> <li>6. Regs for review:                             <ol style="list-style-type: none"> <li>a. 5010 – Decentralized Decision Making</li> <li>b. 2120 – Selection and Appointment of Senior Executive</li> </ol> </li> <li>7. Communication (standing item)</li> </ol>

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