



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

**OPERATIONS COMMITTEE
AGENDA**

Wednesday, February 27th, 2019 from 12:30-2:00 pm
School Board Office – Sechelt, BC

1. Safe and Healthy Schools/Operational (2.h.)
2. Preliminary Budget Considerations and Discussion 2
3. Enrolment Projections 11
4. Review of Internal Funding Allocation Model
5. ISO 50001 Certification 12
6. Rural Education Enhancement Fund (REEF) 13
7. Regulations for review:
 - a. 3040 – Bomb Threats (to be repealed) 15
 - b. 3060 – Emergencies 17
8. Local Government OCP and Zoning Referrals (standing item)
 - a. Town of Gibsons – Gospel Rock Village (2018-05) 23
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BUDGET 2019 OVERVIEW – FEBRUARY 25, 2019

On February 19, 2019, Minister of Finance Carol James tabled Budget 2019. Under the *Budget Transparency and Accountability Act*, (BTAA), the government is required to table a budget on the third week of February. The BTAA also outlines the contents of the budget, which includes among other things, the Province's economic outlook, three-year revenue, expenditure and debt forecasts, and anticipated spending in all public sector organizations including line ministries, school districts, post-secondary institutions and crown corporations.

The following is an overview of the information provided by the Finance Minister and in the budget documents. Full details of BC Budget 2019 can be found [here](#).

HOW IS THE PROVINCE DOING?

The government is continuing to forecast consistent economic performance, especially in relation to other provinces. Real GDP is expected to grow at 2.4% next year, 2.3%, and 2.1%, respectively, over the next two years.

The overall budget by year three of the fiscal plan will be \$62 billion, which is a \$10 billion increase in spending over the last couple of years (approximately a five per cent year-over-year increase). Increased spending can only be sustained with a corresponding increase to revenues (e.g., strong economic performance, increased tax revenue).

The government is now forecasting a surplus of \$374 million in 2018/19. The forecast allowance of \$500M remains in place, which means that if other risks do not materialize for the remainder of the year, the actual budget surplus will be \$874 million. Budget 2019 is projecting a surplus in each of the next three years – \$274 million in 2019/20; \$287 million in 2020/21; and \$585 million in 2021/22.

The province's overall debt is continuing to rise in each of the next three years due to borrowing for capital infrastructure (to \$82 billion by 2021). Taxpayer-supported debt to GDP is increasing over the planning period (from 14.9% to 16.1%) but remains relatively low in comparison to other provinces.

WHAT THE BUDGET INCLUDED?

- Approximately \$4 billion is being set aside to cover increases in wages and benefits for the approximately 300,000 workers covered under collective agreements in the public sector, including teachers and support staff.
- A new BC Child Opportunity Benefit – starting in October 2020 – that will provide families with one child up to \$1,600 per year, two children up to \$2,600 and three children up to \$3,400.
- Eliminating interest on British Columbia student loans. As of Feb. 19, 2019, all BC student loans will stop accumulating interest.
- Fully eliminating MSP premiums on Jan. 1, 2020.
- Increasing income and disability assistance rates by an additional \$50 per month, meaning a total increase of \$150 per month or \$1,800 per year since Budget Update 2017.
- Investing \$26 million in income and disability assistance enhancements to the BC Employment Assistance program.
- Investing \$6 million annually to provide respite services for parents who provide care for children with disabilities.
- Investing \$85 million to support children in care by increasing support payments for foster parents, adoptive parents, and extended family members caring for children and by ensuring children in care benefit from provincial tax benefits.
- Improving mental health care for British Columbians with a \$74-million investment that funds new initiatives focused on prevention and early intervention for children, youth and young adults.
- Investing \$18 million to continue making Adult Basic Education and English Language Learning free and accessible for people looking to upgrade their skills and get ahead.
- Adding \$21 million to expand BC Transit and handyDART services to help people safely commute in over 30 urban and rural communities in the province.

WHAT DO WE THINK THIS MEANS FOR K-12 EDUCATION?

The Ministry of Education's total operating budget will be \$6.569 billion in 2019/20 and will be receiving a \$552 million in additional operating funding over the next three years. The budget is up slightly from the \$409 million three-year increase set in Budget 2018.

Investments in K-12 education, include:

- \$325 million for enrollment growth.
- \$58 million under the Classroom Enhancement Fund.
- \$73 million for the impact of the Employer Health Tax.
- \$31 million in independent school funding.
- \$2 million for the Economic Stability Dividend and Sustainable Services Negotiating Mandate.

- \$9 million for an initial investment in new early learning initiatives to support Government's Child Care BC initiative.
- \$2 million for the Teachers Act Special Account.
- \$33 million one-time reduction in 2020/21 as a result of re-profiling the timing of grants to other partners.

Provincial borrowing for capital spending will total \$2.432 billion over the next three years (compared to \$1.757 billion three-year total in last year's budget). This funding includes:

- \$1.12 billion for expansion and replacement projects.
- \$791 million to accelerate the Seismic Mitigation Program.
- \$502 million to invest in asset rehabilitation and maintenance.
- \$15 million for the annual \$5 million Playground Equipment Program.

The carbon tax that school districts are required to pay will also increase by \$5 per ton effective April 1, 2019 to \$40 and by \$5 per ton each year to 2021 to \$50.00 per ton.

While Budget 2019 included a \$9-million-per-year increase to deal with increasing demand for existing child care programs, Budget 2019 did not address the campaign promise of \$10 a day daycare, or any role that school districts may have in providing these services in school facilities moving forward.

WHAT DO WE THINK THIS ALL MEANS?

The Ministry of Education's operating budget has increased primarily to cover off the cost of additional enrollment, and meeting existing collective agreement requirements (e.g. class size and composition requirements). The Ministry also received \$73 million in funding to offset the impact of the Employer Health Tax on school districts. Inflationary pressures, as well as costs related to carbon tax increases, were not included in this year's budget. The government is making a historical investment in capital infrastructure, which has resulted in a significant increase to the Ministry of Education's capital budget, rising to \$2.432 billion over the next three years.

School districts are anticipated to receive their individual budgets on Friday, March 15. The impact of the above budget additions on individual districts will depend on a number of factors including, but not limited to, projected enrollment growth for 2019/2020.



APPENDIX

- **EXCERPT FROM MINISTRY OF FINANCE BUDGET 2019: THREE YEAR FISCAL PLAN, INVESTING IN K-12 EDUCATION**

- As K-12 enrolment is projected to continue to grow, Budget 2019 provides an additional \$550 million over three years to the Ministry of Education to support public education. Budget 2019 also provides \$31 million over three years for independent schools, where enrolment is also growing.
- Public school funding includes an additional \$58 million over three years for the Classroom Enhancement Fund, to reflect the 2016 Supreme Court of Canada decision on class size and composition. A total of \$423 million is now allocated annually which has already enabled the hiring of over 4,000 teachers, including 700 special education teachers and 160 more teacher psychologists and counsellors, since 2017.
- [The Ministry of Education's 2019/20 - 2021/22 Service Plan \(PDF download\)](#)



310-5710 Teredo Street, Sechelt. BC V0N 3A0

February 22, 2019

Superintendent, Secretary Treasurer
School District No. 46

Dear Mr. Patrick Bocking and Mr. Nicholas Weswick:

Re: Sunshine Coast Teachers' Association Budget Submission

Thank you for meeting with us (January 8, 2019) as per Article D.20: Local Association Involvement in Board Budget Process. The SCTA recognizes the challenge Senior Staff and Trustees face in developing a budget while not being provided adequate funding. Teachers are hopeful that in your deliberations over the budget allocations the overriding principle guiding your decisions will be that they directly support students and teachers in classrooms. The union believes that any proposed additions or reductions in next year's budget should be guided by this principle.

Here are recommendations that we trust will be duly considered:

Increasing Non Enrolling Staff: Teacher Librarians, Special Education, ELL/ESL., Learning Assistance, and Counsellors are an integral part of vital, healthy school culture. All of these are in desperate need of increased FTE in Sunshine Coast schools. Teachers report that some administrators are having to clear more than 50% of their weekly schedules (making them unavailable for administrative duties) to work with students who are not able to be in classrooms without support. Talented Special Education teachers report feeling completely overwhelmed and many consider leaving their specialty and returning to classroom teaching. To date the district has maintained that the district ratios are the ceiling while the union understands that this number should be viewed as the floor. Management maintains that the board is only required to staff to the ratio listed in the our language that was restored by our victory in the Supreme Court of Canada and not beyond. However, as a district that has three times the provincial average of intensive behaviour students and two times the provincial average of special needs students it is no surprise that teachers consistently request an increase to the number of Special Education Teachers, Counsellors, Teacher Librarians, and Learning Assistance staff in their schools and are continually disheartened by the refusal to do so. It is important to recognize that this language dates back to 1998 and as such it is not surprising that it does not come close to meeting the needs of today's classrooms. The SCTA acknowledges that the CEF is not currently set up in a way that aligns with our restored language and the Ministry has to date not made the changes necessary for them to align. However, the union respectfully requests that the Board investigate ways that we can think outside the box so that we can get the services needed to kids.

TEACHERS' WORKING CONDITIONS ARE CHILDRENS' LEARNING CONDITIONS

Box 951 Sechelt BC V0N 3A0 • p: 604.885.7944 • f: 604.885.9837 • e: scta@dccnet.com

Support For Teacher Mentorship and Early Career Teachers - The SCTA would like to acknowledge and thank the Board for their continued support of this very worthy program. Every year, as more teachers retire, there is an increased number of teachers new to our district and new to teaching: 38 new hires since the Spring of 2018! Early career teachers and teachers to new assignments report regularly how much they appreciate the quality and accessibility of this valuable program.

Provide Funding for Teacher Training and Resources - Teachers continue to report their frustration with the lack of resources offered to implement the new curriculum. The SCTA acknowledges the money provided and given towards supporting teachers in their learning and understanding of the new curriculum. We further recognize that no direct funding has come from the Ministry for resources however we would encourage the Board to consider ways to fund the purchase of new resources for the implementation of the new curriculum. Teachers have requested a resource centre to house and share materials.

Review Management and School Board Office Staff Positions –

The SCTA believes that school budgets should be prioritized. We recognize that each employee has a valuable role to play however there has been an imbalance of growth in the district. Money is urgently needed at the school level for services to students. We, once again, request that there be a moratorium on creating new management positions, increasing the SBO staff positions and the hiring of retired principals to perform management work. It is not reasonable that Senior Management, Administrators, Management and School Board Office Staff positions continue to grow. The SCTA again encourages the Board to seriously consider different ways of distributing school and district principal / vice-principal assignments to more than one worksite and removal of administrator teaching responsibilities. This would achieve a cost saving by having fewer administrators, while maintaining the same FTE of school-based “administration work”. Employing Teachers-in-Charge or Head Teachers in small schools could help achieve a cost savings and build capacity for the future.

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

Sincerely,

Jacquie Shelemey
Sunshine Coast Teachers' Association President

CUPE Local 801

Budget Considerations for the 2019/2020 School Year

In considering the priorities that CUPE Local 801 would like to see School District 46 support through their budgeting process, we focussed on solutions for recurring challenges we have faced in being healthy, highly skilled, professional and inspired in our work. Ultimately we came up with three priorities we feel are the most important to consider when drafting the 2019/20 budget.

Full time hours for Education Assistants

One of the major challenges we are facing is the increasing demand on our EAs to provide support to very challenging children. These children require a team of educators to collaborate, communicate and implement strategies and tools in the classroom to create successful results. Currently, our education assistants work bell to bell leaving them little to no time to touch base with the classroom teacher, the special education teacher or the other staff who may be working with these students to ensure that strategies are working, that challenges are being addressed or to simply check in for any information that might be pertinent for the work day.

Often, as the staff member working the closest with these students on a daily basis, our education assistants have valuable input **and insight into what works best, what isn't working and how best to provide these students support.** However, they are often the employees left out of the conversation simply because they do not have the time in the day to be a part of it. They begin their day as the bell is ringing and end their day alongside the students, leaving no time to collaborate with the rest of the staff. This leads to our education assistants often being given strategies from a team that may not have the whole picture as to the day to day struggles.

Education Assistants who work full time hours have the time to ensure that they are prepared for each working day. They also suffer less from burn out, not only because they have time to be prepared, but also because they feel like they are part of a team that supports them. Knowing that you are an integral part of a team that values you and your role in education is paramount to being motivated, inspired and healthy.

Additionally, we have heard over and over again about the power of connection and the success that **can be achieved by having an important adult in a student's life.** The students that EAs support often have trauma in their lives; these students are often our most vulnerable. The value of allowing the space and time for the professionals, who work with these students the most, to build relationships with them outside of instructional time, before and after school, in an environment of support is paramount.

Education Assistants are passionate, caring, thoughtful individuals who are doing the best they can working in stressful and pressurised environments every day. This is leading to injuries, fatigue, mental stress, and the feelings of isolation and being underappreciated.

Gone are the days when an education assistant sat with a class during a lesson and helped any student who was struggling with the assignment afterwards. In an education system where we are recognizing the rise of mental illness and the increasing struggles with self-regulation in our students, so too should we recognize the value of the professionals that are trained to support them. Full time hours for Education Assistants would go a long way to improving the success of our most vulnerable students, as well as help with our retention and recruitment of skilled workers.

Custodians

Approximately 4 years ago, our custodial department was drastically cut in hours as part of the Ministry of Education's mandate for every school district to find "administrative savings". In recent years, we have had the government give back some of that money, as well as seen a rise in enrollment within our school district resulting in new divisions and added portables. Despite that, our custodians have had minimal increases in their hours.

With new divisions being created and rooms, that were previously empty, being filled with classes, the custodial workload is naturally increasing. However, the increases in hours we saw last year were generally only given to schools who received additional portables. There was little recognition for the fact that our buildings are simply holding more students.

In preparing the budget for 2019/2020 please consider that our enrollment is on the rise for the foreseeable future and that our custodians are an important part of providing safe and healthy schools for all staff and students.

Library Assistants

CUPE Local 801 has seen a drastic decline in hours for library assistants within the school district over the last few years. This decline was most notable when the CEF was implemented and the district was mandated to hire non-enrolling teachers. It has been wonderful to see libraries have an increase in librarian hours. However, with libraries becoming a hub of activity again, there is an increased need for library assistants as well.

Librarians are vital to a thriving educational experience. They are trained to teach, collaborate, and work with students and teachers alike. The ability to do that work is greatly hindered by having to do library assistant work on a daily basis. Two of our secondary schools have no library assistant support at all, the third secondary school has very limited support with only 8 hours a week being allocated. At least one of our elementary schools have no library assistant support; the other elementary schools have limited support with an average of only one day a week.

Library Assistants are valuable assets to our schools. They take care of all the tasks that enable a librarian to focus on education. Additionally, they ensure that the inventory is accounted for and that resources are available and organized for teachers and students. The job of a library assistant cannot be completed in even one day a week; they are constantly playing catch up. Additionally, with limited support, librarians are taking time out of their day to complete the tasks of an assistant which impacts their ability to support teachers and students.

If School District 46 truly values the essential role that libraries play in the education of our students, please consider supporting our libraries and librarians by allocating funds to ensure adequate library assistant hours at all our schools.

In summary, CUPE Local 801 would like to see the 2019/2020 School District 46 budget reflect the commitment to ensuring that staff feel fully supported for the work that is asked of them.



SCHOOL DISTRICT NO. 46
(SUNSHINE COAST)

District Student Leadership Team Minutes

Thursday, January 31st, 2019, 11:00 am – 1:00 pm
Elphinstone Secondary School

Excerpt from DSLT Notes:

3. Budget input – Nic Weswick, Secretary Treasurer – reviewed the budgeting structure for the district and asked for input.

a. Input:

- i. Heating (need for proper insulation)
- ii. Textbooks – not new edition but condition (scribbling, etc.)
- iii. Foods room (heritage) – hot plate
- iv. Heritage access – gym
- v. SCAS Course offerings (ESS was full)
- vi. Gym equipment upgrades
- vii. Textbooks: condition, quantity, e.g. Chem 12.
- viii. iPads gone: struggle for tech.
- ix. Laptop cart would be better than just library computers
- x. Move ESS weight room inside.
- xi. More social spaces for students to lounge
- xii. General maintenance in change rooms – doors closing

Step 1: Enter your school district number here: **Sunshine Coast**
 Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above

Step 2: Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed

	2018/19 Interim Base	Estimated Enrolment						Notes
		2019/20		2020/21		2021/22		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	0		0		0		0	
Summer Learning: Grades 8-9 Course Enrolment	0		0		0		0	
Summer Learning: Grades 10-12 Course Enrolment	0		0		0		0	
Grade 8 & 9 Cross-Enrolment Courses	0		0		0		0	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	3,059.7500	3,095.0000	3,115.1838	3,160.0000	3,169.6277	3,205.0000	3,193.3851	
Continuing Education FTE (School-Age)	0.0000	1.0000	0.0000	1.0000	0.0000	1.0000	0.0000	
Alternate Schools FTE (School-Age)	122.0000	110.0000	122.0000	110.0000	122.0000	110.0000	122.0000	
Distributed Learning FTE (School-Age)	74.3125	75.0000	74.3125	75.0000	74.3125	75.0000	74.3125	
Total Estimated School-Age Enrolment	3,256.0625	3,281.0000	3,311.4963	3,346.0000	3,365.9402	3,391.0000	3,389.6976	
Change from Previous Year		24.9375	55.4338	65.0000	54.4439	45.0000	23.7574	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	8	7	8	7	8	7	8	
Level 2 Special Needs FTE	213	200	213	190	213	185	213	
Level 3 Special Needs FTE	219	210	227	200	235	190	243	
English Language Learning FTE	159	160	171	170	184	175	198	
Aboriginal Education FTE	663	640	696	650	731	660	767	
Adult Education FTE (Non-Graduates only)	1.7500	1.5000	1.7500	1.5000	1.7500	1.5000	1.7500	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	3.0000	2.5000	3.0000	2.5000	3.0000	2.5000	3.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	8.0000	15.0000	8.0000	15.0000	8.0000	15.0000	8.0000	Include only new post-September enrolment activity
Distributed Learning FTE - Non-Graduate Adults	1.0000	0.5000	1.0000	0.5000	1.0000	0.5000	1.0000	Do not include Graduated Adult enrolment
Level 1 Special Needs FTE Growth (All Schools)	0		0		0		0	
Level 2 Special Needs FTE Growth (All Schools)	0		0		0		0	
Level 3 Special Needs FTE Growth (All Schools)	0		0		0		0	
Newcomer Refugees FTE (Standard & Alternate only)	0.0000		0.0000		0.0000		0.0000	Include only new post-September enrolment activity
ELL FTE (applies to Newcomer Refugees only)	0		0		0		0	
May Enrolment Count - Continuing Education and Distributed Learning								
Continuing Education FTE - School-Age	2.0000	0.0000	2.0000	0.0000	2.0000	0.0000	2.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	10.0000	5.0000	10.0000	5.0000	10.0000	5.0000	10.0000	Include only new post-February enrolment activity
Distributed Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	

***Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2018/19 operating grant autumn recalculation
 Special Needs, ELL and Aboriginal Education have been estimated using five-year enrolment trends
 Continuing Education, Distributed Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2018/19 operating grant autumn recalculation
 Enrolments for February and May are carried forward from estimates contained in the 2018/19 operating grant autumn recalculation

Step 3: Enter estimates for the cause of your district's student movement for 2019/20. Include any relevant key assumptions that your district has made in its estimates in the Comments column

September 2019 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below		
	2019/20	Comments:
Net provincial in-migration		
Net international in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)	24.9375	
Total Estimated School-Age Enrolment Movement	24.9375	

Step 4: Our district has considered all of the factors noted in the checklist provided in developing this estimate.
 Yes: X No:

Step 5: Please provide a contact for follow-up questions:
 Name:
 Title:
 Email address:

Step 6: When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at <mailto:Michael.Lebrun@gov.bc.ca?subject=SD 46 Enrolment Estimates> no later than Friday, February 15, 2019

ISO 50001 ENERGY MANAGEMENT

What is it?

- Increases awareness of energy use, reinforces good energy management behaviours and makes better use of existing assets and technologies.
- Helps organizations to evaluate and prioritize energy efficient technologies.
- ISO 50001 standards requires an organization to:
 - Conduct an energy review
 - Establish an energy baseline
 - Establish energy objectives and targets that are measurable with timelines
 - Establish and implement an action plan
 - Check performance and monitor, document and report.



DEPUTY MINISTER'S BULLETIN

Ministry of Education



Date: January 10, 2019

CLIFF: 207322

Title: Rural Education Enhancement Fund, 2019-20 Applications

Dear Colleagues:

I am pleased to announce that the Rural Education Enhancement Fund (REEF) is now accepting new applications for the 2019/20 school year. The attached document specifies the application process, criteria and timeline, which has not changed from 2018/2019. Applications will be due to the Ministry no later than February 15, 2019. Complete applications can be sent to Neal Dobinson (Senior Economist) at Neal.Dobinson@gov.bc.ca.

If you already have schools with approved REEF funding you do not need to re-apply for those schools. If you have increased costs for your current REEF approvals, please submit an updated costing by February 15, 2019.

For any questions, please contact me at Kim.Horn@gov.bc.ca (250 896-3680) or Jonathan Foweraker at Jonathan.Foweraker@gov.bc.ca (250 896-2673).

Thank you for your continued collaboration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kim Horn".

Kim Horn
Executive Director
Funding and Financial Accountability Branch

Attachment: REEF Application Process, Criteria and Timeline

Rural Education Enhancement Fund 2019/20 Application Process, Criteria and Timeline

Application Process

Districts are not required to have passed a Board bylaw motion or vote on a school closure; however, districts must present a business case that demonstrates that the school is at risk of closure as part of a long-range facilities plan, and that their local stakeholders are aware that the school is being considered as part of this plan.

At a minimum, the following information is required as part of the application process:

- School district name and key contact person (including contact information);
- List of school(s) for which funds are being requested under the REEF;
- Overview of local community context (i.e., location of schools, community engagement/consultation processes, etc.);
- Overview of school district and school context (i.e., current enrolment, historical enrolment trends, forecast enrolment, facility information, etc.);
- Rationale outlining why the school is at risk of being closed (i.e., implications for students and community if school is closed);
- Outline of expected savings from closing the school;
- Identification of the schools within the areas that have capacity to receive the students, the distance between schools, and any unique geographic features for consideration;
- Distribution of funding between educators' compensation, administration, utilities and supplies and ongoing maintenance; and
- Where a District has received approved REEF funding they may submit an application for additional funding for subsequent years by showing actual and projected costs for the school for which REEF funding was received.

Criteria

- A rural community outside Greater Victoria, the Lower Mainland, and Kelowna areas with a population less than 15,000 and where isolation creates demonstrable challenges;
- The potential school closure would leave the community with no school;
- Funding is used to keep the school open;
- Closure would have a detrimental educational impact on students and/or social/economic impact on the community; and
- Closures which are related primarily to facility condition are not included.

Timeline

October 2018–December 2018

- Informal consultation between School Districts and Ministry on potential school closures (driven by Fall 2018 enrolment data and projections)

December 2018

- Recalculated grants announced

January 2019

- Announcement of REEF criteria and process
- REEF 2018/19 applications can be accepted

February 15, 2019

- Deadline for applications requiring a decision by March 15, 2019
- Districts to be notified as soon as possible of their application status

March 15, 2019

- REEF 2019/20 funding announcement



School District No. 46 (Sunshine Coast)
Administrative Regulations

HEALTH AND SAFETY

3040

BOMB THREATS

1. When a school receives a call making a bomb threat, the person receiving the call should engage the caller in conversation as long as possible and attempt to note and record in writing the essence of the conversation, the time the call was received, and any identifying characteristics of the voice (adult, youth, child, accent, inflection, usage, mannerisms, etc.). A bomb threat checklist should be located next to each telephone. Immediately after the caller ends the conversation, the receiver should apply the *69 function on the telephone in an attempt to determine the origin of the call.
2. The person should also notify the principal, or designate, but no one else.
3. The principal shall 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. The principal should be in charge of such a search and have other predesignated people who are each aware of their own area of responsibility to search. These people should report back to the principal.
4. The following areas/containers will be the search priority:
 - i. Public access areas, especially washrooms and evacuation routes
 - ii. Perimeter of building
 - iii. Garbage cans, dumpsters
 - iv. Evacuation area

Should a suspicious package be found, leave all access areas open to the package and advise police.

5. The principal shall call the RCMP and Fire Department (911).
6. If the person in charge, or the police, order evacuation, all personnel must take all briefcases and personal property with them when leaving the building. The person locating the suspicious package must be able to accurately describe it and its location to the police. If a suspicious package is located, the police will secure the outer perimeter and await the arrival of the explosive experts.

Page 1 of 2

Date adopted: April 1996

Reference: Board Policies 1.3, 4.2.1

15 2000

Supt. Signature:



School District No. 46 (Sunshine Coast)
Administrative Regulations

HEALTH AND SAFETY

3040

BOMB THREATS (continued)

7. As soon as possible following a bomb threat, the principal shall notify the Superintendent and/or the Secretary Treasurer.
8. After the school has been evacuated, the principal shall permit students to return only after consulting with the RCMP.
9. The principal shall refer requests from the press to the Superintendent.
10. Principals shall apprise all employees of the procedures on bomb threats.
11. If an evacuation of the building is required, all employees shall vacate the building and give direction and supervision to the students in accordance with the procedures established for such incidents.
12. The RCMP will be informed of and will investigate any identified suspect objects.
13. Students shall neither open nor remove anything from lockers.
14. Students who have been evacuated from the school because of a bomb threat shall assemble first in the area designated for fire drill and proceed in an orderly manner under the direct supervision of their teachers, until the principal moves them a substantial distance from the school. Should evacuation be for an extended period, the principal will determine another suitable location.
15. Students are not permitted to leave any area without permission.
16. Should such an event occur during recess, noon hour, before or after school, all students are to report directly to the assembly area designated for fire drills.
17. Students shall not board buses in front of the school until after the all-clear has been issued. If necessary, other pick-up areas will be designated for buses.
18. Any student making bomb threats will be subject to severe disciplinary action and/or criminal charges.

Page 2 of 2

Date adopted: April
1996

15 2000

Reference: Board Policies 1.3,
4.2.1

Supt. Signature:

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

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

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

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*



Previous version of regulation

School District No. 46 (Sunshine Coast)

Administrative Regulations

HEALTH AND SAFETY

3060

EMERGENCIES

A. Planning for an Emergency

1. An Emergency Team shall be selected by the Superintendent.
2. If a state of emergency is declared, the Emergency Team shall be responsible for effecting the emergency plan and for coordinating activities with other jurisdictions or otherwise cooperating with them.
3. Only the Superintendent shall declare a state of emergency.
4. If a state of emergency has been declared, ad hoc members may be added to the team as needed (e.g. clergy, lawyer, RCMP, social worker).
5. Each year several groups of five (5) to six people (6) clustered by occupation shall be asked to be key communicators (e.g. one group each of business people, employees, parents, seniors).
6. Key communicators shall meet with the Emergency Team to exchange information or advice. A telephone tree may be set up for each group to disseminate information to the community.
7. The Emergency Team shall compile a directory of support services that might be needed in an emergency.
8. A commitment from individuals working in these services shall be obtained for emergencies (e.g. social workers, psychologists, the clergy).
9. Principals will arrange for the listing of more than one emergency contact for each elementary student.
10. Absorbent materials will be kept in areas in which hazardous materials are used.
11. Each site will develop site-specific emergency response plans for: anaphylaxis, fire, intruder, earthquake (disaster).

Page 1 of 3

Date adopted: January 1996
Revised: February 28, 2000

Reference:

Supt. Signature:



School District No. 46 (Sunshine Coast)
Administrative Regulations

HEALTH AND SAFETY

3060

EMERGENCIES (continued)

B. During the Emergency

1. During the emergency, the team shall set up an emergency headquarters where volunteers and team members can report as needed.
2. The headquarters shall be used to coordinate information, including setting up one or more "hot lines".
3. All telephone calls shall be logged: time, caller, questions asked, or information supplied to headquarters.
4. The Emergency Team shall appoint a spokesperson for each emergency who shall be the only person authorized to speak for the school district.
5. As soon as a state of emergency has been declared, the Superintendent shall notify the network of key communicators.
6. Individuals from emergency support services who have committed themselves to helping in emergencies shall be summoned as needed.
7. Headquarters team shall need to identify the point at which information shall be communicated and to whom, without inflaming the situation.
8. Trustees shall be updated at least daily as long as the state of emergency prevails.
9. Trustees should log their telephone calls to indicate the time, caller, questions asked, or information supplied.
10. It shall be important for the team to identify rumours and determine their truth. Facts may have to be mustered to counteract false rumours.
11. During the course of the emergency, the team shall continue to get feedback from the field and to make adjustments as needed.
12. All data gathered shall be preserved for a more complete analysis at a later date.

Page 2 of 3

Date adopted: January 1996
Revised: February 28, 2000

Reference:

Supt. Signature:



School District No. 46 (Sunshine Coast)
Administrative Regulations

HEALTH AND SAFETY

3060

EMERGENCIES (continued)

C. After the Emergency

1. The formal ending to the state of emergency shall depend on the nature of the emergency and the needs of the community
2. A plan should be developed to facilitate healing processes.
3. A formal evaluation of the processes used to deal with the emergency should be conducted.
4. The evaluation should result in a formal written report.
5. The emergency plan should then be revised by the Emergency Team to take the evaluation into account.

Page 3 of 3

Date adopted: January 1996
Revised: February 28, 2000

Reference:

Supt. Signature:



NOTE: Discussed at Ed Cmte - 02/27

School District No. 46 (Sunshine Coast)

Administrative Regulations

Health and Safety

3290

WEAPONS

1. The possession of a weapon by a student on or near school property or at school events is a threat to the safety and security of students and staff. Any student found to be in possession of a weapon will be subject to severe disciplinary action and/or criminal charges.
2. This regulation applies to every student registered in a school or program in School District No. 46.
3. A weapon is:
 - a. Anything used or intended for use in causing death or injury to persons whether designed for that purpose or not;
 - b. Anything used or intended for use in threatening or intimidating any persons;
 - c. Anything else that, in the opinion of an administrative officer, is potentially dangerous in the hands of a particular student or in a specific situation.
4. When a school administrator or staff member reasonably believes that a student is in possession of a weapon or has used such a weapon in any way, the matter will be treated with utmost seriousness by:
 - a. Minimizing risk or injury to any other person;
 - b. Notifying the police;
 - c. Confiscating the weapon, where possible, and turning it over to the police;
 - d. Notifying the parent or guardian;
 - e. Suspending the student pending disciplinary action;
 - f. Notifying the Superintendent of Schools.
5. Disciplinary action shall include the following:
 - a. Informing the police, who will determine if criminal charges will be laid;
 - b. Suspending the student in order that investigations can be carried out.
 - c. Referral to the community diversion program.
6. Depending on the outcome of the investigations, the following actions may be taken:
 - a. Continued suspension pending appropriate placement;
 - b. Immediate transfer to another school;
 - c. Expulsion;
 - d. Other action deemed appropriate.

Page 1 of 2

Date adopted: June 2, 1998

15, 2000

Revised: December 20

Reference: Crim. Code Sec.
82

Supt. Signature:



School District No. 46 (Sunshine Coast)
Administrative Regulations

Health and Safety

3290

WEAPONS (Continued)

7. The return to any school of a student perpetrator of violence will be made contingent upon a risk assessment process which may include a requirement of a letter from a psychiatrist or registered psychologist stating that it is reasonable to conclude that the student is no longer a threat to the safety of other students. An out of school educational program will continue to be made available to any student who is so excluded and is under the age of sixteen.

To be repealed

Page 2 of 2

Date adopted: June 2, 1998

15, 2000

Revised: December 20

Reference: Crim. Code Sec.
82

Supt. Signature:



Approving Officer

474 South Fletcher Road, Box 340, Gibsons, BC V0N 1V0

Phone 604-886-2274, Fax: 604-886-9735

www.gibsons.ca

SUBDIVISION APPLICATION REFERRAL FORM

SD#

2018-05

Please review the attached proposed subdivision documents and provide written comment on the back of this form to Lesley-Ann Staats at lstaats@gibsons.ca

Referral Date: January 21, 2019

Please return no later than February 11, 2019

SUBDIVISION TYPE:

- Conventional Subdivision
 Strata – Bare Land
 Strata – Phased
 Airspace Parcel

- Land Lease in Excess of Three Years
 Petition to Cancel a Plan
 Road Dedication
 Lot Boundary Adjustment

APPLICATION REFERRED TO:

External Agencies

- M.O.T.I
 BC Hydro
 Canada Post
 SD-46
 SCRD
 Squamish Nation
 Sunshine Coast Transit
 Agricultural Land Commission

Internal Departments

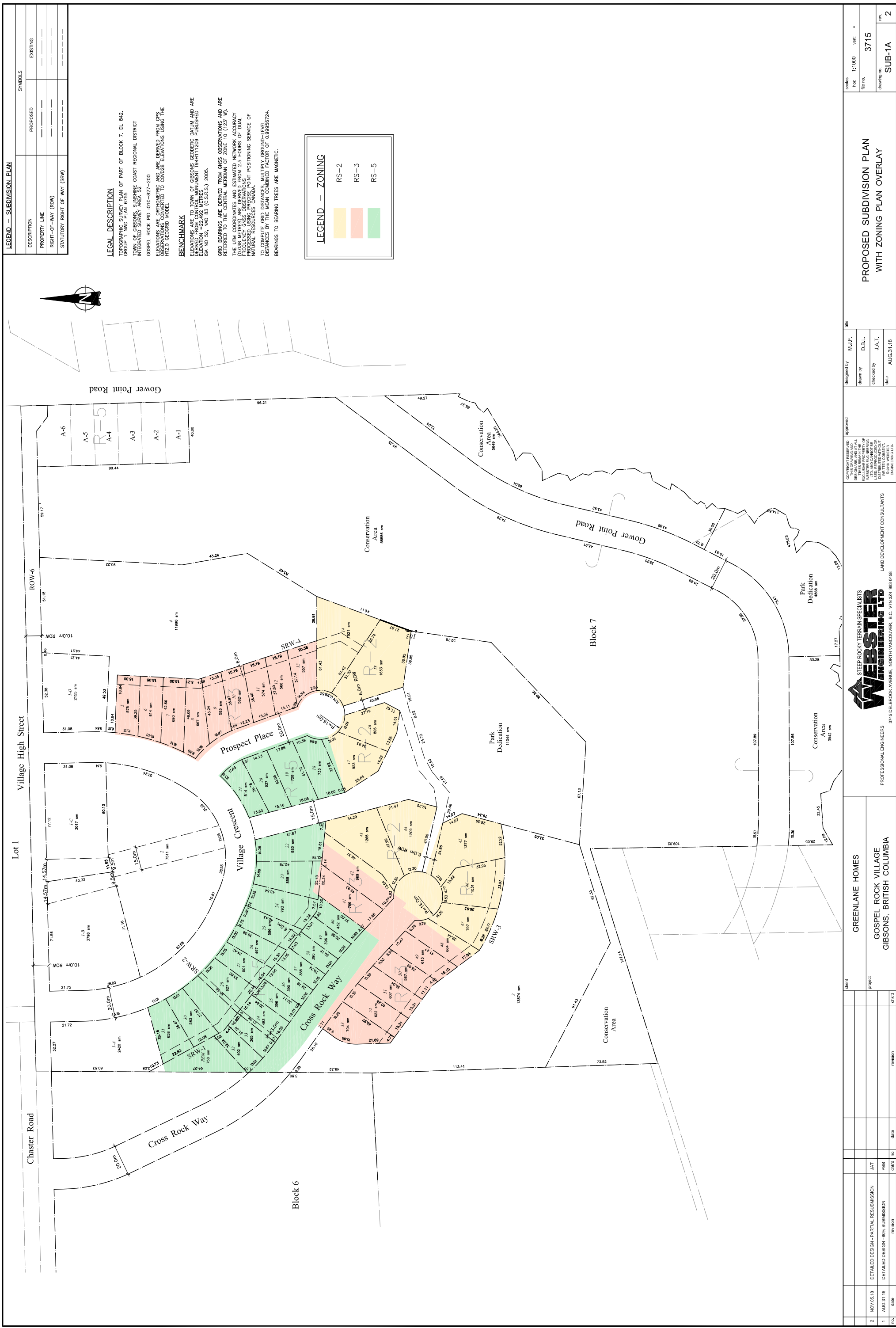
- Engineering
 Planning
 Building
 Public Works
 Parks
 Fire

DESCRIPTION OF PROPERTY

Lot/Parcel	n/a	Plan	6755	Block	7
District Lot/Section	842	Range	n/a		
Folio Number	PID		010 – 827 - 200		
Street Address	Chaster Road, Gibsons – Gospel Rock Neighbourhood				
Zoning	CDA-4				

DESCRIPTION OF PROPOSAL

The proposed Gospel Rock Village subdivision consists of 58 lots, two park dedications and a Conservation Area. This land has a Comprehensive Development Area Zone 4 (CDA-4) which, through a preliminary review, appears to be consistent with the proposed subdivision. All lots will be connected to municipal water and sanitary sewage.





Approving Officer

474 South Fletcher Road, Box 340, Gibsons, BC V0N 1V0

Phone 604-886-2274, Fax: 604-886-9735

www.gibsons.ca

SUBDIVISION APPLICATION REFERRAL FORM

SD#

2018-09

Please review the attached proposed subdivision documents and provide written comment on the back of this form to Lesley-Ann Staats at lstaats@gibsons.ca

Referral Date: January 21, 2019

Please return no later than February 1, 2019

SUBDIVISION TYPE:

- Conventional Subdivision
 Strata – Bare Land
 Strata – Phased
 Airspace Parcel

- Land Lease in Excess of Three Years
 Petition to Cancel a Plan
 Road Dedication
 Lot Boundary Adjustment

APPLICATION REFERRED TO:

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Internal Departments

- Engineering
 Planning
 Building
 Public Works
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 Fire

DESCRIPTION OF PROPERTY

Lot/Parcel	Plan	6755	Block	7
District Lot/Section	842	Range		
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Street Address	Chaster Road, Gibsons – Gospel Rock Neighbourhood			
Zoning	CDA-4			

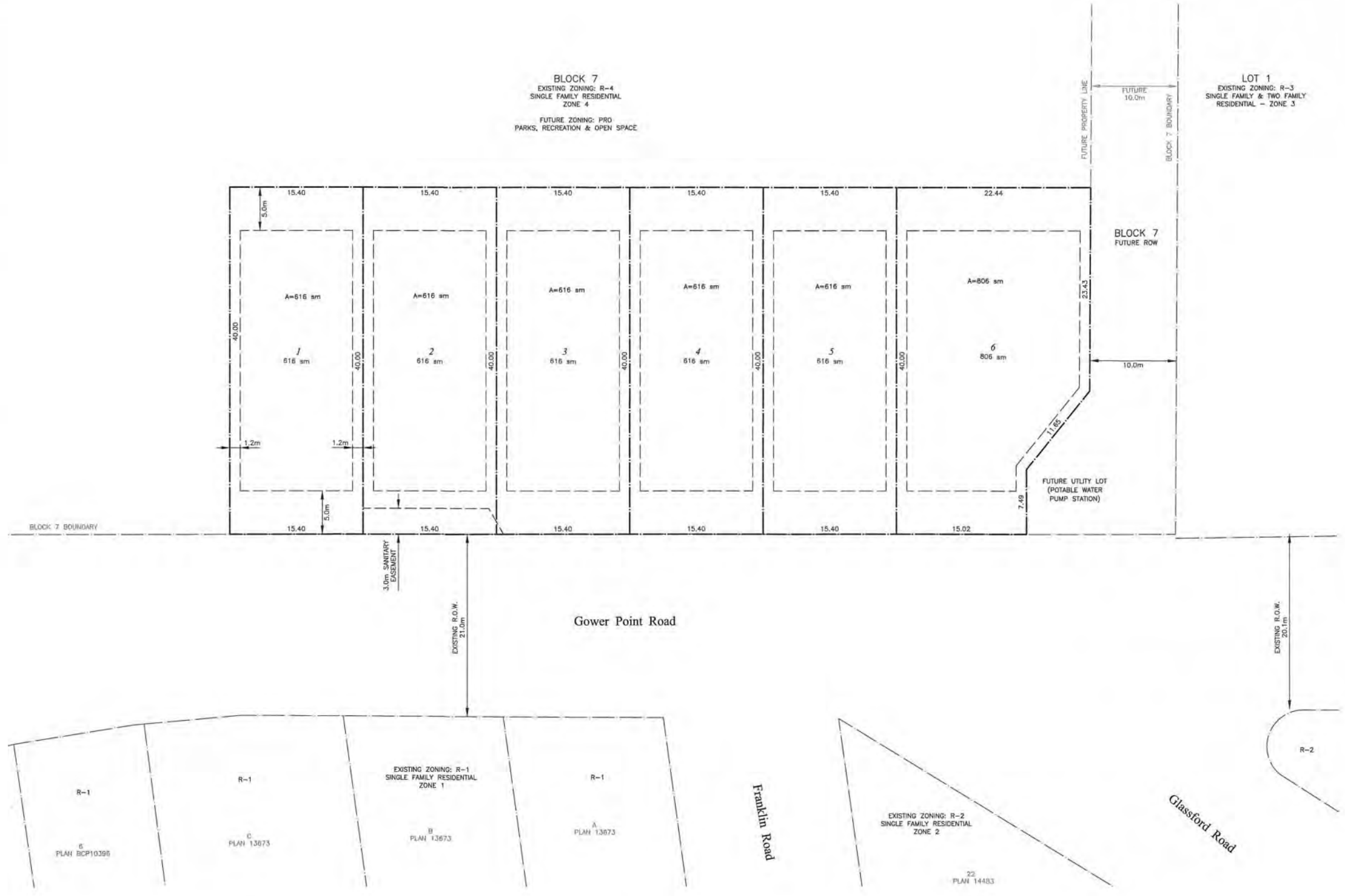
DESCRIPTION OF PROPOSAL

The proposed development will consist of 6 freehold lots fronting Gower Point Road. The land is zoned CDA-4 which permits the subdivision. All lots would be connected to municipal water and sanitary sewage.



DESCRIPTION	SYMBOLS	
	PROPOSED	EXISTING
PROPERTY LINE	(dashed line)	(solid line)
BUILDING SETBACK	(dashed line)	(dotted line)

FOR GENERAL NOTES SEE DWG KEY-1



no.	date	revision	chk'd	no.	date	revision	chk'd
1	OCT. 12.18	SUBDIVISION APPLICATION #1	JAT				

client
GREENLANE HOMES

project
**6 LOT SUBDIVISION, BLOCK 7
GIBSONS, BRITISH COLUMBIA**

PROFESSIONAL ENGINEERS

WEBSTER ENGINEERING LTD
STEEL ROCKY TERRAIN SPECIALISTS
LAND DEVELOPMENT CONSULTANTS

3745 DELBROOK AVENUE, NORTH VANCOUVER, B.C. V7N 3Z4 983-6458

DESIGNED BY H.K.G.

DRAWN BY M.J.F.

CHECKED BY J.A.T.

DATE AUG.31.18

PROPOSED SUBDIVISION PLAN

scales
hor: 1:250 vert: -

file no. **3715-6**

drawing no. **SUB-1**

rev. **1**

F:\37150215 Green Lane - 6 LOTS\37150215\BLOCK PLAN - 6 LOTS.dwg, 18/05/18, 12:42:28 PM, G.