

Wednesday, June 19, 2019  
Time: 1:00 p.m.

District Education Office  
22225 Brown Avenue  
Maple Ridge BC V2X 8N6

“Life must be lived and curiosity kept alive. One must never, for whatever reason, turn his back on life.” Eleanor Roosevelt

**A G E N D A**

**A. OPENING PROCEDURES**

ITEM 1

1. Call to Order
2. Correspondence
  - Minister R. Fleming, Ministry of Education
  - S. Higginson, President, BC School Trustees’ Association
  - J. Horne, Chairperson, School District No. 52 (Prince Rupert)
  - T. Bennett, Chairperson, School District No. 57 (Prince George)
3. Approval of Agenda
4. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on decision items on the Agenda. Speaker’s time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.*

**B. APPROVAL OF MINUTES**

1. May 15, 2019 ITEM 2

**C. PRESENTATIONS** - *Individuals and groups invited by the Board to make presentations. Time limits for individual presentations will be established to allow all speakers to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

1. Aboriginal Education ITEM 3

**D. DELEGATIONS** - *Registered delegations can make presentations to the Board. Time limits for individual delegations will be established to allow all registered delegations to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

**E. DEFERRED ITEMS**

**F. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools
  - a) International Baccalaureate Diploma Program ITEM 4  
2019/20 Fee Schedule
3. Secretary Treasurer
  - a) Eligible School Sites Proposal ITEM 5
  - b) 2020/21 Capital Plan ITEM 6
  - c) Ćásqənelə Elementary School Utility Right-of-Way ITEM 7  
Bylaw 2019
4. Board Committees
  - a) Budget
  - b) Finance
  - c) Facilities Planning

d) Board Policy Development

i. Policy Updates

ITEM 8

e) Education

f) Aboriginal Education

## **G. INFORMATION ITEMS**

1. Chairperson

2. Superintendent of Schools

a) Superintendent's Update

ITEM 9

3. Secretary Treasurer

4. Board Committees & Advisory Committee Reports

a) Budget

b) Finance

c) Facilities Planning

d) Board Policy Development

e) Education

f) Aboriginal Education

i. Receive Minutes of Meeting

ITEM 10

## **H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS**

### **I. TRUSTEE REPORTS**

1. BC School Trustees Association

2. BC Public School Employers Association

3. Student Voice

4. District Parent Advisory Council

5. Municipal Advisory on Accessibility & Inclusion

6. Maple Ridge-Pitt Meadows Arts Council

7. Ridge Meadows Education Foundation

8. Social Policy Advisory

9. City of Maple Ridge Active Transportation

10. Youth Planning Table

11. Culture Roundtable

12. Ridge Meadows Overdose Community Action Table (CAT)

13. English Language Learners Consortium

14. Other Board Liaison Representative Reports

15. Good News Items

**J. QUESTION PERIOD** - Questions, with the exception of Trustee questions, will be limited to one question per person with one follow-up clarification question, if necessary. Question period will be restricted to questions only – statements and debate will not be permitted. This agenda item has a time limit of 10 minutes; extension is at the discretion of the Board. A sign-up sheet is provided at the meeting to allow members of the public to register to ask questions. Registration closes at the beginning of question period.

### **K. OTHER BUSINESS**

1. Public Disclosure of Closed Meeting Business

ITEM 11

### **L. ADJOURNMENT**



**ITEM 1**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: June 19, 2019  
(Public Board Meeting)

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**Information/Decision**

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1. *CALL TO ORDER*

2. *CORRESPONDENCE (Information Item)*

- Minister R. Fleming, Ministry of Education
- S. Higginson, President, BC School Trustees' Association
- J. Horne, Chairperson, School District No. 52 (Prince Rupert)
- T. Bennett, Chairperson, School District No.57 (Prince George)

**RECOMMENDATION:**

**THAT the Board receive all correspondence for information.**

Attachments

3. *APPROVAL OF AGENDA (Decision Item)*

**RECOMMENDATION:**

**THAT the Agenda be approved as circulated.**

4. *INVITATION FOR PUBLIC INPUT TO MATTERS ON THE AGENDA - Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. The agenda item has a time limit of 10 minutes.*



June 17, 2019

Ref: 212368

Dear BCSTA Colleagues:

Another school year is coming to an end—and what a great year it has been for education in British Columbia.

It has been a pleasure to work with so many of you personally, and through the BC School Trustees Association. I would like to thank all of you—both new trustees and those who were re-elected last fall—for your hard work and dedication to supporting public education in your communities.

Before you head out on summer holidays, I want to reflect on some of our accomplishments over the past year, as well as the work underway.

This year we continued to focus all efforts on improving educational outcomes for students. Graduation rates continue to increase, particularly for Indigenous students, who are now completing secondary school at the highest rate in history. We all know there is more work to do as we continue to improve opportunities for all students, and students are depending on your leadership to set clear direction and priorities to support their success. I appreciate your continued effort to set high expectations for student achievement, make evidence-based decisions that are in students' best interest, and engage your communities along the way.

Together we are well underway on a review of British Columbia's education funding model, and I want to take this opportunity to thank all of you for your input so far. The BCSTA and its members have been a crucial partner in the funding model review since day one and are currently taking part in working groups to look at the implications of the review panel's recommendations. The working groups will report back to the Ministry of Education by fall 2019, and I look forward to their assessments. I am pleased to share with you today a [Progress Report](#) funding model review, which provides some additional information on what has been discussed in the working groups to date and next steps.

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This school year we continued to heavily invest in school capital to build new schools, carry out badly needed seismic upgrades and buy property for future schools to meet growing enrolment. We hit a major milestone in April, surpassing \$1 billion in school capital approvals since forming government. Our government has now approved \$625.5 million in seismic projects that will make more than 20,000 student spaces safer, added 8,225 new student spaces in growing communities with \$516.4 million in expansion projects, and funded new playgrounds at 101 schools benefiting 25,000 children throughout the province.

In January, I had the honour of joining representatives from the First Nations Education Steering Committee and the federal government to sign the BC Tripartite Education Agreement (BCTEA), making British Columbia the only jurisdiction in Canada with an agreement that ensures an equitable education for First Nations students, no matter where they live. This is an important step in honouring the Truth and Reconciliation Calls to Action, the UN Declaration on the Rights of Indigenous Peoples and the 10 Principles that Guide BC's relationship with Indigenous Peoples. We should all be proud of the work we have done—and will continue to do—to better support Indigenous students.

We have made great strides this year to support vulnerable students, expanding our provincial ERASE strategy to be a more comprehensive resource. It now focusses on gang prevention, mental health and wellness, substance use, social media and supporting students of all sexual orientations and gender identities. We held the second annual Mental Health Forum in February, bringing together representatives of public, independent and First Nations schools, police, health authorities, and child and youth mental health workers to focus on how to promote mental-well-being for all BC students. Students are already benefitting from a \$3-million investment to help all 60 school districts enhance existing mental wellness programs and launch new ones.

As part of our continued focus on supporting vulnerable students, we proudly became one of the first jurisdictions to require public schools to provide students with stigma-free access to free menstrual products in washrooms. We and the Ministry of Health are grateful for your districts' support of the measles immunization catch-up program in schools—we will keep you up to date as we continue working with the Ministry of Health to implement mandatory immunization status reporting for BC's students.

British Columbia's world-class education system drew international attention this year, hosting top education policy-makers in Vancouver for the Organisation for Economic Co-operation and Development (OECD)'s Future of Education and Skills 2030 Project meeting in May. This was the first time the conference was held in North America, and it was an honour to host delegates from dozens of different countries. I also thank BCSTA members for participating in this event and helping us showcase our education system and student accomplishments.

.../3

There have been many more successes in education this year through strong partnerships with the BCSTA and its members, to support teachers and students in the classroom. I look forward to continuing to work with you next school year as we move forward on our priorities, including working collaboratively to develop and implement the Framework for Enhancing Student Learning. Together, we will keep delivering results so that all students can get the quality education they deserve in safe, healthy and welcoming schools.

Thank you for your hard work this year to support BC students. I hope you enjoy a safe and restful summer.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with the first name "Rob" and last name "Fleming" clearly distinguishable.

Rob Fleming  
Minister

May 29, 2019

**The Honorable Katrina Chen**  
*Minister of State for Child Care*  
Room 027  
Parliament Buildings  
Victoria, BC V8V1X4

Dear Minister Chen,

**RE: BCSTA member motion on school area standards, and future collaboration**

First, let me thank you for attending the recent BC School Trustees Association AGM, and for speaking at the early childhood conference in Maple Ridge a few weeks ago. I know all of the attendees at both events appreciated your participation and, particularly, the message you shared underlining the importance your government places on the provision of quality childcare, as well as the role school districts might play in helping to deliver such services to our communities.

Given your portfolio, you are no doubt aware of the number of childcare operations already located in BC's public schools. These programs are highly successful, in part, because of their location within school facilities that often already serve families whose older children attend classes at that location. The provision of both preschool programs as well as before and after school care all in one site is convenient, but also helps to ensure the high-quality programming needed to ensure the future success of all children in school.

With this in mind, members of our Association, representing all 60 of BC's school districts, previously passed the following motion supporting the addition of dedicated space in schools for both preschool and childcare programs. The intent is to provide space within our schools that will ultimately ensure such valuable programming can be supplied to all communities across our province.

*"That BCSTA urge the Ministry of Education and the Ministry of Children and Family Development to work with school districts by expediting access to capital dollars for childcare spaces in school districts and by amending the Ministry of Education's Area Standards to recognize that including space for child care is an important consideration when building or upgrading schools."*

The BC School Trustees Association Board of Directors also created a capital working group to review all member resolutions in regard to school capital policy and funding as well as government's stated policy direction. The primary purpose of the working group is to make recommendations to government, as well as our Association, on the importance of change in practice, guidelines, regulations or legislation which would better meet the needs of our students and the communities we serve as elected school trustees. Our hope is that we can work with Minister Fleming, you and the other members of your government to bring the concept of high quality, school based early learning and childcare programs to every school in BC.

The members of our Capital Working Group, as well as our Board of Directors, look forward to further discussions with you and Minister Fleming on this important topic. We remain ready to jointly find and facilitate win-win solutions at the provincial, school district, school and community levels.

Thank you for considering working with us in collaboration with Minister Fleming and his staff to advance this mutually important goal on behalf of the children of BC.

Sincerely,



**Stephanie Higginson**

*President*

British Columbia School Trustees Association

cc: The Hon. Rob Fleming, Minister of Education  
Scott MacDonald – Deputy Minister of Education

May 30, 2019

**The Honorable Rob Fleming**  
*Minister of Education*  
PO Box 9045, Stn Prov Govt  
Victoria, BC V8W 9E2

Dear Minister Fleming,

**RE: BCSTA Annual General Meeting 2019 Resolutions**

Please find attached to this letter a complete listing of the resolutions passed by the British Columbia School Trustees Association's membership during our 2019 Annual General Meeting, which occurred within the final week of April. For your convenience, the resolutions have been grouped by themes (i.e., areas of commonality) in order to help facilitate further discussion and follow-up with the Ministry of Education.

These resolutions are significant to our members, and I am sure you appreciate their importance in establishing the goals of our Association. They are an indication of various concerns, ideas, suggestions and objectives for specific items or areas of interest. They are also related to the general policy direction of government regarding K-12 public education in our province.

I would like to request that we find further opportunities to meet and discuss how we might address these specific resolutions, as it is our goal to establish common ground on which to build both overarching policy and operational objectives for the sector. BCSTA's maintains a commitment to improving learning outcomes for all students in BC, and we look forward to working with you on this important mission.

I look forward to your reply and to any suggestions you may have on how we can continue to address the ideas brought before us in our co-governance role.

Sincerely,



**Stephanie Higginson**  
*President*  
British Columbia School Trustees Association

Enclosure: BCSTA AGM 2018 Resolutions

cc: Deputy Minister of Education, Scott MacDonald



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May 17, 2019

Reg Bawa  
Assistant Deputy Minister  
Ministry of Education  
P.O. Box 9045 STN PROV GOVT  
Victoria, BC V8W 9E2

Sent by email to [K12fundingreview@gov.bc.ca](mailto:K12fundingreview@gov.bc.ca)

Dear Mr. Bawa,

Re: Report of the Funding Model Review Panel

Attached to this letter you will find a response from the Board of Education of School District No. 52 (Prince Rupert) to the Report of the Funding Model Review Panel. The panel's recommendations will likely result in significant changes to the K-12 funding model, and the district's response identifies areas of agreement with the recommendations and areas of concern for our district. Our district would be pleased to answer any questions you or your staff may have on our response.

We appreciate the time being taken by the Ministry of Education for a further consultation process with districts and education partner groups, including the analysis being completed by the four Ministry working groups.

Our district, like all districts, will need time to study the implications of the proposed new funding model prior to the budget consultation process for the 2020-2021 Annual Budget. We appeal to the Ministry to provide access to the proposed new funding model as soon as possible in the fall of 2019.

Yours sincerely,

A handwritten signature in black ink, appearing to read "James Horne", written over a faint, circular watermark or background.

Mr. James Horne  
Chair

cc: The Honourable Rob Fleming, Minister of Education  
MLA Jennifer Rice  
BCSTA

**The School District No. 52 Experience**  
*Inclusive Engaging Real*



## SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

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2100 Ferry Avenue, Prince George, B.C. V2L 4R5

Phone: (250) 561-6800 • Fax (250) 561-6801  
www.sd57.bc.ca

June 4, 2019

The Honorable Rob Fleming  
Minister of Education  
PO Box 9045, STN PROV GOVT  
Victoria, B.C.  
V8W 9E2

Dear Minister Fleming:

Re: Report of the Funding Model Review Panel  
K-12 Public Education Funding Model Review

The Board of Education of School District No. 57 (Prince George) again welcomes this opportunity to provide feedback as part of the review of the model for K-12 Public Education Funding in British Columbia. Specifically, we have a number of recommendations we would like to make regarding the recommendations arising from the Report of the Funding Model Review Panel (2018).

In preparation for providing our recommendations we have reviewed the submission which our Board made to the Independent Review Panel on April 24, 2018; reviewed our submission to the Select Standing Committee on Finance and Government Services on September 18, 2018; reviewed and discussed the recommendations included in the Report of the Funding Model Review Panel; discussed the work being done provincially at the Funding Model Review Working Groups and listened to feedback and comments from our local stakeholders as well as our Provincial colleagues. The concerns identified in our recommendations need to be addressed if we are to be successful in the implementation of a new K-12 Public Education Funding Model which is aligned with the goals of the Ministry of Education.

The Board would like to express our appreciation for the work done by the Ministry of Education, the Independent Review Panel and many Education partners around the Province on the funding model review to date. While we appreciate the creation of the various funding model review working groups to facilitate further development of the model, we are curious whether additional work is being done on recommendations which have not been included in the scope of these groups. We would agree that there are a number of recommendations included in the report which should strengthen the accountability in the K-12 public education system. However, we would caution that a working model needs to be developed and shared with sufficient time for each School District in the Province to have enough time to address the impact on their district, ensure equity, and provide appropriate feedback before the new funding model is implemented across the K-12 public education system.

## **Theme 1: Equity of Educational Opportunity**

*This was the overarching aspiration of the Panel - to allocate funding in order to support improved student outcomes by providing equity of educational opportunities to every student in BC.*

The Board recommends that the sufficiency of the total K-12 public education system funding be addressed before any recommendations are considered regarding equity of educational opportunity and that the specific details of an appropriately developed model would have to be shared before School District 57 could provide meaningful substantive feedback regarding the equity of such a model.

***Recommendation 1:*** *The Ministry should allocate funding for specific needs first, and then allocate the remainder of funding based on a per-student amount. The Panel has identified the following specific needs that should be funded first:*

- *Targeted funding for Indigenous students;*
- *Unique school district characteristics as defined in Recommendations 4 and 5; and*
- *Inclusive education as defined in Recommendation 6*

The Board would agree that addressing specific needs is critical to ensuring the equity of the system, however the district would require more information regarding the envelope of funding available and the specifics of a funding model in order to provide meaningful comment.

***Recommendation 2:*** *The Ministry should retain targeted funding for self-identified Indigenous learners and maintain a minimum level of spending.*

The Board supports the idea of targeting funding for self-identified Indigenous learners but would caution that the annual self-identification process often involves significant work in the background in order to ensure that all such individuals have been captured which takes time away from services that could otherwise be provided to those students.

***Recommendation 3:*** *The Ministry should work with the First Nations Education Steering Committee to support the continuous improvement of outcomes for Indigenous learners, particularly determining whether changes are needed to the policies that govern the use of the Indigenous student targeted funding envelope.*

The Board would agree that the Ministry should work with the First Nations Education Steering Committee but would urge the Ministry to reach out to all Indigenous partners to ensure that the voices of all groups are reflected at the table. Additionally, we believe that districts should also be consulted prior to recommendations coming forward related to policies governing the use of Indigenous student targeted funding.

**Recommendation 4:** The Ministry should consolidate and simplify existing geographic funding supplements, the Supplement for Salary Differential, and relevant special grants outside the block into a single supplement, with two components:

- **Component 1** – ‘Unique School District’ characteristics should reflect some of the operational challenges of school districts compared to the norm by considering:
  - The enrolment of a school district compared to the provincial median school district enrolment;
  - The distance from communities containing schools to geographic centres containing basic services;
  - The climate of a school district, characterized by the cost of providing heating and cooling for schools; and the fuel utilized, and the amount and duration of snowfall in a school district;
  - The distribution of students and schools across a school district, as characterized by:
    - The density of the student population in a school district, compared to the highest density school district in the province;
    - The average distance from each school to the school board office, including the effect of geographic features; and
  - A modification of the current salary differential funding approach to be based on total compensation and expanded to include all school district employees.
- **Component 2** - ‘Unique School’ characteristics, not addressed in the first component, should recognize the operational challenges of some schools by considering:
  - The number of small schools within a school district, with different weightings and sizes used for elementary and secondary schools, and provide an increased contribution where a school is the only one in the community and is persistently under capacity; and
  - The persistent over-capacity of schools at the school district level.

While the changes outlined could allow for flexibility for districts to address local priorities School District No. 57 would require more information regarding the envelope of funding available and the specifics of the funding model in order to provide meaningful comment. The formulas included in the current model do provide our district with the flexibility to continue to operate through our decentralized model and we would need ensure that any changes to the model contemplated by this recommendation do not come at the expense of the rural and / or remote schools in our district. We are also concerned that this significant recommendation does not appear to be in the scope of work of any of the working groups.

**Recommendation 5:** The Ministry should replace all current supplements for enrolment decline and funding protection with a new, transitional, mechanism that allows school districts to manage the impact of enrolment decline over a three year rolling time period (i.e. allowing three years to manage the impact of decline, starting with no funding change in the first year, one-third funding reduction in the second year, two-thirds funding reduction in the third year, and fully implemented funding reduction in the fourth year).

While this does not directly impact our district we recognize that a transitional mechanism is necessary to ensure that districts who rely on this funding are able to plan forward to ensure that equity is still a priority in their educational plan.

**Recommendation 6:** *The Ministry should create a single Inclusive Education Supplement that incorporates all of the following:*

- *Supplemental Special Needs Funding;*
- *English/French Language Learning;*
- *Supplement for Vulnerable Students;*
- *CommunityLINK;*
- *Ready Set Learn;*
- *Supplemental Student Location Factor; and*
- *Funding currently in the Basic Allocation that was previously allocated to high incidence categories of special needs.*

*This single Inclusive Education Supplement should allocate funding through two components:*

- *Component 1 - students requiring high-cost supports should be funded, and school districts should continue to report and claim these students to the Ministry for funding. Specifically:*
  - *Funding eligibility criteria and the annual funding rate for students requiring high-cost supports should be developed and communicated by the Ministry, focusing on those students that are physically dependent and/or have needs that significantly impact the students' learning; and*
  - *All funding claims in this category should be based on a medical diagnosis, and should be subject to compliance audits to verify that eligibility criteria have been met.*
- *Component 2 - the remaining inclusive education funds should be allocated to school districts through a prevalence-based model, using a comprehensive range of third-party medical and socio-economic population data. Categories of data and weightings should be as follows:*
  - *Health factors (50%)*
  - *Children in care (20%)*
  - *Income and Earnings (20%)*
  - *English/French Language development (10%)*

This recommendation has prompted considerable concern for our Board. Until a comprehensive model has been provided for study we are unable to determine whether deficiencies in our current system may be translated into a new model. School Districts are facing increased demand on services with respect to so many areas included in special needs and vulnerable student populations. In particular, our district has been challenged in the current school year with many mental health crises that redirect necessary services and staff and in turn has had an impact on our ability to deliver on services to students which we consider essential. We believe that this recommendation requires further consideration before changes to the current model are considered and appreciate the additional consideration which is happening through the working group. Again we would require more information regarding the envelope of funding available and the specifics of the funding model contemplated in order to provide meaningful comment and believe that this should not be implemented before the feedback is sought and considered.

**Recommendation 7:** *The Ministry working with the Conseil scolaire francophone de la Colombie-Britannique (CSF), should develop a unique school district factor that recognizes the special characteristics of this province-wide school district, consistent with Recommendations 4, 5 and 6.*

While this recommendation does not directly impact our district we recognize that consideration for the unique nature of Conseil scolaire francophone de la Colombie-Briannique is essential.

**Recommendation 8:** *The Ministry should eliminate the Classroom Enhancement Fund and allocate this funding as part of school district operating grants. This will require negotiated changes to collective agreement provisions.*

Although the Board would like to see the inclusion of the Classroom Enhancement Funding with Operating Funding provided to districts, it is important to recognize that until the bargaining process has completed the ability to make changes to this special purpose fund is limited by the districts requirement to comply with the restored collective agreement language.

**Recommendation 9:** *The Ministry should base funding allocations for school-age educational programming on the number of students, rather than on the number of courses being taken. The Ministry should phase out the current course-based funding model by the 2020/21 school year.*

While the Board can see both the positive and negative aspects of this recommendation it would appear that more detailed costing and analysis is needed. Based upon student FTE in our district, the Board would not currently be in favour of making the change in this recommendation as our FTE is currently higher than our head count and the additional funding allows us flexibility to deliver programming to students.

**Recommendation 10:** *With the shift to a per-student-based funding model, the Ministry should develop a new policy and program delivery model for Distributed Learning to ensure consistent access to quality programming for all students in the province.*

The Board would be in support of a standardized delivery model which addresses the inequities in the current system.

**Recommendation 11:** *Notwithstanding Recommendation 9, funding for the following programs should remain course-based:*

- *Graduated adults*
- *Non-graduated adults*
- *Continuing education (adult and school-age learners)*
- *Distributed learning (for adult learners only)*
- *Summer school (school-age learners)*

This would be no change from the current model.

## **Theme 2: Accountability**

*A sound accountability framework is a critical part of the funding allocation model. Improving student outcomes and educational transformation requires accountability for the use of funding.*

While the Board broadly agrees with the accountability theme, there is some concern regarding the erosion of local Board autonomy. Additionally, the accountability requirement will place additional responsibility on already capacity challenged school district staff to report out in the manners outlined on the effectiveness of operations, which may in turn require additional funding from Government.

***Recommendation 12:*** *The Ministry should establish a provincial accountability and reporting framework for the K-12 public education sector, including common principles and templates. This framework should have three to five broad, system-wide goals that are specific, measurable, and focused on student outcomes. The Ministry should monitor school district progress against these goals and work directly with school districts experiencing difficulty in meeting their objectives.*

The Board would recommend that Government should establish an accountability framework in consultation with School Districts and that the specific details of a framework should be developed and shared before School District 57 could provide meaningful substantive feedback regarding the appropriateness of such a framework. The accountability measures included in the recommendation above appear to reflect practices from the past.

***Recommendation 13:*** *Boards of Education should be required to develop Strategic Plans that are based on the broad goals established by the Ministry, with flexibility to add additional goals based on local priorities.*

The Board would be concerned that focus on broad Ministry goals might minimize the focus on goals generated through a collaborative process. The strategic plan for our district was developed through extensive consultation with community partners.

***Recommendation 14:*** *As a critical component of good operational practice, Boards of Education should be required to strengthen their planning processes in the following ways:*

- *School district management should be required to develop operational plans to deliver on provincial and Board of Education goals across a range of areas (e.g. human resources, information technology, educational programs and services, facilities, finance).*
- *School district management should be required to issue a year-end report, at the same time as their financial statements, describing results achieved and how resources were utilized.*

While we currently have processes in place to provide direction and focus on operational aspects of our strategic plan and agree that achievement reporting should be done in conjunction with financial reporting this would require that information be available and that the district have appropriate staff capacity to do so.

**Recommendation 15:** *Consistent with the shift to supporting student improvement and learning, the Ministry should:*

- *Shift the focus of the Compliance Audit Program from purely financial to have a quality assurance emphasis that incorporates best practices-based recommendations regarding student outcomes, structure of programs and services, and overall management of school district operations.*
- *Defer the recovery of funding for one year, to allow school districts time to adopt compliance team recommendations. This one-year deferral would not be available if it is determined that there has been deliberate contravention of funding eligibility policies.*

The Board would agree that the current audit process does not focus strongly enough on the outcomes of students and would encourage a change to the model and the deferral would allow Districts the opportunity to be more flexible in the re-alignment of their process.

**Recommendation 16:** *The Ministry should provide ongoing provincial leadership and support to help strengthen governance and management capacity at all leadership levels in school districts.*

The Board agrees with this recommendation, and appreciates the leadership support which has occurred during the current school year.

**Recommendation 17:** *The Ministry should expand its workforce planning project and work with school districts to establish a provincial K-12 human capital plan.*

The Board agrees with this recommendation.

### **Theme 3: Financial Management**

*Understanding cost pressures, sound planning and ensuring that resources are used to support student outcomes underpin the education funding system.*

**Recommendation 18:** *The Ministry should identify net cost pressures and new program expenditures and, as part of the annual provincial budgeting process, bring them forward to Treasury Board for consideration when the total quantum of public education funding is being set.*

The Board would support this recommendation and would encourage the Government to consider the ramification of cost pressures and programs on the system. Each year our Board advocates for Government to cover incremental costs which are essentially unfunded by the system, such as the recent changes to the Exempt and Principal/Vice- Principal salaries.

**Recommendation 19:** *To support multi-year financial planning:*

- *Government should issue three-year operating funding to Boards of Education, based on available funding and projected student enrolment; and*
- *School districts should be required to develop three-year financial plans.*

This recommendation could provide the potential for stability and predictability, but the Board is concerned about additional workload on staff.

**Recommendation 20:** *The Ministry should establish clear provincial policies on reserves to ensure consistent and transparent reporting, while maintaining school districts' ability to establish reserves. Specifically, the Ministry should:*

- *Set clear provincial policies on what school districts may save for, directly related to their strategic plans;*
- *Establish an acceptable provincial range for unrestricted reserves, encompassing accumulated operating surpluses and local capital, which should be monitored and reported on (if required);*
- *Ensure that school districts have specific plans attached to each item or initiative when setting reserves, and provide clear reporting on how the funds were spent; and*
- *Work with school districts to transfer any overages beyond the approved threshold into a fund at the school district level, to be accessed only with Ministry approval.*

While the Board appreciates the recommendation there should be some consideration for existing surpluses. Our district has, over many years, closed schools, downsized departments, educated our staff and operationally restructured in order that we operate as efficiently as possible. That hard work has resulted in a culture in our District of spending only when absolutely necessary. In the past few years, with increasing enrollment and increasing student vulnerability and complexity we have needed to make changes at a district level and have been thoughtfully and purposefully organized, utilizing the surpluses which have been built up, in order to make the necessary changes and ensure district sustainability.

**Recommendation 21:** *There should be no change in the way that locally-generated revenues are treated by the Ministry when calculating operating funding for school districts.*

While our district does not generate a substantial amount of local revenue we would agree that this should not impact funding from the Ministry.

**Recommendation 22:** *In the current absence of dedicated funding for some capital expenditures, the Ministry should either:*

- *Provide capital funding for expenditures that are currently not reflected in the capital program; or*
- *Clarify which items are ineligible for capital program funding and ensure that school districts are permitted to establish appropriate reserves that allow them to save for these purchases on their own (i.e. accumulated operating surplus, local capital).*

The Board would support the recommendation.

## **Conclusion**

We believe that the recommendations in the Report of the Funding Model Review Panel have been developed through a process of collaboration and careful consideration. We would encourage that similar consultation and careful consideration should be exercised before a new funding model is implemented. As we stated in our submission to the Funding Model Review Independent Panel, we believe that this Funding Model Review is similar to the implementation of the new curriculum throughout the province. That implementation has taken place over a number of years, and in fact was postponed on more than one occasion to provide school districts and the Ministry sufficient time to ensure a successful implementation. We strongly recommend that the lessons learned through the new curriculum implementation process be applied to implementations of the recommendations of the Funding Model Review.

## **Recommendation:**

That appropriate time be taken and that any changes to the allocation of education funding in British Columbia not be implemented until such time as there has been sufficient consultation and careful consideration of feedback on a fully developed funding model.

Sincerely,



Tim Bennett, Chair

Board of Education:

Tim Bennett, Chair  
Sharel Warrington, Vice-Chair  
Betty Bekkering, Trustee  
Trent Derrick, Trustee  
Ron Polillo, Trustee  
Bob Thompson, Trustee  
Shuirose Valimohamed

Cc: Shirley Bond, MLA, Prince George-Valemount  
Mike Morris, MLA, Prince George-Mackenzie  
BCSTA Boards of Education



**ITEM 2**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **APPROVAL OF MINUTES**

Date: June 19, 2019  
(Public Board Meeting)

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**Decision**

**RECOMMENDATION:**

**THAT the Minutes of the May 15, 2019 Public Board Meeting be approved as circulated.**

Attachment



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**IN ATTENDANCE:**

BOARD MEMBERS:

Chairperson – Elaine Yamamoto  
Trustee – Kim Dumore  
Trustee – Mike Murray  
Trustee – Pascale Shaw  
Trustee – Kathleen Sullivan  
Trustee – Colette Trudeau

STAFF:

Superintendent – Sylvia Russell  
Secretary Treasurer – Flavia Coughlan  
Deputy Superintendent – Harry Dhillon  
Senior Manager, Communications – Irena Pochop  
Manager, Energy and Environmental Sustainability  
- Alexandra Tudose  
Executive Coordinator – Karen Yoxall

ABSENT:

Trustee – Korleen Carreras

**A. OPENING PROCEDURES**

1. Call to Order

The meeting was called to order at 6:00 p.m.

The Chairperson welcomed and thanked everyone for attending.

The Chairperson acknowledged that this meeting is taking place on the traditional territory of Katzie First Nation and Kwantlen First Nation.

2. Correspondence

**Moved/Seconded**

- G. Jackson, Chairperson, SD 28 (Quesnel)
- K. Hamaguchi, Chairperson, SD 38 (Richmond)
- V. Martin, Chairperson, SD 63 (Saanich)
- Board of Education, SD 75 (Mission)

THAT the Board receive the correspondence, for information.

**CARRIED**

3. Approval of Agenda

**Moved/Seconded**

THAT the Agenda be approved as circulated.

**CARRIED**

4. Invitation for Public Input to matters on the Agenda

The Chairperson invited the public to provide input into Decision Items under section F of the agenda and requested the public to sign up on the sheet provided if they wished to ask questions.

Input was received on Item 4 – Establishment of a Parent Advisory Council at c sq nel Elementary School.

**B. APPROVAL OF MINUTES**

**Moved/Seconded**

THAT the Minutes of the May 1, 2019 Public Board Meeting be approved as circulated.

**CARRIED**

**C. PRESENTATIONS**

1. Energy Challenge 2019

**Moved/Seconded**

Students and staff from Alexander Robinson Elementary, the winner of the 2019 Energy Challenge, presented on the initiatives and activities that the school undertook to save energy and increase awareness about sustainability in their school.

THAT the Board receive the presentation about the Energy Challenge 2019, for information.

**CARRIED**

**D. DELEGATIONS**

**E. DEFERRED ITEMS**

**F. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools

- a) Establishment of a Parent Advisory Council at c sq nel Elementary School

**Moved/Seconded**

As per Section 8 (1) of the School Act, parents of students of school age attending a school or a Provincial school may apply to the board or to the minister, as the case may be, to establish a parent's advisory council for that school.

THAT the board approve the establishment of a Parent Advisory Council at c sq nel Elementary School.

**CARRIED**

- b) School Fees Schedule and Specialty Academy Fees Schedule 2019/20

**Moved/Seconded**

The Superintendent reported on secondary school fees and specialty academy fees for 2019/20.

THAT the Board approve the proposed Secondary School Fees Schedule and Academy Fees Schedule for the 2019/20 year:

Secondary School Fees Schedule 2019/20

1.	Student fee	\$28
2.	Athletic fee	\$25
3.	Yearbook	\$55
4.	Lock	\$6

Academy Fees Schedule 2019/20

1.	Equestrian	\$300
2.	Hockey	\$1,920
3.	Interdisciplinary Arts	\$91
4.	Softball	\$1,880
5.	Golf	\$2,031
6.	Digital Arts	\$100
7.	Soccer	\$604
8.	Basketball	\$400
9.	Hair Design	\$3,665

Other Fees Schedule 2019/20

1.	Adobe Certified Associate	\$15
2.	Microsoft Technology Associate	\$15
3.	Autodesk Certified User	\$15
4.	Microsoft Office Specialist	\$15
5.	Intuit Quickbooks Certified User	\$25
6.	Entrepreneurship and Small Business	\$25
7.	ToonBoom Certified Associate	\$15
8.	Automotive	\$75
9.	Carpentry	\$825
10.	Culinary	\$850
11.	Electric	\$75
12.	Framing	\$825
13.	Masonry	\$375
14.	Plumbing	\$875
15.	Metal Fab	\$825

**CARRIED**

3. Secretary Treasurer

a) Amended 2019/20 Capital Bylaw

The Secretary Treasurer reported that on May 2, 2019, the Ministry of Education issued an amendment to the Ministry Response to the Annual Five-Year Capital Plan Submission for 2019/20 to include a new project for Seismic Project Identification Report (SPIR)- Eric Langton Elementary and that in order to access this funding the Board must adopt an amended capital bylaw.

**Moved/Seconded**

- (1) THAT the Amended Capital Bylaw No. 2019/20-CP-SD42-02 – be given three (3) readings at this meeting. (vote must be unanimous)

**CARRIED**

**Moved/Seconded**

- (2) THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) Amended Capital Bylaw No. 2019/20-CP-SD42-02 be:

Read a first time on the 15th day of May, 2019;

Read a second time on the 15th day of May, 2019;

Read a third time, passed and adopted on the 15th day of May, 2019.

**CARRIED**

4. Board Committees

- a) Budget  
b) Finance

i. Third Quarter Financial Statements

**Moved/Seconded**

The Secretary Treasurer reported that the Third Quarter Financial Statements are presented to the Board for approval at the recommendation of the Finance Committee of the Whole.

THAT the Board approve the Third Quarter Financial Statements.

**CARRIED**

- c) Facilities Planning  
d) Board Policy Development

i. Policy Updates

**Moved/Seconded**

The Secretary Treasurer reported that no feedback had been received on Policy 2410: Board Correspondence and Policy 2900: Trustee Professional Development and Attendance at Conferences.

The Secretary Treasurer further reported that the Board Policy Development Committee has reviewed Policy 10540: Financial or In-Kind Donations and is recommending no change to this policy.

THAT the Board approve the following policies:

Policy 2410: Board Correspondence

Policy 2900: Trustee Professional Development and Attendance at Conferences

Policy 10540: Financial or In-Kind Donations

**CARRIED**

- e) Education
- f) Aboriginal Education

## **G. INFORMATION ITEMS**

1. Chairperson
2. Superintendent of Schools

- a) Superintendent's Update

### **Moved/Seconded**

The Superintendent provided an update on school and district events.

THAT the Board receive the Superintendent's Verbal Update, for information.

**CARRIED**

- b) 2018 Carbon Neutral Action Report

### **Moved/Seconded**

The Manager, Energy and Environmental Sustainability, presented the 2018 Carbon Neutral Action Report. The district's emissions profile, total offsets, actions taken to reduce the district's greenhouse gas emissions and plans to continue reducing emissions in 2019 and beyond were explained.

THAT the Board receive the Superintendent and Secretary Treasurer's 2018 Carbon Neutral Action Report, for information.

**CARRIED**

3. Secretary Treasurer

- a) Energy Management Plan Update

### **Moved/Seconded**

The Manager, Energy and Environmental Sustainability reported on the school district's progress on the Energy Management Plan and reported that since the start of the program the district has completed 38 lighting and HVAC optimization updates at various locations that translate into an estimated ongoing utilities savings valued at \$0.44 million.

THAT the Board receive the Energy Management Plan Update, for information.

**CARRIED**

#### 4. Board Committees & Advisory Committee Reports

- a) Budget
- b) Finance
- c) Facilities Planning
- d) Board Policy Development

- i. Policy Updates

#### **Moved/Seconded**

The Secretary Treasurer reported that at the recommendation of the Board Policy Development Committee the following draft policies are being presented to the board for information:

- Policy 2320: Board Committees and Trustee Representation
- Policy 2500: Board Policy Development
- Policy 4435: Scholarships, Bursaries and Awards
- Policy 5401: Use of Board Owned Buses
- Policy 5701: Records and Information Management – General
- Policy 6600: Naming of School District Facilities
- Policy 7110: Whistleblower Protection
- Policy 9510: Flags – Canada and British Columbia

THAT the Board receive for information and continuation with the consultation process:

- Policy 2320: Board Committees and Trustee Representation
- Policy 2500: Board Policy Development
- Policy 4435: Scholarships, Bursaries and Awards
- Policy 5401: Use of Board Owned Buses
- Policy 5701: Records and Information Management – General
- Policy 6600: Naming of School District Facilities
- Policy 7110: Whistleblower Protection
- Policy 9510: Flags – Canada and British Columbia

#### **CARRIED**

- e) Education
- f) Aboriginal Education

#### **H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS**

##### **I. TRUSTEE REPORTS**

###### BC School Trustees Association

Trustee Murray reported on the resolutions adopted at the recent Annual General Meeting, the strategic planning process and committee appointments.

###### Maple Ridge-Pitt Meadows Arts Council

Trustee Sullivan reported that 3 artists have been chosen this year for the "Artists in Residence Program".

Ridge Meadows Overdose Community Action Table (CAT)

Trustee Sullivan reported on a recent roundtable meeting and Trustee Dumore reported on the STORM Coffee Van Project.

Good News Items

Trustee Dumore attended the youth talent show at the Greg Moore Youth Centre and "No Guts No Glory" at Garibaldi Secondary; trustee Sullivan visited Webster's Corners and also judged the Grade 5 district speech competition; trustee Trudeau attended an early learning breakfast with Minister Chen; trustee Murray spoke about the Grade 6/7 inquiry fair at Riverside Centre; trustee Yamamoto reported on the 20-year recognition event at Maple Ridge Secondary; and trustee Shaw also reported on the early learning breakfast event and the Grade 5 district speech competition. All of the trustees reported on the roundtable discussion with students at Thomas Haney Secondary.

**L. QUESTION PERIOD**

A question was posed on the following:

- Funding formula review

**M. OTHER BUSINESS**

**N. ADJOURNMENT**

**Moved/Seconded**

THAT the Board adjourn the meeting.

**CARRIED**

The Public Board meeting adjourned at 7:48 p.m.

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Elaine Yamamoto, Chairperson

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Flavia Coughlan, Secretary Treasurer



**ITEM 3**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **ABORIGINAL EDUCATION**

Date: June 19, 2019  
(Public Board Meeting)

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**Information**

**RECOMMENDATION:**

**THAT the Board receive the presentation on Aboriginal Education, for information.**



**ITEM 4**

To: **Board of Education** From: Superintendent  
Sylvia Russell

Re: **INTERNATIONAL BACCALAUREATE DIPLOMA** Date: June 19, 2019  
**PROGRAM 2019/20 FEE SCHEDULE** (Public Board Meeting)

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**Decision**

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**BACKGROUND/RATIONALE:**

**SCHOOL ACT: SECTION 82.1 - SPECIALTY ACADEMIES**

The school act states that:

- (1) In this section, "**specialty academy**" means an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations.
- (2) A board may offer a specialty academy if
  - (a) the board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and
  - (b) the board is of the opinion that there is sufficient demand for the specialty academy.
- (3) A board that offers a specialty academy must
  - (a) make available sufficient instruction for students enrolled in the specialty academy to meet the general requirements for graduation, and
  - (b) continue to offer a standard educational program in the school district.
- (4) Despite section 82, but subject to section 82.4, a board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program.
- (5) On or before July 1 of each school year, a board that offers a specialty academy must
  - (a) establish a schedule of fees to be charged under subsection (4), and
  - (b) make the schedule of fees available to the public.
- (6) Before establishing a schedule of fees under subsection (5), a board must
  - (a) consult with the parents' advisory council for the school where the specialty academy is offered, and
  - (b) obtain the approval of that parents' advisory council for the schedule of fees.

In 2018/19 the IB Diploma Program specialty academy in School District No. 42 did not reach the break even point. The current fee structure is \$400 per student for both Grade 11 and Grade 12 students.

The 2019/20 costs and proposed fees are as follows:

<b>Program Expenses:</b>	
Annual Fee	\$15,730
Exam Fees (40 students)	\$35,400
BC Association Annual Fee	\$300
Software – Managebac	\$1,000
Training/Travel	\$15,500
Textbooks	\$5,000
Exam Shipping Costs	<u>\$1,000</u>
<b>Net program costs</b>	<b>\$73,930</b>
<b>Board approved subsidy</b>	<b><u>(51,370)</u></b>
<b>Student Fees needed</b>	<b>\$22,560</b>
<b>Proposed 2019/20 Student Fees</b>	
Grade 11 (24 students) at \$450 per student	\$10,800
Grade 12 (20 students) at \$400 per student	<u>\$8,000</u>
<b>Total Proposed 2019/20 Student Fees</b>	<b>\$18,800</b>
<b>Additional subsidy required</b>	<b>\$3,760</b>

The additional subsidy will be covered from the emergent expenditure fund.

It is estimated that student enrolment for 2020/21 will increase to 30 Grade 11 students, 20 Grade 12 students and 21 Grade 12 certificate students for an estimated total fees collected of \$27,560.

**RECOMMENDATION:**

**THAT the Board approve the proposed 2019/20 International Baccalaureate Diploma Program Fee Schedule:**

- **Grade 11 at \$450 per student**
- **Grade 12 at \$400 per student**



**ITEM 5**

To: **Board of Education**

From: Secretary Treasurer  
Flavia Coughlan

Re: **ELIGIBLE SCHOOL SITES PROPOSAL**

Date: June 19, 2019  
(Public Board Meeting)

**Decision**

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**BACKGROUND/RATIONALE**

The Eligible School Sites Proposal is a required component of the capital plan submission, which must be passed annually by Board resolution and referred to local governments in the District for acceptance pursuant to the Local Government Act.

This report estimates the number of eligible school age children which would be generated by residential growth and the number of eligible school sites required for the School District, including approximate number, location and cost of school sites proposed to be included in the 2019/20 Capital Plan.

The Eligible School Sites Proposal was initially incorporated into the 2001-2002 capital budget submission and involved extensive consultation with the City of Maple Ridge and the City of Pitt Meadows as well as the development community. Both municipalities have undertaken major revisions to their Official Community Plans and land use bylaws and have provided revised 10 year projections for residential development which were incorporated into these projections.

There will be no change to school site acquisition charge (SSAC) bylaw rate applied to new development units, based on calculations consistent with Provincial School Site Acquisition Charge Regulations. The SSAC bylaw rate was set in 2007 at the maximum allowed by the Local Government Act and Provincial Regulations and is still in effect (Capital Bylaw #1A, 2007 – School Site Acquisition Charge Bylaw – Attachment A).

The following information has been considered:

1. The Eligible School Sites Proposal projections have been discussed with planning department staff for the City of Pitt Meadows and for the City of Maple Ridge, who provided local government's forecasts for new housing which has been included in the report for the period 2019-2028 (Schedule 'A') Attachment B.
2. A projection of the number of children of school age, as defined in the School Act, that will be added to the school district as the result of the projected eligible development units for the period 2019-2028 (Schedule 'A')
3. The approximate size and the number of school sites required to accommodate the number of children projected under paragraph (2). (Schedule 'B') Attachment C.
4. The approximate location and value of school sites referred to in paragraph (3) (Schedule 'B').

**RECOMMENDATION:**

**THAT the Board approve the following eligible school sites proposal:**

**WHEREAS the Board of Education of School District No.42 (Maple Ridge – Pitt Meadows) has consulted with the City of Maple Ridge and the City of Pitt Meadows on these matters;**

**IT IS RESOLVED THAT:**

- 1. Based on information from local government, the Board of Education of School District No.42 estimates there will be approximately 7,200 new development units constructed in the School District over the next 10 years, as presented in Schedule 'A';**
- 2. These 7,200 new development units will be home to an estimated 1,650 school age children, as presented in Schedule 'A';**
- 3. The School Board expects two (2) new school sites over the ten-year period, will be required as the result of this growth in the school district. The site acquisitions will be generally located as presented in Schedule 'B';**
- 4. According to Ministry of Education site standards, the School Board expects that the eligible school sites will require a total acquisition of 6.81 hectares (16.83 acres) of land, as presented in Schedule 'B'. These sites should be purchased within ten years and, at current serviced land costs, the land will cost approximately \$23.32 million.**
- 5. That the Eligible School Sites Proposal as adjusted be incorporated in the 2020/21 Capital Plan, and submitted to the Ministry of Education.**

Attachments



**THE BOARD OF SCHOOL TRUSTEES OF  
SCHOOL DISTRICT NO. 42 (Maple Ridge – Pitt Meadows)**

**CAPITAL BYLAW No. 1A– 2007**

**A BYLAW BY THE BOARD OF SCHOOL TRUSTEES OF SCHOOL DISTRICT NO. 42 (Maple Ridge – Pitt Meadows)** (hereinafter called the “Board”) to replace the Capital Bylaw No.1 – 2001, School Site Acquisition Charge Capital Bylaw, adopted on May 29, 2001. The School Site Acquisition Charge Capital Bylaw No. 1A-2007 sets the school site acquisition charges for the prescribed categories of eligible development pursuant to Part 26, Division 10.1, Sections 937.2 to 937.91 of the *Local Government Act* and British Columbia School Site Acquisition Charge Regulation 17/00.

**WHEREAS**, School District No. 42 (Maple Ridge – Pitt Meadows) is an eligible school district pursuant to Part 26, Division 10.1, Sections 937.2 to 937.91 of the *Local Government Act* for which the Board has indicated an eligible school site requirement in its approved capital plan beginning in 2003;

**AND WHEREAS**, the Board has consulted with stakeholders and local governments and passed the 2007/2008 Eligible School Site Proposal, incorporated in the school district’s 2007-2011 Five Year Capital Plan submission to the Ministry of Education;

**AND WHEREAS**, the board approved the 2007/2008 Eligible School Site Proposal which indicates a significant increase in serviced land cost of eligible school sites from its original estimate in 2003/2004;

**AND WHEREAS**, the Ministry of Education provided notice that the Eligible School Site Proposal included in the 2007-2011 Five Year Capital Plan for School District No. 42 (Maple Ridge – Pitt Meadows) was accepted by the Minister of Education on April 13, 2007;

**AND WHEREAS**, the Board of School Trustees is required to introduce revisions to the School Site Acquisition Charge Capital Bylaw, as required, within 60 days of the notice from the Ministry;

**NOW THEREFORE** the Board of School Trustees for School District No. 42 (Maple Ridge – Pitt Meadows) in open meeting assembled, ENACTS AS FOLLOWS:

1. **“Eligible Development”** means
  - a) a subdivision of land in School District No.42 (Maple Ridge – Pitt Meadows), or
  - b) any new construction, alteration or extension of a building in School District No.42 (Maple Ridge – Pitt Meadows) that increases the number of self-contained dwelling units on a parcel.
  
2. **“School Site Acquisition Charge”** is a charge collected by local government, for each new residential parcel to be created by subdivision and for new multiple family residential units to be constructed on an existing parcel, for the purpose of providing funds to assist school boards to pay the capital costs of meeting eligible school site requirements pursuant to Part 26, Division 10.1, Sections 937.2 to 937.91 of the *Local Government Act* and British Columbia School Site Acquisition Charge regulations.

3. Pursuant to Part 26, Division 10.1 of the *Local Government Act*, the Board establishes the charges applicable to the prescribed categories of eligible development for the school district in accordance with the following formula:

$$SSAC = [(A \times B) / C] \times D$$

Where

SSAC = the school site acquisition charge applicable to each prescribed category of eligible development;

A = \$22,525,000 (cost attributable to eligible development units);

B = 35% (set by Provincial regulation);

C = 9,351 (Eligible development units projected for the 2007 capital plan submission); and

D = a factor set by Provincial Regulation for the prescribed categories of eligible development.

4. The charges applicable to the categories of eligible development as prescribed by British Columbia Regulation 17/00 for the school district are set in the table below:

Prescribed Category of Eligible Development (BC Regulation 17/00)	D =(Factor set by BC Regulation 17/00)	School Site Acquisition Charge (per unit) SSAC = [(A x B) – A1 / C] x D
Low Density (less than 21 units / gross ha.)	1.25	\$1,000
Medium Low (21-50 units / gross ha)	1.125	\$900
Medium (51 –125 units / gross ha)	1.0	\$800
Medium High (126-200 units / gross ha)	0.875	\$700
High Density (greater than 200 units / gross ha)	0.75	\$600

\*Pursuant to Provincial Regulations, maximum charge is \$1,000.

5. The school site acquisition charge amendment does not come into effect until 60 days after the adoption day of this bylaw. The implementation date for the collection of charges will be June 25, 2007.
6. Any subdivision or building permit application accepted by local government prior to June 25, 2007 will not be subject to the school site acquisition charge provided that a completion of the application, with final approval of subdivision or a building permit authorizing construction, is received prior to June 27, 2008.

7. A school site acquisition charge is not payable if any of the following applies:
- (a) The eligible development is within a category that is exempt from school site acquisition charges pursuant to BC School Site Acquisition Charge Regulations;
  - (b) A school site acquisition charge has previously been paid for the same eligible development unless, as a result of further subdivision or issuance of a building permit, more eligible development units are authorized or will be created on a parcel;
  - (c) Where a building permit is issued on an existing parcel, which after construction, alteration or extension, the parcel will contain three or fewer self-contained dwelling units.
8. This Bylaw shall be cited for all purposes as the "School District No.42 (Maple Ridge-Pitt Meadows) Capital Bylaw No. 1A- 2007 (Re: School Site Acquisition Charge Capital Bylaw)".

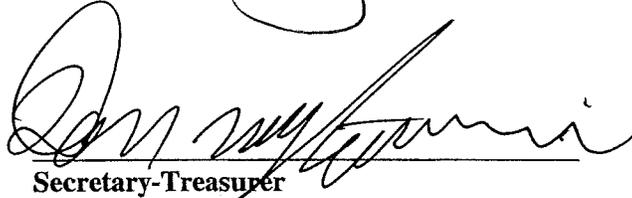
READ A FIRST TIME THE 25<sup>TH</sup> DAY OF APRIL, 2007

READ A SECOND TIME THE 25<sup>TH</sup> DAY OF APRIL, 2007

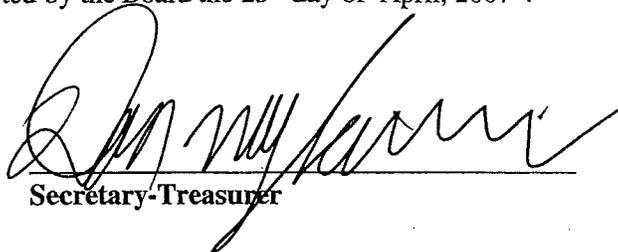
READ A THIRD TIME, PASSED AND ADOPTED THE 25<sup>TH</sup> DAY OF APRIL, 2007



  
Chair of the Board

  
Secretary-Treasurer

**I HEREBY CERTIFY** this to be a true and original of **School District No. 42 (Maple Ridge – Pitt Meadows) Capital Bylaw No. 1A-2007**, adopted by the Board the 25<sup>th</sup> day of April, 2007 .

  
Secretary-Treasurer

SCHEDULE 'A'

Ten Year Projections (2019-2028) - Eligible Development Units and School Age Children

<b>Table 1 - Growth Forecasts - Housing Units Completions By Type (10 year forecast - completions for previous school year by July 1)</b>											
Year	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	10 yr Total
<i>District of Maple Ridge</i>											
Single Detached	289	289	289	289	289	289	289	289	289	289	2,890
Triplex	131	131	131	131	131	131	131	131	131	131	1,310
Row House	64	64	64	64	64	64	64	64	64	64	640
Low Rise Apart.	117	117	117	117	117	117	117	117	117	117	1,170
<i>City of Pitt Meadows</i>											
Single Detached	26	26	26	26	26	26	26	26	26	26	260
Triplex	0	0	0	0	0	0	0	0	0	0	0
Row House	38	38	38	38	38	38	38	38	38	38	380
Low Rise Apart.	55	55	55	55	55	55	55	55	55	55	550

<b>Table 2 - SCHOOL DISTRICT 42 - ELIGIBLE DEVELOPMENT UNITS (Annual totals by housing type 2019-2028)</b>											10 yr Total
Single Detached	315	315	315	315	315	315	315	315	315	315	3,150
Triplex	131	131	131	131	131	131	131	131	131	131	1,310
Row House	102	102	102	102	102	102	102	102	102	102	1,020
Low Rise Apart.	172	172	172	172	172	172	172	172	172	172	1,720
<b>Total Units</b>	<b>720</b>	<b>7,200</b>									

<b>Table 3 - PROJECTED SCHOOL AGE YIELD (From Eligible development unit projections 2019-2028)</b>											Eligible Students
Single Detached	110	110	110	110	110	110	110	110	110	110	1,100
Triplex	26	26	26	26	26	26	26	26	26	26	260
Row House	20	20	20	20	20	20	20	20	20	20	200
Low Rise Apt.	9	9	9	9	9	9	9	9	9	9	90
<b>Total EDU Students</b>	<b>165</b>	<b>1,650</b>									

<b>Table 4 - PROJECTED AVERAGE YIELD FACTORS (July 1, 2019-2028)</b>											Yield 2024
Single Detached	0.3500	0.3500	0.3500	0.3500	0.3500	0.3500	0.3500	0.3500	0.3500	0.3500	0.6500
Triplex	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000
Row House	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.2000	0.3800
Low Rise Apt.	0.0500	0.0500	0.0500	0.0500	0.0500	0.0500	0.0500	0.0500	0.0500	0.0500	0.0400

**SCHEDULE 'B'**

**ATTACHMENT C**

**School District No. 42 (Maple Ridge – Pitt Meadows)**

**ELIGIBLE SCHOOL SITES PROPOSAL - 2019 CAPITAL PLAN**

*(Does not include eligible sites already approved for acquisition)*

<b>Proposed Elementary School Sites General Location</b>	<b>Size (Ha)</b>	<b>Estimated Cost \$</b>
Albion East Area Elementary	1.97	\$11,672,000
Silver Valley Area Elementary	4.84	\$11,643,500
<b>TOTAL (2 <i>new school sites</i>)</b>	<b>6.81</b>	<b>\$23,315,500</b>



**ITEM 6**

To: **Board of Education**

From: Secretary Treasurer  
Flavia Coughlan  
Director of Facilities  
Rick Delorme

Re: **2020/21 CAPITAL PLAN**

Date: June 19, 2019  
(Public Board Meeting)

---

**Decision**

**BACKGROUND/RATIONALE:**

On March 26, 2019, the Ministry of Education issued the 2020/21 Capital Plan Instructions. The deadline for 2020/21 Capital Plan submission to the Ministry is June 30, 2019. The Ministry is seeking submissions for the following capital programs:

- Seismic Mitigation Program
- Demolition
- New School
- School Addition Program
- School Replacement Program
- Site Acquisition
- Building Envelope Program
- School Enhancement Program
- Carbon Neutral Capital Program
- Bus Replacement Program
- Playground

The attached proposed 2012/21 Capital Plan lists projects for the fiscal years 2020/21 to 2024/25 according to the Board's assigned priority of capital needs. (Attachment A)

**Strategic Facilities Plan**

In order to ensure that Capital Plan submissions accurately reflect the priorities and needs of the Maple Ridge-Pitt Meadows School District, a comprehensive Strategic Facilities Plan was prepared in consultation with stakeholders, educators, the community and the two municipalities. The Strategic Facilities Plan identifies and rationalizes current and future capital requirements for school sites, new schools, and facility upgrades based on building condition, seismic vulnerability and ongoing maintenance/life cycle costs; as well as new education initiatives. The Strategic Facilities Plan will be updated in 2019/20.

**Seismic Mitigation Program**

The school district has engaged John Wallace Engineering to conduct seismic rapid assessments (SRA's) on nine schools in order to determine their current risk. To date six schools have been identified as having H1 to H3 classifications. These schools have been included in our Capital Plan.

One of the schools identified is Eric Langton Elementary and we are combining this project with the addition to increase capacity to 80/600. The Ministry supported the School District in producing the Project Definition Report (PDR) for this addition as part of the 2019/20 Capital Plan.

In the 2019/20 Capital Plan the Ministry has also approved the School District to proceed with a Seismic Project Definition Report (SPDR) for the seismic upgrade of Pitt Meadows Secondary. This SPDR will also include the building envelope and major renovation of the school.

<b>Seismic Mitigation Projects</b>	<b>Scope</b>	<b>Estimated Cost \$</b>
<i>Eric Langton Elementary</i>	Seismic Upgrade of one H1 block, three H2 blocks, one H3 block	\$3,275,000
<i>Pitt Meadows Secondary</i>	Seismic Upgrade of five H1 blocks, one H2 block, one H3 block, BEP and major renovation	\$30,863,085
<i>Maple Ridge Secondary Annex</i>	Seismic Upgrade five H1 blocks	\$7,144,045
<i>Pitt Meadows Elementary</i>	Seismic Upgrade of two H1 blocks, one H2 block and one H3 block	\$2,500,000
<i>Glenwood Elementary</i>	Seismic Upgrade of one H1 block	\$950,000
<i>Highland Park Elementary</i>	Seismic Upgrade of two H2 Blocks	\$1,250,000
<i>Harry Hooge Elementary</i>	Seismic Upgrade of one H3 block	\$550,000
<b>TOTAL</b>		<b>\$46,532,130</b>

### **School Addition Program**

The increasing enrolment confirmed the need for elementary school expansion for four schools in the central capital area. The total estimated cost for these expansion projects is \$48,032,575 million.

<b>Elementary School Expansion</b>	<b>Scope</b>	<b>Estimated Cost \$</b>
<i>Eric Langton Elementary</i>	Increase capacity to 80/600	\$8,920,000
<i>Harry Hooge Elementary</i>	Increase capacity to 80/600	\$9,812,000
<i>Highland Park Elementary</i>	Increase capacity to 80/600	\$14,989,700
<i>Blue Mountain Elementary</i>	Increase Capacity to 80/600	\$12,518,000
<b>TOTAL (3 school expansions excluding Eric Langton)</b>		<b>\$46,239,700</b>

### **Site Acquisition**

The table below shows the proposed school sites included capital plan that have not already been approved for acquisition.

<b>Elementary School Sites General Location</b>	<b>Size (Ha)</b>	<b>Estimated Cost \$</b>
<i>Silver Valley Area Elementary</i>	4.84 Ha	\$11,643,500

In the 2019/20 Capital Plan the Ministry approved the acquisition of a school site in the Albion East area of Maple Ridge and the estimated value for this site is \$11,672,000.

**School Replacement Program**

Two major renovation projects are included in the capital plan:

<i>Location</i>	<i>Scope</i>	<i>Estimated Cost \$</i>
<i>Maple Ridge Annex</i>	Major Renovation	\$4,760,136
<i>Pitt Meadows Elementary</i>	Major Renovation	\$5,887,648
<b>TOTAL</b>		<b>\$10,647,784</b>

**Building Envelope Program**

Design work has been approved for Fairview Elementary, the updated BECA has been completed and the estimated cost determined. This project is included in the capital plan. Also included in this section are building envelope remediation projects at: Pitt Meadows Elementary and Alouette Elementary.

<i>Location</i>	<i>Scope</i>	<i>Estimated Cost \$</i>
<i>Fairview Elementary</i>	Building envelope remediation	\$1,375,760
<i>Pitt Meadows Elementary</i>	Building envelope remediation	\$493,900
<i>Alouette Elementary</i>	Building envelope remediation	\$778,800
<b>TOTAL</b>		<b>\$2,648,460</b>

**School Enhancement Program**

The following table summarizes the school enhancement projects listed in the 2020/21 Capital Plan.

<b><i>School Name</i></b>	<b><i>Project Scope</i></b>	<b><i>School Enhancement Program</i></b>	<b><i>SD 42 Contribution</i></b>
<i>Pitt Meadows Elementary</i>	Central boiler plant upgrade	\$300,000	\$10,000
<i>Glenwood Elementary</i>	Central boiler plant upgrade	\$330,000	\$10,000
<i>Alouette Elementary</i>	Central boiler plant upgrade	\$334,000	\$10,000
<i>Davie Jones Elementary</i>	Central boiler plant upgrade	\$335,000	\$10,000
<i>Glenwood Elementary &amp; Laity View Elementary</i>	Washroom upgrades – gender neutral	\$500,000	\$30,000
<b>TOTAL</b>		<b>\$1,799,000</b>	<b>\$70,000</b>

**Carbon Neutral Capital Program**

The following table details the project proposed to be completed under the carbon neutral capital program.

<b><i>School Name</i></b>	<b><i>Project Scope</i></b>	<b><i>Estimate (\$)</i></b>
<i>Garibaldi Secondary</i>	Domestic hot water system upgrade	\$ 143,750
<i>Garibaldi Secondary</i>	Boiler plant #1 upgrade	\$ 487,500
<i>Garibaldi Secondary</i>	Boiler plant #2 upgrade	\$ 412,500
<b>TOTAL</b>		<b>\$1,043,750</b>

**Playgrounds Equipment Program:**

<b><i>School Name</i></b>	<b><i>Project Scope</i></b>	<b><i>Estimate (\$)</i></b>
<i>C'usqunela Elementary</i>	Universally Accessible Playground Equipment	\$105,000
<i>Maple Ridge Elementary</i>	Universally Accessible Playground Equipment	\$105,000
<i>Pitt Meadows Elementary</i>	Universally Accessible Playground Equipment	\$105,000
<b><i>TOTAL</i></b>		<b>\$ 315,000</b>

**RECOMMENDATION:**

**THAT the Board approve the 2020/21 Capital Plan for submission to the Ministry of Education.**

Attachment

**The Board of Education of School District No. 42  
Capital Plan Summary 2020-21**

<b>Year</b>	<b>Priority</b>	<b>School /Project</b>	<b>Amount</b>
1	2020/21	1 Eric Langton Elementary Seismic	\$3,275,000
1	2020/21	2 Eric Langton Elementary Addition to 80/600	\$8,920,000
1	2020/21	3 Pitt Meadows Secondary Seismic/Major Renovation/BEP	\$30,863,085
1	2020/21	4 Maple Ridge Annex Seismic Upgrade	\$7,144,045
1	2020/21	5 Maple Ridge Annex Renovation to covert back to Elementary	\$4,760,136
1	2020/21	6 New-Silver Valley Elementary Site Acquisition	\$11,643,500
1	2020/21	7 Fairview Elementary BEP	\$1,375,760
2	2021/22	8 Pitt Meadows Elementary Seismic Upgrade	\$2,500,000
2	2021/22	9 Pitt Meadow Elementary Major Renovation	\$5,887,648
2	2021/22	10 Pitt Meadows Elementary BEP	\$493,900
3	2022/23	11 Harry Hooge Elementary Seismic Upgrade	\$550,000
3	2022/23	12 Harry Hooge Elementary Addition to 80/600	\$9,812,000
3	2022/23	13 Alouette Elementary BEP	\$778,800
4	2023/24	14 Blue Mountain Elementary Addition to 80/600	\$12,518,000
4	2023/24	15 Highland Park Elementary Seismic Upgrade	\$1,250,000
4	2023/24	16 Highland Park Elementary Addition to 80/600	\$14,989,700
5	2024/25	17 Glenwood Elementary Seismic Upgrade	\$950,000
<b>Total</b>			<b>\$117,711,574</b>

<b>Year</b>	<b>Priority</b>	<b>School Enhancement Program</b>	<b>Amount</b>
1	2020/21	1 Pitt Meadows Elementary Boiler Plant Upgrade	\$300,000
1	2020/21	2 Glenwood Elementary Boiler Plant Upgrade	\$330,000
1	2020/21	3 Alouette Elementary Boiler Plant Upgrade	\$334,000
1	2020/21	4 Davie Jones Elementary Boiler Plant Upgrade	\$335,000
1	2020/21	5 Glenwood Elementary & Laity View Elementary Washroom Upgrade -Gender Neutral	\$500,000
<b>Total</b>			<b>\$1,799,000</b>

<b>Year</b>	<b>Priority</b>	<b>Carbon Neutral Capital Program</b>	<b>Amount</b>
1	2020/21	1 Garibaldi Secondary Domestic Hot Water System Upgrade	\$143,750
1	2020/21	2 Garibaldi Secondary Boiler Plant No1 Upgrade	\$487,500
1	2020/21	3 Garibaldi Secondary Boiler Plan No2 Upgrade	\$412,500
<b>Total</b>			<b>\$1,043,750</b>

<b>Year</b>	<b>Priority</b>	<b>Playgrounds Equipment Program</b>	<b>Amount</b>
1	2020/21	1 C'usqunela Elementary-Universal Accessibility Playground Equipment	\$105,000
1	2020/21	2 Maple Ridge Elementary-Universal Accessibility Playground Equipment	\$105,000
1	2020/21	3 Pitt Meadows Elementary-Universal Accessibility Playground Equipment	\$105,000
<b>Total</b>			<b>\$315,000</b>



**ITEM 7**

To: **Board of Education**

From: Flavia Coughlan  
Secretary Treasurer

Re: **ĆƏSQƏNELƏ ELEMENTARY SCHOOL  
UTILITY RIGHT-OF-WAY BYLAW,  
2019**

Date: June 19, 2019  
(Public Board Meeting)

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**Decision**

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**BACKGROUND/RATIONALE**

WHEREAS section 65 (5) of the School Act provides that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board only by bylaw;

AND WHEREAS pursuant to Section 96 (1) of the School Act, "land" includes any interest in land, including any right, title or estate in it of any tenure;

AND WHEREAS section 96 (3) of the School Act provides that a board of education may dispose of land or improvements, or both, subject to the orders of the British Columbia Minister of Education (the "Minister");

AND WHEREAS section 3 of the Disposal of Land or Improvements Order M193/08 (the "Disposal Order") provides that boards must not dispose of land or improvements by sale and transfer in fee simple or by way of lease or 10 years or more unless such disposal is to another board or an independent school for educational purposes or is approved by the Minister in accordance with section 5 of the Disposal Order;

AND WHEREAS The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) (the "Board") is the registered owner of the land and improvements located at 24093 – 104th Avenue, Maple Ridge, B.C. (the "Property"), being Facility Number 04242048 and legally described as:

PID: 030-558-107

Lot 1 Section 10 Township 12 New Westminster District Plan EPP80804;

AND WHEREAS the Board is building the Ćəsqənelə Elementary School site on the Property and British Columbia Hydro and Power Authority ("BC Hydro") and Telus Communications Inc. ("Telus") require the Board to grant BC Hydro and Telus a statutory right-of-way (the "Right-of-Way") to construct, operate and maintain certain works (the "Utility Works") to provide utility services to the Property, located approximately as shown on Drawing No. 1183611, a copy of which is attached to this Bylaw as Schedule A;

AND WHEREAS the Board has determined, in accordance with the Board's Policy 6810 Disposal of Land or Improvements, that the construction of the Works and the granting of the Right-of-Way would benefit the Board and not compromise the Board's use of the Property for educational purposes of the Board;

NOW THEREFORE be it resolved that the Board hereby authorizes the granting of the Right-of-Way, and the Secretary Treasurer be and is hereby directed and authorized to execute and deliver the Right-of-Way on behalf of the Board, in such form as the Secretary Treasurer may approve as evidenced by her signature.

This bylaw may be cited as "School District No. 42 (Maple Ridge – Pitt Meadows) Ćəsqənelə Elementary School Utility Right-of-Way Bylaw, 2019."

**RECOMMENDATIONS**

**1. THAT the ĆƏSQƏNELƏ Elementary School Utility Right-of-Way Bylaw, 2019 be given three (3) readings at this meeting. (vote must be unanimous)**

**2. THAT the ĆƏSQƏNELƏ Elementary School Utility Right-of-Way Bylaw, 2019 be:**

**Read a first time on the 19<sup>th</sup> day of June, 2019;**

**Read a second time on the 19<sup>th</sup> day of June, 2019;**

**Read a third time and final time, passed and adopted this 19<sup>th</sup> day of June, 2019.**

Attachment

**THE BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 42 (MAPLE RIDGE – PITT MEADOWS)**

**ĆƏSQƏNELƏ ELEMENTARY SCHOOL UTILITY RIGHT-OF-WAY BYLAW, 2019**

WHEREAS section 65 (5) of the *School Act* provides that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board only by bylaw;

AND WHEREAS pursuant to Section 96 (1) of the *School Act*, "land" includes any interest in land, including any right, title or estate in it of any tenure;

AND WHEREAS section 96 (3) of the *School Act* provides that a board of education may dispose of land or improvements, or both, subject to the orders of the British Columbia Minister of Education (the "**Minister**");

AND WHEREAS section 3 of the Disposal of Land or Improvements Order M193/08 (the "**Disposal Order**") provides that boards must not dispose of land or improvements by sale and transfer in fee simple or by way of lease or 10 years or more unless such disposal is to another board or an independent school for educational purposes or is approved by the Minister in accordance with section 5 of the Disposal Order;

AND WHEREAS The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) (the "**Board**") is the registered owner of the land and improvements located at 24093 – 104th Avenue, Maple Ridge, B.C. (the "**Property**"), being Facility Number 04242048 and legally described as:

PID: 030-558-107

Lot 1 Section 10 Township 12 New Westminster District Plan EPP80804;

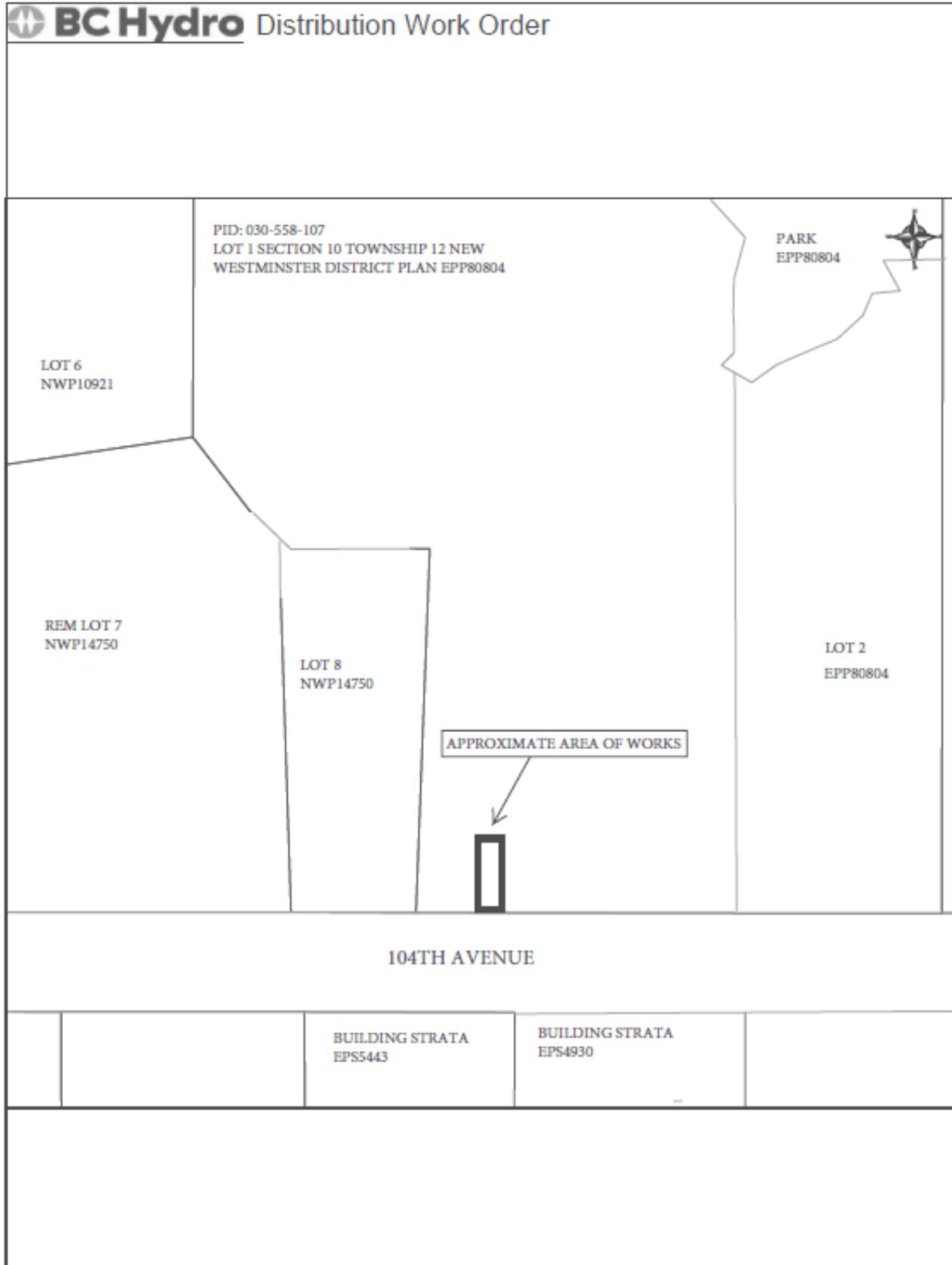
AND WHEREAS the Board is building the Ćəsqənelə Elementary School site on the Property and British Columbia Hydro and Power Authority ("**BC Hydro**") and Telus Communications Inc. ("**Telus**") require the Board to grant BC Hydro and Telus a statutory right-of-way (the "**Right-of-Way**") to construct, operate and maintain certain works (the "**Utility Works**") to provide utility services to the Property, located approximately as shown on Drawing No. 1183611, a copy of which is attached to this Bylaw as Schedule A;

AND WHEREAS the Board has determined, in accordance with the Board's Policy 6810 Disposal of Land or Improvements, that the construction of the Works and the granting of the Right-of-Way would benefit the Board and not compromise the Board's use of the Property for educational purposes of the Board;

NOW THEREFORE be it resolved that the Board hereby authorizes the granting of the Right-of-Way, and the Secretary Treasurer be and is hereby directed and authorized to execute and deliver the Right-of-Way on behalf of the Board, in such form as the Secretary Treasurer may approve as evidenced by her signature.

This bylaw may be cited as "School District No. 42 (Maple Ridge – Pitt Meadows) Ćəsqənelə Elementary School Utility Right-of-Way Bylaw, 2019."

DRAWING NO. 1183611





**ITEM 8**

To: **Board of Education**

From: Board Policy Development Committee

Re: **POLICY UPDATES**

Date: June 19, 2019  
(Public Board Meeting)

**Decision**

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**BACKGROUND/RATIONALE:**

The Board Policy Development Committee (the "Committee") has followed the appropriate consultation requirements as outlined within Policy 2500 and is recommending that the Board approve the following policies:

- Policy 2320: Board Committees and Trustee Representation (Attachment A)
- Policy 2500: Board Policy Development (Attachment B)
- Policy 4435: Scholarships, Bursaries and Awards (Attachment C)
- Policy 5401: Use of Board Owned Buses (Attachment D)
- Policy 5701: Records and Information Management – General (Attachment E)
- Policy 6600: Naming of School District Facilities (Attachment F)
- Policy 7110: Whistleblower Protection (Attachment G)
- Policy 9510: Flags – Canada and British Columbia (Attachment H)

Feedback received has been incorporated into the policies.

**RECOMMENDATION:**

**THAT the Board approve the following policies:**

- **Policy 2320: Board Committees and Trustee Representation**
- **Policy 2500: Board Policy Development**
- **Policy 4435: Scholarships, Bursaries and Awards**
- **Policy 5401: Use of Board Owned Buses**
- **Policy 5701: Records and Information Management – General**
- **Policy 6600: Naming of School District Facilities**
- **Policy 7110: Whistleblower Protection**
- **Policy 9510: Flags – Canada and British Columbia**

Attachments



**SD 42 POLICY: 2320**

**BOARD COMMITTEES AND TRUSTEE REPRESENTATION**

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**PHILOSOPHY**

The Board of Education believes that the function of Board Committees is to help the Board fulfil its role. A Board Committee is a mechanism that permits deeper examination to be given to issues than could reasonably be given by the full Board. The role of Committees is to support, not replace, Board responsibility.

Each Board Committee shall operate according to a Board approved mandate outlining its membership, duties and responsibilities.

The Board of Education supports trustee participation on other committees and organizations that support the Board in fulfilling its governance role and supports the achievement of the goals set out in the Board’s strategic plan.

**BOARD COMMITTEES**

The established Board Committees are the:

- i) Finance and Audit Committee;
- ii) Budget Committee;
- iii) Facilities Planning Committee; and
- iv) Board Policy Development Committee.

This structure is subject to change from time-to-time, as the Board considers which of its responsibilities will best be fulfilled through more detailed review by a Committee.

When necessary ad hoc Board committees may be established for specific purposes, and a specific length of time. When the Board establishes an ad hoc committee, it shall determine its membership, terms of reference and reporting out date.

**TRUSTEE REPRESENTATION ON OTHER COMMITTEES AND ORGANIZATIONS**

The Board shall appoint trustee representatives to other committees and organizations if the work of the committee or organization supports the Board in fulfilling its governance role and supports the achievement of the goals set out in the Board’s strategic plan.

The Board Chairperson in consultation with the Vice-Chairperson, the Superintendent of Schools and the Secretary Treasurer shall determine if a Trustee representative or a staff representative is required for each non-board committee and organization that asks for school district representation.

**COMMITTEE APPOINTMENTS**

The Board Chairperson shall appoint Trustees to all Board Committees, and other Committees and Organizations where trustee representation is required.

The Superintendent and the Secretary Treasurer appoint resource personnel to work with board committees, and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

### **COMMITTEE MINUTES AND REPORTS**

All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board to be included in the appropriate Agenda package.

### **ROLE OF TRUSTEES & CONDUCT OF BUSINESS**

#### **Board Committees**

Although by nature, committees provide a forum for deliberation that is less formal than Board meetings permitting more latitude in discussion, it is expected that meetings will be conducted in accordance with *Robert's Rules of Order*.

Only Trustees may vote. Minutes will be kept of the committee deliberations and administrative resource persons will participate as required.

The Superintendent/Secretary Treasurer may assign a chief resource person to the committee. Any research and correspondence necessary for the work of the Board committee will be conducted by the resource person on direction of the committee.

#### **Staff Committees**

Staff committees are always chaired by a staff member appointed by the Superintendent of Schools or by the Secretary Treasurer.

Committee meetings may be formal or informal. Variations might include:

- Voting (majority decision);
- Consensus (all agree);
- Chair (staff member) makes all decisions subject to whatever higher authority governs.

Trustees will act purely as observers and advisors, always reserving the right (and obligation) to speak and vote freely when matters arising from the committee are taken to the Board. A Trustee's commitment is, first and foremost, to the Board.

Decisions of the committee must always be made within the authority given (specific) or delegated (general) by the Board. All actions require prior Board approval if outside the committee's mandate.

The committee Chairperson (staff):

- Clarifies Terms of Reference for the committee;
- Ensures notification of meetings are sent and appropriate notes are kept;
- Provides all representatives with sufficient information to enable them to function as expected in their capacity as members of the committee;
- When there is voting or consensus, minutes must be kept and circulated to all members;
- Makes reports to the Board through the established senior management structure

**Other Committees and Organizations**

Trustees appointed to other committees and organizations may or may not participate as voting members, depending upon the nature and purpose of their involvement.

Trustees should be cautious not to put themselves into a conflict of interest situation. Their more common role will be as resource or liaison persons.

Regardless of the nature of Trustees' participation, they do not have the authority to act on behalf of, or commit the Board.

**APPROVED:**

**SD 42 POLICY: 2500**

**BOARD POLICY DEVELOPMENT**

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The Board of Education ("Board") of School District No. 42 (Maple Ridge-Pitt Meadows) believes that the establishment and evaluation of school district policy is a key responsibility of the Board.

The objective of the Board is to establish policies which provide direction and guidance for school district operations consistent with the School Act and its regulations, ministerial orders, other legislation, and the school district's Strategic Plan. Board policies assist staff in the development of procedures required to implement Board policy. Policies will generally be broad enough to allow discretionary action, yet specific enough to provide clear direction to those responsible for implementing policy decisions of the Board.

The Board delegates the responsibility for the review of existing policies for currency and relevancy and the development of new policies to the Board Policy Development Committee ("Committee"). The Committee shall be comprised of two Board appointed Trustees, the Superintendent of Schools and the Secretary Treasurer. The Committee is empowered to add other persons to the committee on a specific policy basis in order to ensure appropriate expertise and experience is available.

On a specific policy basis the Board reserves the right to modify the policy development process outlined in this policy.

The Board's policy making process consists of the following stages:

**1. INITIATION**

The need for a new or revised policy statement in a particular area is identified by the Board or the Board Policy Development Committee through review of the legislative framework, existing policies and school district strategic plan.

**2. DEVELOPMENT**

It is the responsibility of the Board Policy Development Committee to consider the issue in question, obtain necessary information, explore policy alternatives and draft the proposed policy. Frequently this will involve preliminary Board consideration of policy alternatives and draft policy statements. At times there may also be a need to explore policy alternatives with constituent groups.

The Committee will consider the effects on the various groups of people, including students, staff, senior management, trustees and the community at large, and for that reason, the Committee work involves appropriate consultation with interested parties before policy recommendations are made to the whole Board.

When appropriate, the Superintendent or Secretary Treasurer shall seek legal advice on the intent and the wording of the policy.

### **3. REFINEMENT**

Consultation on the proposed policy is undertaken as appropriate, and the necessary revisions are made.

The Committee will determine appropriate timelines for each consultation process including the strategies for conducting the consultation process. Consultation may include written notification of the affected parties as well as other forms of processes which may include the use of meetings, focus groups, and written or oral presentations by interested parties.

Upon completion of the proposed draft policy the Committee will present it to the Board for information.

Following a Board determined public input period, the Committee will again consider feedback prior to making its final recommendation to the Board for policy adoption.

Upon completion of the work of the Committee, the policy will be recommended to the Board for adoption.

### **4. APPROVAL**

In this stage, the Board formally adopts the policy as proposed or revised and the policy is effective immediately unless specified differently by the Board.

Adoption of a policy statement shall be by Board motion.

### **POLICY IMPLEMENTATION**

It is the Superintendent's responsibility as Chief Executive Officer of the Board to implement Board policy. To do so, the Superintendent will ensure distribution of the policy and, where necessary, issue administrative procedures and meet with affected groups to ensure understanding of Board intent.

### **POLICY EVALUATION**

The quality of policy and the extent of its implementation should be systematically evaluated. The Superintendent is responsible for ensuring that policy is evaluated within one year of policy formulation and thereafter on regular basis as part of the review and revision process.

### **POLICY PUBLICATION**

The Board's policy manual will be kept up to date in electronic format by the Office of the Secretary Treasurer. Appropriate notification of new policies and revised existing policies will also form part of the publication process.

### **ABSENCE OF POLICY**

In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the school district. Such decisions carry the weight of policy until such time as specific written policy is developed.

### **APPROVED:**



**SD 42 POLICY: 4435**

**SCHOLARSHIPS, BURSARIES AND AWARDS**

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The Board of Education ("Board") encourages students to pursue school programs to stimulate their levels of thought, productivity and citizenship. All student scholarships, bursaries and awards presented in the School District shall be granted strictly on the merits of the recipient.

The Board is appreciative of the community support given to students and encourages members of the public and community organizations to support the students of the School District by donating funds for scholarships, bursaries and awards.

**DEFINITIONS**

**Award:** A monetary or other value presented to a student in recognition of qualities or performance deemed important by the donor (e.g. volunteer service, community involvement, leadership, etc.) and may include but is not limited to academic achievement or financial need.

*Note:* The term "award(s)" is also used generically to describe scholarships, bursaries or awards proper.

**Bursary:** A monetary value given to a student on the basis of demonstrated financial need and a minimum of satisfactory academic standing. Additional selection criteria may also be used.

**Scholarship:** A monetary value given to a student in recognition of academic achievement and may include, but is not limited to, financial need and qualities or performance deemed important by the donor (e.g. volunteer service, community involvement, leadership, etc.).

**AUTHORITY**

The Board authorizes the Superintendent to establish procedures that will guide the implementation of this policy and to maintain a set of criteria for presenting suitable scholarships, bursaries and awards.

**SCHOOL DISTRICT FUNDED SCHOLARSHIPS, BURSARIES AND AWARDS**

Each year, the Board establishes an operating funding allocation to support issuing awards to one graduate of each secondary school. These funds will be managed by the District Selection Committee and awarded based on the following criteria:

- the applicant is a grade 12 secondary school graduate;
- the academic achievement of the applicant;
- the non-academic qualities or performance of the applicant (e.g. volunteer service, community involvement, leadership, financial means etc.);
- the applicant is enrolled in a post-secondary institution.

## **SCHOLARSHIP FUND REGULATIONS**

A Scholarship Fund may be established and funded from donations and/or money designated for this purpose by the Board.

Scholarship Funds will be held and administered by the Board through the Superintendent and the Secretary Treasurer.

The following principles with respect to the awarding of scholarships and bursaries shall apply to all Scholarship Funds administered by the Board:

- a) The scholarship is available to members of the graduating class (Grade 12) of secondary schools who are ordinarily resident in British Columbia;
- b) The scholarship is intended for students going on to post-secondary studies;
- c) The scholarship is not intended to pay the total costs of the year of the studies but may reflect a significant portion of the costs; i.e. student accommodation at a university.

The Board may review the overall intent and guidelines as necessary recognizing the main intent of the Scholarship Funds is to assist deserving students evidencing high achievement and good potential to further their education.

When a new Scholarship Fund is established, the scholarship granting criteria, consistent with School District Policy and/or provincial guidelines, shall be documented in a Scholarship Agreement.

**APPROVED:**



**SD 42 POLICY: 5401**

**USE OF BOARD-OWNED BUSES**

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The Board may own and operate buses that are used primarily for transporting School District students to and from school and school related functions. Only authorized drivers may operate Board-owned buses.

**DEFINITIONS**

**Bus** - Any vehicle with a seating capacity of more than ten persons including the driver is defined by the Motor Vehicle Act as a bus.

**Board owned bus** - A board owned bus is any vehicle with a seating capacity of more than ten persons including the driver that is the property of the school district.

**AUTHORITY**

The Board authorizes the Superintendent to establish procedures that will guide the implementation of this policy.

**GUIDING PRINCIPLES**

- A bus used to transport students is required to have a valid school bus permit.
- All bus drivers of board owned buses must be authorized by the Superintendent or designate.
- Drivers who are responsible for transporting students should be trained, experienced and have a safe driving record.
- Board owned buses are used primarily for transporting School District students to and from school and school related functions.
- Board owned buses may be made available, at the discretion of the Superintendent or Secretary-Treasurer, for other occasional school district purposes, or for transporting groups of school age children who are involved in activities sponsored by other pre-approved public bodies. Such use shall be conditional upon the recovery of all costs.

**APPROVED:**



**SD 42 POLICY: 5701**

**RECORDS AND INFORMATION MANAGEMENT - GENERAL**

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The Board of Education ("Board") is committed to establishing and maintaining a Records Management Program which will facilitate the retrieval, retention, long-term preservation and destruction of records in accordance with the School District's ("District") legal, administrative and operational obligations.

The Board recognizes the value of retaining certain documents for future reference and historical purposes. Likewise, it is recognized that certain documents have little or no value after certain periods of time. Further, the Board recognizes that federal and provincial statutes require that certain documents be retained for specific periods for audit and other purposes.

While this policy provides for minimum periods of retention of documents, it is recognized that statutes as may be enacted may dictate other periods of time and provisions and take precedence over the time periods specified in the regulations that accompany this policy.

**DEFINITIONS**

A record is "all recorded information regardless of physical format, which is received, created, deposited, or held by or in any local public body. Records include books, documents, maps, drawings, photographs, letters, vouchers, papers and any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means, but does not include computer programs or any other mechanism that produces records." (Freedom of Information and Protection of Privacy Legislation).

**AUTHORITY**

The Board authorizes the Secretary Treasurer to establish procedures that will guide the implementation of this policy, to implement a standardized method of records management, and to establish fees for the retrieval and reproduction of records retained in the District.

The Secretary Treasurer or designate will be responsible for providing records management information management guidance throughout the District.

**GUIDING PRINCIPLES**

The retention periods will be established in accordance with Federal and Provincial regulations and approved Board policies. The authority for the destruction of records will lie within the Classification System/Retention Schedule established by the Secretary Treasurer.

Retention/disposal of documents not listed and not required to be retained for a period specified by law should be taken into account for their future value for legal, historical, or statistical purposes and the availability of similar data elsewhere.

A central records facility will operate as the official school district facility for the storage of all semi-active and inactive school district records.

**APPROVED:**



**SD 42 POLICY: 6600**

**NAMING OF SCHOOL DISTRICT FACILITIES**

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**PHILOSOPHY**

The Board of Education (“Board”) believes that school district facilities should be named in reference to historical, geographical or operational characteristics. Consideration will be given to names that will have significant meaning to students, First Nations and Urban Indigenous people and members of the community.

**AUTHORITY**

The Board assigns the responsibility for the implementation of this policy to the Superintendent and authorizes the Superintendent to establish procedures that will guide the implementation of this policy.

**GUIDING PRINCIPLES**

Except where otherwise determined by the Board, new schools or District facilities will be named in reference to historical, geographical or operational characteristics.

The naming or re-naming of school district facilities should involve a broad-based constituency consultation and should consider First Nations and Urban Indigenous perspectives.

Wherever possible, if the facility is to be named in honour of a person, the consent of the individual or the closest surviving relatives will be obtained.

The process of naming a new building will begin as soon as possible after the school site has been purchased and where construction is scheduled in the Board’s current capital plan.

When an existing facility undergoes a major change of use, the Board may consider a name change for the facility.

An effort will be made to avoid confusion that may be caused by having schools with similar names.

Naming opportunities when individuals, businesses, organizations and others provide a contribution in exchange for naming recognition associated with a school district owned asset are subject to the Naming Privileges Policy of the Province of British Columbia.

In all cases, the final decision on naming a School District facility will be made by the Board.

**APPROVED:**



**SD 42 POLICY: 7110**

**WHISTLEBLOWER PROTECTION**

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**PHILOSOPHY**

The Board of Education ("Board") is strongly committed to upholding ethical standards in the School District and will foster and maintain an environment where employees can work safely and appropriately without fear of retaliation. All employees, and others performing work on behalf of the School District, are expected to conduct themselves in a professional manner, adhere to applicable laws and Board Policies and Procedures that apply to their work activities in addition to demonstrating ethical behavior in all their decisions and interactions.

The Board expects employees, and other individuals who deal with the School District (including parents, volunteers and contracted service workers), who have serious concerns about any aspect of the School District's operations with respect to potential evidence of wrongdoing, to come forward and voice those concerns.

The provisions of this Policy are independent of, and supplemental to, the provisions of collective agreements between the School District and its Unions relative to grievance procedures and to any other terms and conditions of employment.

**AUTHORITY**

The responsibility for the day to day administration and enforcement of this Policy rests with the Superintendent of Schools and the Secretary Treasurer.

**POLICY VIOLATIONS**

It is a violation of the Policy for anyone to knowingly make a false complaint of wrongdoing or to provide false information about a complaint. Individuals who violate this Policy are subject to disciplinary and/or corrective action, up to and including termination of employment.

**APPROVED:**

**SD 42 POLICY: 9510****FLAGS – CANADA AND BRITISH COLUMBIA****PHILOSOPHY**

The Board of Education (“Board”) believes the flags of Canada and British Columbia are an important part in the celebration of Canada as a country and British Columbia as a province.

The Canadian and British Columbia flags will be displayed at school district facilities, as prescribed in the School Act and Regulations, following the flag protocol established by the province of British Columbia. Other flags may be displayed with the approval of the Superintendent of Schools.

The principal of a school, other than a distributed learning school, must ensure that the Canadian flag and the British Columbia flag are displayed at each school while in session.

**AUTHORITY**

The Board assigns the responsibility for the implementation of this policy to the Superintendent and authorizes the Superintendent of Schools to establish procedures that will guide the implementation of this policy.

**HALF-MASTING**

Schools will fly their flags at half-mast on appropriate occasions, to bestow an honour or express a collective sense of sorrow.

Flags flown at half-mast will be by special instruction of the Board or the Superintendent of Schools following a general protocol as follows:

## (a) National (all schools):

On the death of the Sovereign or a member of the Royal Family related in the first degree to the Sovereign (spouse, son or daughter, father, mother, brother or sister);

On the death of the Governor General, the Prime Minister, a former Governor General, a former Prime Minister; and

On Remembrance Day, Nov 11, if the school is flying its flag(s) on that day.

## (b) Provincial (all schools):

On the death of the Lieutenant Governor or the Premier.

## (c) School District (all schools):

On the death of a current Trustee or Superintendent of Schools.

## (d) School (school affected only):

On the death of a current student or staff member; and

On the death of the Member of Parliament or Member of the Legislative Assembly for the riding in which the school is located.

Flags would normally be half-masted upon the death of a person listed above, up to and including the day of the funeral or memorial service.

**APPROVED:****References:**

School Act, sections 5 and 175; B.C. Reg. 265/89 School Regulation

Province of BC Flag Protocol: <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/office-of-the-premier/intergovernmental-relations-secretariat/protocol/flags>



**ITEM 9**

To: **Board of Education**

From: Superintendent  
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: June 19, 2019  
(Public Board Meeting)

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**Information**

**RECOMMENDATION:**

**THAT the Board receive the Superintendent's Verbal Update, for information.**



**ITEM 10**

To: **Board of Education**

From: Aboriginal Education Advisory  
Committee

Re: **RECEIVE MINUTES OF MEETING**

Date: June 19, 2019  
(Public Board Meeting)

**Information**

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**RECOMMENDATION:**

**THAT the Board receive the June 3, 2019 Minutes of the Aboriginal Education Advisory Committee, for information.**

Attachment

SD42 Aboriginal Education Advisory Committee  
Meeting Minutes



**June 3, 2019**

**In attendance**

Bruce Grady (Chair), Jessica Knott, Sylvia Russell, Shannon Derinzy, Alison Garneau, Amelia Laidlaw, Leah Meunier, Jessica Knott, Bruce Grady, Paula Howarth, Sharon Hack, Kelly Swift, Lisa Shepherd, Ginna Berg, Kirsten Urdahl-Serr, Katie Sullivan, Janet Smith

**Agenda**

1. Updates
2. Enhancement Agreement
3. School Completion
4. Cedar Roots
5. National Indigenous Peoples Day
6. c̓əsq̓anel̓ə Elementary School
7. Mandate of our Department
8. Awards
9. Building Relations
10. Small Group Discussions

1. Updates

The committee received an update regarding the administrative structure of the Aboriginal Education Department for the upcoming year, increased staffing for the program and discussed involvement of elders and knowledge keepers in schools.

2. Enhancement Agreement

The committee discussed the goals of the Enhancement Agreement which will need to be renewed in 2020.

3. School Completion

The committee reviewed the six-year completion rate for aboriginal students.

4. Cedar Roots

The committee discussed the following outdoor extra-curricular programs offered to students identifying as aboriginal:

- hiking, snowshoeing, rock climbing, survival skills, plant identification, ecological knowledge,
- learning about indigenous world views and our interactions between the modern and natural world
- learning through the lens of the medicine wheel
- Summer program:

- 21 days – Hope, Galiano Island, Telrahedron park,
- Course credit an option: Outdoor Pursuits 11, Spoken Word 10, Leadership or PE 10

#### 5. National Indigenous Peoples Day

The committee was advised that all SD42 are welcome to attend National Indigenous Peoples Day at Maple Ridge Park on June 20, 2019.

#### 6. c̓əsq̓anelə Elementary School

The committee received an update on c̓əsq̓anelə Elementary School.

#### 7. Mandate of our Department

The committee discussed the role of the Aboriginal Resource Teachers.

#### 8. Awards

The committee reviewed the recent awards ceremony at Thomas Haney Secondary for grade 10 – 12 students.

#### 9. Building Relations

The committee discussed connections to Katzie First Nation.

#### 10. Small Group Discussions

The committee discussed the following 4 questions:

- What are things that you think we should consider doing more of as a District of a wider community?
- What should we pay particular attention to when planning for the next set of enhancement goals?
- What would a goal on RECONCILIATION look like? What are aspects we need to include? What are pitfalls we may want to avoid?
- How would you like to see the meetings structured for next year?

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**ITEM 11**

**RECORD**

Pursuant to provisions of 72 (1) of the *School Act*, the following report is a general statement of: (a) matters discussed; and (b) the general nature of decisions resolved at the following meetings from which persons other than Trustees or officers of the Board, or both were excluded:

**May 1, 2019**

Call to Order	Meeting called to order at 2:14 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Approval of Minutes	Approved as circulated
Superintendent Decision Items	Approved as circulated
Superintendent Information Items	Received
Secretary Treasurer Information Item	Received
Adjournment	Meeting adjourned at 3:41 p.m.