

Wednesday, April 17, 2019
Time: 6:00 p.m.

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

"You must be the change you wish to see in the world." – *Mahatma Gandhi*

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Observe one minute of silence
3. Correspondence
 - R. Fleming, Minister of Education
 - G. Jackson, Chairperson, School District No. 28 (Quesnel)
 - L. Dixon, Chairperson, School District No. 37 (Delta)
 - J. Fraser, Chairperson, School District No. 39 (Vancouver)
 - B. Hobson, Chairperson, School District No. 43, (Coquitlam)
 - C. Broady, Chairperson, School District No. 45 (West Vancouver)
 - R. Price, Chairperson, School District No. 48 (Sea to Sky)
 - C. Strukoff, Chairperson, School District No. 51 (Boundary)
 - R. Zandee, Chairperson, School District No. 53 (Okanagan Similkameen)
 - C. McKay, Chairperson, School District No. 68 (Nanaimo Ladysmith)
 - School District No. 71 (Comox)
 - School District No. 78 (Fraser-Cascade)
 - C. Spilsbury, Chairperson, School District No. 79 (Cowichan Valley)
 - L. Dolen, Chairperson, School District No. 81 (Fort Nelson)
4. Approval of Agenda
5. 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. February 27, 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. Proposed Preliminary Budget 2019/20 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
 - a) Operational Plans ITEM 4
 - b) Trustee Representative: English Language Learners Consortium ITEM 5
 - c) 2019/20 Board of Education Regular Public Board Meetings ITEM 6

2. Superintendent of Schools
 - a) Disbursement of Funds – Education Dream Endowment Fund ITEM 7
3. Secretary Treasurer
 - a) 2019/20 Capital Plan Bylaw ITEM 8
 - b) 2019/20 Annual Facility Grant Spending Plan ITEM 9
4. Board Committees
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - i. Board of Education Appeal Policy and Procedures Bylaw ITEM 10
 - e) Education
 - i. Board/Authority Authorized Course ITEM 11
 - f) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Superintendent's Update ITEM 12
3. Secretary Treasurer
 - a) Trustees' Remuneration ITEM 13
4. Board Committees & Advisory Committee Reports
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - i. Policy Updates ITEM 14
 - ii. Policy Review Update ITEM 15
 - e) Education
 - i. Receive Minutes of Meeting ITEM 16
 - f) Aboriginal Education

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

1. Trustee Motion - Earthquake Preparedness ITEM 17

I. TRUSTEE REPORTS

1. BC School Trustees Association
 - a) Motions to Annual General Meeting ITEM 18
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. Other Board Liaison Representative Reports
14. 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 19

L. ADJOURNMENT

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: April 17, 2019
(Public Board Meeting)

Information/Decision

1. *CALL TO ORDER*

2. *OBSERVE ONE MINUTE OF SILENCE*

The Board has received the attached correspondence from Janet Andrews, of the New Westminster & District Labour Council requesting that the Board and the school district declare April 28th as the official "Day of Mourning for Workers Killed and Injured on the Job" and that the school district observe one minute of silence at a Board meeting and in the schools on or before April 28th.

The Board adopted the proclamation at the April 25, 2018 public board meeting.

3. *CORRESPONDENCE (Information Item)*

- R. Fleming, Minister of Education
- G. Jackson, Chairperson, School District No. 28 (Quesnel)
- L. Dixon, Chairperson, School District No. 37 (Delta)
- J. Fraser, Chairperson, School District No. 39 (Vancouver)
- B. Hobson, Chairperson, School District No. 43, (Coquitlam)
- C. Broady, Chairperson, School District No. 45 (West Vancouver)
- R. Price, Chairperson, School District No. 48 (Sea to Sky)
- C. Strukoff, Chairperson, School District No. 51 (Boundary)
- R. Zandee, Chairperson, School District No. 53 (Okanagan Similkameen)
- C. McKay, Chairperson, School District No. 68 (Nanaimo Ladysmith)
- School District No. 71 (Comox)
- School District No. 78 (Fraser-Cascade)
- C. Spilsbury, Chairperson, School District No. 79 (Cowichan Valley)
- L. Dolen, Chairperson, School District No. 81 (Fort Nelson)

RECOMMENDATION:

THAT the Board receive all correspondence for information.

Attachments

4. *APPROVAL OF AGENDA (Decision Item)*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

5. *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.*



NEW WESTMINSTER &
DISTRICT LABOUR COUNCIL

ATTACHMENT

Lori Mayhew, President
Janet Andrews, Secretary-Treasurer
Chartered By The Canadian Labour Congress

Korleen Carreras, Chairperson
Maple Ridge-Pitt Meadows School District #42
22225 Brown Avenue
Maple Ridge, BC V2X 8N6

Dear Chairperson Carreras & Members of the Board of Education,

The New Westminster & District Labour Council represents over 60,000 affiliated union members in 14 communities in the Lower Mainland. On behalf of our members and their families living and/or working in your community, we request your School District declare **April 28th** as the official *"Day of Mourning for Workers Killed and Injured on the Job"*.

We also request that the School District **observe one minute of silence** at a Board meeting and in the schools **on or before April 28th**.

In 1984 our national organization, the Canadian Labour Congress, introduced the annual day of remembrance for workers killed and injured on the job. April 28th was chosen because this was the day that the third reading took place for the first comprehensive Workers' Compensation Act (Ontario 1914) in Canada. The "Workers Mourning Day Act" (Bill C223) became law on February 1, 1991, an Act which states "the day of April 28th shall be respected as the day of official recognition". The day of recognition was proclaimed by the government of British Columbia in 1989.

Our focus this year is safety for all workers because *"One is too many, no one should die on the job."* Recent Canadian research demonstrates that work-related fatalities could be as much as 10 to 13 times higher than official data indicates. Workers deserve to arrive home safely at the end of their workday, and given that workplace deaths are fundamentally preventable, then indeed, one is too many. This year we join the CLC in calling on all governments to enforce the laws, including the Westray provisions in the Criminal Code, and occupational health and safety laws because worker death and injury impact not only our families but also our communities.

There will be remembrances across Canada on April 28th for workers who have been killed on the job, and to recognize those who have suffered from workplace injury, accident or disease. On April 28th we mourn for those who have died from workplace accidents or disease but we also recommit ourselves to fight for the living.

If your Board **issues proclamations**, a copy of our Proclamation is enclosed to assist you in endorsing the "Workers Day of Mourning".

We thank-you for your leadership in the School District by encouraging the schools and your staff to **observe one minute of silence at 11:00 a.m. on or before April 28th**.

Sincerely,

Janet Andrews
Secretary- Treasurer

JA/cb



Phone: 604-291-9306 NWDLC@SHAWCABLE.COM
105-3920 Norland Avenue, Burnaby, BC V5G 4K7



Proclamation

WHEREAS: Every year, more than 1,000 Canadian workers are killed on the job.

AND WHEREAS: Thousands more are permanently disabled.

AND WHEREAS: Hundreds of thousands are injured.

AND WHEREAS: Thousands of others die from cancer, lung disease, and other ailments caused by exposure to toxic substances at their workplaces.

AND WHEREAS: April 28 of each year has been chosen by the Canadian Labour Congress as:

- a Day of Mourning for these victims of workplace accidents and disease;
- a day to remember the maximum sacrifice they have been forced to make in order to earn a living;
- a day to renew approaches to governments for tougher occupational health and safety standards, and more effective Compensation;
- a day to rededicate ourselves to the goal of making Canada's workplaces safer.

AND WHEREAS: April 28th was proclaimed a "Day of Mourning" by an Act of Parliament on February 1st, 1991.

I _____, of _____
do hereby proclaim April 28 as an annual Day of Mourning in recognition of workers killed, injured or disabled on the job.

Signed: _____





March 20, 2019

Ref: 208772

Korleen Carreras, Chair
Board of Education
School District No. 42 (Maple Ridge-Pitt Meadows)
Email: Korleen_Carreras@sd42.ca

Dear Ms. Carreras:

Thank you for your letter of March 7, 2019, with feedback from your Board of Education in response to the Funding Model Panel Recommendations.

I appreciate the input you provided, and the detailed report the Board produced. I have shared this feedback with Ministry staff for review and consideration.

The Ministry of Education will continue to engage with stakeholders, parents, teachers, school support staff, trustees and administrators to help identify a path forward to ensure education funding work better for all students.

Again, thank you for writing.

Sincerely,

Rob Fleming
Minister

March 7, 2019

Honourable Minister, Rob Fleming
Ministry of Education
PO Box 9045
Stn Provincial Government
Victoria, BC V8W 9E2

RE: Funding Model Review

The Board of Education for Maple Ridge - Pitt Meadows School District No. 42 appreciates the extensive funding model review consultation undertaken by the Ministry of Education to date, and would like to thank the Independent Panel for their work and the detailed recommendations put forward to government. We are also thankful for the commitment expressed by you with respect to the additional consultation before a new funding formula is implemented.

Our board is pleased to offer this written submission in response to the request for feedback on the report of the Independent Funding Model Review Panel. Before we provide our recommendations, however, we would like to once again outline what we feel should be guiding considerations for the implementation of a new funding formula:

- the final formula must support the best possible student outcomes;
- the final formula must be fair and equitable, and not benefit some school districts through the impoverishment of others;
- any changes to the funding formula that will result in additional funding being distributed to some school districts and funding being taken away from others should be phased in over a reasonable number of years and in conjunction with overall increases to education funding;
- adequate funding must be provided to meet the ongoing operating costs of each school district no matter what the final formula looks like.

Theme 1: Equity of Educational Opportunity

“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. Targeted funding for Indigenous students;”

The majority of students receiving aboriginal education services in our school district are not represented by the First Nations Education Steering Committee.

We are recommending that, when implementing this recommendation, the Ministry of Education should work with First Nations Education Steering Committee, Métis Nation British Columbia and all other representative organizations for indigenous populations in British Columbia.

“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%)”*

Our recommendation to the Independent Panel was that the new funding model for students with special needs move closer to the actual funding required to meet the educational needs of students with special needs.

The recommendation put forward by the panel does not provide sufficient information to allow school districts to fully understand the impact of implementing this new model of funding for students with special needs.

We would like to note that, in our school district, moving to this model would not be in alignment with our restored teacher collective agreement language, which is based on Ministry of Education defined categories.

It is our recommendation that the funding model contemplated in Recommendation 6 be fully modeled by the Ministry of Education and that the model be shared with all school districts for feedback before implementation is considered.

In addition, we would like to point out that the implementation of this recommendation may also require amendments to applicable legislation, Ministry of Education policy, and, most concerning, changes to the restored teacher 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.”

The revised provincial curriculum at K to 9 mandates that student learning will be personalized and deliberate connections will be made across the disciplines in order to engage students in learning. The current funding model recognizes that the education of the whole student is our goal, and funding is consequently assigned to each student. We support the recommendation that the funding for K to 9 should continue to be based on the number of students.

Our experience is that while the per student funding model for grades 10 to 12 appears to be equal, it does not create equity of access for students.

We believe that the current course-based funding model or a model which offers similar flexibility is much better suited for grades 10 to 12. The current model allocates funding based on student FTE calculated as 0.125 FTE for each course in which a student enrolls, with no maximum FTE per student headcount. We see this flexibility in funding having positive effects at our schools.

We have directed the power of this funding model at our students who are less engaged at school. We found that more vulnerable students tended to take fewer courses, tended to be enrolled in many support blocks, and tended to find unrewarding the courses they needed to take for graduation. English, Science, Social Studies, and Math courses are often very challenging for these students, who were often at least one year behind their peers in terms of grade to grade transitions. By encouraging their participation with elective area teachers who generally focus on more hands-on learning, these students have found much greater success. In both our most innovative school and our most traditional settings, all students – but particularly our at-risk students – have done better.

Our objective is to offer all students authentic opportunities for engagement, increase our students' chances of achieving a Dogwood graduation certificate or an adult graduation, and encourage greater participation in post-secondary.

The success of the current model in our school district is illustrated through the improvement we have seen in results for our students of Aboriginal ancestry and students with special needs since we started encouraging grade 10-12 students to expand the breadth of engagement with our teachers by taking more courses.

Those students who were in grade 9 in 2014/15 form the six year graduation rate of 2017/18. We saw an increase of almost 13.1% in our Aboriginal completion rates (from 72% in 2014/15 to **85.1%** in 2017/18), an increase of over 12.4% in our completion rates for students with special needs (from 69% in 2014/15 to **81.4%** in 2017/18), and an increase of over 4.7% in our completion rates for all students (from 86.7% in 2014/15 to **91.4%** in 2017/18). These are the best results ever achieved in this school district.

The current model also supports students who want to explore courses beyond those required for graduation. Perfect examples are fine arts and sports electives. All interested students can benefit from the richness of these additional offerings. Our gifted students and university and college bound students also benefit because post-secondary institutions are tending to look for students who have interests in many areas and who have done some exploration in their learning.

On average our students take 8.6 courses each year over their grade 10 to 12 years. Removal of the per course funding option for our students would result in an estimated funding loss of about \$1.4 million which we currently use for additional teacher staffing. In order to preserve the rich programming available in our secondary schools we need for the Ministry of Education to either continue the current course based funding model or provide the additional funding required through an increased overall per student amount for grades 10 to 12.

It is our recommendation that the Ministry of Education does not implement the funding model contemplated in Recommendation 9 and that the current course-based funding model is preserved for grades 10 to 12 or replaced with a similarly flexible approach – one that permits an increased overall per student funding for grades 10 to 12.

Theme 2: Accountability and Theme 3: Financial Management

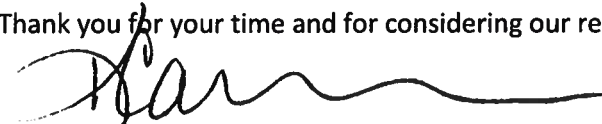
The Board of Education for Maple Ridge - Pitt Meadows School District No. 42 is committed to fostering and supporting an inclusive community of learners. Our vision is for every individual to feel valued and for all learners to reach their potential. We value the uniqueness of each individual and provide diverse learning opportunities so that all our learners have the capacity to learn and succeed.

To support our vision we have implemented a robust strategic planning and financial planning model and are pleased to see that many of the recommendations contained in the Accountability and Financial Management themes reflect our practice.

It is our recommendation that the Ministry of Education work collaboratively with school districts on the implementation of the recommendations contained in Theme 2: Accountability and Theme 3: Financial Management.

We are looking forward to engaging further with you and your representatives regarding the implementation of the recommendations of the Independent Panel.

Thank you for your time and for considering our recommendations.



Korleen Carreras
Board Chairperson

Cc:

Board of Education, School District 42 - Maple Ridge and Pitt Meadows
The Honourable Lisa Beare, Minister of Tourism, Arts and Culture
Mr. Bob D'Eith, MLA
Mr. Scott MacDonald, Deputy Minister, Ministry of Education
Ms. Sylvia Russell, Superintendent of Schools
Ms. Flavia Coughlan, Secretary Treasurer
All Boards of Education

Quesnel School District

401 North Star Road,
Quesnel, BC
V2J 5K2

Tel. 250-992-8802
Fax 250-992-7652

Board of Education

March 15, 2019

BY EMAIL

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

The Honourable Carole James
Minister of Finance
PO Box 9048
STN PROV GOVT
Victoria, B.C.
V8W 9E2

Dear Ministers Fleming and James:

Re: Additional Funding for the Playground Equipment Program

On behalf of the Quesnel Board of Education, I would like to thank you for the annual Provincial Playground Equipment Program Funding of \$5 million. We were the fortunate recipient of the playground funding for Voyageur Elementary School in the 2017-18 school year. The students and neighbourhood children are certainly enjoying the refreshed play space. While we were not the recipient of any playground equipment funding for the 2018-19 school year, we will continue to put our request forward in the June 30th Capital submission for the 2019-20 school year. We hope to receive more funding under this initiative for schools around Quesnel as many playgrounds at schools within our district require replacement.

Our Board of Education believes that the benefits of playgrounds cannot be overstated. Playgrounds provide children the opportunity to learn key social, emotional, cognitive and physical skills. Research has proven children learn through play—making new friends, sharing, taking turns and interacting with others. We also support that playgrounds be funded by government and not left to Parent Advisory Councils to continuously fundraise for equipment that is so vital at schools and to the community at large. To that end, we would encourage that the funding for the Playground Equipment Program be increased to \$10 million annually, such that the proven benefits can be more widely spread and realized on a timely basis. All schools across the province should have safe, quality and accessible playgrounds.

We also continue to advocate that all playgrounds should be accessible. Rather than being provided a choice of standard or accessible playgrounds, the government should provide funding and make it a requirement that all new play spaces be inclusive of all children with diverse needs.



.../2

We thank you for your consideration in this matter.

Sincerely,

BOARD OF EDUCATION
QUESNEL SCHOOL DISTRICT



Gloria Jackson
Chairperson

GJ/tr

c: Trustees – School District No. 28 (Quesnel)
Quesnel Principals' & Vice-Principals' Association
Quesnel District Teachers' Association
CUPE Local 4990
BCSTA – for circulation to all Boards of Education

March 14, 2019

Mr. Ravi Kahlon
MLA – Delta North
Email: ravi.kahlon.mla@leg.bc.ca

Dear Mr. Kahlon,

Thank you very much for your informative talk at the Delta Chamber of Commerce meeting on Friday, March 1, 2019. The Delta Board of Education is pleased to see strong support for the public education sector.

A significant theme in your talk was economic strength in sectors that employ British Columbians in trades, technical and vocational careers. Our Board understands that opportunities for students to gain exposure and training in these areas while enrolled in the K-12 Public Education system is key to preparing for entry into those promising jobs. Further, our students tell us that the ability to explore different careers and get a head start on post-secondary education and training is essential to becoming prepared for their post-secondary pathways.

Yet there is a significant gap in our ability to connect students with the careers of the future. Our school district is unable to hire the specialist teachers needed to support our students success due to a province wide shortage of qualified Technology Education teachers. In fact, we have had to close some shop classrooms in Delta because of our inability to find qualified candidates (see more: <http://www.bctea.org/2017/01/11/where-have-all-the-shop-teachers-gone/>).

Currently in our province, there is one two-year program to train Technology Teachers at the British Columbia Institute of Technology "BCIT" that graduates 22 students per year (see more: <https://www.bcit.ca/study/programs/605ddipma>).

To qualify for the Technology Teacher Education program, students must first complete 30 post-secondary credits and then, upon completion of the two year training at BCIT, students must then complete the University of British Columbia's Teacher Training Program (see more: <http://teach.educ.ubc.ca/technology-education-program-highlights/>).

We have identified a number of barriers for people considering Technical Education career training:

- a) the length of time to obtain qualifications for Technical Education Teachers;
- b) years of earnings: these are people with in-demand skills in our economy and often they choose work in their specialty field rather than missing years earnings while incurring the high cost of post-secondary education;
- c) available high paying jobs that have greater earnings than teacher salaries;
- d) a lack of Technology Teacher Education program spots distributed throughout the province. The current single-option centralized model for both BCIT and UBC is inaccessible for many. Many regions in our Province, especially the fast growing South of the Fraser Region, would benefit from post-secondary options that do not require students to move to one of the highest cost of living areas in the province, further adding to the financial barriers of this career choice.

The Demand for Applied Skills Courses is Growing in Delta:

British Columbia's new curriculum now includes Applied Design, Skills and Technology content beginning in Kindergarten all the way through to Grade 7. In one year, 96 elementary teachers in Delta have participated in district Tool Use and Safety sessions. Our teachers are now using these skills with their students. When these students begin Grade 8 they will have greater proficiency and interest in continuing with these skills based courses and accordingly, there will be an even greater demand for courses in technical education.

Delta School District further emphasizes the opportunities for rewarding careers for our students with three in-district parent and student information evenings each year where we provide information about course selection and post-secondary opportunities. Further, we have a very unique partnership with the City of Delta as they host an innovative Trades and Technical Career Fair which thousands of our students have attended since 2013. The event provides students with an opportunity to explore trades and technical careers through hands-on, interactive exhibits, meet with post-secondary institutions and to meet real experts (see more: <http://www.delta.ca/discover-delta/festivals-events/trades-technical-career-fair>).

Additionally, we have a key partnership with the Industry Training Authority Youth Programs that help students get started in a trade while still in high school, with opportunities to work in a chosen field and earning money before they even graduate (see more: <http://youth.itabc.ca/>).

A Call for Action:

British Columbia's public education sector is the key to providing the skilled and trained workforce needed to keep our economy strong. Our education system is one of the top performing systems in the world and with highly knowledgeable and skilled students graduating from our schools. On behalf of the Delta Board of Education, I would ask that the shortage of Technical Education Teachers be addressed in collaboration with Boards of Education, the Post-Secondary Sector, the British Columbia Teachers Federation, the Industry Training Authority and employers, so that the Delta School District is able to support our students to reach their full potential and be ready for the skilled jobs of the future.

If you have any questions, please do not hesitate to contact me.

Sincerely,



Laura Dixon
Chairperson, Delta Board of Education
604.999.2053
ldixon@deltasd.bc.ca

cc: The Honourable Rob Fleming, Minister of Education
British Columbia Technology Teachers Association
Industry Training Authority
Delta Chamber of Commerce
Mr. Ian Paton, MLA – Delta South
Mayor and Council, City of Delta
Association of Delta School Administrators
CUPE Local 1091
Delta Teachers' Association
British Columbia School Trustees Association, All Boards



DELTA SCHOOL BOARD OFFICE
4585 Harvest Drive, Delta B.C. V4K 5B4
P: 604-946-4101

March 27, 2019

Mr. Reg Bawa, Assistant Deputy Minister
Ms. Kim Horn, Executive Director, Funding and Financial Accountability
K-12 Sector Public Education Funding Model Review
k12fundingreview@gov.bc.ca

Dear Mr. Bawa & Ms. Horn,

On behalf of the Board of Education of School District No. 37 (Delta), please find attached our feedback on the Independent Panel's Funding Model Review recommendations. The Board of Education appreciates the opportunity to provide feedback on this important project.

Sincerely,

Laura Dixon
Chairperson, Delta Board of Education

cc: Association of Delta School Administrators
CUPE Local 1091
Delta Parent Advisory Council
Delta Teachers' Association
All Boards of Education via BCSTA

DELTA BOARD OF EDUCATION

FEEDBACK ON INDEPENDENT PANEL'S

FUNDING MODEL REVIEW RECOMMENDATIONS

MARCH 5, 2019

INTRODUCTION

In response to the report prepared by the Funding Model Review Independent Panel, called “**Improving Equity and Accountability**”, the Delta Board of Education is pleased to be able to provide the following submission on the Panel’s recommendations.

In preparation for this submission, the Board asked its education partners to participate in a collaborative input session. The session was attended by the Delta Board of Education, Delta senior staff, and 10 members from Delta’s education partner groups: The Delta Teachers Association (DTA), the Association of Delta School Administrators (ADSA), the Canadian Union of Public Employees Local 1091 (CUPE), and the Delta Parent Advisory Council (DPAC).

The participants focused on recommendations 1 through 11, “**Equity of Educational Opportunity**”, with the goal of providing constructive feedback. For the exercise, the education partners worked through each individual recommendation with facilitating staff versed in each recommendation topic, while trustees took note of the education partner’s input. The Board wishes to thank its education partners for their efforts.

The Board of Education is committed to a strong and continued focus on excellent educational opportunities. As was stressed at the various recent events on the funding model implementation, the Board would appreciate an early understanding of the actual formula in order to model its impact and provide input based on its findings. As well, the Board wishes to emphasize its position that the new model should use a “do no harm” approach to the re-allocation of funding.

Recommendation #1 - Allocate funding for specific needs first, and then allocate the remainder of funding based on a per-student amount.

- This recommendation ranks as most significant from the Board’s perspective. It is felt to set the tone for the remainder of the recommendations in the “Equity of Educational Opportunity” section. The emphasis on long-established formula areas of insufficient funding is appreciated.
- Encompassing recommendations 2, 4, 5 and 6, which are each complex in their own right, it however, raises additional questions and the Board finds that this makes it more difficult to comment and predict upon the implications from the recommendation.
- Specifically, the Board wonders whether with the remaining funding going to everything else besides the “specific needs”, there could be a risk that the “everything else” could potentially receive arbitrary or insufficient funding emphasis. For example, if funds are allocated for inclusion and for students with Indigenous ancestry first, is there the risk of having insufficient funds remaining for other necessary items, including those required by contract (e.g. class size).

DELTA BOARD OF EDUCATION

FEEDBACK ON INDEPENDENT PANEL'S

FUNDING MODEL REVIEW RECOMMENDATIONS

MARCH 5, 2019

- We acknowledge the increasing flexibility made possible by this recommendation, but the Board also heard in the consultation that there is a need for district accountability. A discussion of the recommendations of accountability, however, lay outside of the scope of the collaborative session with Delta's education partners.

Recommendation #2 - Retain targeted funding for self-identified Indigenous learners and maintain a minimum level of spending.

- The Board agrees with the need for targeted funding for Indigenous learners, as it is concerned about the well-being and opportunities for this student population.
- What is not clear, is what the targeted amount should be. It is felt that current funding provides a maintenance level of supports and services only, and that given the objective of improving outcomes for Indigenous learners, these supports and services should be enhanced. It is felt that policy wording might be strengthened to assist here.
- There also is a concern that support might not reach those in need unless they are self-identifying.

Recommendation #3 - Work with the First Nations Education Steering Committee to support the continuous improvement of outcomes for Indigenous learners.

- The Board feels and heard strong consensus from its education partners, that there is a need for supporting the continuous improvement of outcomes for Indigenous learners and to determine what more can be done locally. FNEESC provides authenticity and an important lens through which to connect with this important topic.

Recommendation #4 - Create a single geographic funding supplement with two components:

Component 1 - 'Unique School District' characteristics should reflect some of the operational challenges of school districts

Component 2 - 'Unique School' component should recognize the operational challenges of some schools.

- The Board particularly wishes to emphasize its interest in the component of this recommendation that captures the issue of **the distance from communities containing schools to geographic centers containing basic services**. As an apt example, the Delta School District, while located among other metro Districts, consists of 4 small communities which do not have many of the supports and services available to larger communities, in particular, mental health services. Where these are essential in providing for student need, the Delta School District can only provide such services at its own cost. As an example of this, we are developing our own substance use and addiction support model, in part, because of the limited resources available in our community for youth and their families as related to substance use and addiction.

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MARCH 5, 2019

- Similarly, a lack of public transportation within the 4 small communities makes attendance at school more challenging for students located in, or on the outskirts of, the 4 small communities. Here too, the Board feels a need to underline the importance of differentiating the small-community-effect within otherwise larger urban areas.
- Topography, not just geography matters. School Districts with topography ranging from mountainous terrain to flat land can be subject to much localized snowfall while in an otherwise gentler climate. In Delta, for example, the North End which is located on a hillside, receives significant amounts of snow, when frequently little snow will fall in the flatter South End. Often this can happen at just below zero temperatures, where the overall climate in the area would not suggest that there is a significant weather concern. Yet, mobilizing staff and resources to keep the North End accessible and ice-free can be a significant undertaking.
- Where weather statistics are used to determine funding formula elements there is a concern that they be kept current frequently enough to capture the fast pace of climate change.

Recommendation #5 - Replace all current supplements for enrolment decline and funding protection with a new, transitional mechanism that allows districts to manage the impact of enrolment decline over a three-year time period.

- Protection from unusual or unexpected funding decline is felt to be important and helpful by the Board.
- Significant transitions are often hard to deal with in a single year. The 3-year transition period would help with planning and adjustment to a new reality and would provide a buffer against sharp transitions.
- The suggestion that this would also be applied in the transition to the new funding model is greatly appreciated.

Recommendation #6 - The Ministry should create a single Inclusive Education Supplement. This single Inclusive Education Supplement should allocate funding through two components:

Component 1 – Students requiring high-cost supports continue to be reported and claimed for funding

Component 2 – Funds should be allocated through a prevalence-based model, using a comprehensive range of third-party medical and socio-economic population data.

- The Board acknowledges the well-intentioned spirit of the recommended single Inclusive Education Supplement.

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- We discussed that the move away from the current process of identifying students as meeting Ministry of Education special needs designation criteria required currently to access supplemental funds, would result in several positive outcomes. The positive outcomes include:
 - Staff having more time to attend to student educational needs
 - A decreased focus on students' diagnosis
 - A positive increased focus on student functioning in the classroom environment.
- We are interested in knowing more about the process that would be used for determining prevalence. The Board acknowledges that using a comprehensive range of third-party population data has the potential of accurately representing prevalence and is optimistic about the use of population data. Regardless, there is concern that demographic data may not represent changes in the numbers of students requiring supports that occur unplanned such as students moving unexpectedly into the district from other school districts.
- The Board wishes to express appreciation that the Inclusive Education Supplement would include funding for students requiring high cost supports. However, we see a need for more information about how the Ministry would identify these students. The Board feels that it was not possible to comment on the potential implications of this aspect of the Inclusive Education Supplement without more information.
- There was curiosity expressed during the consultation process about whether or not the move to a single Inclusive Education Supplement would have a negative impact on district accountability to provide services to students requiring specific supports. For example, would the move away from supplemental funds allocated to districts for the numbers of students identified in the categories of Level 1, 2 and 3, result in districts becoming less rigorous in their fulfillment of the current requirements for maintaining supplemental funds as outlined in the Ministry Special Education Policy Manual.
- Additionally, the Board heard that there is consensus among its education partners around the need to examine for equity reasons any current funding envelopes, like Community LINK, that would be 'rolled in' to the supplement. Specifically, the Board heard questions around how this would be calculated.

Recommendation #7 – regarding the Ministry working with the Conseil scolaire francophone to develop a unique school district factor for this province-wide school district.

- The Board did not give consideration to this recommendation.

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Recommendation #8 - The Ministry should eliminate the Classroom Enhancement Fund and allocate this funding as part of school district operating grants.

- The Board is wondering how, in the process of integrating CEF dollars into the Operating fund, one might equitably address the challenges arising from the existence of the many different collective agreements in BC school districts. In this regard, the Board agrees with the Independent Panel's recommendation which talks about the inequity of educational opportunities that these differences in collective agreements result in for students throughout BC. The Board shares the Independent Panel's view that 'in order to ensure equity of educational opportunity, CEF should not exist in its current form and this funding should be part of regular operating grants for school districts'. Using 2018-19 March CEF dollars per student as an example, there is a \$1,317 swing between the highest or \$1,707 per-pupil CEF amount and the lowest or \$390 per-pupil CEF amount in the 10 metro districts alone with Delta School District, at \$533 per-pupil CEF amount, falling somewhere near two thirds of the metro average of \$789 per-pupil CEF amount. The Board is wondering how one would accommodate these differences in a single formula that applies to all districts and serves all students equally well? We have not enough information to "make peace" with this issue and this leaves some unanswered questions.
- Generally, there is agreement that the current funding mechanism is not perfect and that a less complicated way to allocate these funds would be helpful.
- There is an appreciation for the flexibility to be gained from integrating the CEF dollars into the Operating fund. We feel that given the current parameters, translating the allocations into the best supports and services for students is difficult, and leaving this decision to be made at the school level would enable schools to best match actual student needs with the best support solutions.
- However, not everyone is in agreement with eliminating the CEF fund. The Board wishes to express its understanding for the concern that the potential loss of the CEF Special Purpose Fund, as a visible acknowledgement of the outcome of years of bargaining, would have to represent for teachers.

Recommendation #9 - The Ministry should base funding allocations for school-age educational programming on the number of students, instead of the number of courses.

- The Board strongly agrees with this recommendation. The thought was that per-course funding, as currently provided at the secondary school level, lends itself to requiring students to maximize their course load for funding purposes.
- The Delta School District is committed to providing supports and services and course options that best meet each individual student's needs, regardless of course load. There is a great appreciation for a recognition of the benefits that a per-student v. a per-course funding method enables and for the recognition that there is a cost to supporting students in a holistic manner, not merely academically, and that this holistic support will best enable students to graduate with dignity, purpose, passion and options.

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MARCH 5, 2019

Recommendation #10 – With a 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.

- The Board agrees with the need for a new policy in light of a potential shift to a per-student funding model. This policy would maintain per-course funding in Distributed Learning (DL) to ensure that students throughout the Province can continue to access the courses and the supports included with these courses. DL courses frequently add to a student's course load and DL course operation requires supports independent of those in the classroom.

Recommendation #11 - Funding for the graduated and non-graduated adults, continuing education, etc. should remain course-based.

- Course-based funding most naturally aligns with the partial course load typically taken by non-graduated adult students. The Board agrees with the Independent Panel's recommendation that this should remain so. It was, however, felt worth noting that vulnerable non-graduated adult students, whether adults who are ELL, adults with refugee experiences or adults completing their graduation, need supports beyond academics, just as other students do. As funding is strengthened in this regard for K-12 students, these considerations should be contemplated here too.
-

In Closing:

- The Board appreciates the opportunities that have been made available to provide input into the funding formula evaluation process. We continue to emphasize the importance of having a chance to model and provide comments on the final formula before it is put into effect. The formula to be evaluated should include the impact of the next set of BCTF and CUPE collective agreements. We believe that there is a chance for local context to be missed if we overlook the opportunity for the Ministry to consider feedback of the actual impact on districts of the next funding formula. We thank you for a positive March 15 funding announcement, and look forward to continue working closely together on the important work of improving education outcomes for students in BC.



Vancouver Board of Education

School District No. 39

BOARD OF SCHOOL TRUSTEES

1580 West Broadway

Vancouver, B.C. V6J 5K8

Telephone: 604-713-5000

Fax: 604-713-5049

ATTACHMENT

March 28, 2019

Via email: k12fundingreview@gov.bc.ca
and educ.minister@gov.bc.ca

The Honourable Rob Fleming
Minister of Education
PO Box 9045 Stn. Prov. Gov't
Victoria, BC V8W 9E2

Dear Minister Fleming:

Re: Funding Model Themes & Recommendations

We wish to thank the Ministry for the opportunity to provide further input on the report, and acknowledge the work of the committee in developing the recommendations and considering input from around the province.

In response to your letter requesting feedback on the recommendations listed in the report of the Funding Model Review Panel, "*Improving Equity and Accountability*", I can offer preliminary feedback as the Board Chair guided by the District's most recent submission, October 2018, to the Select Standing Committee on Finance and Government Services:

We note that the Panel's review is on the allocation of funding, and not the overall amount of funding. We enclose a response by our Chair, guided by the District's most recent submission to the Select Standing Committee on Finance and Government Services:

- **THAT the Provincial Government ensures that the Ministry of Education's funding formula review for school districts results in stable, predictable and adequate funding to enable districts to fulfill their responsibility to assist all students to achieve their potential.**

Recommendation 1: The Ministry should allocate funding for specific needs first, and then allocate the remainder of funding based on a per-student amount.

Board of School Trustees:

Janet Fraser – Chairperson

Allan Wong - Vice-Chair

Fraser Ballantyne Lois Chan-Pedley Carmen Cho

Estrellita Gonzalez Oliver Hanson

Barb Parrott Jennifer Reddy

Recommendation 1 appears to be moving away from the security of a base per-student funding amount, but without confidence that either specific needs or per-student services would be adequately funded. Without a base per-student amount, changes in special needs funding or other factors may reduce the remaining funding intended for the majority of student enrolment, resulting in funding that is less stable and less predictable.

In addition to stable and predictable funding, we also need to ensure adequate funding. We have concerns that in moving from an individual student assessment model to a prevalence-based model, those students funded under the prevalence-based funding model will not be adequately resourced. If various different special needs services end up in competition with each other for the same pool of funding, there could be some services or students that are underfunded and thereby undermine the goal of educational equity.

While we appreciate that there are examples of this funding model in other provinces, we would like to see it modeled before it is implemented so we can better understand how the prevalence-based model will change the delivery of education services to some of our most vulnerable students.

Recommendation 19 would support more predictable funding.

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.*

The amount of funding could still fluctuate (and thus, may not be stable, due to Recommendation 1 above), but Recommendation 19 would assist in the predictability of funding.

- **THAT the Provincial Government provides the necessary funding to fully implement the Memorandum of Agreement resulting from the Supreme Court Ruling.**

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.

Recommendation 8 would assist in simplifying the funding formula, and reduce administrative burden that could in turn be better deployed in service to students. Challenges in this recommendation are in the changes that it would entail for collective agreements, and how those changes could be equitably implemented in a system with diverse collective agreement language that differs significantly from district to district.

THAT the Provincial Government fully funds cost pressures to sustain current services to students, including past and new unfunded cost pressures.

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.

Recommendation 18 addresses this issue directly. If new funding was identified and added to the formula to provide for new cost pressures, that would enhance the desired 'responsive' aspect of funding for districts.

- **THAT the Provincial Government reviews and increases supplemental funding grants for students with special needs and students struggling with mental health issues.**

Recommendation 6 speaks to reviewing, but not explicitly increasing, supplemental funding grants for students with special needs.

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.*

Mental health is not one of the listed areas of funding for the Inclusive Education Supplement. We submit that this is an important and growing aspect of education that needs to be considered. We suggest that mental health be added as one of the listed considerations in Recommendation 6. Please also note the concerns previously mentioned in pooling funding for special needs students.

• **THAT the Provincial Government increases funding to school districts to support Indigenous Learners.**

Recommendation 1: The Ministry should retain targeted funding for self-identified Indigenous learners and maintain a minimum level of spending.

This recommendation supports this need, in principle. We recognize, however, that Vancouver's six-year completion rates for Indigenous students are still significantly lower than the provincial rate, and so we would ask that the 'minimum level of spending' be increased, in order to support improving these completion rates.

How best to assess the need, and the quantum, is addressed in Recommendation 3, with the addition of the **bold** text:

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 amounts dedicated to the funding envelope, or to the policies that govern the use of the Indigenous student targeted funding envelope.

Other recommendations that were not addressed in the District's submission to the Select Standing Committee but are addressed in the *Improving Equity and Accountability* report that I feel are of importance to District are as follows:

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 2020/21 school year.

The majority of our district's Grade 10-12 students take more than 1.0 FTE of course load. Course choice directly drives teacher staffing. We are concerned this recommendation will result in 1) reduced choice for students, and/or 2) reduced funding to staff our grades 10 to 12 for the District .

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.

Vancouver has a large Distributed Learning enrolment, serving students both in-district and from other districts. While we support consistent access to quality programming, we feel we need to understand more about the parameters of the new program delivery model, given it may have a large impact on the students the District serves.

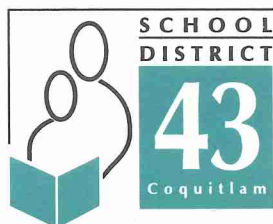
In conclusion, the VSB would like to thank the Ministry for the opportunity to provide input and feedback.

We look forward to more discussion with the Ministry and further work and consideration in updating the funding formula. Our collective goal is to arrive at a funding formula that results in stable, predictable and adequate funding, to enable districts to fulfill their responsibility to assist all students to achieve their potential.

Sincerely,

A handwritten signature in cursive script that reads "Janet Fraser". The ink is dark and the signature is fluid, with a long, sweeping tail on the last word.

Janet Fraser, Chair
School District No. 39 (Vancouver)



Learning for a Lifetime

ATTACHMENT

550 Poirier Street, Coquitlam, BC Canada V3J 6A7 • Phone: 604-939-9201 • Fax: 604-939-7828

BOARD OF EDUCATION

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Kerri Palmer Isaak

Lisa Park

Michael Thomas

Keith Watkins

Craig Woods

March 4, 2019

Honourable Rob Fleming
Minister of Education
Via Email: educ.minister@gov.bc.ca

Dear Minister Fleming,

Thank you for the release of the Funding Model Review Panel's findings and their 22 recommendations. Our Board appreciates and thanks you for the opportunity to respond to the Panel's recommendations.

District staff recently presented a detailed review of the recommendations for public discussion by the Board. The Board has carefully considered the presented information, consulted with our partner stakeholder groups and submits the attached comments and response for your consideration and that of the respective working groups.

We appreciate that this undertaking is significant and while we endorse the one-year delay in implementation, there remain many unknown considerations and factors. The feedback from these working groups and the subsequent outcomes and clarity, we fear, will not occur in enough time to plan for the 2020/21 school year. Particular concerns include the apparent lack of modeling of the impact of recommendations 1 to 11, the need for more substance, and the sharing of the work that Ministry staff have already performed to date to operationalize the recommendations.

At this time, it is not clear if all 22 recommendations will be adopted or the timing of the implementation (staggered, immediate, etc.) and what transitions will look like. As noted in our report, until the quantum is known, which recommendations will or will not be adopted, one must look at each individual recommendation in isolation.

Our community, parents and staff, are already raising concerns about the potential for funding shifts and what they mean for students. We owe it to them to provide the assurance that the education that their children currently receive will not suffer. Currently, we cannot do that with the lack of details to date.

We encourage you to read our entire report in detail, but wish to raise specific concerns on four of the recommendations:

- #1 – funding special needs and unique district requirements before providing a basic funding level; when basic funding should be provided first;
- #6 – A prevalence-based model of funding appears to be at odds with identifying the needs of individual students and responding accordingly;

- #9 – Course by course funding elimination is not consistent with the competency-based curriculum; and
- #10 – Distributed Learning apparent changes we fear will lead to reduced student success.

We are pleased by the further consultation process and welcome the opportunity to meet with you, your staff and the working groups to further the dialogue. We all want a funding model that provides equity for all students to be successful. We are uncertain that all the recommendations achieve that outcome based on the information we have today.

Yours truly,


SCHOOL DISTRICT NO. 43 (COQUITLAM) BOARD OF EDUCATION



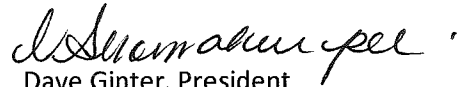
Barb Hobson
Chair, Board of Education



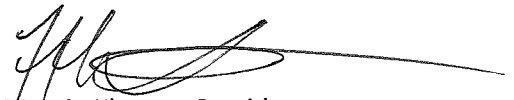
Ken Christensen, President
Coquitlam Teachers' Association



Mike McGlenen, President
Coquitlam Principals and Vice Principals' Assoc.



Dave Ginter, President
CUPE, Local 561



Marvin Klassen, President
District Parent Advisory Council

cc: Board of Education
Honourable Mike Farnworth, MLA
Rick Glumac, MLA
Joan Isaacs, MLA
Honourable Selina Robinson, MLA
Patricia Gartland, Superintendent of Schools/CEO
Chris Nicolls, Secretary-Treasurer/CFO
BCSTA

Attachment: SD43 Board Response to the Funding Model Panel Recommendations



SD43 (Coquitlam) Review Summary

of the Report of the Funding Model Review Panel 2018

with comment on the 22 recommendations

March 4, 2019

Introduction

This report provides background information and details on the extensive reviews that have occurred, action taken by School District No. 43 (Coquitlam) (SD43), and feedback to the Board in evaluating the impact the proposed funding model review may have on students, staff and communities within SD43.

In September 2017 the provincial government announced a sustainability review undertaking across several ministries including the Ministry of Education. This initial review was technical in nature and collected information from school districts. The purpose of this review was structured to ensure that the K to 12 public education system receive stable and predictable funding.

In October 2017, the Ministry of Education announced the launch of a funding model review to ensure BC's K-12 public education system receives stable and predictable funding. The new funding model was anticipated to be in place for the 2019/20 school year.

The review is intended to take place in five phases as follows:

- Phase 1: Establish principles and scope, Fall 2017
- Phase 2: Gathering foundational information, Fall/Winter 2017
- Phase 3: Review team analysis, Winter 2017/Spring 2018
- Phase 4: Complete a new model, Summer/Fall 2018
- Phase 5: Implementation and evaluation, Fall 2018 to Fall 2019

All school districts have had the opportunity to provide their input into these guiding principles. SD43 provided several recommendations and met with the review panel.

The Ministry of Education has subsequently released the Panel Findings including 22 recommendations. Given the extensive nature of these recommendations, the Minister of Education has determined to further consult with the K-12 sector and to delay implementation until the 2020/2021 school year.

This report is intended to provide feedback to the SD43 Board, to inform them of SD43 staff's observations of the 22 recommendations and secure Board direction in a response during the next consultation process.

Executive Summary

The current K-12 education funding model has been in place since 2002 and is primarily based upon a per pupil funding allocation system. While funding to school districts is based upon this allocation model, and contrary to wide-spread inaccurate information, funding does not follow the student. That is, school districts have the discretion and flexibility to allocate the provided funds in any manner they choose – except for target funding or specific purpose funds. There is only one targeted funding allocation today – for aboriginal education requirements.

The intent of funding allocation factors is to bring ‘equity’ to all students. A comparison of the current funding model and the previous pre-2002 funding model is captured in the chart below. We are unsure of the factors that will be in place for the 2020/21 school year.

“Equity” Factors Then and Now

2001/02 Funding Allocation System	2018 Current Funding Allocation System
<ul style="list-style-type: none">• Base funding per district and school• Class size, Teachers and cost• Counselling, Library, Career• Special Needs• Administration and Governance• Facilities Space• Transportation KM• Geographic Factor	<ul style="list-style-type: none">• Funding Protection and Enrolment Decline• Common Per Pupil• Salary adjustment-teachers• Unique Student needs• Geographic and Transportation

The Ministry of Education announced a review and consultation process of the funding model in late 2017 and interested parties were invited to meet and provide feedback. One of the parameters of the review was the stipulation that no new funds would be injected into the education system. This led to the perspective that any changes to the existing model or any adoption of a new model would have a consequence of reallocating existing funds – most probably from larger, more urban, school districts to smaller, more rural, school districts.

SD43’s approach to the funding model review contained eight recommendations focused on refining the existing per pupil funding model through an improved recognition of incurred costs brought on by the shifting of services onto school districts, by recognizing the growth of unfunded costs i.e. inflation, and enhancing and/or simplifying funding formulas to not only reduce administrative burden, but to ensure the provided funds can be appropriately directed to the needs of students.

The Review Panel released their findings in December 2018. Given that the 22 recommendations exceeded the original scope and that the recommendations have potentially far great implications than originally foreseen, the Ministry of Education has delayed the implementation by one year - to the 2020/21 school year. The Ministry has undertaken further consultation over the next few months to ascertain the importance of each of the recommendations, those that

best support student achievement, and those that are most challenging to implement. The 22 Recommendations were categorized into three themes;

Theme 1: Equity of Educational Opportunity – Recommendations 1 to 11

“...allocate funding in order to support improved student outcomes by providing equity of educational opportunities to every student in BC.”

Theme 2: Accountability – Recommendations 12 to 17

“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.”

Theme 3: Financial Management – Recommendations 18 to 22.

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

The importance of understanding the quantum impact of the 22 recommendations is critical to determining the funding impact on the School District. It could be that the funding quantum does not change in the short term, but the implications for future years could be clouded without further analysis. It is not clear if the Ministry will adopt all 22 recommendations or if the modelling of the impact of adopted recommendations will be shared for a subsequent round of consultation. As a result, each recommendation must be reviewed and analyzed in isolation of the other recommendations.

The four recommendations that have been raised by staff and our partner groups related to the perceived negative impact on funding and the implications to student achievement are;

- **Recommendation #1 – Fund Specific Needs first and then allocate the remainder of funding based on a per student amount.**
 - To operate a school district and provide education services as required by the *School Act* requires a base budget provision, which this recommendation would move away from.
 - Not providing base funding removes a high degree of stability from school districts.
 - This approach to funding appears to be upside down as the base per student funding grant ends up being what is left over and creates far greater funding uncertainty.
- **Recommendation #6 – Component 2 indicates a move to a prevalence-based model of funding for students with special needs.**
 - This recommendation will undermine a fundamental dimension of providing equitable educational services to students with unique needs. That is, the provision of differentiated resources to schools and students, according to the learning needs of each student.

- An unintended consequence of this recommendation will be to unduly penalize school districts which have purposefully and systematically improved their services to students with unique needs. This is because of the natural tendency for parents and guardians to seek out schools and school districts that provide exceptionally good services to students.
 - How will the Ministry ensure there are measures in place to manage class size and composition effectively if fewer students are designated due to this change?
 - There is a broad-based view that some school districts are better at assessing students than a prevalence-based approach provides.
 - In isolation this recommendation potentially under funds our most vulnerable children and undercuts educational equity.
 - Given past Ministry practice related to CommunityLINK prevalence-based funding, SD43 has been underfunded for many years despite provided data to the contrary.
- **Recommendation #9 – Move funding based on the number of students and phasing out the course by course funding model.**
 - This recommendation will undermine the Future Focus dimension of the BC Ministry of Education’s Policy for Student Success because it will limit the development and availability of unique, creative and innovative course offerings. Similarly, it will limit the ability of school districts to achieve the stated Ministry objective of developing the “Educated Citizen” (Royal Commission on BC Education 1988 – the Sullivan Report). The recommendation represents a flip-flop in Ministry funding policy. This uncertainty and inconsistency are not supportive of the systemic change required by the re-designed competency-based curriculum, prescribed by the province.
 - Loss of flexibility for students to change career path options for both post-secondary and trades by limiting to 8 blocks. This has the potential to reduce student’s success and grad rates by decreasing course opportunities
 - May impact support for vulnerable students and special needs with reduced flexibility to support course failure.
 - Limits personalization as promoted by revised curriculum and potentially erodes student engagement reducing choice limiting broad based liberal arts education.
 - **Recommendation #10 – Changes to the Distributed Learning model.**
 - We are concerned about changes to the DL delivery systems without first understanding its impact. We believe that a robust DL funding model review should include how this can become the primary educational delivery model in significantly less populated areas of the province
 - While a Provincial (or regional) model may be the replacement outcome, a concern is the loss of face to face student: teacher time. There is measurable evidence that student success improves from a range of 50 to 60% to 90%+ with this contact.
 - Our concern around the emotional and physical wellbeing of students and students disengaging escalates without the occasional ‘check in’.

- There is the potential loss of personalizing, enrichment and reduced options to support vulnerable learners and appears at odds with the new curriculum.

We strongly support Recommendation #8 – absorbing the MOA#17 funding into the normal school operating grant funding regime while remaining concerned as to how equity will be transferred and retained, given the complexity of unique school district collective agreement language.

We also strongly support Recommendation #5 – reducing the timeframe around enrolment decline and funding protection funding supplements. We would have liked to have seen the timeline reduced even further if recommendation pertaining to multi-year financial plans are in place. Other education equity recommendations do not evoke a strong opinion.

Recommendations #12 to 17 made under the umbrella of ‘accountability’ will require the Ministry of Education to be more actively engaged with School Districts. While we do not take issue with these elements, we think this should be exception based such that school districts that are meeting or exceeding performance criteria should have minimal intervention.

Recommendation #16 and #17 which speaks to Ministry support to develop leadership, management capacity and workforce planning, are important elements and Ministry support in the form of funding will be a necessity.

Recommendations #18 to 22 are made under the umbrella of financial management and require Ministry action. We support all these recommendations but caution about being too prescriptive with recommendation # 20 as to the establishment of reserves and usage.

SD43 – Submission to the Funding Model Review Panel

A key element of the funding model review is that no new funding is intended to be injected into the educational system. This is concerning as it leads to school districts competing to increase funding, at the expense of another.

Based upon technical completed in the fall of 2017, a funding model review discussion paper was released in March 2018. (Please see the full report [here](#).)

SD43 made eight recommendations. All recommendations are about funding for actual costs specific to each school district. This means funding for actual staffing costs, benefit costs and program delivery costs (i.e. special needs and targeted funded programs) prescribed by the Ministry of Education.

The Minister established an independent panel charged with soliciting feedback from all K to 12 school districts. SD 43 made such a submission and highlighted eight key points as follows (Please see the full report [here](#)):

1. *Funding should match the cost of operating a school district which includes the cost of delivering educational programs, related overhead costs, and infrastructure.*
2. *Funding should be increased annually to cover the cost of inflation.*
3. *We respectively recommend modifying and discontinuing the Funding Protection and Enrolment Decline funding grants and instead distribute these funds to all school districts through the per student grant base amount.*
4. *The Supplement for the Education Plan targeted funding should be eliminated and rolled into the basis student grant formula.*
5. *We recommend that standards of appropriate support levels be established for students with special needs, and that this standard be made transparent and fully funded.*
6. *Targeted funding, and in particular the funding formula for Vulnerable Students needs to be made transparent, updated and changed as demands changes between school districts and over time.*
7. *We recommend increasing funding to support students with mental health related challenges and providing a model that will work with the three Ministries of Children and Family Development, Health, and Mental Health and Addictions to provide wrap-around support for students.*
8. *We recommend that significant Capital funding be provided expeditiously to add more classroom space to our schools, to make schools safer for students, to allow for better maintenance of existing facilities. This would ensure that funds provided through the Funding Formula are used for Educational needs and not redirected for Capital needs. We also recommend that the project approval process be streamlined. The ultimate goal is for every student to receive an education in safe, modern classrooms and schools.*

In April 2018, the Superintendent, Secretary-Treasurer and Board Chair met with the panel and further discussed these and other issues pertaining to the existing funding model. The focus was on retaining the existing model and to provide additional funding support. A redistribution of funds from larger school districts to smaller school districts was raised as a significant concern if no new funds were introduced into the K-12 education system.

In May 2018 the Independent Review Panel released the paper “*Report out on What We Heard From School Districts*”. (Please see the full report [here](#)).

Current Status and Next Steps

The Review Panel released their findings in December 2018. (Please see the full report [here](#).) Given that the 22 recommendations exceed the original scope and that the recommendations have potentially far greater implications than originally foreseen, the Ministry of Education has delayed the implementation by one year - to the 2020/21 school year. This will enable the Ministry of Education to undertake further consultation on the importance of the recommendations, those that best support student achievement, and those that are most challenging to implement.

On January 22, 2019, the Minister of Education established four working groups:

- Inclusive Education
- Online Learning
- Adult and Continuing Education
- Financial Management

Further, a committee will be established outside these four working groups (Accountability Advisory Committee) to guide the implementation of an accountability framework aligned with the recommendations. This committee is intended to ensure strategic plans are in place and measurable and focused on student outcomes.

Metro Secretary-Treasurers engaged with Ministry staff on February 1, 2019, to improve the understanding of the next phase of consultation. It has been indicated that there will be approximately six months to explore, better understand, and potentially refine the recommendations and determine operational issues related to the recommendations.

Partner groups/associations met on February 15, 2019 to discuss the process of consultation and to appoint individuals to these four committees.

Secretary-Treasurer's met with Ministry staff on February 21, 2019 to further the discussion around the implementation of the next consultation stage, the committee structure and how to secure feedback from interested parties. A key component of this next stage is a discussion on the current model – which is not widely understood – versus the recommendations and transparency of the modeling on each of the equity funding recommendations. It has been advised that feedback to government needs to be completed in the Fall of 2019 for inclusion into the February 2020 Provincial budget and 2020/21 school district funding announcement in March 2020.

There are three possible outcomes to the funding model review:

- a) Stay with the current model (perhaps with minor changes associated with accountability and financial management)
- b) Incorporate some of the funding recommendations – tweaking around the edges; or
- c) Move wholesale to a new model.

If there is to be a wholesale change, the impact and process of transition will need to be made transparent and completely understood. Currently, it is not clear that the next six month's consultation process provides for this element.

Commentary on 22 Recommendations

The cost basis of the existing and to be proposed new model to deliver educational services is not known. Further there is no accountability on Government to provide the required funding necessary for educational operations. The funding model recommendations appear to be more about accountability than changes - without addressing the true cost of an educational system. We do know that as a portion of the provincial budget, education has moved from 20% to 14%, due to the proportion of the budget devoted to health services. Yet, school districts are asked to expand their mandate and do more, with no incremental funding provided.

SD43 have made comments to each of the 22 recommendations which are detailed below. The difficulty in determining the impact of these recommendations – primarily recommendations #1 to #11, is a need to understand the **quantum** before one can make a reasonable determination as to the financial impact on the school district. It is also not clear, if all recommendations will be implemented or the timing of the implementation. Even though implementation is planned for the 2020/21 school year, it does not necessarily translate that all recommendations would be implemented in this first year but could be staggered over several years. As a result, each recommendation has been reviewed on the basis of a stand-alone provision. With no incremental funding added into the system, it does result in a funding reallocation model.

That no modelling has been performed on these recommendations is also concerning given the amount of time between the Ministry receiving the Panel Report and the public release. Significant details are missing and are a critical determinate to understanding the impact on students and staff.

Our response to the initial review panel was about incremental change to the funding model – a refinement approach. We continue to believe the existing funding model is at its core – sound and should be retained. Nonetheless, to be prudent we provide comment on the recommendations.

Staff have rated each of the 22 recommendations as follows;

- | | |
|--|----------|
| 1. Red - Significant concerns around the impact on students | 4 noted |
| 2. Yellow - Caution - will require some additional clarity | 3 noted |
| 3. Green - Would support, but may need some further clarity | 15 noted |

#		Description	Comment
1		<p><i>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:</i></p> <ul style="list-style-type: none"> • <i>Targeted funding for indigenous students;</i> • <i>Unique school district characteristics as defined in Recommendations 4 and 5; and</i> • <i>Inclusive education as defined in Recommendation 6</i> 	<ul style="list-style-type: none"> • We are neutral to negative on this recommendation – as we agree with the targeted funding for indigenous students as identified in recommendation #2 but we are quite concerned about elements of recommendation #6. • To operate a school district and provide education services as required by the <i>School Act</i> requires a base budget provision, which this recommendation would move away from. • Not providing base funding removes a high degree of stability from school districts. • This approach to funding appears to be upside down, as the base per student funding grant ends up being what is left over and creates far greater funding uncertainty.
2		<i>The Ministry should retain targeted funding for self-identified Indigenous learners and maintain a minimum level of spending.</i>	<ul style="list-style-type: none"> • We support this recommendation
3		<i>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.</i>	<ul style="list-style-type: none"> • We support this recommendation
4		<p><i>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:</i></p> <p><i>COMPONENT 1 - 'Unique School District' characteristics should reflect some of the operational challenges of school districts compared to the norm by considering:</i></p> <ul style="list-style-type: none"> • <i>The enrolment of a school district compared to the provincial median school district enrolment;</i> • <i>The distance from communities containing schools to geographic centres containing basic services;</i> • 	<ul style="list-style-type: none"> • While we do not have concerns with simplifying geographical funding supplements, we believe there are significant disproportional costs related to salary and benefits that need to be addressed. • We do agree that the salary differential funding model should be expanded to include all school district employees. • A gap in unique characteristics is that it does not mention/consider some of the challenges around attraction and retention of specialty jobs due to non-education competition, a staffing shortage, and compensation disparity. • If there is to be a re-introduction of small school or density driving funding, then middle schools should also become an inclusion factor. This model has proven to be a positive contributory factor to student success in the form of improved graduation rates.

4		<ul style="list-style-type: none"> • <i>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;</i> • <i>The distribution of students and schools across a school district, as characterized by:</i> • <i>The density of the student population in a school district, compared to the highest density school district in the province;</i> • <i>The average distance from each school to the school board office, including the effect of geographic features; and</i> <p><i>A modification of the current salary differential funding approach to be based on total compensation and expanded to include all school district employees.</i></p> <p><i>COMPONENT 2 - 'Unique School' characteristics, not addressed in the first component, should recognize the operational challenges of some schools by considering:</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>The persistent over-capacity of schools at the school district level.</i> 	
5		<p><i>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).</i></p>	<ul style="list-style-type: none"> • It is our belief that school districts must more quickly adapt to their demographic realities. If school districts have a strategic plan and a multi-year financial plan, as contained in recommendations #13, 14, & 19, they should be able to adequately forecast future outcomes and respond timelier. To that end we would recommend further acceleration of the removal of supplements to one year.

6	<p><i>The Ministry should create a single Inclusive Education Supplement that incorporates all the following:</i></p> <ul style="list-style-type: none"> • <i>Supplemental Special Needs Funding;</i> • <i>English/French Language Learning;</i> • <i>Supplement for Vulnerable Students;</i> • <i>CommunityLINK;</i> • <i>Ready Set Learn;</i> • <i>Supplemental Student Location Factor; and</i> • <i>Funding currently in the Basic Allocation that was previously allocated to high incidence categories of special needs.</i> <p><i>This single Inclusive Education Supplement should allocate funding through two components:</i></p> <p><i>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:</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>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.</i> 	<ul style="list-style-type: none"> • We are very concerned by this recommendation. The adoption to prevalence base model funding appears to move away from existing alignment with health authorities and other ministry related funding programs • This recommendation will undermine a fundamental dimension of providing equitable educational services to students with unique needs. That is, the provision of differentiated resources to schools and students, according to the learning needs of each student. • An unintended consequence of this recommendation will be to unduly penalize school districts which have purposefully and systematically improved their services to students with unique needs. This is because of the natural tendency for parents and guardians to seek out schools and school districts that provide exceptionally good services to students. • How will the Ministry ensure there are measures in place to manage class size and composition effectively if fewer students are designated due to this change? • There is a broad-based view that some school districts are better at assessing students than a prevalence-based approach provides. • In isolation this recommendation potentially under funds our most vulnerable children and undercuts educational equity.
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6		<p><i>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:</i></p> <ul style="list-style-type: none"> • <i>Health factors (50%)</i> • <i>Children in care (20%)</i> • <i>Income and Earnings (20%)</i> • <i>English/French Language development (10%)</i> 	<ul style="list-style-type: none"> • Given past Ministry practice related to CommunityLINK prevalence-based funding, SD43 has been underfunded for many years despite provided data to the contrary. This is an outcome of not maintaining current data – a significant fear with the proposed model. • This recommendation potentially under resources our most vulnerable students and put the capacity of learning needs at risk-no response to local changes, to respond to need or reflect true student requirements. • A prevalence-based model is at odds with other government funding models, most specifically how the health authority is funded – on a needs-based model – which is more closely aligned with the current funding structure for this group of students.
7		<p><i>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.</i></p>	<ul style="list-style-type: none"> • We have no opinion on this recommendation
8		<p><i>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.</i></p>	<ul style="list-style-type: none"> • We fully support this recommendation with one caveat. While this will ease administrative burden and substantial reporting requirements, we are concerned as to how individual school districts collective agreement costs associated with the restored language will be harmonized and monetarized into the block funding grant such that it does not harm individual districts.
9		<p><i>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.</i></p>	<ul style="list-style-type: none"> • This recommendation will undermine the <u>Future Focus</u> dimension of the BC Ministry of Education's <u>Policy for Student Success</u> because it will limit the development and availability of unique, creative and innovative course offerings. Similarly, it will limit the ability of school districts to achieve the stated Ministry objective of developing the "Educated Citizen" (Royal Commission on BC Education 1988 – the Sullivan Report). The recommendation represents a flip-flop in Ministry funding policy. This uncertainty and inconsistency are not supportive of the systemic change required by the re-designed competency-based curriculum, prescribed by the province.

9			<ul style="list-style-type: none"> • Loss of flexibility for students to change career path options for both post-secondary and trades by limiting to 8 blocks. This has the potential to reduce student's success and grad rates by decreasing course opportunities. • May impact support for vulnerable students and special needs with reduced flexibility to support course failure. • Potentially reduces options for students by limiting course load to 8 and may be perceived politically as the reducing of fine arts or career related programs • Limits personalization as promoted by revised curriculum and potentially erodes student engagement reducing choice limiting broad based liberal arts education. • See comments under Recommendation #11, which appears to be at odds with recommendation #9.
10		<p><i>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.</i></p>	<ul style="list-style-type: none"> • We are concerned about changes to the DL delivery systems without first understanding its impact. We believe that a robust DL funding model should review should include how this can become the primary educational delivery model in significantly less populated areas of the province • While a Provincial (or regional) model may be the replacement outcome, a concern is the loss of face to face student: teacher time. There is measurable evidence that student success improves from a range of 50 to 60% to 90%+ with this contact. • Our concern around the emotional and physical wellbeing of students and students disengaging escalates without the occasional 'check in'. • There is the potential loss of personalizing and enrichment and reduced options to support vulnerable learners and appears at odds with the new curriculum. • It will be necessary to look at existing DL and CE programing policy requirements if changes are made.

11		<p><i>Notwithstanding Recommendation 9, funding for the following programs should remain course-based:</i></p> <ul style="list-style-type: none"> • <i>Graduated adults</i> • <i>Non-graduated adults</i> • <i>Continuing education (adult and school-age learners)</i> • <i>Distributed learning (for adult learners only)</i> • <i>Summer school (school-age learners)</i> 	<ul style="list-style-type: none"> • We agree with this recommendation; however, this appears to have some contradiction with recommendation #9 as summer learning is funded as an extra course or courses, but not 'normal' September to June funding as student get funded for 8 course and then 2 in summer. Why would a student not be able to take 10 during the normal school year? If so, then school age students could be funded up to 1.25FTE. It should not matter the time of year. This appears to compromise the proposed model.
12		<p><i>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.</i></p>	<ul style="list-style-type: none"> • We do not disagree with our understanding of the intent of this recommendation. We see the Ministry as the stakeholder and the Board as the Governors of the school district. The alignment of Board's strategic plan with the Ministry of Education's service plan should be flexible and adaptable. If a school district is exceeding Ministry goals and outcomes, then the Ministry should continue to allow enhanced flexibility to school districts and not impose a more rigid structure.
13		<p><i>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.</i></p>	<ul style="list-style-type: none"> • We agree with the importance of Boards having strategic plans and the including of the intended outcomes of broad-based Ministry goals. This has served us well in the past as a school district and has allowed us to achieve the student success levels we celebrate today.
14		<p><i>As a critical component of good operational practice, Boards of Education should be required to strengthen their planning processes in the following ways:</i></p> <ul style="list-style-type: none"> • <i>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).</i> <p><i>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.</i></p>	<ul style="list-style-type: none"> • We agree with the intended outcomes of this recommendations. A key measurement is 6-year graduation results which are not released at the same time as the audited financial statements. A statement on intended outcome with local Board autonomy to determine what this looks like is the appropriate approach.

15	<p><i>Consistent with the shift to supporting student improvement and learning, the Ministry should:</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> 	<ul style="list-style-type: none"> • We agree. Audits should not be punitive at the outset, but a process to bring supporting documentation into alignment with best practices.
16	<p><i>The Ministry should provide ongoing provincial leadership and support to help strengthen governance and management capacity at all leadership levels in school districts.</i></p>	<ul style="list-style-type: none"> • We agree. Succession planning is a fundamental underpinning to provide the pathway and provide the building block resource for successful student achievement. The parts all work together. • Who funds the incremental costs associated with this item?
17	<p><i>The Ministry should expand its workforce planning project and work with school districts to establish a provincial K-12 human capital plan.</i></p>	<ul style="list-style-type: none"> • We agree as noted in recommendation #16
18	<p><i>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.</i></p>	<ul style="list-style-type: none"> • A lack of inflation funding erodes basic grant funding. The number of new or changing programs introduced onto school districts over the past number of years has been significant. • Speak to mental health services
19	<p><i>To support multi-year financial planning:</i></p> <ul style="list-style-type: none"> • <i>Government should issue three-year operating funding to Boards of Education, based on available funding and projected student enrolment; and</i> • <i>School districts should be required to develop three-year financial plans.</i> 	<ul style="list-style-type: none"> • We agree. This provides the stability that is required to operate with a reduced accumulated surplus.

20	<p><i>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:</i></p> <ul style="list-style-type: none"> <i>Set clear provincial policies on what school districts may save for, directly related to their strategic plans;</i> <i>Establish an acceptable provincial range for unrestricted reserves, encompassing accumulated operating surpluses and local capital, which should be monitored and reported on (if required);</i> <i>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</i> <p><i>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.</i></p>	<ul style="list-style-type: none"> • We believe it would be helpful to have guidelines around accumulated surplus/reserves. We also think it important to distinguish between the source of reserves – whether its from entrepreneurial local generated non-grant revenues or from grant revenue. The Ministry should not place restrictions on non-grant revenue reserves. • Working capital reserves are currently at industry level standards. • Alberta and Manitoba operating surplus reserves are at 4% so a range of 3 – 5% for BC schools appears appropriate – provided there is flexibility for unique school district situations. • It is not practical to zero net budget without the ability to have some reserves for extenuating our unforeseen circumstances.
21	<p><i>There should be no change in the way that locally-generate revenues are treated by the Ministry when calculating operating funding for school districts.</i></p>	<ul style="list-style-type: none"> • We fully agree. Entrepreneurial endeavours should not be penalized but rather celebrated.
22	<p><i>In the current absence of dedicated funding for some capital expenditures, the Ministry should either:</i></p> <ul style="list-style-type: none"> <i>Provide capital funding for expenditures that are currently not reflected in the capital program; or</i> <i>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).</i> 	<ul style="list-style-type: none"> • We fully agree. To take funds out of the classroom - intended for developing student success and achievement - to fund capital projects is flawed. • Government must more adequately fund capital programs in a timely manner



***“To ensure quality learning opportunities for
all students of all ages”***

**Achieve Student Success
Enhance Learning Through Technology
Foster a Sustainable Educational Organization**

March 15, 2019

Honourable Rob Fleming
Minister of Education

Email: educ.minister@gov.bc.ca

Dear Minister Fleming,

The West Vancouver Board of Education, with the assistance of our senior staff, has carefully reviewed the report "*Improving Equity and Accountability| Report on the Funding Model Review*" that was released this past December. As the current funding model can be cumbersome, and does not always best serve the needs of our students, we are pleased that the Ministry has undertaken this review. We appreciate the work of the committee and the efforts to include stakeholders from around the province and applaud the focus of the report on equity in education for all our students. We are also pleased that you elected to send the report out for a second round of consultation. These are important decisions, and we need to get them right.

We are pleased that there are a number of themes in the report that address issues that our Board, and we know Boards around the province, have discussed for many years. These themes include the need for a focus on equity and accountability for boards to ensure money is being spent to best improve student learning, local flexibility that allows Boards to make decisions with money that are best for their community, and a commitment to allow Boards to generate and maintain local revenue, ensuring autonomy of the Boards in this area. Further, we were pleased to see specific measures related to Indigenous Education and the ongoing commitment to improving the graduation rates of our Indigenous students. Finally, allowing a transition plan to bridge districts from the current funding model to any new finalized model will ensure districts can make thoughtful decisions as we adopt the changes.

We do want to highlight that we have very serious concerns about Recommendation 9 - that moves funding for grade 10-12 students away from course-based funding, and returns it to student-based funding. We do not understand what problem this change is meant to solve? We do note, in reviewing the report, that the Review Panel actually made no recommendation in this particular area (page 25), citing there was no consensus.

Over the last dozen years since adopting the per-course model at grades 10-12 we have seen students in West Vancouver taking more courses and achieving at higher levels, and like districts across the province our graduation rates have improved. While we appreciate the nuances in any funding change, this one change could directly lead to fewer teachers and fewer course offerings for our students. We know that since moving to per-course funding, the average student in West Vancouver in grades 10-12 takes 8.3 courses, compared to less than 7.5 before the change. We know that intended or not, funding does drive behaviour.

In situations where students are limited to taking no more than 8 courses, it is often the elective courses, and those which are most innovative and create a breadth of experience, engaging and challenging the students, that are first to disappear. We saw 12 years ago that a change in funding changed practice for the good – we have more students taking more courses, with greater diversity of offerings and being more successful. We appreciate the time and effort the Ministry is putting into the Learning transformation and fully support the Vision for Student Success and we feel very strongly that eliminating the per-course funding will lead to poorer student outcomes.

We also know that the changes proposed for special education funding are generating discussion around the province. While we appreciate that there are examples in other provinces of this being successful, we would like to see it modeled before it is implemented so we can better understand how this will change the delivery of education to some of our most vulnerable students.

The work on the funding model review process has been very informative and we believe this next phase is crucially important. There is a lot to be proud of with our student success and equity in British Columbia, and we want to ensure any changes only enhance these accomplishments.

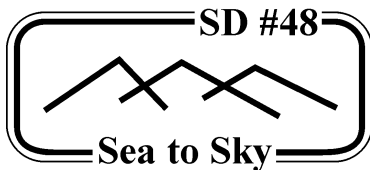
Our Board and Senior Staff would be happy to meet with you, your staff and those involved with this phase of the review in-person so we can better explain our positions and also better understand the modelling for the proposed way forward.

Sincerely,



Carolyn Broady, Chair
West Vancouver Board of Education

cc: BCSTA Member Boards of Education
West Vancouver Board of Education
West Vancouver Schools District Leadership Team
West Vancouver District Parent Advisory Council
West Vancouver Administrators' Association
West Vancouver Teachers' Association
West Vancouver Municipal Employees' Association



SCHOOL DISTRICT NO. 48

♦ Squamish ♦ Whistler ♦ Pemberton

March 26, 2019

Mike Roberts
Chief Executive Officer
British Columbia School Trustees Association

The Board of Education for Sea to Sky (SD 48) is committed to supporting the Ministry of Education in renewing BC's education funding model. Please see the attached document with feedback on 22 proposed recommendations of the funding model review.

Yours truly,

Rick Price
Board Chair
School District 48 (Sea to Sky)

Funding Model Review Feedback

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.*

Feedback: SD 48 supports this recommendation.

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

Feedback: SD 48 supports this recommendation.

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.*

Feedback: SD 48 supports this recommendation because FNESC has a strong voice and effective advocacy. There is, however, a need to more effectively include the voice of local First Nations parents.

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 an 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.*

Feedback: The Board is supportive of the recommendation, but there is more clarification required on the word “overcapacity”.

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).*

Feedback: SD 48 supports this recommendation.

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%)*

Feedback: The Board supports this model.

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.

Feedback: The Board agrees with this recommendation.

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.*

Feedback: The Board agrees with this recommendation.

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.*

Feedback: The Board believes that this recommendation, if implemented, will have a significant negative impact on our students, and most importantly, their ability to graduate. There are many students across the province enrolling in excess of eight courses per school year. Outside of the timetable and distributed learning course offerings would be significantly limited, resulting in reduced opportunities for student learning and course completion. We believe that a key driver to the success of our district's graduation rates, one of the highest in the province at 98%, is the additional resources that are allocated to secondary schools due to course-based funding. Eliminating course-based funding will potentially lead to a reduction in our school district's graduation completion rates, fewer courses being available in secondary schools due to reduced funding, and fewer teachers being allocated to secondary schools. Our ability to engage in flexible timetabling has supported our most vulnerable learners, including those of aboriginal descent. Unless the funding formula can account for the challenges listed above, the Board's recommendation is to keep the current per course-based funding model for secondary schools.

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.*

Feedback: While the Board is not opposed to the notion of a consistent set of provincial parameters being developed to ensure equitable access for all, a per-student based funding model is not a desirable outcome of such an initiative. The Board believes that this recommendation will have a negative impact on student success as it will result in the reduction of available courses provided at a secondary school level due to reduced funding. One of the key drivers behind our high graduation completion percentage is allowing students the flexibility for taking online courses – often spanning three grades in the case of vulnerable learners, in addition to a full course load at a brick and mortar school. This is possible due to the course based funding that is generated by distributed learning, as eight courses result in a 1.0 FTE funded teaching position, regardless of how many full-time students are enrolled in part or whole of those eight courses. SD 48 believes that this model unfairly disenfranchises the most vulnerable learners, including those who may live in more remote communities or those who have experienced an interruption in their schooling. Unless the funding formula can account for the issues listed above, the Board's recommendation is to keep the current course based model for distributed learning in secondary schools.

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)*

Feedback: SD 48 supports this recommendation.

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.*

Feedback: The Board thinks that the proposed recommendation is outside the scope of the funding model review.

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.*

Feedback: The Board thinks that this recommendation is outside the scope of the funding model review.

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.*

Feedback: SD 48 is already preparing numerous reports as part of its annual budgeting process. However, there is a concern regarding the time and resource consumption of staff to prepare the additional reports.

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.*

Feedback: The Board would like additional clarification on this recommendation, including clarity on whether or not funding will be tied to student success, and the definition of student success as it can be different from district to district. The Ministry should consider creating a provincial level data committee which will have representation from each district to engage in a discussion about what data should be used to measure student success.

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.*

Feedback: The Board acknowledges that, based on a variety of provincial and individual district data points, there are districts that would benefit from this support. However, we are concerned that local autonomy and decision making might be reduced without exception. We would want assurance that only those districts whose outcomes require improvement would be the focus of the required change. Of course, all Boards would benefit from ongoing provincial leadership and growth opportunities. Additional clarification is required.

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

Feedback: SD 48 thinks that workforce planning is outside the scope of this funding model review.

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.*

Feedback: SD 48 is unsure how this differs from current practice.

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.*

Feedback: The Board supports the notion of long term planning as a fiscally responsible initiative, however, there are some concerns that need to be addressed. Given the volatility of district student population growth across the province, planning for such expenditures as staffing and supplies with surety over three years is impractical. Further clarification is required.

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.*

Feedback: SD 48 has a policy regarding accumulated surplus and reserves. Given that we are in a dual governance model, the Ministry should require all school districts to have policies on reserves with specific criteria. The Board has concerns with the potential timing impact this may have when requesting transfers from capital reserves to fund local capital projects. There are also concerns with school boards funding expenditures that are not necessary through operating reserves due to conservative operating reserve percentage thresholds.

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.*

Feedback: SD 48 supports this recommendation.

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).*

Feedback: The Board believes that additional clarification is required on the list of items eligible and ineligible for capital program funding.



School District No. 51 (Boundary)

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Website: www.sd51.bc.ca

March 25, 2019

The Honourable Rob Fleming
Minister of Education
P.O. Box 9045 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Fleming,

The Board of Education for SD51 (Boundary), with the assistance of Senior Staff, has reviewed the report of the Funding Model Review Panel along with the 22 panel recommendations. The following are the top recommendations in order of importance after our discussion.

Theme #1: Equity of Educational Opportunity

Recommendation #8 - The Ministry should eliminate the Classroom Enhancement Fund and allocate this funding as part of school district operating grants. We feel this would give districts better opportunity to meet the needs of students as well as reducing the onerous administrative requirements in the reporting and allocation of the fund.

Recommendation #9: The ministry should base funding allocations for school-age educational programming on the number of students, rather than the number of courses taken. We feel that the per course funding limits flexibility which the new curriculum encourages. It discourages students' choice in being able to engage in deeper learning within the timetable.

Recommendation #6: The Ministry should create a single Inclusive Education Supplement. While we are in support of both components, we do have concerns of the reliability and predictability of the data collected being useful in a prevalence-based model.

Recommendation #4: The Ministry should consolidate and simplify existing funding supplements and special grants outside the block into a single supplement. We support both components.

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

Recommendation #10: 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. We support this recommendation. As a small District, we do not have the resources to develop in-district DL programming for our students. While we appreciate the opportunity for our students to benefit from outside DL programs, this results in a loss of funding for our District.

Theme #2: Accountability

Recommendation #15: The Ministry should shift the focus of the Compliance Audit Program. We would like to see this recommendation implemented.

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. We feel this is important and we would like to see the Ministry work with BCSTA and the other partner groups.

Recommendation # 17: The Ministry should expand its workforce-planning project and work with school districts to establish a provincial K-12 human capital plan. We feel the project should include all school district employees, not just teachers.

Theme #3: Financial Management

Recommendation #18: The Ministry should identify net cost pressures and new program expenditures and bring them forward to the Treasury Board.

Recommendation #19: Multi-year financial planning.

Recommendation #22: Capital-funding recommendations.

The specific recommendations that we would want to see implemented earlier to best support student achievement are changes that support boards in having the flexibility to best meet the needs of our students:

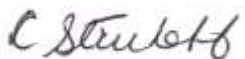
- #8 - Eliminating the CEF;
- #15 - Shifting compliance audits to best practice recommendations and;
- #19 - Multi-year financial planning.

The specific recommendations that we believe will be difficult to implement are:

- #6 - Ministry should create a single Inclusive Education Supplement;
- #14 - Boards should be required to strengthen their planning process by having management report annually along with their year-end financial report that included the district's operational plans including results achieved and how the resources were utilized;
- #19 - Support multi-year financial planning.

The Board appreciates the significant work that has gone into this review and want to thank the Ministry for the opportunity to provide feedback.

Sincerely,



Cindy Strukoff, Chairperson
Board of Education SD51 (Boundary)

cc: BCSTA



SCHOOL DISTRICT NO. 53 (OKANAGAN SIMILKAMEEN)

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14 March 2019

Via email: k12fundingreview@gov.bc.ca
and educ.minister@gov.bc.ca

The Honourable Rob Fleming
Minister of Education
PO Box 9045 Stn. Prov. Gov't
Victoria, BC V8W 9E2

Dear Minister Fleming:

Re: Funding Model Themes & Recommendations

At the regular meeting of the Board of Education of School District No. 53 (Okanagan Similkameen) held on 13 March 2019, district staff presented the funding model review recommendations to the Board for public discussion. The following comments are the Board's response after a fulsome discussion.

Theme 1: Equity of Educational Opportunity (Recommendations 1-11)

As a rural district, we experience challenges associated with the small size of our schools as well as the demographic and geographic factors that affect educational opportunities for our students. We appreciate that the Panel's recommendations in this theme are an attempt to address these inequities for our students and for other students throughout the province. While our Board found these recommendations to be positive in principle, our primary concern is that some recommendations are only positive if others are also adopted. The Board found it challenging to assess the impact of the recommendations in isolation. We wish to understand the Ministry's implementation timelines as well as the considerations of the working groups to fully appreciate the significant impact of these recommendations. Specifically, the Board made the following comments:

- Recommendation 1 – We are unsure of the impact of this decision on other recommendations if not adopted. Our FTE and head count are similar; however, we want to ensure dual credit FTE is adequately counted for as they support our very successful programs. We do appreciate that in our small secondary schools, students feel the pressure to take courses they don't want to take due to availability and this recommendation would achieve this. If the audit process is moved to an outcomes model as described by the Panel, then a per-student funding will support our innovative cross-curricular programs.
- Recommendation 5 - The Board believes it is fair to replace the current funding protection to a three-year rolling model that will allow districts to right-size their operations.
- Recommendation 6 – The move from current strictly medical diagnosis model to a prevalence model sounds hopeful in reducing the paperwork for teachers and administrators to focus more on services and remove the stigma of labelling students for the purposes of funding. However,

the Board also voiced concerns about the reliability and predictability of the data especially with changing demographics. The Board is interested in hearing of the work of the Inclusion working group.

- Recommendation 8 – The process for determining needs of the Classroom Enhancement Fund and the onerous administrative burden of reporting and allocating funds is problematic. The Board found it a positive move to allocate this as part of school district operating grants.
- Recommendation 10 - While a provincial DL model may reduce duplication of efforts, our program focuses on 'in-district' students with an emphasis on blended learning. We do provide services to students outside our district that leads to funding support for the program as a whole, but we value our local autonomy to offer quality programs that augment the bricks and mortar offerings of our secondary schools.

Theme 2: Accountability (Recommendations 12-17)

Though the Board views all six recommendations as having value to public accountability and in the alignment of provincial and local goals and resource allocation, there is concern that some parts of these recommendations may be problematic for small districts to implement depending on the implementation requirements of the Ministry. The Board spoke about not wanting to return to the time of Achievement Contracts that were more compliance in nature due to the timelines and timely availability of data. There is also a concern that innovation may be put on the back burner if a one-size-fits-all provincial template is adopted.

Theme 3: Financial Management (Recommendations 18-22)

- Recommendations 18 & 19 - The identification of net-cost pressures and support for multi-year funding are viewed as positive and a move in the right direction to enhance predictability of funding.
- Recommendations 20 & 22 – Clear provincial policies on reserves and support for dedicated capital funding are a welcome change to the current model as they would give districts a clear picture of what capital outlays can be funded through accumulated reserves.

The Board is very appreciative of the significance of the work that has gone into the review and wants to take the opportunity to thank members of the Independent Review Panel, the various working groups and Ministry staff for their dedication and to the Ministry for offering this opportunity for response. The Board has two additional concerns, one that the implementation for 2020-21 school year is not realistic given the necessary work to fully understand the impact of the recommendations to districts, and two, that implementation would lead to a situation with winners and losers.

The Board understands the need for an equitable funding model with direct linkages to student outcomes and success; however, there is some uncertainty around how this will be achieved given the information available.

Sincerely,



Rob Zandee, Chairperson
School District No. 53 (Okanagan Similkameen)

c. Board of Education, School District No. 53 (Okanagan Similkameen)
cc: BCSTA



NANAIMO LADYSMITH
PUBLIC SCHOOLS

ATTACHMENT

FROM THE BOARD OF EDUCATION

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sd68.bc.ca |      

March 21, 2019

Reg Bawa, Assistant Deputy Minister
Ministry of Education
Government of BC
Via email: k12fundingreview@gov.bc.ca

Dear Assistant Deputy Minister Bawa:

Re: Funding Model Review

Thank you for releasing the report in December in order to allow Boards of Education to review and provide feedback. In addition, we appreciate the extended time frame for providing this feedback.

Our Board of Education believes that a review of the funding model in British Columbia is an important undertaking as our current funding model has been in place for many years. We agree with the guiding principles on which the report is based; however, we wish to identify that any changes to the model should ensure that the financial adjustments in one school district should not have a negative impact financially in another district. Furthermore, we believe that an increase in the quantum of funding is necessary to address meeting the unique needs of the students in our district, and students everywhere in British Columbia.

The Board's review of the document raised a number of questions among our Board and stakeholders, therefore a report was compiled by our staff. This report recognized that many of the recommendations may have a positive impact, and included a compiled response to the recommendations for the Board to review. We have attached this report as Appendix A.

As co-governors in education, our Board believes that strategic plans should be driven by the individual needs of a school district and be reflective of their values and educational partnerships. While we agree in concept that these plans should include the broad goals of the Ministry of Education, it should not be prescribed that they are included in our individual plan.

We have heard from our stakeholders through meetings and discussions, and provided a shared opportunity for them to provide their feedback on funding model review in conjunction with our response. Please find those attached as Appendix B.

We invite you to review the attached appendices in consideration of the next steps with regard to the funding model review and implementation.

Sincerely,



Charlene McKay
Board Chair
Charlene.McKay@sd68.bc.ca

cc: Doug Routley, MLA
Michelle Stilwell, MLA
Sheila Malcolmson, MLA
BCSTA, NDTA, CUPE



Funding Model Review Recommendations – Feedback

Staff and Trustees reviewed the Independent Panel's final report, which includes 22 recommendations for changes to the K-12 Education funding formula. The feedback from staff is as noted below.

Conceptually and philosophically, staff agree with the recommendations. However, it is very difficult to provide more substantive feedback in the absence of specific information on how the recommendations will be implemented and the impact they will have on annual operating funds. Staff would request the Ministry provide more detailed analysis of the 22 recommendations including impact costing and then districts be provided further opportunity for feedback. Staff believe that in order to implement the 22 recommendations in a way that would result in improving student success, the quantum of funding would need to increase. Staff recognize that some districts may do better and others may be worse off as a result of a change in funding. However, if a funding change results in greater equity for all learners in British Columbia, it would be positive and welcomed. Staff are mindful that the funding model should be equitable, efficient and sufficient to educate all learners in British Columbia in a manner that supports successful student outcomes.

It would be difficult for staff to list the recommendations in order of importance based on the lack of detail provided in the Panel's report. Flexibility to direct funding for students with varied needs in a manner that is personalized is essential. Additional priorities are the reduction of onerous application and reporting requirements like the CEF along with 3-year funding plans.

Some of the recommendations related to the themes of accountability, planning and financial management would likely be easier to implement earlier than others.

Recommendation 1: Allocate funding for specific needs first, and then allocate the remainder of funding based on a per-student amount

Staff believe that overall, the concept of funding for specific needs first is appropriate. Vulnerable students generally do not do as well as other students so funding them first seems logical. The current funding model "funds" particular designations but there are many students (designated and not designated) requiring supports that are not provided for. If the panel is recommending that funding be allocated towards vulnerable students first and not just designated students, we support the recommendation. We trust this is the case based on Recommendation 6. However, without knowing how this recommendation would be implemented, it is hard to provide further comment. Without additional funding, there is a possibility that resources could be shifted away from other students to support more vulnerable students.

Currently, SD68 does not receive additional funding for vulnerable students. The Operating Grant manual states that the supplement for Unique Student Needs – Vulnerable Students, was calculated and compared to the 2012-13 CommunityLINK (CL) allocation. Districts that generated less funding through this formula than their CL allocation have CL maintained but no additional funding for vulnerable students.

Recommendation 2: Retain targeted funding for self-identified Indigenous learners and maintain a minimum level of spending.

The recommendation is fine but school districts should have more flexibility with how the targeted funds are spent. The target provides an opportunity to control resources and to isolate/analyze resources and costs against educational results and make shifts and changes where necessary. We would suggest that Ministry add an allocation for Technology, to ensure we can provide and teach applications, as they exist in the world's current environment.

Recommendation 3: Work with the First Nations Education Steering Committee to support the continuous improvement of outcomes for Indigenous learner.

Staff agree with this recommendation. However, there should be recognition that FNEESC does not represent all Indigenous Learners. There should be a broader consultation group for this.

Recommendation 4: Create a single geographic funding supplement with two components:

1. 'Unique School District' characteristics should reflect some of the operational challenges of school districts.

2. 'Unique School' component should recognize the operational challenges of some schools.

Staff think it is very difficult to ascertain how this would be implemented/applied. Additional information would be required in order to assess whether this would have a positive or negative affect on our district's funding. SD68 receives about 3M in funding under this factor. The Ministry does not provide the detailed calculations which staff would recommend they do for all components of a funding model.

Current Unique District formula considers small community, low enrolment, rural factor, climate factor, sparseness, special needs enrollment. Staff would ask, what factors for consideration did the Panel consider in making this recommendation? Could it for example, take into consideration poverty within the boundaries of a school or would this fall into Recommendation 6?

Recommendation 5: Replace all current supplements for enrolment decline and funding protection with a new, transitional mechanism that allows districts to manage the impact of enrolment decline over a three year time period.

Staff think this recommendation is appropriate as Districts would be required to take the necessary measures to be sustainable in times of enrolment decline. A three year transition period seems reasonable. Having said that, school districts shouldn't be required to cut services beyond those corresponding to enrolment as service reductions can impact learner success. Staff would ask if the Panel took this thought into consideration.

Recommendation 6:

1. The Ministry should create a single Inclusive Education Supplement.

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

Component 1 – students requiring high-cost supports continue to be report and claimed for funding.

Component 2 –funds should be allocated through a prevalence-based model, using a comprehensive range of third-party medical and socio-economic population data.

▪ Health Factors (50%) ▪ Income and Earnings (20%) ▪ Children in care (20%) ▪ English/French Language development (10%).

Overall, staff support this recommendation. The current model of funding for specific designations leads individuals to believe that the funding is therefore targeted to the student for which the funding is received. The current model doesn't recognize that students have varying needs and learning styles that should be personalized in alignment with the transformation in education. Many students require more support than others and a number of factors influence their needs such as learning deficits, family dynamics and loss, disabilities, mental health, poverty etc. Staff know that children in care, Indigenous learners and students with special needs all require greater wrap around supports. However, district ability to direct supports to all vulnerable learners is essential for learner success. Staff would want to see details and costing on the recommendation in order to assess impact on the operating budget.

Recommendation 7: Work with the Conseil scolaire francophone de la Colombie-Britannique to reflect the characteristics of this school district in the funding model.

Staff do not have any concern with the recommendation. However, staff would not want to see a funding loss as a result.

Recommendation 8: The Ministry should eliminate the Classroom Enhancement Fund and allocate this funding as part of school district operating grants.

Staff supports this recommendation but believe it is closely related to Collective Agreement language. Staff would like to know if the Panel considered both the staffing and overhead component of the CEF and if there was consideration to bring back a capital portion of funding. The recommendation should not be implemented until Collective Bargaining is complete. The application, review and reporting process tied to CEF was incredibly onerous, time-consuming and risk based (staffing to the language without confirmation of Ministry funding).

Recommendation 9: The Ministry should base funding allocations for school-age educational programming on the number of students, instead of the number of courses.

Staff fully support the recommendation as it is aligned with the new curriculum. It would encourage cross curricular programming and personalized learning for students. Further, projecting enrolment for secondary students is very difficult due to the per course funding as, it is not known whether students will be taking full or partial educational loads. Having funding based on a "per pupil" would eliminate the unknown and allow us to allocate resources to classrooms based on headcount. A more detailed costing and analysis is necessary in order to determine the impact.

Recommendation 10: The Ministry should develop a new policy and program delivery model for Distributed Learning to ensure consistent access to quality programming.

Staff are open to a new policy and program delivery model that would ensure consistent access to quality programming and aims to provide learners with supports for student success. Once again, the impact is in the analysis, details and costing. Currently, SD68 provides an embedded model which is costly.

There is a large margin for error with regards to funding for DL as it is course based and contingent on the proper entry to MyED BC in order to be captured and funded correctly. The current rules for funding are not practical.

Staff would like to see recommendations 9 and 10 developed together.

Recommendation 11: Funding for the graduated and non-graduated adults, continuing education, etc. should remain course-based

Staff agree with the recommendation.

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.

Conceptually, staff agree with reporting, accountability and the focus on learner outcomes. Staff would like to know more about how the Panel vision this working and are left with many questions such as but not limited to: Will the framework create greater accountability to the public while not creating onerous processes? Will it make it easier for the public to see a consistent framework for accountability and reporting from district to district? Will funding be associated with the requirement? Will the Ministry make access to data easier for districts? Will the assistance for school districts be meaningful and non-bureaucratic? Will the Framework recognize local autonomy such that School Boards can focus on their unique school community?

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.

While Staff agree that Strategic Plans should align with Ministry goals and objectives, there is not enough information in the recommendation to provide thoughtful and substantive feedback. See comments made under Recommendation 12.

Recommendation 14: Boards of Education and district staff should be required to strengthen their planning processes in the following ways:

1. **School district management should be required to develop operational plans to deliver on provincial and board of education goals across a range of areas.**
2. **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.**

If the recommendation is intended to increase fiscal responsibility and educational outcomes with minimal additional administrative support, staff support it, pending further information and clarification. See comments made under Recommendation 12.

Recommendation 15: Shift the focus of compliance audits from purely financial to having a quality assurance emphasis that incorporates best practices-based recommendations etc. And defer funding recovery for one year to allow school districts time to adopt compliance team recommendations.

Staff believe that current compliance audits are cumbersome and focused on "complying with a set of rules" but not on learner success or outcomes. Staff support the notion of recommendations for improvements based on best-practices. Staff also support the notion of permitting time for district improvement before the imposition of penalties (funding recovery). Either defer funding recovery

or eliminate it, if the district has made significant improvements and can demonstrate overall learner success.

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

Staff support the recommendation. Both recommendations 16 and 17 are essential to the effective and efficient outcomes of district operations and learner achievement. Staff would expect consultation to take place in respect of what a plan for leadership and support could look like. More information would be helpful. Staff believe a multi-faceted approach is necessary and should include consideration of succession plans, development and mentorship both system wide and personalized. The number of experienced and skillful educational leaders at the Ministry level would further support this recommendation.

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

Staff support this recommendation and are hopeful that the human capital plan would be geared at all positions and employment categories in the school setting. SD68 is experiencing workforce planning challenges in all departments and virtually all positions.

Recommendation 18: The Ministry should identify net cost pressures and new program expenditures and bring them forward to Treasury Board for consideration through the budget process.

Staff fully support this recommendation. Advance planning in this area would be greatly appreciated. Staff believe that any new funding formula should provide for increases related to net cost pressures and new program expenditures.

Recommendation 19: To support multi-year financial planning:

- **Government should issue three year operating funding to boards of education on available funding and projected student enrolment; and**
- **School district should be required to develop three year financial plans.**

Staff support this recommendation. However, there should also be a reconciliation/recalculation of projections to actuals, each year, in order to ensure funding levels support what is actually happening in the district. Providing an estimated three year Operating Grant would allow districts to plan, in advance, and adjust as necessary to align with actuals. Also, it is important that the funding model provide a degree of predictability in order to project revenues/expenditures and plan accordingly.

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.

Staff support the recommendation. However, the Ministry should ask for districts to provide financial plans for future allocations for their cash reserves (subject to change) e.g. Local Capital plans, which would include the cash investments/reserves necessary to support it. This could reduce the need for the Ministry to question and scrutinize cash balances. Including a Local Capital plan on the Annual and Amended Budgets would provide clarity to the Ministry, the Board of Education and stakeholders as to the cash reserves necessary to support projects, per long range facilities planning, that are not funded through the Ministry's Capital Funding program.

Staff support the direction and work of the Financial Health Working Group.

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

While Staff support the recommendation, there is great inequity across the Province when a Board of Education can generate local revenues and is there a way of addressing the resulting inequity?

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

a) Provide capital funding for expenditures that are currently not reflected in the caption program; or

b) Clarify which items are ineligible for capital program funding and ensure school districts are permitted to establish appropriate reserves that allow them to save for these purchases on their own.

Staff believe that capital contributions need to be fully reviewed. There should be a capital allocation that includes a portion for technology, per student FTE. If one of the objectives for a funding formula is to provide equitable, inclusive educational opportunities, lack of capital funding does not support that goal. Some districts have more resources than others and are able to fund more capital items. Further, technology is generally supported by a transfer of operating to local capital, which if supported by Ministry, would not be necessary, leaving operating funds for non capital classroom supports. As well, the restored class size and composition language puts strains on districts experiencing growth. Where districts are showing increased enrolment, the Ministry should provide a capital allowance, per student FTE, in order to deal with increased capital needs.

March 12, 2019

Appendix B

Charlene McKay, Chair
Board of School Trustees
School District 68 (Nanaimo-Ladysmith)
395 Wakesiah Avenue
Nanaimo, BC, V9R 3K6

Dear Chair McKay,

I am writing to you on behalf of the Nanaimo District Teachers' Association to express our concerns with the Report of the Funding Model Review Panel. I understand that this letter will be included as an attachment to a letter that Trustees will be submitting as feedback on the Report of the Panel.

On July 16, 2017, Premier John Horgan wrote a mandate letter to the Minister of Education, Rob Fleming, and tasked him with, among other things, reviewing "the funding formula to develop a stable and sustainable model for the K-12 education system" and fast-tracking "enhancements to K-12 funding". The Funding Model Review Panel's set of 22 recommendations do not address the question of adequate funding, nor do they provide a sustainable model for the K-12 system.

First, it is of concern to the NDTA that while we were invited to provide a written submission to the Panel, teachers, the professionals who work most closely with children and are most affected by funding decisions every single work day, were not included as members of the panel.

The second concern of the NDTA is that neither adequacy of funding nor accountability for student outcomes was a mandate for this Panel. The Panel chose not to address adequacy of funding, but still made recommendations regarding student outcomes. This seems to be a continuation of the previous government's style of doing business: downloading costs and problems to School Districts without taking any responsibility for adequately funding service levels. The accountability requirement only seems to ever flow one way.

Recommendation 1 suggests allocating funds for specific needs first, and then allocating the remainder of funds. This supposes that there is enough funding to meet the basic needs of the system, but without any guarantee of funds being adequate to

needs. We believe that there should be a basic allocation to districts to meet service levels, then funding on top of that for specific needs.

Recommendation 6 is particularly problematic. The Panel recommends identification of only a small percentage of special needs students, and that identification occur by medical diagnosis. Other learning needs would be funded using the prevalence model; funds would not be provided based on actual needs of students. The panel favours inclusive education: "[i]nclusion is grounded in the belief that with the right supports, every student can be successful in their schools and classrooms" (p. 20). For inclusion to be successful, however, teachers need to know how to support the various learning needs of their students, and for that we need assessment and identification by our specialist colleagues. If anything, teachers would like to see more students have access to assessment and supports, and at an earlier age. Currently primary students and students with needs that fall into unfunded categories are going without support because there is neither time nor money to diagnose and support them.

Recommendation 8 links the Classroom Enhancement Fund (CEF) with the what the Panel refers to as "the prescriptive nature of the restored language" (p. 24). The Ministry of Education sets the guidelines for the CEF, not the restored Collective Agreement. We would support not having a separate special purpose grant to pay for certain Collective Agreement provisions. We do not see the reason to have separate accounting of class size and composition language. We object to the Panel's use of fear tactics when it comes to the restored language. If it weren't for the hard work of teachers and our win in the Supreme Court of Canada, School District 68 would not have seen 100 new teachers added to the system and smaller class sizes. Prior to the Supreme Court win, Nanaimo had some of the largest class sizes in the province. Collective Agreement provisions guarantee funding levels, and without that language government will not provide the funds. What the Panel bemoans as inequity across districts right now is in fact because the Ministry is only providing additional funds to districts with class size and composition language. Without that language, districts continue to try to provide services with the same amount of funds they have had for the past several years, which has never been enough. The Panel states that the "prescriptive nature of the restored language means the resources provided by CEF may not be going to areas of highest need" (p. 24) and yet without that language there would not be any more money provided to address those needs. There is nothing in the Collective Agreement that prohibits the Ministry from adequately and equitably funding districts.

Recommendation 20 refers to guidelines on accumulated surpluses. We support a move to make sure that funds are not unnecessarily left idle but are used to support students in classrooms.

Finally, the NDTA believes that this report is not about supporting students. It is about finding ways to continue to underfund the system and to undermine collective bargaining. We fully support a review and revision of the current funding model. However, we adamantly oppose this report, particularly Recommendations 1, 6, and 8, and call on the Minister of Education to start over, by first assessing the actual needs of the system, and then proposing authentic ways to address those needs.

Sincerely,



Denise Wood
President
Nanaimo District Teachers' Association

cc. Karen Matthews—Senior Executive Assistant
Carrie McVeigh—Secretary-Treasurer

District Review of the Ministry's Funding Model Review Recommendations

Below are the Board's responses to the recommendations. One point of note is that many of these recommendations relate to matters of planning, policy and management rather than funding formulas.

We would also like to see the government address the funding matter left out of the funding review and that is the ongoing funding of private education.

Priority Recommendations for Comox Valley School Board

Inclusive Practices Recommendations

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*
- *Funding currently in the Basic Allocation that was previously allocated to high incidence categories of special needs*

The intent is good but there are too many wide-ranging variables at play here. Perhaps develop two components: special needs and other factors, but a profile-based model could be used for each component. Eliminate the medical model for funding special needs.

Too many wide-ranging variables in this supplement will distract attention away from children who are not thriving.

Support this recommendation with significant changes

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

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

Depending upon the pool of financial resources available and changing population trends. There is a risk to potentially reduce basic funding per student unless the government increases education funding proportionally if a

greater percentage of resources is required to fund targeted areas. There must be a basic level of identified funding for all students. Following this, sufficient resources is required to support these high need students. Furthermore, Inclusive Education is defined too broadly in the report.

Do not support recommendation

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 norm by considering: ...*
- *Component 2 Unique School District characteristics, not addressed in the first component, should recognize the operational challenges of some schools by considering: ...*

This is a good recommendation. E.g. Island School Grants.
One issue will be ensuring the process is transparent to all.

Support recommendation

Distributed Learning Recommendations

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.*

This recommendation is dependent upon how the Ministry would implement the recommendation. No student should be penalized for taking DL courses while enrolled in a bricks and mortar school. Example: If a student is funded 1.0 at a high school and decides to take a course through a DL school anywhere in the province including their own district, they should be funded for the DL course with no limitation put on their total course count.

Support for this recommendation is dependent upon the model used to implement

Recommendation 10 *With the shift to a per-student 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.*

No student should be penalized for taking DL courses while enrolled in a bricks and mortar school. Example: If a student is funded 1.0 at a high school

and decides to take a course through a DL school any where in the province including their own district, they should be funded for the DL course with no limitation put on their total course count.

Currently some districts have developed skills, expertise and experience in delivering DL learning beyond their geographic borders to benefit all students. Development of a new policy and model should not undermine or penalize the development of successful programs.

Support for this recommendation is dependent upon the model used to implement

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)*

We believe that DL is a program that supports our goals for achieving 21st Century practices. (e.g. blended learning platforms). We strongly recommend that Distributed Learning should remain course-based for **all** learners.

Support recommendation with amendment

Policy and Accountability Recommendations

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.*

Ministry has demonstrated the inability to remain current in policy and practice and unless policies remain current school districts will be evaluated on an antiquated model.

Do not support recommendation

Recommendation 20 *The Ministry should establish clear provincial policies on reserves to ensure consistent and transparent reporting, while maintaining school district's 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, 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.*

School districts are accountable to compliance audits using methodologies that do not reflect current practices. Eliminate the fourth sub-bullet and replace with the Ministry recovers surpluses above the tolerance level and delete the Ministry approval.

Support recommendation with amendment

Response to remaining recommendations

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

This is particularly important to support.

Support recommendation

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.*

It is difficult to ascertain if there will be any authentic impact from this engagement process. However, it is important to ensure the partners work together in support of Indigenous student learning.

Support recommendation

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 reduction in the second*

year, two thirds funding reduction in the third year, and fully implemented funding reduction in the fourth year).

This is logical. Districts in funding protection using this model, districts should be eligible for additional funds allocated throughout the year.

Support recommendation

Recommendation 7 Not applicable to our district

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.*

Support recommendation

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 model is already in place using Student Learning Frameworks. The model proposed is a step backwards in time and the Ministry goals are politically dependent, when learning needs of students need to take precedent.

Do not support recommendation

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.*

The Ministry has demonstrated their inability to stay current and ensure Ministry policies reflect current educational practices. Focus the work on student learning, not bureaucratic reporting.

Do not support recommendation

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 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.*

Need to revamp the compliance program completely. There is no alignment or coherence across auditors resulting in inconsistent messaging. Policies are so dated they are not meaningful to supporting neither current nor best practice and cannot support the government's educational reform efforts.

Recommend with significant policy amendments

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 Ministry's organizational structure is not structured to provide leadership capacity building in school districts. In addition, almost all senior leadership in the Ministry do not have any educational leadership experience in working in school districts as principals and or senior leadership.

Not recommended with current Ministry practice to not employ experienced educational leaders

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

Districts have this in place. The district requires resources to build succession models. The issue is not having the skill sets to do this at the school district level, it is having limited resources that we need to target directly to schools.

Support recommendation

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.*

We would expect that this is already happening at the Ministry and Government level.

Support recommendation

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.*

Support recommendation

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.*

Support recommendation

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).*

Support recommendation

**Response from the Board of Education at
School District #78 (Fraser-Cascade)
to the 22 Recommendations from the
Funding Model Independent Panel Report**

Recommendation 1:

√

Recommendation 2:

√

Recommendation 3:

√

Recommendation 4:

Component 1: What may make the school district unique, and require further targeted funds, is the level of vulnerability of entrance-level students, recognizing that to bring these students up to a passing standard in literacy and numeracy will also help to ensure that they graduate with their age-peers.

Recommendation 5:

√

Recommendation 6:

Recognize that Education Assistants are needed in larger numbers where there is an overabundance of Students with IEPs, both to help deliver an adjusted program in the classroom and to participate in meetings with parents to formulate and track the progress of the IEP.

Perhaps a supplement for vulnerable students as determined by EDI and MDI data.

Component 1: What about a special category for Alternative Schools? Many of these students have special needs not necessarily addressed in mainstream school settings; some of them are working jobs to provide for their families and have to proceed course by course. These schools represent the very definition of Personalized Learning.

Recommendation 7:

√

Recommendation 8:

√

Recommendation 9:

√

Recommendation 10:

Re-evaluate this recommendation in the case of Alternative Schools and Distributed Learning.

Recommendation 11:

Include Alternative Schools in this category.

Recommendation 12:

The Ministry should take into account at what levels these children begin their schooling: it takes time and resources concentrated at the primary level to get these students (who may have a limited vocabulary or limited concepts of numeracy when they enter school) to reach reading and numeracy levels that are consistent with their age-peers. “Common principles and templates” would assume a commonality in ability when they enter school.

Recommendation 13:

√

Recommendation 14:

Agree with accountability, as long as individuality is maintained, and there is no condemnation when special needs students may achieve stage-crossing, but without a Dogwood. These students and their parents, teachers and SEAs have worked tirelessly to get them to this level of achievement, and that ought to be acknowledged.

Recommendation 15:

√

Recommendation 16:

The Ministry, along with recommendations from the BCSTA and BCPVPA, and their members should provide ongoing leadership and support to help strengthen governance and management capacity at all leadership levels in school districts.

Recommendation 17:

We need an explanation of the term “human capital”.

Recommendation 18:

√

Recommendation 19:

√

Recommendation 20:

Fourth bullet: We are fortunate to have a conservative Secretary-Treasurer. Because of her insight and caution, we currently have a reserve, which we have used in the past two years to build two classrooms onto an existing school with an increasing population, and to provide other

opportunities for our students without requesting additional funds from the Ministry. Our district's population is growing, and we can see other areas in which we may need to expand. It would make no fiscal – or temporal — sense to return the funds to the Ministry and then turn round and ask for help.

What about Ministry-approved investments of capital to increase the local reserve funds?

Recommendation 21:

√

Recommendation 22:

What about increases in salaries of exempt staff so that there is an incentive to do all the extra work which principals, vice-principals and other staff with no union to bargain for them perform every day?

What about increases in salaries to come, brought about during contract negotiations? The differential between principals and vice-principals, and the staffs they supervise is narrowing, and has narrowed, during the time their salaries were frozen.



Cowichan Valley School District

ATTACHMENT

March 29, 2019

The Honourable Rob Fleming
Minister of Education
P.O. Box 9045 Stn Prov Govt
Victoria, B.C.
V8W 9E2

[via email: SDFR@gov.bc.ca](mailto:SDFR@gov.bc.ca)

Dear Minister Fleming:

On behalf of the Board of Education of School District No. 79 (Cowichan Valley) I would like to thank you for the opportunity to provide input on the Report of the Funding Model Review Panel 2018.

Like other Boards in the province, we are pleased that the Ministry is reviewing the funding model, a request made for numerous years. We appreciate the work of the committee and the second round of consultation on the report.

The Board has reviewed the recommendations with the assistance of our senior staff and agrees with many of the recommendations but has significant concerns with others. It was a difficult review as each recommendation is not clearly defined, nor is the interrelationship between recommendations clear. Our response will address each recommendation.

Recommendations 1, 2, 3, 4, 5, 7, 10, 11, 14, 15, 16, 17, 18, 20, 21, 22: The Board of Education of School District No. 79 (Cowichan Valley) is in agreement or is neutral on these recommendations. We note that many of these recommendations do not relate to the distribution of funding.

Recommendation 6:

Component 1 – students requiring high-cost supports should be funded, and school districts should continue to be funded, and school districts should continue to report and claim these students to the Ministry for funding.

The Board is concerned that there is not enough information in this recommendation to determine the split between component 1 and component 2.

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%)

The Board has concerns about what data and factors will be utilized to do the weighting under a prevalence-based model. As much of this data tends to be historical, how will these factors reflect what is happening in the current school year?

.../2

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.

The Board has concerns about how this could be incorporated into the Provincial Funding framework as School Districts across the province have different collective agreement language with their Teachers. In our district the language is very complex and expensive. To add equally to the per-pupil rate would be a financial hardship for our district.

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.

The Board's response is subject to implementation of recommendations 10 and 11. Our secondary students participate in many trades and career opportunities, especially in dual credit and pre-apprenticeship programs that result in funding greater than 1.0 FTE. Funding by headcount may limit these opportunities for many students.

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.

We believe that Boards are currently accountable to their local communities and students. We question why this recommendation is included in the funding model review.

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 is concerned about maintaining local autonomy as a priority. We question why this recommendation is included in the funding model review.

Recommendation 19:

To support multi-year financial planning government should issue three-year operating funds to Boards of Education, based on available funding and projected student enrolment.

While the Board supports predictable, stable funding, it needs to be responsive to fluctuating conditions such as:

- Enrolment shifts
- Demographic changes
- Compensation rates

The Board appreciates all of the work that has gone into this review and for the opportunity to provide feedback. The Board hopes that when the model is implemented there is a mechanism to allow time for Districts to adjust their operations to a change in funding. The Board would encourage the Ministry to give as much advance notice on the final funding formula details as possible to allow Boards adequate time to plan.

Sincerely,

A handwritten signature in cursive script that reads "Candace Spilsbury".

Candace Spilsbury
Board Chair
School District No. 79 (Cowichan Valley)

cc: BCSTA
Trustees
Rod Allen, Superintendent
Jason Sandquist, Secretary-Treasurer



March 13, 2019

K12FundingReview@gov.bc.ca
bcsta@bcsta.org

RE: FUNDING MODEL REVIEW

The intent of the request for a review of our current funding model was to have the government address inequities in the current model and to provide funding to offset those inequities in a manner that did not harm any district. If the model is just a redistribution of funding, some districts will benefit, and some districts will be harmed.

Inclusive Education: That the Ministry provide directly or ensure that remote/rural School Districts are provided with adequate diagnostic & support specialist services, particularly when the provision of such services impacts district funding, e.g. psychological assessments; speech, language, & hearing screening; occupational-physio therapy; etc. This is urgent and high priority because remote/rural School Districts are required to provide these services to meet the needs of students, as well as comply with Ministry accountability requirements, but such services are too often unavailable or cost prohibitive.

Coded children: The audit practises require that Students with designated issues have these issues verified by a designated professional. In rural and remote district this can be very expensive, as these professionals are not resident in the area.

Prevalence Model: This board is not in favour of using a prevalence model. Our experience with the economic down turn in our area and the falling house prices we have had an increase in the number of autistic children. We now had students with designations that is above the provincial average.

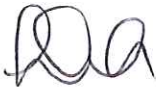
Financial Management: That the Ministry administer its extensive fiscal accountability measures in a more fair and reasonable manner, e.g. if a district is assessed a financial penalty as a result of an audit, that penalty ("clawback" of funding) should be

- offset/reduced by dollar amount the district's remedy the problems identified before the next reporting period, or in subsequent reporting periods, and
- not be incorporated into future district funding level to reduce funding as a permanent, ongoing "fine"

This is urgent and high priority because of the crippling effect on districts of this inherently unfair and illogical practice.

Sincerely,

THE BOARD OF EDUCATION
SCHOOL DISTRICT 81 (FORT NELSON)

A handwritten signature in black ink, appearing to be 'LD' or 'Linda Dolen'.

Linda Dolen, Chairperson

pa:



ITEM 2

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **APPROVAL OF MINUTES**

Date: April 17, 2019
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the February 27, 2019 Public Board Meeting be approved as circulated.

Attachment



PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, February 27, 2019, (6:00 PM)
Board Room, District Education Office

IN ATTENDANCE:

BOARD MEMBERS:

Chairperson – Korleen Carreras
Vice-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
Executive Coordinator – Karen Yoxall

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. Swan, President, BC School Trustees Association

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 the 2018/19 Amended Annual Budget.

B. APPROVAL OF MINUTES

Moved/Seconded

THAT the Minutes of the January 13, 2019 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

1. Alouette Addictions

Moved/Seconded

Sherri Skerratt, District Principal, Safe and Caring Schools, Sherri McKinnon, District Vice-Principal, Safe and Caring Schools and Annika Polegato, Executive Director, Alouette Addictions presented an overview of the partnership between the school district and Alouette Addictions and provided details of programs and services offered to students and members of the community.

THAT the Board receive the presentation by Alouette Addictions, for information.

CARRIED

D. DELEGATIONS

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson

- a) Trustee Representative: Ridge Meadows Overdose Community Action Table (CAT)

Moved/Seconded

The Chairperson reported that the Ridge Meadows Overdose Community Action Table (CAT) has extended an invitation for a school trustee to attend and participate at the CAT table.

THAT the Board appoint Trustee Sullivan as the Board's representative on the Ridge Meadows Overdose Community Action Table (CAT).

CARRIED

- b) Trustee Representative: Culture Roundtable

Moved/Seconded

The Chairperson reported that the City of Maple Ridge has extended an invitation for a school trustee to participate on the newly formed Culture Roundtable.

THAT the Board appoint Trustee Carreras as the Board's representative on the Culture Roundtable.

CARRIED

2. Superintendent of Schools
3. Secretary Treasurer
4. Board Committees

a) Budget

i. 2018/19 Amended Annual Budget

The 2018/19 Amended Annual Budget includes Board approved budget changes to date, revenue and expenditure changes resulting from changes to enrolment, revenue changes announced by the Ministry of Education in December 2018, proposed additional one-time budget allocations and other revenue and expenditure known changes.

Moved/Seconded

- (1) THAT the Board approve the transfer of all available operating surplus for 2018/19, currently estimated at \$784,232, from the operating fund to the local capital fund to replenish the contingency reserve for local capital;

AND FURTHER

THAT the Board approve the allocation of \$1,582,421 from contingency reserve for local capital to fund \$658,421 of cəsqənelə Elementary start-up costs, \$924,000 to fund the creation of additional classrooms, and the purchase, relocation and refurbishment of portable classrooms.

CARRIED

Moved/Seconded

- (2) THAT the Amended Budget Bylaw of the Board for the fiscal year 2018/19 be given three (3) readings at this meeting (vote must be unanimous).

CARRIED

Moved/Seconded

- (3) THAT the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) 2018/19 Amended Annual Budget Bylaw be:

Read a first time on the 27th day of February, 2019;

Read a second time on the 27th day of February, 2019;

Read a third time, passed and adopted on the 27th day of February, 2019.

CARRIED

b) Finance

i. Appointment of Auditors

Moved/Seconded

The Secretary Treasurer reported that the school district financial statements will continue to be audited by an auditor appointed by the Board for the fiscal years ending June 30, 2019 to June 30, 2022. The Secretary Treasurer noted that the OAG is planning to continue their increased involvement with the audit of the financial statements for the year ended June 2019 to an oversight level.

The Secretary Treasurer further reported that BDO Canada LLP is the current external auditor for the school district and was first appointed in 2018.

THAT the Board: appoint BDO Canada LLP as auditors for the Board for 2018/2019 and direct the Secretary Treasurer to promptly notify the auditor and the Minister of Education of the appointment.

CARRIED

- c) Facilities Planning
- d) Board Policy Development

- i. Board Policy Development Committee Work Plan 2018/2019

Moved/Seconded

The Secretary Treasurer provided an overview of the Board Policy Committee Work Plan for 2018-2019 and noted that the committee may consider other policies as required by law or provincial policy.

THAT the Board receive the Board Policy Development Committee Work Plan 2018-2019, for information.

CARRIED

- ii. Board of Education Appeal Policy and Procedures Bylaw

Moved/Seconded

The Secretary Treasurer reported that the Board of Education Appeal Policy and Procedures Bylaw is being presented to the Board for first reading and incorporates feedback received from legal counsel.

THAT the Appeal Policy and Procedures Bylaw of the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) be read a first time on the 27th day of February, 2019.

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

- 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

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

BC School Trustees Association

The Chairperson reported on the February 21, 2019 BCSTA Meeting of Board Chairs and the February 22, 2019 BCSTA/Ministry of Education Joint Liaison Meeting.

The Chairperson further reported that trustees have a final opportunity to provide feedback on the BCSTA Draft 2019/2020 Budget before it is adopted at April 2019 Provincial Council.

District Parent Advisory Council

Trustee Sullivan reported that the BC Confederation of Parent Advisory Councils presented on PAC bylaws and constitution.

Maple Ridge – Pitt Meadows Arts Council

The Chairperson reported that from March 2, 2019 – April 6, 2019 The ACT will be hosting an exhibit called “Evolving Talent – District 42’s Young Artists” that showcases artwork from secondary school students.

Ridge Meadows Education Foundation

Trustee Murray reported that a strategic planning session will be held to determine goals, objectives and future graduation bursaries.

Youth Planning Table

Trustee Dumore reported that the organization and future work plan of the committee was discussed.

Good News Items

Trustee Shaw reported on a cancer fundraiser, Trustee Yamamoto attended a trades information night at Thomas Haney Secondary School, Trustee Murray attended the Chamber of Commerce Excellence Awards, Trustee Sullivan reported on a school visit to Glenwood Elementary, and Trustee Dumore volunteered at a carnival held at Yennadon Elementary.

L. QUESTION PERIOD

Questions were posed on the following:

- Amended Annual Budget 2018/19
- Energy sustainability in school district facilities

M. OTHER BUSINESS

N. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 7:38 p.m.

Korleen Carreras, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 3

To: **Board of Education**

From: Budget Committee of the Whole

Re: **PROPOSED PRELIMINARY BUDGET**
2019/20

Date: April 17, 2019
(Public Board Meeting)

Decision

To be distributed

**ITEM 4**

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **OPERATIONAL PLANS**

Date: April 17, 2019
(Public Board Meeting)

Decision**BACKGROUND/RATIONALE:**

The Operational Plans for the Board of Education, Education, Business Operations, Human Resources and Information Technology Departments are being presented to the Board for approval.

As outlined in the Strategic Plan the Operational Plans are developed to align with the districts mission, vision and values statement and guided by the following three strategic directions:

1. *Inclusive culture of care and belonging where the well-being and success of all learners is supported and celebrated.*
2. *Intentional support for a growth mindset, collaboration, interdependence, and staff development.*
3. *Forward-thinking, research-informed, effective, efficient, sustainable, value-based and connected school district.*

RECOMMENDATION:

THAT the Board approve the Maple Ridge – Pitt Meadows School District Operational Plans.

Attachments

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT BOARD OF EDUCATION OPERATIONAL PLAN

Student Learning is Our Central Purpose

Background

The Maple Ridge – Pitt Meadows Board of Education is comprised of seven trustees representing the communities of Maple Ridge and Pitt Meadows. Trustees are elected every four years at the same time as the mayor and city council for the two municipalities.

The Board is committed to working together to ensure that every individual feels valued and all learners reach their potential in the Maple Ridge - Pitt Meadows School District. We will accomplish this by building open, trusting relationships as Board and senior management; defining roles and responsibilities; solidifying trustee knowledge base through board management information sharing; using data/evidence to make decisions; and establishing strategic directions.

Operational Plan

Our vision is to use our collaborative voices for honest and respectful dialogue that supports trusted decision making on behalf of all learners in the Maple Ridge - Pitt Meadows School District.

Key Strategies

- Enhance learning for all by providing quality programming and initiatives that improve engagement and success
- Improve results by working together effectively with partner groups, staff and the public
- Align planning, processes, policies and procedures to improve efficiency and effectiveness to enhance success for all learners

Operational Plan

- ☐ Continue to adopt, support and strengthen innovative programs and learning options that enhance teaching and learning
- ☐ Improve relationships and communication with partner groups, representatives of indigenous peoples and the communities we serve
- ☐ Collaborate with other boards through BCSTA and advocate for the wellness of all learners, adequate funding for education, and for the creation, implementation, and evaluation of a meaningful co-governance model with the provincial government
- ☐ Assess Board performance on an annual basis and support trustee professional development by providing ongoing educational opportunities for trustees and encouraging trustees to take advantage of these learning opportunities
- ☐ Review, create and update Board policies
- ☐ Continue to improve the Board's communication plan to ensure increased awareness of Board work
- ☐ Support student and community engagement in school district governance
- ☐ Continue to celebrate success, and recognize accomplishments and service of staff and volunteers
- ☐ Monitor performance against the strategic plan, facilitate annual review of operational plans, and ensure that budget decisions reflect school district strategic priorities



Korleen Carreras
Board Chairperson

Elaine Yamamoto
Vice Chairperson

Kim Dumore
Trustee

Mike Murray
Trustee

Pascale Shaw
Trustee

Kathleen Sullivan
Trustee

Colette Trudeau
Trustee

Board of Education 2018 - 2022

MISSION

To fully support all individuals in their personal development as successful learners and respectful contributors to society.

VISION

Every individual feels valued and all learners reach their potential.

"Opening doors, energizing learners, encouraging potential."

Operational Plan 2018-2022

INITIATIVE	ACTION PLAN
Continue to adopt, support and strengthen innovative programs and learning options that enhance teaching and learning	<ul style="list-style-type: none"> • Participate in quarterly Education Committee meetings • Participate in quarterly Aboriginal Education Committee meetings • Monitor annually the outcomes of new initiatives and courses • Monitor annually the implementation status of Strategic Facilities Plan recommendations regarding educational programming
Improve relationships and communication with partner groups, representatives of indigenous peoples and the communities we serve	<ul style="list-style-type: none"> • Establish opportunities for the board to share information with partner groups and gather their feedback on governance matters • Ensure that the school district has a positive reputation in the community and that the school district perspective is valued by the community through continued trustee affiliation with various community partnerships and committees and expanded relationships as needed
Collaborate with other boards through BCSTA and advocate for the wellness of all learners, adequate funding for education, and for the creation, implementation, and evaluation of a meaningful co-governance model with the provincial government	<ul style="list-style-type: none"> • Support BCSTA advocacy efforts through participation on the board of directors, branch leadership, committees, BCSTA branch meetings, conferences, AGM • Advocacy for improved capital funding through motions to BCSTA AGM, participation on BCSTA capital working group, meetings with MLAs and local government officials • Advocacy for the development of a Mental Health & Addiction Framework for school districts through motions to BCSTA AGM, meetings with MLAs • Advocacy for the implementation of a new funding formula that reflects the needs of our school district through letters to government, meetings with MLAs, participation on implementation committees, and full participation in consultation process • Advocacy for improved funding and supports for students with special needs through input provided as part of funding formula design, BCSTA motions, meetings with MLAs • Advocacy for improved education funding allocation in the provincial budget through annual submissions during the provincial budget process, letters and meetings with cabinet ministers, meetings with local government to collaborate and have a community voice with government
Assess Board performance on an annual basis and support trustee professional development by providing ongoing educational opportunities for trustees and encouraging trustees to take advantage of these learning opportunities	<ul style="list-style-type: none"> • Board self-evaluation is completed on an annual basis using the most relevant evaluation tools and results are used to guide board growth plan for future years • Trustees attend and participate in appropriate Professional Development (conferences, seminars, workshops) that contribute to professional growth as a School Trustee
Review, create and update Board policies	<ul style="list-style-type: none"> • Policies are reviewed and updated on a four year cycle based on a work plan developed by the Board Policy Development Committee • New policies are created as needed at the recommendation of the Board Policy Development Committee and with input from subject matter experts
Continue to improve the Board's communication plan to ensure increased awareness of Board work	<ul style="list-style-type: none"> • Increase public awareness of Board issues, function and accomplishments through the publishing of Board Highlights after each board meeting, using social media to publicize Board meeting agendas, events and announcements
Support student and community engagement in school district governance	<ul style="list-style-type: none"> • Ensure increased, open communication with students through district wide student forum (2020 and 2022), trustee meetings with secondary school students (3 secondary schools per year) and trustee meetings with indigenous students • Provide reports back to students on how their input is used and actions taken • Ensure increased, open communication with parents and guardians through regular trustee representation at DPAC meetings, trustee presentations of board work at PAC and DPAC meetings

Continued on next page...

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN

Student Learning is Our Central Purpose

INITIATIVE	ACTION PLAN
Continue to celebrate success, recognize accomplishments and service of staff and volunteers	<ul style="list-style-type: none"> • School visits are scheduled to ensure that trustees have the opportunity to visit each school two times from 2018 to 2022 • Ensure that each board meeting includes presentations from students and/or staff • Ensure that at least one trustee is present at every staff recognition event • Ensure that the board acknowledges the contribution and accomplishments of students, staff and volunteers • Recognize staff, students and volunteers for their contribution to the school district and education in general
Monitor performance against the strategic plan, facilitate annual review of operational plans, and ensure that budget decisions reflect school district strategic priorities	<ul style="list-style-type: none"> • Complete annual review and update of board and department operational plans • Complete annual Superintendent Evaluation and Growth Plan • Review and approve the annual Five Year Capital Plan for submission to the Ministry of Education • Review and approve the annual budget for submission to the Ministry of Education • Ensure that the annual budget reflects priorities set in the Strategic Plan, follows Ministry of Education guidelines and that there is meaningful public and partner group engagement in the budget process • Review and approve quarterly and annual financial statements • Review the annual student learning report prepared by the Superintendent • Review, approve or receive for information reports regarding specific educational initiatives

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

EDUCATION OPERATIONAL PLAN

Student Learning is Our Central Purpose

Background

The District Education Leadership Team is committed to effectively and strategically supporting success for all learners by providing strong instructional leadership that aligns district vision, mission and values, and Ministry of Education policies and procedures.

As a team, our purpose is to improve learning by engaging in staff development that helps to foster student achievement, embrace diversity, facilitate innovative practices, and support required changes within the system.

Operational Plan

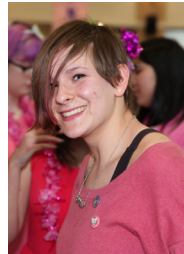
Our vision is to collaborate with educators to strategically plan and promote safe, caring, engaging and responsive learning environments to enable our students to become contributing citizens, competent learners, and creative thinkers.

Key Strategies

- Inclusive culture of care and belonging where the well-being and success of all learners is supported and celebrated
- Intentional support for a growth mindset, collaboration, interdependence, and staff development
- Forward-thinking, research-informed, effective, efficient, sustainable, value-based and connected school district

Operational Plan 2018 - 2022

- ☐ Implement revised Strategic Facilities Plan recommendations balancing enrolment management and educational programming
- ☐ Support and maximize the innovative design and development of new schools
- ☐ Engage and support staff and students in sustainability projects
- ☐ Promote and enhance student learning by aligning our practices, resources, staffing, supports and initiatives
- ☐ Implement and extend the district-wide literacy plan - Year 4, 5, 6
- ☐ Adapt the innovative and effective district-wide assessment and reporting model to the secondary school context. Continue to develop the K - 7 model - Year 7
- ☐ Identify and increase opportunities for students to engage in innovative, purposeful and personalized educational programs/activities that align with their passion
- ☐ Facilitate the success of all Aboriginal learners as outlined in our Aboriginal Enhancement Agreement - Jul 1, 2015 to Jun 30, 2020
- ☐ Support the implementation of the redesigned provincial curriculum - K - 9 and Graduation Program and other initiatives
- ☐ Create opportunities that support mentoring and succession planning across the organization
- ☐ Support professional growth planning and performance management
- ☐ Promote cultures of care and belonging in our schools and district by developing a district-wide approach to Social Emotional Learning aligned with both the Core Competencies and with the Mission, Vision and Values of the School District
- ☐ Continue to expand the use of the student information system to support teaching and learning
- ☐ Continue to support the professional development of all staff
- ☐ Improve communication with all internal and external stakeholders
- ☐ Clearly identify risks to plans and operations and develop contingency plans
- ☐ Provide educational leadership during the bargaining process
- ☐ Create, review and update policies and procedures
- ☐ Continue to effectively represent the district perspective to provincial government on education related initiatives



Education Leadership Team

Sylvia Russell
Superintendent

Lena Frend
Office Manager, Office of the Superintendent
604 466 4228

Jovo Bikic
Assistant Superintendent
604 466 6211

Shannon Derinzy
Assistant Superintendent
604 466 6218

David Vandergugten
Assistant Superintendent
604 466 6218

Harry Dhillon
Assistant Superintendent
604 466 1302

Irena Pochop
Senior Manager, Communications
604 466 4285

Supporting all learners by:

- Promoting risk-taking by staying current with best and next practices and emerging trends to inform decision-making
- Facilitating leadership development and capacity building
- Fostering collaboration and communication

"Lots of people making little steps equals big change."

Background

The Business Division of the Maple Ridge - Pitt Meadows School District is focused on providing excellent services related to facilities management, financial and risk management, payroll and benefits administration, procurement, and policy development and implementation.

The education sector as a whole is transforming to meet the needs of today's student. The Business Division is transforming in order to support our school district along its journey to excellence.

Operational Plan

Our vision is to effectively support the school district by providing a safe, healthy, financially sustainable learning environment.

Key Strategies

- Continuously review and improve business processes and business systems to drive value
- Support our community of learners through effective communication that enables good decision making
- Ensure business continuity through effective risk management, succession planning, strategic recruitment, retention and professional development

Operational Plan 2018-2022

- ☐ Update and implement the Strategic Facilities Plan
- ☐ Manage the design and construction of new schools
- ☐ Conduct annual space utilization reviews and create new classroom spaces where required
- ☐ Implement a district wide energy management and environmental sustainability plan
- ☐ Implement new and upgrade existing business systems
- ☐ Ensure through budget reviews and the annual budget process the allocation of sufficient resources (people, time and budget) to support strategic initiatives
- ☐ Clearly identify risks to plans and operations and develop contingency plans
- ☐ Create, roll-out and maintain training and procedure manuals for all departments
- ☐ Support professional growth planning and performance management
- ☐ Develop and implement succession plans for all critical positions
- ☐ Build capacity through targeted professional development and cross-training
- ☐ Create opportunities for positive interactions with other groups and within our division
- ☐ Improve communication with all internal and external stakeholders
- ☐ Support the 2018 trustee election and organize the new trustee orientation
- ☐ Support 2019 bargaining
- ☐ Create, review and update policies and procedures
- ☐ Continue to effectively represent the district perspective to provincial government on business related initiatives



Business Leadership Contacts

Flavia Coughlan
Secretary Treasurer
604 466 6225

Ruby Hehar
Senior Manager,
Business Operations
604 466 6210

Alexandra Tudose
Manager Energy and
Environmental Sustainability
604 466 6157

Karen Yoxall
Executive Coordinator
604 466 6232

Monica Schulte
Assistant Secretary
Treasurer
604 466 6281

Alix Alden
Manager Purchasing and
Transportation
604 466 6236

Kim Hall
Budget Manager
604 466 6212

Anna John
Manager Payroll & Benefits
604 466 6227

Iris Mo
Accounting Manager
604 466 6272

Rick Delorme
Director of Facilities
604 466 6154

James Clarke
Manager, Facilities Planning
604 466 6163

John Hayer
Manager Custodial and
Community Rentals
604 466 6158

Sunny Saggu
Manager Maintenance
604 466 6155

Getting to excellence through:

- Communication that is efficient, effective, personalized and complete
- Effective risk management and optimization of processes and service levels
- Building capacity, fostering collaboration and supporting the personal and professional development of all staff

Background

The Human Resources Department of the Maple Ridge - Pitt Meadows School District is focused on attracting, retaining and supporting outstanding employees through the implementation of leading HR practices. We believe that these practices will foster engaging and rewarding working relationships and work environments. This is our contribution to overall student success.

Operational Plan

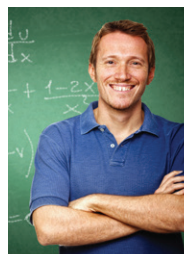
Our vision is to support all employees dedicated to enriching the lives of our students and helping them achieve success. Engaged employees are the foundation of our system.

Key Strategies

- Implement an HR strategy, programs and practices that are aimed at promoting a spirit of excellence within a continuous improvement mindset
- Provide quality and innovative HR services to attract, develop, engage and retain diverse talent
- Facilitate workplace relations that favour a culture of collaboration and leadership
- Promote a positive, respectful, safe and healthy work environment

Operational Plan 2018-2022

- ☐ Develop and implement leading practices in recruitment and engagement strategies to meet the needs of our growth
- ☐ Develop and implement succession planning model to support key positions within the organization
- ☐ Prepare for and facilitate the school district's bargaining initiatives with MRTA and CUPE and influence provincial tables with District perspective
- ☐ Develop or revise HR related Board policy
- ☐ Promote joint initiatives, agreements and collaborative problem-solving with local and provincial partner groups
- ☐ Provide new Board of Education orientation into HR
- ☐ Apply a continuous improvement culture within the HR Department and maximize the power of technology to deliver HR services
- ☐ Review HR metrics to measure operational efficiency and effectiveness, in order to plan for and support our District's operational needs
- ☐ Continue to grow our HR expertise within our Human Resources department and within our school district staff
- ☐ Continue to promote the safety and well-being of our employees by:
 - preventing and/or reducing staff injuries
 - reducing the frequency and impacts of illness
 - enhancing overall well-being of staff
 - develop or revise district-wide emergency preparedness and response plans
- ☐ Foster leadership development, training and mentorship throughout the school district



Human Resources Leadership Contacts

Dana Sirsiris

Director, Human Resources
604 466 6202

Gwyneth Dixon-Warren

District Principal, Human Resources
604 466 6230

Angela Chung

Senior Manager, Human Resources
604 466 6234

Vacant

Manager, Health, Safety & Wellness
604 466 6229

Roxane Carwell

Manager, Employment Services
604 466 6215

Amanda Reber

Manager, Human Resources (Projects)
604 466 6298

Getting to excellence by:

- Attracting, developing, engaging and retaining diverse talent
- Engaging in collaborative problem solving with partner groups
- Growing our HR expertise within HR and within our leaders

Background

The Information Technology department of the Maple Ridge - Pitt Meadows School District is focused on providing students, teachers, and staff with technology resources that support the district's vision, which is for every individual to feel valued and for all learners to reach their potential.

Operational Plan

Our vision is to effectively support the school district by maintaining stable technology resources and services; continually exploring and effectively implementing new technologies and online services that will enhance teaching and learning; and improving the effectiveness of support services.

Key Strategies

- Coordinate the implementation of effective and efficient information management practices within the district
- Identify the needs of district IT service users, and translate those into priority IT initiatives
- Fully leverage current information technology investments

Operational Plan 2018 - 2022

- ☐ Educate district staff on existing IT initiatives and processes by offering learning sessions and promoting the IT website and knowledge base
- ☐ Increase system stability, enhance staff experience with mobile devices, and effectively integrate telephony with our infrastructure
- ☐ Upgrade IT infrastructure in order to maintain a stable wired and wireless network, VOIP telephony, server infrastructure
- ☐ Deploy projects that enhance the efficiency of district support services
- ☐ Assist school district IT service users in adopting new systems to increase system efficiency
- ☐ Facilitate and help deploy cloud-based applications and the latest technologies in the classroom to support teaching and learning
- ☐ Further develop and maintain the Parent Portal to better serve our schools and parents/student population
- ☐ Continue the development and support of MyPortfolio as a tool to enhance teaching and collaboration between staff/students and parents
- ☐ Support professional growth planning and performance management
- ☐ Build capacity through targeted professional development and cross-training
- ☐ Develop and implement succession plans for all critical positions
- ☐ Work with all education stakeholders to continue to support innovative instructional practices
- ☐ Maintain data integrity within the school district
- ☐ Clearly identify risks to plans and operations and develop contingency plans
- ☐ Create, implement and maintain a district wide disaster recovery plan for IT
- ☐ Continue to effectively represent the district perspective to provincial government on IT related initiatives
- ☐ Ensure that IT policies and investments are aligned with educational and business priorities across the school district



Information Technology Leadership Team Contacts

David Vandergugten
Assistant Superintendent
604 466 6218

Nabil Farahat
Manager, Information Technology
604 466 6279

Keith Kiraly
Project Manager
604 466 6223

Matthew Froelich
Systems Analyst
604 466 6288

Trevor Osborne
Systems Analyst
604 466 4235

Russ Reid
Systems Analyst
604 466 6244

Getting to excellence by:

- Working with our teaching community to effectively leverage technology to support teaching and learning.
- Efficiently using our IT resources and expertise
- Improving communication between IT and our school district communities



ITEM 5

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **TRUSTEE REPRESENTATIVE: ENGLISH
LANGUAGE LEARNERS CONSORTIUM**

Date: April 17, 2019
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

Trustees have expressed an interest in participating in the English Language Learners Consortium. Meetings are held four times per year and involve English Language Learners coordinators and trustee representatives from the Lower Mainland.

RECOMMENDATION:

THAT the Board appoint Trustee _____ as the Board's representative on the English Language Learners Consortium.

**ITEM 6****To: Board of Education****From:** Chairperson
Korleen Carreras**Re: 2019/20 BOARD OF EDUCATION**
REGULAR PUBLIC BOARD MEETINGS**Date:** April 17, 2019
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

In accordance with Policy 2400: School Board Meeting Proceedings, the following schedule is proposed for the 2019/20 School Board meeting dates:

September 18, 2019	February 26, 2020
October 16, 2019	March 11, 2020
November 20, 2019	April 15, 2020
December 11, 2019	April 29, 2020
January 15, 2020	May 13, 2020
February 12, 2020	June 17, 2020

The proposed schedule of public meetings will allow the Board of Education to complete the Board work outlined in the attached annual Board Work Plan (Attachment A) and to enhance the Board's community outreach through public engagement events on specific topics.

During the year, additional Public Board meetings may be called with 48 hours notice.

RECOMMENDATION:

THAT the Board adopt the following regular Public Board meeting schedule for 2019/20:

September 18, 2019	February 26, 2020
October 16, 2019	March 11, 2020
November 20, 2019	April 15, 2020
December 11, 2019	April 29, 2020
January 15, 2020	May 13, 2020
February 12, 2020	June 17, 2020

Attachment

ANNUAL BOARD WORK PLAN

SEPTEMBER

- ☑ Review the Audit findings - September 15
- ☑ Approve Audited Financial Statements -September 30
- ☑ Review the Supporting All Learners Annual Report
- ☑ Submit Executive Compensation Disclosure to Public Sector Employers' Council - September 30
- ☑ Review the Board Policy Development Committee Work Plan
- ☑ Consider Motions to BCSTA Provincial Council

OCTOBER

- ☑ Submit Learning Improvement Fund to the BC Ministry of Education
- ☑ Submit Staffing Plan to the BC Ministry of Education
- ☑ Complete Board Self Evaluation
- ☑ Recognize World Teachers' Day
- ☑ Represent Board at BCPSEA Symposium
- ☑ Represent Board at BCSTA Provincial Council Meeting
- ☑ Represent Board at Ministry of Education Annual Liaison Meeting

NOVEMBER

- ☑ Review Class Size
- ☑ Report on School Organizations
- ☑ Receive Enrolment Update Report
- ☑ Review and Approve First Quarter Financial Statements
- ☑ Complete Superintendent Growth Plan Review
- ☑ Election of Board Chairperson and Vice Chairperson
- ☑ Annual Chairperson Report
- ☑ Approve Trustee Appointments to Committees and Community Liaison Groups
- ☑ Attend the BCSTA Trustee Academy

DECEMBER

- ☑ Strategic Plan Review
- ☑ Board and Departmental Operational Plans Review
- ☑ Consider Motions for BCSTA Annual General Meeting and Provincial Council
- ☑ Statement of Financial Information (SOFI) - December 31

JANUARY

- ☑ Receive the Ministry of Education Funding Update
- ☑ Review Terms of Engagement and Appoint or Reappoint Financial Statements Auditor
- ☑ Approve the Budget Process for upcoming year
- ☑ Receive the Budget Implementation Feedback
- ☑ Represent Board at BCPSEA Annual General Meeting

FEBRUARY

- ☑ Adopt the Amended Annual Budget Bylaw - February 28
- ☑ Review and Approve Second Quarter Financial Statements
- ☑ Review and Approve Board/Authority Authorized Courses and Programs of Choice
- ☑ Review Three-Year Enrolment Projection - February 15
- ☑ Receive Enrolment Update Report
- ☑ Represent Board at BCSTA Provincial Council Meeting

MARCH

- ☑ Receive Ministry of Education Estimated Funding for upcoming year
- ☑ Meetings with Partner Groups on Budget
- ☑ Approval of School District Calendar

APRIL

- ☑ Receive Proposed Preliminary Budget
- ☑ Engage in the Budget Consultation Process
- ☑ Adopt the Annual Facilities Grant Bylaw
- ☑ Approve the Preliminary Budget for Implementation
- ☑ Receive Annual Review of Rental Fees
- ☑ Attend the BCSTA Annual General Meeting

MAY

- ☑ Receive and Approve the Third Quarter Financial Statements
- ☑ Adopt the Annual Budget Bylaw - June 30
- ☑ Approve Academies Specialty Fees and School Fees
- ☑ Receive the Carbon Neutral Action Report

JUNE

- ☑ Receive the Aboriginal Education Report
- ☑ Review Operational Plans
- ☑ Adopt the Board Calendar for the Upcoming Year
- ☑ Review Trustees Remuneration
- ☑ Approve Five-Year Capital Plan for Submission to BC Ministry of Education - June 30

OTHER ITEMS SCHEDULED AS NEEDED

Review and Approve Board Policies and Bylaws
 Review and Approve Capital Project Bylaws
 Hear Appeals as needed
 Ratify Principal and Vice-Principal Appointments
 Ratify Collective Agreements
 Approve Exempt Compensation
 Approve Disposition of Real Property (land and buildings)
 Declare Facilities Surplus for General School Needs
 Recognize School and Community Highlights
 Receive IT Plan Updates
 Receive Energy Management Plan Updates
 Represent Board at BCSTA Branch Meetings
 Attend School Functions
 Attend Employee Recognition Events



ITEM 7

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **DISBURSEMENT OF FUNDS – EDUCATION**
DREAM ENDOWMENT FUND

Date: April 17, 2019
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Education Dream Endowment Fund was established in 2005 with a contribution of \$100,000. The monies in this Endowment Fund are held by the Ridge Meadows Education Foundation.

The purpose and income distribution of the Endowment Fund is outlined in an agreement held between the Donor, School District No. 42 and the Ridge Meadows Education Foundation and reflects the following:

- 1) Fifty (50) percent of the income is to be used to provide academic bursaries as per (1) in Article 4.
- 2) Twenty-five (25) percent of the income is to be used to support early learning with priority given to early literacy as per (2) in Article 4.
- 3) Twenty-five (25) percent of the income is to be used to assist the District in supplying musical instruments or in the funding of visitations by professional performing artists as per (3) in Article 4.

A requirement of the agreement is for the Superintendent of Schools or designate to submit a recommendation for distribution of the income in the percentages indicated in Article 6 of the agreement to the Board of Education, which will in turn submit the recommendation for approval to the Ridge Meadows Educational Foundation. It is estimated that the district will receive \$25,475, the Superintendent of Schools recommends the following disbursement of the funds:

- 1) Fifty (50) percent (\$12,737.50) of the income be used to provide academic bursaries as per (1) in Article 4.
- 2) Twenty-five (25) percent (\$6,368.75) of the income be used to support early learning programs with priority given to early literacy as per (2) in Article 4.
- 3) Twenty-five (25) percent (\$6,368.75) of the income be used to assist the District in supplying and/or maintenance of musical instruments or funding visitations by professional performing artists as per (3) in Article 4.

RECOMMENDATION:

THAT the Board approve the proposed distribution of the Education Dream Endowment Fund for submission to the Ridge Meadows Education Foundation.



ITEM 8

To: **Board of Education**

From: Secretary Treasurer
Flavia Coughlan

Re: **2019/20 CAPITAL PLAN BYLAW**

Date: April 17, 2019
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

On June 19, 2018 the Board approved the submission of the 2019/20 Capital Plan and listed projects for the fiscal years 2019/20 to 2023/24 according to the Board's assigned priority of capital needs.

On March 1, 2019, the Ministry of Education issued a Ministry Response to the Annual Five Year Capital Plan Submission. (Attachment A)

In order to access funding for the projects included in the Capital Plan Summary for 2019/20 and in accordance with the revised Ministry of Education procedures regarding capital bylaws, the Board must adopt a single Capital Bylaw. (Attachment B)

RECOMMENDATION:

- (1) **THAT the Capital Bylaw No. 2019/20-CP-SD42-01 – be given three (3) readings at this meeting. (vote must be unanimous)**
- (2) **THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) Capital Bylaw No. 2019/20-CP-SD42-01 be:**
Read a first time on the 17th day of April, 2019;
Read a second time on the 17th day of April, 2019;
Read a third time, passed and adopted on the 17th day of April, 2019.

Attachments



March 1, 2019

Ref: 208254

To: Secretary-Treasurer and Superintendent
School District No. 42 (Maple Ridge - Pitt Meadows)

Capital Plan Bylaw No. 2019/20-CP-SD42-01

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

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

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

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

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

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

**Ministry of
Education**

Capital Management Branch
Resource Management
Division

Mailing Address:
PO Box 9151 Stn Prov Govt
Victoria BC V8W 9H1

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

MAJOR CAPITAL PROJECTS (SMP, EXP)

New Projects

Project #	Project Name	Project Type	Next Steps
127789	Eric Langton Elementary	Addition	Submit draft PDR to Planning Officer by Jul. 31, 2019.
127806	Pitt Meadows Secondary	Seismic	Submit draft PDR to Planning Officer by Mar. 31, 2020.
127846	Albion East Area Elementary Site	Site Acquisition	Submit required documentation to Ministry staff so the site can be purchased as soon as possible after Apr 1, 2019.

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

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

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

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Harry Hooge Elementary	SEP - Mechanical Upgrades - Boiler & Hot Water System Upgrades	\$348,750	Proceed to design, tender & construction. To be completed by March 31, 2020.
Riverside Center	SEP - Mechanical Upgrades - Boiler & Hot Water System Upgrades	\$268,575	Proceed to design, tender & construction. To be completed by March 31, 2020.
Highland Park Elementary	PEP - New - Universally Accessible Playground Equipment	\$105,000	Proceed to design, tender & construction. To be completed by March 31, 2020.

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

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

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

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

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

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

Sincerely,



Joel Palmer, Executive Director
Capital Management Branch

pc: Ryan Spillett, Director, Capital Projects Unit, Capital Management Branch
Michael Nyikes, Director, Capital Programs Unit, Capital Management Branch
Damien Crowell, Planning Officer, Capital Management Branch
Mora Cunningham, Regional Director, Capital Management Branch
Nancy Dube, Planning Officer, Capital Management Branch

**CAPITAL BYLAW NO. 2019/20-CP-SD42-01
CAPITAL PLAN 2019/20**

A BYLAW by the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "*Act*").

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

NOW THEREFORE the Board agrees to the following:

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

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of March 1, 2019 from the 2019/20 Capital Plan is hereby adopted.
2. This Bylaw may be cited as School District No. 42 (Maple Ridge-Pitt Meadows) Capital Bylaw No. 2019/20-CP-SD42-01.

READ A FIRST TIME THE 17th DAY OF APRIL, 2019;
READ A SECOND TIME THE 17th DAY OF APRIL, 2019;
READ A THIRD TIME, PASSED AND ADOPTED THE 17th DAY OF APRIL, 2019.



ITEM 9

To: **Board of Education**

From: Flavia Coughlan
Secretary Treasurer

Re: **2019/20 ANNUAL FACILITY
GRANT SPENDING PLAN**

Date: April 17, 2019
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

For 2019/20 School District No. 42 (Maple Ridge-Pitt Meadows) will receive \$2,499,785 as Annual Facility Grant ("AFG") Funding (Attachment A).

The AFG funding provided by the Ministry of Education is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

There are two components to the AFG funding: a capital component and an operating component. School districts must provide the Ministry of Education with a 2019/20 AFG Spending Plan that includes a list of all AFG projects and expenditures to be undertaken between April 1, 2019 and March 31, 2020. The proposed 2019/20 AFG Spending Plan for School District No. 42 is included in Attachment B. This spending plan will be incorporated in the 2019/20 Preliminary Budget Bylaw that will be approved by the Board.

The operating portion of the 2019/20 AFG funding is \$517,500 and will be distributed to school districts as targeted funding and reported as a Special Purposed Fund. A portion of the operating AFG for 2019/20 will be retained by the Ministry to continue funding of the Capital Asset Management Services (\$44,051).

The capital portion of \$2,026,336 will be paid to school districts in one instalment in July 2019. A standard capital bylaw is no longer required by the ministry to access this funding.

RECOMMENDATION:

THAT the Board approve the 2019/20 Annual Facility Grant Spending Plan and authorize the Secretary Treasurer to submit the 2019/20 Annual Facility Grant Spending Plan to the Ministry of Education.

Attachments

TABLE D
ANNUAL FACILITY GRANT, 2019/20
Updated March 2019

School District	Total Operating Portion	Capital Portion	Total 2019/20 Annual Facility Grant	Operating Portion			Total Allocation to Districts
				Gross	Withheld Capital Asset Mgmt System	Net	
5 Southeast Kootenay	286,997	1,123,775	1,410,772	286,997	24,430	262,567	1,386,342
6 Rocky Mountain	195,806	766,705	962,511	195,806	16,667	179,139	945,844
8 Kootenay Lake	279,588	1,094,762	1,374,350	279,588	23,799	255,789	1,350,551
10 Arrow Lakes	62,454	244,547	307,001	62,454	5,316	57,138	301,685
19 Revelstoke	65,368	255,957	321,325	65,368	5,564	59,804	315,761
20 Kootenay-Columbia	193,868	759,114	952,982	193,868	16,502	177,366	936,480
22 Vernon	356,510	1,395,963	1,752,473	356,510	30,347	326,163	1,722,126
23 Central Okanagan	785,351	3,075,143	3,860,494	785,351	66,851	718,500	3,793,643
27 Cariboo-Chilcotin	311,749	1,220,691	1,532,440	311,748	26,537	285,211	1,505,902
28 Quesnel	179,096	701,275	880,371	179,096	15,245	163,851	865,126
33 Chilliwack	456,531	1,787,608	2,244,139	456,531	38,861	417,670	2,205,278
34 Abbotsford	691,973	2,709,511	3,401,484	691,973	58,902	633,071	3,342,582
35 Langley	680,178	2,663,325	3,343,503	680,178	57,898	622,280	3,285,605
36 Surrey	2,362,029	9,248,830	11,610,859	2,362,033	201,064	2,160,969	11,409,799
37 Delta	614,944	2,407,894	3,022,838	614,944	52,346	562,598	2,970,492
38 Richmond	829,133	3,246,577	4,075,710	829,133	70,578	758,555	4,005,132
39 Vancouver	2,237,985	8,763,112	11,001,097	2,237,984	190,502	2,047,482	10,810,594
40 New Westminster	235,872	923,588	1,159,460	235,872	20,078	215,794	1,139,382
41 Burnaby	930,932	3,645,182	4,576,114	930,931	79,243	851,688	4,496,870
42 Maple Ridge-Pitt Meadows	517,500	2,026,336	2,543,836	517,500	44,051	473,449	2,499,785
43 Coquitlam	1,139,623	4,462,341	5,601,964	1,139,623	97,007	1,042,616	5,504,957
44 North Vancouver	626,273	2,452,254	3,078,527	626,273	53,310	572,963	3,025,217
45 West Vancouver	267,383	1,046,972	1,314,355	267,383	22,760	244,623	1,291,595
46 Sunshine Coast	196,588	769,766	966,354	196,588	16,734	179,854	949,620
47 Powell River	122,930	481,348	604,278	122,930	10,464	112,466	593,814
48 Sea to Sky	191,138	748,426	939,564	191,138	16,270	174,868	923,294
49 Central Coast	60,292	236,080	296,372	60,292	5,132	55,160	291,240
50 Haida Gwaii	110,390	432,248	542,638	110,390	9,397	100,993	533,241
51 Boundary	113,349	443,835	557,184	113,350	9,649	103,701	547,536
52 Prince Rupert	135,633	531,090	666,723	135,633	11,545	124,088	655,178
53 Okanagan Similkameen	125,847	492,769	618,616	125,847	10,712	115,135	607,904
54 Bulkley Valley	141,659	554,685	696,344	141,659	12,058	129,601	684,286
57 Prince George	667,217	2,612,576	3,279,793	667,217	56,795	610,422	3,222,998
58 Nicola-Similkameen	125,830	492,703	618,533	125,830	10,711	115,119	607,822
59 Peace River South	285,735	1,118,833	1,404,568	285,735	24,322	261,413	1,380,246
60 Peace River North	298,964	1,170,632	1,469,596	298,964	25,449	273,515	1,444,147
61 Greater Victoria	810,279	3,172,751	3,983,030	810,279	68,973	741,306	3,914,057
62 Sooke	336,814	1,318,839	1,655,653	336,814	28,670	308,144	1,626,983
63 Saanich	305,814	1,197,456	1,503,270	305,814	26,032	279,782	1,477,238
64 Gulf Islands	103,629	405,774	509,403	103,629	8,821	94,808	500,582
67 Okanagan Skaha	268,467	1,051,218	1,319,685	268,467	22,853	245,614	1,296,832
68 Nanaimo-Ladysmith	555,642	2,175,687	2,731,329	555,642	47,298	508,344	2,684,031
69 Qualicum	199,346	780,564	979,910	199,346	16,969	182,377	962,941
70 Alberni	211,772	829,220	1,040,992	211,772	18,027	193,745	1,022,965
71 Comox Valley	350,428	1,372,146	1,722,574	350,428	29,829	320,599	1,692,745
72 Campbell River	263,128	1,030,310	1,293,438	263,128	22,398	240,730	1,271,040
73 Kamloops/Thompson	701,852	2,748,192	3,450,044	701,852	59,743	642,109	3,390,301
74 Gold Trail	139,657	546,845	686,502	139,657	11,888	127,769	674,614
75 Mission	249,513	976,998	1,226,511	249,512	21,239	228,273	1,205,271
78 Fraser-Cascade	107,268	420,020	527,288	107,268	9,131	98,137	518,157
79 Cowichan Valley	384,070	1,503,875	1,887,945	384,070	32,693	351,377	1,855,252
81 Fort Nelson	64,611	252,995	317,606	64,611	5,500	59,111	312,106
82 Coast Mountains	308,265	1,207,050	1,515,315	308,265	26,240	282,025	1,489,075
83 North Okanagan-Shuswap	342,430	1,340,831	1,683,261	342,430	29,148	313,282	1,654,113
84 Vancouver Island West	79,210	310,157	389,367	79,210	6,743	72,467	382,624
85 Vancouver Island North	148,378	580,991	729,369	148,377	12,630	135,747	716,738
87 Stikine	60,751	237,876	298,627	60,751	5,171	55,580	293,456
91 Nechako Lakes	289,429	1,133,296	1,422,725	289,429	24,637	264,792	1,398,088
92 Nisga'a	54,305	212,638	266,943	54,305	4,623	49,682	262,320
93 Conseil scolaire francophone	277,814	1,087,818	1,365,632	277,814	23,648	254,166	1,341,984
Provincial Total	23,495,587	92,000,000	115,495,587	23,495,587	2,000,000	21,495,587	113,495,587

Summary of 2019/20 Annual Facilities Grant Spending Plan

LOCATION	PROJECT DESCRIPTION	BUDGET 2019/20
District	Capital asset management system	\$44,051
Various schools	IT infrastructure	\$80,000
Various schools	Lino and carpet replacement	\$90,000
Various schools	Gym floor refinishing	\$22,497
Various schools	Interior Painting	\$23,954
Various schools	Paving	\$80,000
Riverside Centre	Ventilation upgrade	\$20,000
Alexander Robinson Elementary, Edith McDermott Elementary	Fire alarm upgrade, PA system	\$20,000
Garibaldi Secondary	Plumbing upgrade	\$25,000
Various schools	Classroom wall carpet removal	\$100,000
Total Special Purpose Fund AFG		\$517,500
Maple Ridge Secondary	Building improvements	\$12,000
Maple Ridge Secondary	Lighting controls upgrade	\$45,000
Maple Ridge Secondary	Track resurfacing	\$100,000
Westview Secondary, Golden Ears Elementary, Arthur Peake Centre	Roofing	\$1,220,000
Edith McDermott Elementary, Whonnock Elementary	Exterior painting	\$38,336
Various schools	Boiler upgrades and duct cleaning	\$60,000
Various schools	Energy efficiency upgrades	\$470,000
Various schools	Hazmat assessments	\$93,000
Total Capital AFG		\$2,026,336



ITEM 10

To: **Board of Education**

From: Board Policy
Development Committee

Re: **BOARD OF EDUCATION APPEAL POLICY AND
PROCEDURES BYLAW**

Date: April 17, 2019
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee, the Board of Education Appeal Policy and Procedures Bylaw was presented and approved for first reading at the February 27, 2019 public board meeting.

It is now being presented for approval. (Attachment A)

The Board of Education Appeals Policy and Procedures Bylaw dated June 11th June, 2008 is repealed.

RECOMMENDATION:

THAT the Appeal Policy and Procedures Bylaw of the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) be:

Read a second time on the 17th day of April, 2019;

Read a third time, passed and adopted on the 17th day of April, 2019.

Attachment

School District No. 42 (Maple Ridge -Pitt Meadows)
BOARD OF EDUCATION APPEAL POLICY AND PROCEDURES BYLAW
(Section 11 of the School Act)

Policy:

The Board believes that employee decisions relating to individual students should be carried out in accordance with principles of fairness. The appeal process should encourage all parties to disputes to understand the concerns of the other parties and make good faith efforts to resolve disputes to mutual satisfaction.

The Board of Education generally encourages complaints and disputes to be dealt with at the point closest to where the dispute first arises, pursuant to the Board's dispute resolution process. This process is designed to be non-confrontational and parent friendly.

If an employee's decision is disputed or a complaint is made about an employee's decision, if the dispute or complaint is not resolved to the satisfaction of the student or the parent of the student affected, and the decision significantly affects the education, health or safety of the student, the Board of Education recognizes the right of a student and/or his or her parents (including guardians and persons acting in place of parents) to appeal to the Board.

Definitions:

- "Decision" includes a failure to make a decision.
- "Parent" is as defined in the School Act, and includes a guardian.
- "Appellant" is the student, parent or guardian initiating the appeal.

Guiding Principles:

Appeals to the Board of Education are to be carried out in accordance with principles of fairness, including:

1. The appeal process should be accessible to parents and students. Information about the appeal process and relevant policies should be readily accessible to all, including employees, students and parents. Reasonable accommodation should be provided where necessary to allow parents or students to make use of the appeal process.
2. Appellants are entitled to receive the same written and oral information to be used in the appeal as is provided to the Board by administration and to have an opportunity to respond to it.
3. The Board accepts its responsibility to exercise its independent judgment when hearing appeals. In particular, a board officer who has participated in making the decision being appealed, who has attempted to mediate it or who has investigated it shall not be present for the Board of Education's deliberations on the appeal.
4. A student or parent shall not be subjected to retribution by the Board, its officers or employees because an appeal has been made.

Appeal procedures shall be established by bylaw and shall be applied in accordance with the above principles.

The Board recognizes that whether a decision significantly affects a student's education, health, or safety is a matter for individual consideration. The following will normally be considered to be matters that significantly affect a student's education, health or safety:

- Expulsion from an educational program;
- Suspension from an educational program for more than five (5) school days;
- Suspension from an educational program where no other educational program is made available;
- Distributed learning required as part of a disciplinary matter;
- A decision not to provide a student with an Individual Education Plan (IEP);
- Consultation about placement of a student with special needs and the provision of an IEP
- Bullying behaviours, including intimidation, harassment or threats of violence by a student against another student;
- Exclusion due to a medical condition that endangers others.

Decisions made on appeals are not precedential, and are not binding on future decision-makers.

In considering appeals of employee decisions, the Board shall consider, but shall not be limited to:

- whether the decision appealed is in accordance with legislation, board policies and procedures;
- whether the decision appealed was reached through a process that was fair to the student and after consideration of relevant information;
- whether the evidence presented to the Board supports the decision or calls it into question;
- whether the decision is reasonable in the circumstances; and
- whether there are special circumstances that would warrant making an exception to a board policy.

Appeal Procedures (Bylaw):

Procedures for hearing appeals shall be applied in accordance with the guiding principles in the board's appeal policy.

1 PRE-APPEAL DISPUTE RESOLUTION PROCESS

1.1 The student and/or parent shall take the dispute resolution steps outlined in the board's dispute resolution process or other applicable policy to try to resolve the concern before filing an appeal to the board. If the applicable dispute resolution process does not resolve the concern, an appeal is normally from the decision of the highest supervisory officer who dealt with the matter in the dispute resolution process.

2 STARTING AN APPEAL

2.1 If the steps in Section 1 are not successful, a parent and/or student begins the Board appeal process by presenting a written Notice of Appeal to the Secretary Treasurer within fifteen (15) school days after being informed of the decision that is being appealed, or from the date of completion of the dispute resolution steps referred to in 1.1, whichever is later.

2.2 The Notice of Appeal must include:

- a) The name, address and school placement of the student (including, where appropriate, grade level and home room teacher)
- b) The name and address of the person(s) making the appeal
- c) The decision that is being appealed
- d) The date on which the student and/or parent/guardian bringing the appeal were informed of the decision
- e) The name of the Board employee(s) who made the decision being appealed
- f) Particulars of the effect on the student's education, health or safety
- g) The grounds for the appeal and the action requested or relief sought
- h) A summary of the steps taken by the student and/or parent/guardian to resolve the matter
- i) Whether the person making an appeal is requesting an oral hearing
- j) Whether the person making an appeal requires any special accommodation in order to proceed with the appeal (such as interpretation services at the hearing of the appeal.)

2.3 The Secretary Treasurer is responsible on behalf of the Board for:

- a) receiving Notices of Appeal
- b) reviewing Notices of Appeal for completeness and timeliness
- c) giving any notices required under collective agreements
- d) receiving and distributing documents relevant to an appeal
- e) communicating with the appellants, the Board, and others on matters relating to an appeal hearing
- f) arranging for any accommodation required, and
- g) scheduling hearings.

The Secretary Treasurer may designate another staff member to carry out these responsibilities. If the Secretary Treasurer has participated in the dispute resolution steps or is the employee whose decision is being appealed, another staff member shall be designated.

2.4 If the Secretary Treasurer is of the opinion that:

- a) an appeal is not timely;
- b) an appellant has refused to participate in the dispute resolution steps; or
- c) an appeal is not an appeal of a decision of a board employee or the decision does not significantly affect the student's education, health or safety;

the Secretary Treasurer may refer the appeal to the Superintendent of Schools or a person designated by the Superintendent for a preliminary determination of that issue.

Prior to making a determination on that issue, the Superintendent or a person designated by the Superintendent may request a meeting with the person bringing the appeal, who must attend the meeting or the appeal will be dismissed. If the Superintendent or a person designated by the Superintendent determines the appeal not to be of a decision that significantly affects the education, health or safety of a student, was commenced out of time without reasonable excuse, or the person bringing the appeal has refused or neglected to discuss the decision under appeal as directed by the school district, the person bringing the appeal shall be advised by the Superintendent or a person designated by the Superintendent to follow the conflict resolution steps outlined in the Board's Dispute Resolution Process.

Where, in the opinion of the Superintendent or a person designated by the Superintendent, the decision does significantly affect the education, health or safety of a student, the appeal shall proceed.

In the event the person bringing the appeal disagrees with the determination of the Superintendent or a person designated by the Superintendent, that person may request the matter be referred to a quorum of the Board for a determination of that preliminary issue. The person requesting the Board determine this preliminary issue shall make that request in writing, delivered to the office of the Secretary Treasurer within 10 days of being advised of the decision of the Superintendent or a person designated by the Superintendent.

Appellants shall be notified of the preliminary hearing and provided with the opportunity to make written submissions on the preliminary issue to be determined.

Where the majority of a quorum of the Board determines that the decision in issue does not significantly affect the education, health or safety of a student, that the appeal was commenced out of time without reasonable excuse, or that the student and/or parent or guardian has refused or neglected to discuss the decision under appeal as directed by the District the appeal will be dismissed. That decision is final and may not be appealed

Where the quorum of the Board determines the appeal does involve a decision that significantly affects the education, health or safety of a student, was filed in time or with reasonable excuse, or that the person bringing the appeal did not fail to consult as directed by the District, the matter will be set down for hearing.

3 PRE-HEARING RESPONSIBILITIES

3.1 Upon receipt of the Notice of Appeal, the Superintendent shall be notified. The Superintendent or a person designated by the Superintendent to be responsible for investigation and presentation on the appeal will prepare a report for the Board concerning the matter under appeal and is responsible for gathering the information to be presented to the Board, other than the information to be presented by the appellant.

3.2 If the appellant is a student under the age of 19 and no parent is named as an appellant, a parent will be notified.

3.3 If the appellant has not met with the Superintendent during the dispute resolution process, at the Superintendent's request the appellant is required to meet with the Superintendent or a person designated by the Superintendent. A report of this meeting shall be included in the report prepared under 3.1. The report may include the Superintendent's recommendations as to whether the dispute should be referred to an outside mediator.

3.4 Any notices required under relevant collective agreements are given by the Secretary Treasurer or designate.

3.5 The appellant is notified of the date, time and place for hearing of the appeal and of the requirement to provide any documents in advance.

4 HEARING PROCEDURE

4.1 The Board may, in its absolute discretion, determine whether an appeal shall be considered on the basis of written submissions or an oral hearing. The Board may determine rules of procedure, including imposing limits on time for presentations, the ability to call or question witnesses, and the receipt of evidence, whether sworn or unsworn, to facilitate the disposition of the appeal, and may adjourn the proceeding at the request of any party where there are reasonable grounds to do so.

4.2 The Board may establish a schedule for the exchange of documents or written submissions. At least seven (7) days prior to the date scheduled for the hearing of the appeal, or the exchange of initial written submissions in the cases of a written appeal, school district staff and the appellant must provide each other with any documents or information they intend to rely on for the appeal.

4.3 The Board may be advised in camera by legal counsel and by the Secretary Treasurer or designates in relation to the appeal provided they have not had prior involvement in the matter under appeal.

4.4 At any time the Board may request further information from the appellant or the Superintendent or designate and may adjourn in order that such information may be obtained.

4.5 The Board may make any interim decision it considers necessary pending the disposition of the appeal.

4.6 The Board may invite submissions from any person whose interests may be affected by the Board's decision on the appeal.

4.7 The Board may refuse to hear an appeal where:

- a) the appeal has not been commenced within the time set out under 2.1
- b) the student and/or parent or guardian has refused or neglected to discuss the decision under appeal with the person(s) specified in the applicable dispute resolution process or the Superintendent or delegate, or such other person as directed by the Board; or
- c) the decision does not in the Board's opinion significantly affect the education, health or safety of the student.

4.8 The Board may hear an appeal despite any defects in form or technical irregularities and may relieve against time limits.

4.9 Section 11 appeals are confidential. Appeals and decisions on appeals will be held in closed session. Information and documents about appeals may only be disclosed in accordance with the School Act, Freedom of Information and Protection of Privacy Act, and applicable Board policy

4.10 The Board will ensure that each party has received all documentation provided by the other party prior to the hearing.

4.11 At the end of each party's submission, trustees may ask questions.

4.12 When questioning by trustees is complete, the parties leave and the Board meets to decide how it will dispose of the appeal.

4.13 The Board must make a decision within 45 days or, as soon as practicable and within 45 days from receiving the Notice of Appeal.

4.14 The Board's decision is final, subject to any rights to appeal under the School Act.

The Board may reconsider its decision only

- if it is satisfied that new evidence or information would have a material effect on the decision and the failure to present that evidence or information at the original hearing is satisfactorily explained;
- the decision contravenes law; or
- a reconsideration is directed or requested in connection with an appeal of the board's decision under School Act s.11.1.

4.15 The parties will be promptly notified of the Board's decision. Written reasons will be provided as soon as practicable.

4.16 Appellants who have appeal rights under School Act s.11.1 will be advised of those rights when or before they are notified of the board's reasons for decision.

REPEAL

School District No. 42 (Maple Ridge - Pitt Meadows) Board of Education Appeals Policy and Procedures Bylaw dated 11th June, 2008 is repealed.

School District No. 42 (Maple Ridge - Pitt Meadows)

NOTICE OF APPEAL

A student entitled to participation in an educational program in the School District, or a parent/guardian of such student, may appeal a decision of an employee of the Board of Education, non-school district staff or a volunteer when such decision significantly affects the education, health or safety of the student.

See Board of Education Appeal Policy and Procedures Bylaw for further details.

If you wish to appeal a decision of an employee, non-school district staff or a volunteer of the Board please complete the following **and return it to the Secretary-Treasurer's Office:**

- 1 Student's Name _____
 Student's Date of Birth: _____
 Appellant's Name: _____
 Email Address: _____
 Address: _____
- 2 Current placement of student (i.e., school, grade, program, etc.) or appellant: _____

- 3 The decision, which is being appealed: _____

- 4 The date you became aware of the decision: _____
- 5 The name of the School Board employee, non-school district staff or a volunteer who made the decision, which is to be appealed: _____

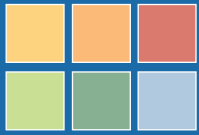
- 6 What effect will this decision have on the student's education, health or safety? _____

- 7 The grounds for the appeal and action requested or the relief sought: _____

- 8 The steps that you have taken to attempt to resolve the matter: _____

Appellant's Signature: _____

Telephone: _____ Date: _____



In Maple Ridge – Pitt Meadows School District No. 42, we believe in working together to support our children. With input from parents, students, staff and community members, the district has developed guidelines intended to help prevent and/or resolve conflict.

“ *It’s not what you do, it’s how you do it...* ”

PREVENTING CONFLICTS

POSITIVE SCHOOL CLIMATE/CULTURE

- ▶ Values diversity
- ▶ Promotes successful interactions
- ▶ Safe environment physically/emotionally
- ▶ Clear expectations
- ▶ Mutual understanding
- ▶ Non-judgmental
- ▶ Values parental involvement

TEAMWORK/COLLABORATION

- ▶ Common vision
- ▶ Respectful dialogue
- ▶ Clear communication pathways
- ▶ Timely information

MEANINGFUL CONSULTATION

- ▶ Family expertise regarding the child is valued
- ▶ Mutual respect
- ▶ Equal partnerships
- ▶ Individual perspectives valued
- ▶ Open communication
- ▶ Maintain objectivity

RESOLVING CONFLICTS

PROBLEM SOLVING

- ▶ Active discussion with all involved
- ▶ Clear articulation of issue
- ▶ Focus on resolution
- ▶ Listen to, understand, suspend judgment
- ▶ Flexibility

CONFLICT RESOLUTION

- ▶ Simple, clear, parent friendly processes
- ▶ Transparency in process and decision
- ▶ Focus on hearing all sides of an issue

PRINCIPLES OF FAIRNESS

- ▶ Impartiality and honesty
- ▶ Procedural fairness
- ▶ Fairness in decisions and process
- ▶ All appropriate information available to all parties

“ *Creating a positive future begins in human conversation. The simplest and most powerful investment any member of a community or an organization may make in renewal is to begin talking with other people as though the answers mattered.* ”

- Adapted from “Who Will Tell the People” by William Greider



SD42 STEPS FOR PROBLEM-SOLVING

Our recommended process to follow as a parent/guardian/student in case of an issue or concern is outlined below.

At any step in the process, parents/guardians/students are encouraged to bring another individual to meetings with the school. This may be a relative, a trusted friend or an “advocate.”

STEP 1

Discuss the issue with the person who made the decision or took the action you are concerned about (e.g., classroom teacher). Issues can usually be solved at this level but may involve ongoing dialogue.

If not solved, continue to next step.

STEP 2

Discuss the issue with the school principal. The principal may involve appropriate resources/personnel as required.

If not solved, continue to next step.

STEP 3

Discuss the issue with the assistant superintendent responsible for the zone of your child’s school at 604.466.6283.

EAST ZONE

Jovo Bikic

Davie Jones Elementary
Edith McDermott Elementary
Fairview Elementary
Hammond Elementary
Highland Park Elementary
Maple Ridge Elementary
Pitt Meadows Elementary

CENTRAL ZONE

Jovo Bikic

Alouette Elementary
Eric Langton Elementary
Glenwood Elementary
Laity View Elementary

David Vanderugten

Environmental School
Golden Ears Elementary
Harry Hooge Elementary

WEST ZONE

David Vanderugten

Albion Elementary
Alexander Robinson Elementary
Blue Mountain Elementary
Kanaka Creek Elementary
Webster’s Corners Elementary
Whonnock Elementary
Yennadon Elementary

SECONDARY SCHOOLS

Shannon Derinzy

Secondary Schools
Alternate
Trades Partnerships and Academies
Riverside Centre (Continuing Education, Distributed Learning, International Education, Ridge Meadows College)

If not solved, continue to next step.

STEP 4

Discuss the issue with the deputy superintendent: 604.466.4283.

If not solved, continue to next step.

STEP 5

Appeal to the Board of Education within 15 days of completion of Step 4. (See School District No.42 bylaw and policy for appeals.)

If not solved, continue to next step.

STEP 6

Appeal to the Superintendent of Appeals (see Ministry of Education Section 11 appeals process).



**ITEM 11**

To: **Board of Education**

From: Education Advisory
Committee

Re: **BOARD/AUTHORITY AUTHORIZED
COURSE**

Date: April 17, 2019
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

School districts develop Board/Authority Authorized (BAA) courses to help meet local community needs while providing choice and flexibility for students. BAA courses must be authorized by Boards of Education according to requirements set by the Ministry of Education. As mandated by the Ministry of Education, effective July 2, 2019 all grade 10, 11 and 12 BAA courses are to align with revised Ministry requirements and be documented using the Ministry of Education's "BC Graduation Program Board/Authority Authorized (BAA) Course Form". As such, school districts are to:

- Ensure that newly developed Board/Authority Authorized Courses that take effect at the commencement of the 2019/20 school year are developed in alignment with revised Ministry requirements which, in part, mandate alignment with the "Know-Do-Understand" model and inclusion of "Aboriginal World Views and Perspectives" as set out in the new provincial curriculum;
- Revise current BAA courses which will continue to be offered to ensure alignment with Ministry of Education requirements;
- Identify and retire current BAA courses, given the flexibility offered within the new Ministry curriculum, or that no longer meet requirements.

The Education Advisory Committee has met, reviewed, and recommends for approval the following Revised Board Authority/Authorized Course:

- Yoga 12

RECOMMENDATION:

THAT the Board approve the Board Authority/Authorized Course Yoga 12 effective the commencement of the 2019/20 school year.

Attachment

YOGA 12

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Michelle Szakos	Date Developed: December 12, 2018
School Name: Thomas Haney Secondary	Principal's Name: Grant Frend
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Yoga 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Yoga 11 or equivalent experience.

Special Training, Facilities or Equipment Required:

It is suggested that the teacher have extensive expertise in a variety of yoga disciplines including aspects of history, philosophy, nutrition and postures. The teacher must know how to teach poses to students with various difficulties or limitations. Gym or studio space and yoga mats and blocks are required.

Course Synopsis:

This course has been developed with the intermediate to advanced student in mind, as it will continue from Yoga 11. The purpose is for students to develop, extend and personalize their yoga practice (mental and physical exercise) that will lead to overall health benefits. Various styles of yoga make up the physical practice. These styles should involve the balance of mind and body through physical postures, controlled breathing, and the calming of the mind through relaxation and meditation. Proper body alignment, Pranayama (breathing) and meditation will be practiced as a method to calm and clear the mind. Healthy living and nutrition will be topics covered in class. There will be a leadership component to this class.

Goals and Rationale:

The course is designed to provide students an opportunity to learn and practice a physical activity in an encouraging, safe, non-competitive, peaceful environment. The benefits of yoga include better body alignment, improved strength, improved flexibility, and improved functioning of all body systems. Students feel calmer and more focused after practicing yoga. The intent of the course is to deepen the students appreciation of yoga and its benefits.

Aboriginal Worldviews and Perspectives:

Yoga will develop balance, strength and flexibility in body, mind, and spirit. In this way yoga supports the well-being of self and is holistic, reflexive, reflective, experiential and focused on connectedness, reciprocal relationships and a sense of place. Yoga involves patience and time. The exploration of yoga will enhance the student's understanding of their identity.

BIG IDEAS

Paying attention to our mental health and practicing **positive coping skills** are essential to overall well being

Being engaged in regular physical activity can increase the likelihood that we will be active throughout our lives.

Practicing **mindfulness** can influence well-being of self

Strength, balance and flexibility can be developed through regular practice

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Through the physical practice of Yoga, it is expected that students will</p> <ul style="list-style-type: none"> • Maintain and improve overall fitness • Establishing a spatial awareness and stability skills • Apply basic body mechanics, alignment and proper posture • Understand and regulate breathing in regular and challenging situations • Mentor junior students • Deepen and extend personal practice <p>Enhance cognitive Domain Learning</p> <ul style="list-style-type: none"> • Focus and concentrate on a given task • Evaluate and reflect on the physical and mental benefits of practicing yoga <p>Social-emotional Development</p> <ul style="list-style-type: none"> • Find enjoyment in physical activity • Transfer yoga skills and ideas to academic and other environments • Develop ability to slow down and relax • Utilize specific techniques to manage stress and release tension • Observe, identify, accept and work with thoughts and feelings • Make positive choices that respect and support oneself and others • Make choices with awareness and self-control • Develop skills for coping with difficult situations, overcoming everyday barriers 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Rationale and history: students will learn the rationale for practicing yoga, and learn the deep roots and many variations of this ancient art. • Inquire about various philosophies and the origins of yoga, deepening their understanding of the eight limbs of yoga • Aspects of different styles of yoga • How nutrition influences health • Correct alignment of poses • Proper techniques for yoga breathing • Extending methods for managing stress • Strategies for overcoming negative self-talk distractions and difficulty in focusing

- | | |
|---|--|
| <ul style="list-style-type: none">• Establish and maintain a lifetime of wellness• Deepen mindfulness practices• Applying meditative practises in day to day life | |
|---|--|

Big Ideas – Elaborations

positive coping skills: strategies for promoting mental well-being for self and others

Mindfulness: maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens without judgement.

Curricular Competencies – Elaborations

Spatial awareness and stability skills: parts of the body, weight transfer, general spacing, directions, pathways

Body mechanics, alignment and proper posture: how the head, shoulders, spine, hips, knees and ankles relate and line up with each other. Proper alignment of the body puts less stress on the spine and develops good posture.

Regulate breathing: (Pranayama) is the foundation of yoga practice.

Cognitive Domain: the development of our mental skills and the acquisition of knowledge

Social-emotional Development: experience, expression, and management of emotions and the ability to establish positive relationships with others.

Techniques to manage stress and release tension: understanding positive versus negative stress, time management and reducing distractions, building focus, developing positive attitude and breathing techniques.

Content – Elaborations

Rational: Yoga will develop balance, strength and flexibility in body, mind, and spirit

philosophies of yoga: for example -

History of Yoga: students will inquire about the evolution of yoga from its ancient origins to today's practice.

Styles of Yoga: Suggestions could be hatha, yin, ashtanga, power, flow, kundalini, iyengar etc.

Alignment concepts include:

- body awareness (parts of the body, balance, positioning)

- effort awareness (movements that are challenging yet possible)

Yoga breathing: using breath to self-regulate, relationship between breath and emotions

Methods for managing stress: understanding positive versus negative stress, time management and reducing distractions, building focus, developing positive attitude and breathing techniques.

Strategies: developing personal mantras, using mindfulness techniques remain present and grounded

Recommended Instructional Components:

- Direct Instruction
- Interactive instruction
- Demonstration
- Modelling
- Discussion
- Collaboration
- Inquiry
- Reflection

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Student progress will be assessed regularly throughout the course using a combination of teacher evaluation and self-evaluation. The majority of assessment practices will be formative, based on progress journals, written work and project work/inquiries.

Learning Resources:

Yoga Mind, Body and Spirit – Donna Farhi

Survival Kit Meditations and Exercises for Stress and Pressure of the Times – Bhajan

Diet and Nutrition – The American Medical Association

Anatomy of Hatha Yoga: A Manual for Students, Teachers and Practitioners – H. D. Coulter

Ashtanga Yoga Introductory poses – DVD, David Swenson

The Heart of Yoga: Developing a Personal Practice – T.K.V. Desikachar

The Art, Science and Application of Kundalini Yoga - 4th edition Nirvar Singh Khalsa

Teaching Yoga: Essential Foundations and Techniques - Mark Stephens

Yoga Adjustments: Philosophy, Principles and Techniques - Mark Stephens

Yoga Sequencing: Designing Transformative Yoga Practices - Mark Stephens

The Complete Guide to Yin Yoga - Bernie Clark and Sarah Powers

Yogasana: The Encyclopedia of Yoga Poses - Yogrishi Vishvketu

The Inner Tradition of Yoga - Michael Stone

Yoga for a World Out of Balance - Michael Stone

The Divided Mind: The Epidemic of Mindbody Disorders - John E Sarno

The Subtle Body: The Story of Yoga in America - Stefanie Syman

The Science of Yoga - William J Broad

The Autobiography of a Yogi - Paramahansa Yogananda

Wanderlust: A Modern Yogi's Guide to Developing Your Best Self - Jeff Krasno and Sarah Herrington

Additional Information:

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: April 17, 2019
(Public Board Meeting)

Information

School District Emergency Response Planning

Introduction

The goals of our school district emergency response plan are:

- Keep students and staff safe in the event of an emergency
- Make sure personnel have clear and consistent standards and procedures to follow in the event of an emergency
- Clearly describe the roles and responsibilities of personnel in our school system during an emergency
- Ensure that communications and protocols are aligned to our communities
- Minimize disruption and ensure the continuity of education for all children

Background

The City of Maple Ridge and the City of Pitt Meadows are vulnerable to a wide range of man-made and natural emergencies.

The School District has worked closely with both cities and has had a liaison role with the Emergency Operations Centers since 2008.

In 2010 School District 42 developed its own corporate emergency plan. Training was provided for Senior Team and all Principals and Managers.

In 2014 the School District created a multi-year plan for the development of a school incident command system and implementation.

The following recommendations were outlined in the above noted multi-year plan:

- Develop and implement School Incident Command and Student Release
- Provide training to school staff in Incident Command and Student Release
- Provide communication devices (radios) to all schools
- Ensure that student release forms were provided and update annually
- Obtain an updated inventory of emergency equipment existing in the schools
- Provide a recommended list of school emergency supplies
- Provide refresher training for DEO and School staff that includes:
 - An overview of the School District Emergency Operations Center
 - School Incident Command System
 - Student Release

Implementation of the Emergency Planning Goals

Emergency Planning Focus Group

One of the most crucial steps in the emergency management planning process is to ensure there is adequate consultation. It was recommended that the District form a focus group with representation from Senior Team, Health and Safety, Maintenance, Elementary and Secondary representatives and DPAC.

The focus group met for the first time in the spring of 2015. At that meeting the Superintendent provided an overview of the emergency plan and explained what the areas of focus would be for the group. The group was also asked to provide feedback on various aspects of the emergency plan. It was recommended that the group schedule three meetings over the year.

Supply List for Elementary Emergency Containers

In October 2015 the focus group compiled a recommended list of supplies for Parent Advisory Council consideration. In addition to this, the group recommended that PACs consider using 10% of gaming funds to help fund emergency supplies for each school.

Emergency Communication and Back-Up Power Systems

The School District entered into a partnership with the City of Maple Ridge to make use of their communication (tower) enabling School District 42 to provide schools and maintenance with a dedicated channel for internal communication. Radios were provided to all schools/sites in the spring of 2016. Periodic radio checks are undertaken.

In 2015, funding was set aside to purchase a generator for the District Office for back-up during loss of power due to an emergency. The generator was installed in September 2017.

Emergency Containers at Elementary Schools – Emergency Procedures at Secondary Schools

In 2016 -2017, funding was approved to ensure that all elementary schools have an emergency container and to ensure existing containers had spray foam insulation and appropriate ventilation. The decision was also made to have all containers installed with an anti-vandalism puck lock. The containers for the elementary schools were installed in the spring of 2017. The District is in the process of finalizing these retrofits. Emergency bins were not recommended for installation at secondary schools. Secondary schools require a carefully documented release system for students with parent permission. Secondary schools have existing containers on site which can be used as emergency shelter for students/staff. Secondary schools have equipment in tech education shops and cafeteria supplies in the event of an emergency.

Elementary Emergency Supplies

Elementary PAC's have outfitted the containers with emergency supplies. Elementary principals recently verified the emergency supplies that are housed in the containers. Kanaka Creek will be verified on return from break.

Emergency Release Forms

In 2017 and 2018, parents completed the Emergency Release forms for their elementary and secondary aged children. Office staff have paper copies of the Emergency Release forms available for use. The paper forms are updated annually by parents.

Next Steps

The Emergency Planning focus group met in February 2019 with several new members from the school district, DPAC and the City of Maple Ridge. An overview was provided to the group. It was agreed that the Emergency Preparedness Focus Group will continue to meet two or three times a year.

The District will be scheduling a student release exercise in conjunction with the DPAC members on the Emergency Preparedness Focus Group.

The School Incident Command system will be updated to reflect some recommended changes regarding student release and school safety notification system procedures.

New principals and vice-principals will be updated on the school district procedures for emergency planning and student release.

RECOMMENDATION:

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

To: **Board of Education**

From: Secretary Treasurer
Flavia Coughlan

Re: **TRUSTEES' REMUNERATION**

Date: April 17, 2019
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

In accordance with Board Policy: 2920 Trustees' Remuneration and associated procedures trustee remuneration may be adjusted for a cost of living adjustment on July 1st each year, based on the Metro Vancouver Consumer Price Index (CPI) differential comparing annual average indexes of the previous two years. The cost of living adjustment will be rounded to the nearest \$100.

On May 16, 2018, the Board approved that for the period 2018 to 2022 trustees' remuneration be adjusted on an annual basis effective on July 1 each year based on the Metro Vancouver Consumer Price Index differential for the prior year.

Trustees' Remuneration	
2018/19 Remuneration	24,800
CPI Vancouver 2018 2.9%	700
2019/20 Remuneration	25,500

In recognition of the added responsibilities of their respective roles the remuneration paid to the Chairperson is set at \$3,000 per annum above the base rate and for the Vice-Chairperson is set at \$1,500 per annum above the base rate.

	2019/20
	Remuneration
<i>Trustees'</i>	\$ 25,500
<i>Vice-Chairperson</i>	\$ 27,000
<i>Chairperson</i>	\$ 28,500

In addition to the base remuneration, all trustees will continue to receive an annual automobile allowance for in district travel of \$750.

RECOMMENDATION:

THAT the Board receive trustees' remuneration for 2019/20 for information.

To: **Board of Education**

From: Board Policy Development
Committee

Re: **POLICY UPDATES**

Date: April 17, 2019
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

The Board Policy Development Committee ("the Committee") has developed a work plan for 2018 to 2022 with a goal of reviewing all existing board policies over the next four years.

On February 26, 2019 the Board Policy Development Committee met, reviewed and is proposing the following:

- Policy 2410: Board Correspondence has been renumbered and updated to reflect current practice (Attachment A)
- Policy 2900: Trustee Professional Development and Attendance at Conferences has been updated to reflect current practice. (Attachment B)

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policies before they are again presented to the Board for approval on May 15, 2019.

RECOMMENDATION:

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

Policy 2410: Board Correspondence

Policy 2900: Trustee Professional Development and Attendance at Conferences

Attachments



SD 42 POLICY: 2410

BOARD CORRESPONDENCE

1. PURPOSE

The Board of Education (“The Board”) has established the following policy regarding the process of handling electronic and paper correspondence (“correspondence”) addressed to the Board of Education and individual trustees.

The Board’s goal is to ensure that such correspondence is dealt with in an expeditious, fair and thorough manner.

2. Correspondence specifically addressed to the “Board of Education” or “Board of Trustees” or addressed to School District No. 42 and related to the governance function shall be included on the appropriate Board agenda.

The item will appear under correspondence on the appropriate Agenda where it is either received or moved from correspondence to an appropriate location on the Agenda where some direction can be given. Direction can be:

- a simple referral to staff to respond directly to the inquiry; or
- a request to staff to provide additional information and a recommendation if required;
- a decision at that time if the subject is relatively clear.

If the correspondence so addressed is a complaint the Chairperson or a representative of the School District (possibly senior staff) may contact the complainant to determine if they wish the matter to be dealt with at a Public Board meeting (that may not have been their intent).

3. Correspondence in response to a Board Inquiry (i.e. letters from the Ministry of Education) shall be included on the appropriate Board agenda.

4. For correspondence addressed to the Chairperson (may or may not be copied to all Trustees) the Chairperson shall exercise some discretion on the matter in consultation with the Vice-Chairperson and/or Senior Staff as to how the response should be handled.

If the correspondence is an operational complaint the Chairperson may respond with direction on the appropriate person to talk to at the staff level (in accordance with the appeals policy and guidance on the website about how to resolve disputes). The Chairperson will provide “direction but not a position” on the matter maintaining sufficient distance to allow for a later appeal to the Board if required. The response from the

Chairperson will be copied to all Trustees and the Senior Staff. Once the matter is dealt with by staff the disposition will be shared with the Trustees via email. The principle is that everyone who is notified about a complaint should be apprised of the resolution or outcome.

If the correspondence is requesting clarification of an existing policy the Chairperson can respond with the required clarification copying all Trustees and Senior Staff in the process. If the correspondence is requesting a change in policy it should be referred to the Board Policy Development Committee to determine if further work is warranted.

5. Correspondence or verbal comment or question addressed to one or more but not all Trustees – Trustees receiving formal input should refer the item to the Chairperson and copy to All Trustees. The Chairperson will respond in accordance with the guidelines noted above.

It is understood that all Trustees will be approached from time to time by constituents who know them and that they will receive input on emerging issues primarily through incidental discussion. It is not anticipated that all such input will be formalized and shared however, at the point the communication is moving toward a more formal concern or complaint the individual making the comment should be encouraged to follow the protocols noted above and senior staff and the rest of the Trustees should be informed.

6. Invitations to all Trustees – will not be included in a Board Meeting Agenda. The correspondence shall be forwarded to the Office of the Secretary Treasurer for event attendance coordination purposes.
7. Correspondence the Board has directed the Chairperson to send on the Board's behalf – During the course of a Board meeting, resolutions may be passed directing the Chairperson to prepare and forward correspondence expressing the Board's congratulations, thanks or an opinion on a subject.

If the subject is relatively straight forward (a thank you letter) the Chairperson can either prepare a draft and ask the Executive Assistant to prepare the formal letter for signature and send it out or ask the Secretary Treasurer to arrange for the letter to be written for the Chairperson's signature.

If the letter is more sensitive in nature (ie. a letter to the Minister of Education) expressing the Board's opinion on a matter a draft should be prepared either by the Chairperson or Secretary Treasurer (at the Chairperson's discretion) and reviewed and edited as required in a meeting involving the Chairperson, Vice-Chairperson and Secretary Treasurer. In the absence of the Secretary Treasurer, the Superintendent will be asked to assist. The final version will be copied to all Trustees and all other appropriate parties as determined by the Chairperson, Vice-Chairperson and Secretary Treasurer. It is noted that the Board may choose to request the opportunity to review a draft letter before it is sent out providing such request forms part of the resolution directing that the letter be prepared. Since this will slow the process down for conveying the Board's position it is anticipated this approach will be requested on very rare occasions only.

While transparency and sending copies of letters to a standard list of interested parties will generally be the practice it is understood that who the Board copies its correspondence to constitutes part of the message being sent and may have a bearing on the ongoing relationship with the intended recipient. Since maintaining positive working relationships is critical to the Board achieving its goals some consideration should be given to what the Board is trying to achieve in both the drafting of the letter and the list of persons and agencies letters are copied to.

DRAFT

**SD 42 POLICY: 2900****TRUSTEE PROFESSIONAL DEVELOPMENT AND
ATTENDANCE AT CONFERENCES**

The role of Trustees is increasingly demanding and complex. In order for trustees to fulfill this role it is important for individual Trustees to recognize the need for, and take advantage of, professional development opportunities available.

It is the responsibility of the Board to ensure that budgetary provisions are made to facilitate the professional development of trustees and it is the responsibility of the Superintendent/Secretary Treasurer to ensure that trustees are kept informed of professional development opportunities available.

The professional development of trustees should include:

- (i) Access to the resources of the School District;
- (ii) Access to educational publications such as books, journals and newsletters;
- (iii) Participation in conferences, workshops and in-service activities at local, provincial, national and international levels;
- (iv) Memberships in educational associations.

1. PURPOSE OF ATTENDANCE

In order that they may fulfill their role in a dynamic, complex school district like Maple Ridge – Pitt Meadows, trustees are encouraged and have a responsibility to attend and participate in appropriate conferences, conventions, seminars, workshops and other programs that will contribute to their growth as a school trustee. “Appropriate” conferences and programs are not limited to, but include those where:

- (a) Representatives of educational systems meet to debate and formulate positions to be taken and submissions to be made to higher levels of government regarding educational matters. Examples include the annual general meetings of the BC School Trustees’ Association (BCSTA), the Canadian School Trustees’ Association, (CSTA), and the BC Public School Employers’ Association (BCPSEA). This definition would also include specially called BCSTA and BCPSEA conferences, called from time to time as issues arise, at which the School District should be represented.
- (b) Conferences and training workshop programs aimed at the dissemination of information intended to assist locally-elected representatives of educational systems to meet their responsibilities and duties. Examples would include BCSTA’S New Trustee Workshops and annual zonal Trustee education programs.

2. BUDGETARY PROVISIONS FOR AND LIMITATIONS ON CONFERENCE ATTENDANCE

Budgetary provisions will be made every four (4) years to permit each Trustee to attend BCSTA's New Trustee Workshops, in the first year a Trustee is elected to the Board. Due to the purpose and nature of this training and orientation, it is strongly recommended that each new Trustee attend.

The Board will include in its annual operating budget, an allocation for trustees to attend recommended professional development offered by the following organizations: BCSTA, CSTA, BCPSEA, school district sponsored or hosted learning events, other conferences, conventions, etc., that the Board deems to be appropriate professional development opportunities.

3. MEMBERSHIPS & PUBLICATIONS

In recognition of the fact that appropriate memberships and a variety of educational journals and publications, are available and could provide trustees with valuable assistance in performing their role, the Board will make provision in the annual operating budget for the cost of providing this form of professional development.

4. EXPENSE REIMBURSEMENT

Trustees attending functions in accordance with this policy may claim reimbursement of necessary expenses as provided in Board Policy 4410.

5. FINANCIAL REPORTING

Trustees on a quarterly basis will receive a detailed financial accounting of all expenses reimbursed and requiring reporting under the terms of the Financial Information Act (FIA) within one month following each quarter.

6. ANNUAL BUDGET LIMITS

Each year, the Board will set the individual budget amounts for each Trustee and by category through the Operating Budget and publish the amounts on the School District's website.

**ITEM 15**

To: **Board of Education**

From: Board Policy Development Committee

Re: **POLICY REVIEW UPDATE**

Date: April 17, 2019
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

The Board Policy Development Committee has developed a work plan for 2018 to 2022 with a goal of reviewing all existing board policies over the next four years.

On February 26, 2019 the Board Policy Development Committee met, reviewed and is proposing the following:

- Board Procedural Bylaw No. 1 – 2008 Trustee Access to Information – no change (Attachment A)
- Policy 2915: Board Chairperson – Elections/Roles/Responsibilities – no change (Attachment B)
- Policy 2918: Vice-Chairperson – Elections/Roles/Responsibilities – minor housekeeping change (Attachment C)

RECOMMENDATION:

THAT the Board receive for information:

- **Board Procedural Bylaw No. 1 – 2008 Trustee Access to Information**
- **Policy 2915: Board Chairperson – Elections/Roles/Responsibilities**
- **Policy 2918: Vice-Chairperson – Elections/Roles/Responsibilities.**

Attachments

BOARD PROCEDURAL BYLAW NO. 1-2008

TRUSTEE ACCESS TO INFORMATION

A BYLAW by the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) (hereinafter called the "Board") to adopt a Procedural Bylaw.

NOW THEREFORE the Board agrees to the following:

- 1.0 All Trustees have the right of access to all closed meeting minutes for the term for which they are elected. Approval of the Board must be obtained to access closed minutes for any term at which a Trustee was not elected. The Trustees must provide demonstrable evidence of a need to know for access to any past minutes.
- 2.0 Access to closed meeting minutes will be provided in compliance with the Freedom of Information & Protection of Privacy Act. The paramount criteria for access will be a demonstrable need to know.
- 3.0 All reports and information requested of staff required to facilitate the Board in doing Board business must be initiated and approved by the Board.
- 4.0 Individual Trustees must not request staff to produce reports related to Board business that have not been approved by the Board.
- 5.0 General knowledge and questions for clarity may be directed to staff.
- 6.0 Trustees must utilize the Agenda Preparation process to request information and/or reports from staff.

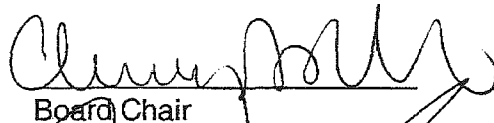
NOW THEREFORE the Board enacts as follows:

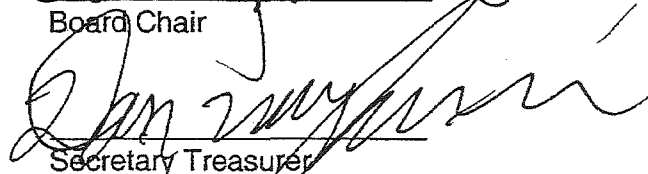
1. This Bylaw may be cited as "School District No. 42 (Maple Ridge-Pitt Meadows) Procedural Bylaw No. 1-2008.

READ A FIRST TIME THE 30th day of January, 2008

READ A SECOND TIME THE 27th day of February, 2008

READ A THIRD AND FINAL TIME THE 27th day of February, 2008


Board Chair


Secretary Treasurer

**SD 42 POLICY: 2915****BOARD CHAIRPERSON -
ELECTIONS / ROLES / RESPONSIBILITIES**

1. ELECTIONS

At its inaugural meeting following a general local election, and for the following three years, at the regular November meeting, the Board shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board.

Each November, the Board will conduct an election for Chairperson and Vice-Chairperson for the coming year. The election procedure will be conducted at a Public Board Meeting as described in its supporting procedure.

A Trustee may not hold the office of Chairperson for more than two (2) consecutive terms of office. The position of Vice-Chairperson has no restriction on the number of terms a Trustee may hold this office.

2. ROLES

The Board entrusts to its Chairperson primary responsibility for safeguarding the integrity of the Board's processes and representing the Board to the broader community.

The Board also believes that a position of leadership must be selected in a fair and equitable manner, therefore, each year the positions of Chairperson and Vice-Chairperson will be elected from among the Trustees.

A Board Chairperson is an equal, with no more power or authority than any other Trustee outside the School Board setting. They do however, have an additional function and responsibility to speak for, and represent the positions and decisions of the School Board. The Chairperson's role is limited to speaking only for what the School Board has already decided, to receive input, or to bring matters to the School Board for consideration.

3. RESPONSIBILITIES

The Board delegates to the Chairperson the following powers and duties:

- (a) Prior to each Board meeting confers with the Vice-Chairperson, Superintendent and Secretary Treasurer on items included on the Agenda, and become thoroughly familiar with them.

- (b) Presides over all Board meetings and ensures that such meetings are conducted in accordance with the *School Act*, the policies and procedures as established by the Board, and *Robert's Rules of Order*.
- (c) Performs the following duties during Board meetings:
 - i. Ensures that all issues before the Board are well stated and clearly expressed.
 - ii. Ensures that each Trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a corporate decision reached.
 - iii. Directs the discussion by Trustees to the topic being considered by the Board.
 - iv. Ensures that each Trustee presents votes on all issues before the Board.
 - v. Extends hospitality to Trustees, officials of the Board, the press, and members of the public.
- (d) Keeps informed of significant developments within the District.
- (e) Keeps the Board, Superintendent and Secretary Treasurer informed of all matters coming to his/her attention that might affect the District.
- (f) Is in regular contact with the Superintendent and Secretary Treasurer to maintain a working knowledge of current issues and events.
- (g) Conveys directly to the Superintendent and Secretary Treasurer, such concerns or questions as are related to him/her by Trustees, parents, students or employees which may significantly affect the administration of the District.
- (h) Brings to the Board, all matters requiring a corporate decision of the Board.
- (i) Acts as the chief spokesperson for the Board by stating positions consistent with Board direction and policies (except for those instances where the Board has delegated this role to another individual or group).
- (j) Acts as ex-officio member of all committees appointed by the Board.
- (k) Acts as a signing officer for the District as directed by Board Policy.
- (l) Serves as an officer of the Board authorized to witness the use of the Board's corporate seal, when required.

- (m) Represents the Board or arranges alternative representation at official meetings or other public functions.
- (n) Ensures the Board engages in regular assessments of its effectiveness as a Board.
- (o) Ensures the Board engages in a regular assessment of its Superintendent and Secretary Treasurer performance as required by their individual employment contract.
- (p) Sets out the effective process to deal with the business of the Board.
- (q) Creates a tone at the top to maintain public confidence in the management of the affairs of the Board.

APPROVED: October 10, 2012

AMENDED: February 3, 2016

FEBRUARY 26, 2019: Reviewed by the Board Policy Development Committee



SD 42 POLICY: 2918

**VICE-CHAIRPERSON -
ELECTIONS / ROLES / RESPONSIBILITIES**

1. ELECTIONS

At its inaugural meeting following a general local election and for the following two years, at the regular ~~December~~November meeting, the Board shall elect one of its members to serve as Board Vice-Chairperson, to hold office at the pleasure of the Board.

2. ROLES

The Vice-Chairperson shall act on behalf of the Board Chairperson, in the latter's absence and shall have all the duties and responsibilities of the Board Chairperson.

3. RESPONSIBILITIES

The Vice-Chairperson shall assist the Board Chairperson in ensuring the Board operates in accordance with the *School Act* policies and procedures, and Roberts' Rules of Order in providing leadership and guidance to the Board.

Prior to each Board meeting, confer with the Board Chairperson, Superintendent and Secretary Treasurer on items included on the agenda, and become thoroughly familiar with them.

The Vice-Chairperson may be assigned other duties and responsibilities by the Board Chairperson.

The Vice-Chairperson shall be an alternate signing authority for the District, if required.

APPROVED: October 10, 2012

FEBRUARY 26, 2019: Reviewed by the Board Policy Development Committee



ITEM 16

To: **Board of Education**

From: Education Advisory Committee

Re: **RECEIVE MINUTES OF MEETING**

Date: April 17, 2019
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the April 10, 2019 Minutes of the Education Advisory Committee, for information.

Attachment

SD42 Education Advisory Committee

Meeting Minutes



April 10, 2019

In attendance Pascale Shaw (Trustee)
Elaine Yamamoto (Trustee)
Kim Dumore (Trustee Alternate)
Chris Schultz (DPAC)
Suzanne Hall (MRTA)
Jovo Bikic (Assistant Superintendent)
Harry Dhillon (Deputy Superintendent)
Shelley Linton (Principal)
Sandra Turbide (District Helping Teacher)
Jennifer Wong (Canadian Parents for French)

Agenda:

1. Review of Committee Terms of Reference
2. French Immersion: French Immersion enrolment data/information; French Immersion program information and supports; French Immersion teacher recruitment
3. Formulation of Board/Authority Authorized Course recommendation to Board of Education for Yoga 12

1. Review of Committee Terms of Reference

Harry Dhillon, Deputy Superintendent reviewed the Committee Terms of Reference.

2. French Immersion

Shelley Linton, Principal and Sandra Turbide, District Helping Teacher reviewed the following:

- French Immersion enrolment data/information
- French Immersion program information and supports
- French Immersion teacher recruitment

3. Formulation of Board/Authority Authorized Course recommendation to Board of Education for Yoga 12

Harry Dhillon, Deputy Superintendent reviewed the Board/Authority Authorized Course – Yoga 12.

Recommendation:

That the Board of Education approve the following Board/Authority Authorized Course effective for the 2019/20 school year:

- Yoga 12

To: **Board of Education**

From: Trustee Shaw

Re: **TRUSTEE MOTION: EARTHQUAKE
PREPAREDNESS**

Date: April 17, 2019
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

As a parent of kids who attend schools in our district it is important for me to know that should there be an emergency, the school has some basic supplies on hand. I recently attended a PAC meeting where new PAC parents were shocked to learn that our school did not have any supplies. As a parent I have been frustrated with the slow rate of planning and implementation of basic earth quake supply kits and general preparedness for many years.

It concerns me both as a parent and now as a Trustee, that we do not have the basics at all of our schools.

I have attended many PAC meetings in the two different school my kids have attended. Many of these meetings included the topic of earthquake kits. I do not recall the date or even year that the proposed list of supplies came out, but it was a few years ago. At that meeting I clearly recall questioning why PAC would be paying for these supplies but also saying that they needed to be purchased regardless of who is paying as they were a necessity. Shortly after that, this topic was stalled or put on hold, again. I do however believe that metal shipping containers were purchased for schools who did not already have one on site.

We live in the ring of fire where 90% of the worlds earthquakes occur. In the past 30 days there have been more than 35 earthquakes in the lower section of B.C and into Washington state alone! We have seen the devastation earth quakes cause around the world. It is only a matter of time before a large one strikes here. When that happens and heaven forbid we do not have even the basic supplies in place at each of our schools, no one will care to hear the reasons why we have had such a delay in the rolling out of the program. The reasons such as "planning continues", " a planning committee is discussing options", " the employee spearheading this retired", "we had some personal change" or any other reason why a basic earth quake kit was not in place at all of our schools in the district will not be acceptable. We have an obligation to ensure that a basic kit is available at each of our schools asap. Talks can certainly continue around the logistics or where kids will go etc., but in my opinion there is no need to postpone the purchasing of the needed supplies.

RECOMMENDATION:

THAT the Board direct the Superintendent to prepare an inventory of earthquake preparedness supplies available at each school district location by May 31st , 2019 and to prepare an Earthquake Preparedness Implementation Plan that includes timelines, supplies and funding required for implementation and present the plan to the Board at the October 2019 board meeting.



ITEM 18

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **MOTIONS TO ANNUAL
GENERAL MEETING**

Date: April 17, 2019
(Public Board Meeting)

Information

The 115th BC School Trustees Association is scheduled to take place in Richmond from April 25 – 28, 2019. A list of the motions are attached for information.

Attachment

2019 ANNUAL GENERAL MEETING MOTIONS

EXTRAORDINARY MOTIONS

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

SUBSTANTIVE MOTIONS

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

2019 ANNUAL GENERAL MEETING MOTIONS

SUBSTANTIVE MOTIONS (continued)

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

EXTRAORDINARY MOTIONS

E1. Honorary Life Membership

Submitted by: *Board of Directors*

BE IT RESOLVED:

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

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

- i. have been elected to the office of President of the Association;
- ii. the Board of Directors has decided to honor by conferring honorary life membership. A trustee must have accumulated at least 20 years of service as a trustee for a public Board of Education that is a current member in good standing of the Association in order to be considered by the Board of Directors for this honor; or,
- iii. The Association has decided to honor for distinguished service within the Association by conferring on such person honorary life membership in the Association by extraordinary resolution in accordance with the provisions of Bylaw 10.

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

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

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

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Rationale:

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

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

This is an Extraordinary Motion.

This Motion relates to Bylaw 1 (Membership).

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

SUBMITTED BY: *SD61 (Greater Victoria)*

BE IT RESOLVED:

That BCSTA amend Bylaw 2 (a) as follows:

2. Officers

a. The officers of the Association are:

~~i. the Minister of Education who shall be the honorary President of the Association;~~

ii. the President;

iii. the Vice-President;

iv. the immediate past President, but only for a term of one year following the election of a new President

v. the Directors, who shall be four (4) in number for those years the immediate past President is an officer of the Association, and five (5) in number otherwise;

vi. the Chief Executive Officer, who shall be the secretary-treasurer.

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

Rationale:

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

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

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

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

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

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

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

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

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

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

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

Reference:

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

This motion relates to Bylaw 2 (Officers).

E3. Special Needs Advisory Committee

Submitted by: *SD44 (North Vancouver)*

BE IT RESOLVED:

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

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

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

The duties of the Special Needs Advisory Committee shall include:

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

Rationale:

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

→

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

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

Reference:

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

This is an Extraordinary Motion.

This Motion relates to Bylaw 11 (Committees).

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

Submitted by: *SD35 (Langley)*

BE IT RESOLVED:

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

Rationale:

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

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

This is an Extraordinary Motion.

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

SUBSTANTIVE MOTIONS

CATEGORY:

STUDENTS

5. Rename Evergreen Certificate

SUBMITTED BY: *SD78 (Fraser-Cascade)*

BE IT RESOLVED:

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

Rationale:

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

References:

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

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

6. Student Success and Graduation Rates

SUBMITTED BY: *SD78 (Fraser-Cascade)*

BE IT RESOLVED:

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

Rationale:

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

Reference:

- [Provincial Results – Completion Rates](#)

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

7. Anti-Racism Component for ERASE Bullying BC

SUBMITTED BY: *Indigenous Education Committee*

BE IT RESOLVED:

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

Rationale:

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

References:

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

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

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

SUBMITTED BY: *SD44 (North Vancouver)*

BE IT RESOLVED:

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

Rationale:

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

References:

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

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

9. Funding for Mental Health and Wellness Initiatives for Districts

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

BE IT RESOLVED:

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

Rationale:

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

References:

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

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

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

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

SUBMITTED BY: *SD40 (New Westminster)*

BE IT RESOLVED:

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

Rationale:

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

References:

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

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

11. School Bus Safety

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

BE IT RESOLVED:

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

Rationale:

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

Reference:

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

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



British Columbia
School Trustees
Association

CATEGORY:

BCSTA

12. BCSTA Indigenous Education Committee – Elected Branch Representatives

SUBMITTED BY: *SD61 (Greater Victoria)*

BE IT RESOLVED:

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

Rationale:

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

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

This motion relates to Bylaw 11(g).

13. Length of Term for BCSTA Officers

SUBMITTED BY: *SD28 (Quesnel)*

BE IT RESOLVED:

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

Rationale:

This motion is needed because:

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

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

This motion relates to Bylaw 2 (Officers).

CATEGORY:

BOARDS OF EDUCATION

14. Trustee Harassment and Discrimination

SUBMITTED BY: *SD75 (Mission)*

BE IT RESOLVED:

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

Rationale:

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

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

References:

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

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



15. AGM/Trustee Academy Minister Meetings

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

BE IT RESOLVED:

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

Rationale:

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

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

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

CATEGORY:

TEACHERS/PERSONNEL AND EMPLOYEE RELATIONS

16. Funding for Staff Salary Increases

SUBMITTED BY: *Kootenay Boundary Branch*

BE IT RESOLVED:

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

Rationale:

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

Reference:

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

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



17. Funding for Exempt Staff Compensation

SUBMITTED BY: *SD48 (Sea to Sky)*

BE IT RESOLVED:

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

Rationale:

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

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

18. Recruitment and Retention Strategy

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

BE IT RESOLVED:

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

Rationale:

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

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

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

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

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

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

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

Reference:

- [BC Loan Forgiveness Program](#)

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

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

SUBMITTED BY: *SD36 (Surrey)*

BE IT RESOLVED:

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

Rationale:

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

Reference:

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

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

20. Eligibility Requirements for Teacher Training

SUBMITTED BY: *SD52 (Prince Rupert)*

BE IT RESOLVED:

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

Rationale:

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

Reference:

- [BC Teachers' Council](#)

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

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

21. Indigenous Mental Health Training for School Counsellors

SUBMITTED BY: *Indigenous Education Committee*

BE IT RESOLVED:

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

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

Rationale:

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

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

References:

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

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

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

22. Education Assistants Regulatory Body

SUBMITTED BY: *SD44 (North Vancouver)*

BE IT RESOLVED:

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

Rationale:

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

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

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

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

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

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

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

CATEGORY:

EDUCATION FINANCE

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

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

BE IT RESOLVED:

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

Rationale:

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

References:

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

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

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

24. Funding Model Review – Transparency

SUBMITTED BY: *SD36 (Surrey)*

BE IT RESOLVED:

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

Rationale:

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

References:

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

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

CATEGORY:

**SCHOOL PREMISES, FACILITIES,
SERVICES**

25. Reimbursement of Costs due to Enbridge Pipeline Explosion

SUBMITTED BY: *SD39 (Vancouver)*

BE IT RESOLVED:

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

Rationale:

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

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

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

26. Ministry Review of Area Standards for School Construction

SUBMITTED BY: SD39 (*Vancouver*)

BE IT RESOLVED:

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

Rationale:

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

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

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

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

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

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

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References:

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

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

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

SUBMITTED BY: SD39 (*Vancouver*)

BE IT RESOLVED:

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

Rationale:

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

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

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

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

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

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References:

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

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

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

28. Implementing CleanBC Plan in School Districts

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

BE IT RESOLVED:

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

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

Rationale:

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

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

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

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

Reference:

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

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

2019 ANNUAL GENERAL MEETING MOTIONS

EXTRAORDINARY MOTIONS

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

SUBSTANTIVE MOTIONS

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

2019 ANNUAL GENERAL MEETING MOTIONS

SUBSTANTIVE MOTIONS (continued)

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

**ITEM 19****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:

February 13, 2019

Call to Order	Meeting called to order at 1:08 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Approval of Minutes	Approved as circulated
Secretary Treasurer Decision Items	Approved as circulated
Secretary Treasurer Decision Item	Deferred
Superintendent Information Items	Received
Secretary Treasurer Information Item	Received
Board Committees	Received
Trustee Reports	Received
Question Period	Received
Secretary Treasurer Information Item	Received
Adjournment	Meeting adjourned at 4:28 p.m.