

Wednesday, May 15, 2019  
Time: 6:00 p.m.

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

*"The only limit to our realization of tomorrow will be our doubts of today." -- Franklin D. Roosevelt*

## **A G E N D A**

### **A. OPENING PROCEDURES**

ITEM 1

1. Call to Order
2. Correspondence

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

3. Approval of Agenda

4. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on decision items on the Agenda. Speaker's time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.*

### **B. APPROVAL OF MINUTES**

1. May 1, 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. Energy Challenge 2019

ITEM 3

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

### **E. DEFERRED ITEMS**

### **F. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools

- a) Establishment of a Parent Advisory Council at cəsqənelə Elementary School

ITEM 4

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

ITEM 5

3. Secretary Treasurer

- a) Amended 2019/20 Capital Bylaw

ITEM 6

4. Board Committees

- a) Budget
- b) Finance

- i. Third Quarter Financial Statements

ITEM 7

- c) Facilities Planning
- d) Board Policy Development

i. Policy Updates

ITEM 8

- e) Education
- f) Aboriginal Education

## **G. INFORMATION ITEMS**

- 1. Chairperson
- 2. Superintendent of Schools

a) Superintendent's Update

ITEM 9

b) Carbon Neutral Action Report

ITEM 10

- 3. Secretary Treasurer

a) Energy Management Plan Update

ITEM 11

- 4. Board Committees & Advisory Committee Reports

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

i. Policy Updates

ITEM 12

- e) Education
- f) Aboriginal Education

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

## **I. TRUSTEE REPORTS**

- 1. BC School Trustees Association
- 2. BC Public School Employers Association
- 3. Student Voice
- 4. District Parent Advisory Council
- 5. Municipal Advisory on Accessibility & Inclusion
- 6. Maple Ridge-Pitt Meadows Arts Council
- 7. Ridge Meadows Education Foundation
- 8. Social Policy Advisory
- 9. City of Maple Ridge Active Transportation
- 10. Youth Planning Table
- 11. Culture Roundtable
- 12. Ridge Meadows Overdose Community Action Table (CAT)
- 13. English Language Learners Consortium
- 14. Other Board Liaison Representative Reports
- 15. Good News Items

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

## **K. OTHER BUSINESS**

- 1. Public Disclosure of Closed Meeting Business

ITEM 13

## **L. ADJOURNMENT**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: May 15, 2019  
(Public Board Meeting)

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**Information/Decision**

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1. *CALL TO ORDER*

2. *CORRESPONDENCE (Information Item)*

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

**RECOMMENDATION:**

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

Attachments

3. *APPROVAL OF AGENDA (Decision Item)*

**RECOMMENDATION:**

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

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

**Quesnel  
School  
District**

401 North Star Road,  
Quesnel, BC  
V2J 5K2

Tel: 250-992-8802  
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**Board of  
Education**

April 17, 2019

BY EMAIL

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

Dear Minister Fleming:

The Quesnel Board of Education appreciates the opportunity to provide feedback on the Funding Model Review. There are significant differences between each Board of Education across the 60 districts in our province and as such, this leads to much uncertainty as to how the new funding formula may impact each one of us. Inevitably, if this is an exercise to redistribute the quantum of educational dollars, there will be winners and losers and we don't want to see any district negatively impacted.

It is difficult for our Board to provide feedback as no model or elements of the model have been shared. Each session attended to date talks in theory of what is hoped to be achieved but until there is something to be examined, we cannot fully understand the proposed implications of any recommendations.

Quesnel is a rural district located in the Northern Interior region of our province. Being a rural district has significant impacts on how the recommendations ultimately impact us. To be specific on the importance of seeing the model or elements of the model in the context of a rural district, we would like to discuss recommendation #6:

Recommendation 6: *"The Ministry should create a single inclusive education supplement..."*

Within this recommendation it refers to a prevalence-based model and models requiring a medical diagnosis. We are sceptical that a prevalence model will capture the accurate criteria. No information as to what data will be used or its sources, age and frequency of data collection have been shared. In small communities such as ours, access to assessments and information presents a barrier for families as long distances must be travelled to reach the closest assessment centre and/or the cost of



.../2



assessments themselves are unaffordable. Prevalence is affected by privilege and access and we believe numbers in our community are underreported.

Another example of our concerns relate to recommendation #4:

Recommendation 4 : *The Ministry should consolidate and simplify existing geographic funding supplements...and relevant special grants outside the block into a single supplement..."*

Simplifying something that is complex may lead to inaccurately capturing the true costs of providing services. In rural districts, we contend with harsh climates, significant distances and barriers for services. Things cost more in rural districts. For example, having small rural schools spread across our district leads to lower student-teacher ratios, significant transportation expense and maintaining aging facilities which all draw our resources. In 2016, our district went through a school closure process and was granted Rural Education Enhancement Fund (REEF) dollars. This funding is crucial to our district's ability to keep these schools open and ensure there are better supports for students. By having a "simplified" supplement that consolidates geographic supplements and special grants such as REEF, it is unclear what the mechanism would be to report higher costs of rural education and adjust the funding we get on an annual basis.

Our District also has concerns about how the recommendations may unfold under *Theme 2: Accountability*. Our original understanding was that this was about financial accountability however this theme appears to be focused on the Ministry setting strategic/operational and learning goals for districts. We find the recommendations regressive in nature. Over a decade ago, reporting was streamlined to reduce the volume and nature of compliance reporting. This was done to provide districts and boards with more autonomy to do the necessary work to support the students on our communities. Recommendations 12 ("...Ministry should establish a provincial accountability and reporting framework..."), 13 ("Boards of Education should be required to develop Strategic Plans that are based on broad goals established by the Ministry...") and 14 ("School District management should be required to develop operational plans...across a range of areas... [and] ...should be required to issue a year-end report") appear to be reintroducing these concepts back which will place additional demands on district staff and Boards of Education. Without additional context or a model for how these recommendations will unfold, we struggle to be able to fully support these recommendations.

In close of this letter, we summarize the following as considerations from our Board:

- We are concerned that there will be "winners" and "losers" through this redistribution;



- It is impossible to provide meaningful comment without any draft model or components of draft model provided to understand the impact on our district,
- We fear that components of the model may be over-simplified such that they do not accurately reflect the true costs for providing services;
- The accountability theme appears to be a high-compliance model and is regressive to recent years where Boards were provided more autonomy,
- We believe all stakeholder groups are eager to provide real input via a deep review of the actual proposed model. We hope you release tangible details so that working groups can give meaningful feedback as to how these recommendations will impact various Boards.

Once again, thank you for the opportunity to provide feedback. We look forward to additional information and a tangible model to review soon.

Sincerely,

BOARD OF EDUCATION  
QUESNEL SCHOOL DISTRICT



Gloria Jackson  
Chairperson

GJ/tr

c: Trustees – School District No 28 (Quesnel)  
Coralee Oakes, MLA for Cariboo North  
Reg Bawa, Assistant Deputy Minister – Ministry of Education Resource  
Management and Executive Financial Office Division  
Kim Horn, Executive Director – Ministry of Education Funding and Financial  
Accountability Branch  
Gordon Swan, BCSTA Chairperson  
Mike Roberts, CEO – BC School Trustees Association



April 11, 2019

Honourable Rob Fleming  
Minister of Education  
Email: [educ.minister@gov.bc.ca](mailto:educ.minister@gov.bc.ca)

**Re: Funding Model Review Recommendations**

Dear Minister Fleming:

On behalf of the Board of Education of School District No.38 Richmond and its key stakeholder partners, we thank you for the opportunity to provide input on the recommendations identified in the report prepared by the Funding Model Review Panel titled "Improving Equity and Accountability".

Overall, we appreciate the work of the Funding Model Review Panel and the Ministry of Education staff and understand the enormity of the task of implementing a new model that will provide the equity and accountability that is the focus of the review.

In Richmond, we have worked closely with our key stakeholder partners and developed a cohesive response to the 22 recommendations contained in the Funding Model Review Report. Our responses which are attached to this letter are based purely on what we believe may be potential outcomes of implementing each individual recommendation prior to any modelling of how the actual recommendation may impact our individual school district's current funding allocation. Our district is concerned that without modelling the impact of recommendations in terms of funding changes compared to our current funding allocation, some districts may end up with significantly less funding unless the quantum of funding increases.

Although we have provided commentary on all 22 recommendations, we would like to highlight three of our responses which we believe are the most challenging and impactful in terms of changes from our current funding allocation model to a new funding model:

- Recommendation 6 (see response included)
- Recommendation 8 (see response included)
- Recommendation 9 (see response included)

For the three recommendations above, we would like to see modelling of what the funding allocation change would look like and the impact to all school districts. We are concerned that given there is no change in quantum, that depending on how these three recommendations are implemented, there could be significant shifts or swings in funding to individual school districts.

We appreciate the opportunity for further consultation and look forward to working together to ensure a fair and equitable funding model that considers the unique needs of all school districts.

Sincerely,

Board of Education of School District No. 38 (Richmond)



Ken Hamaguchi, Board Chair  
On behalf of Board of Education



Liz Baverstock, President  
Richmond Teachers' Association



Ian Hillman  
President, CUPE, Local 716



Mark Hoath, President  
Richmond Association of School Administrators



Dionne McFie, President  
Richmond District Parents Association



Jose Pelayo, Co-Chair  
Richmond Management & Professional Staff

cc: Trustees  
Superintendent of Schools  
BCSTA

Secretary Treasurer  
Stakeholder Presidents

## **Equity of Educational Opportunity**

### **Recommendation 1**

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

This recommendation does not take into consideration a base level requirement for all students which would be sufficient to meet all costs. There is a risk that should the Ministry allocate funding for specific needs first, that what is remaining will be insufficient on a per-student basis to cover a base level of costs. A base level of costs per student should be determined first and then allocate funding for specific needs.

### **Recommendation 2**

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

We agree that there continues to be a need for a minimum level of spending targeted for self-identified indigenous learners.

### **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.*

We agree with this 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 the norm.*
- *Component 2 – ‘Unique School’ characteristics, not addressed in the first component, should recognize the operational challenges of some schools by considering...*

While we agree that simplification of the existing supplements would make it easier to understand, it cannot come at the expense of disproportionately shifting funding from urban to rural districts. Urban districts have their own unique characteristics and challenges. The components of a new formula would need to be modelled to determine the impact on both rural and urban school districts.

### **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.*

We agree that the Ministry should eliminate this supplement and create a transitional mechanism. Given the challenges of making staffing reductions in one year, a three-year plan would be reasonable.

### **Recommendation 6**

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

- *Supplemental Special Needs Funding*
- *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*

We are concerned that providing funding to vulnerable students based on a 'prevalence' model will potentially result in less funding to support services for our vulnerable students. The current funding model does not adequately service vulnerable students and if the Ministry moves to a prevalence model, this could shift funding from districts which are providing higher levels of service to those districts that are not. There are potential equity issues as well as compliance issues with collective agreement language around class composition that will need to be addressed.

This is an area of underfunding currently and given no change to the quantum of funding, this recommendation could have the most impact on reallocating of funding from one district to another. Is the intent to provide funding on a service/needs basis or is this simply a different method of allocating funding?

### **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.*

No comments

### **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.*

This will be a challenging recommendation to implement given that the CEF is tied to collective agreement language and provisions that differ from school district to school district. While eliminating the CEF and including it in the operating grant will eliminate administration and reporting requirements, the current funding is specific for each district's requirements and unless there is a harmonization through negotiated changes to collective agreement provisions, school districts could be at risk of not sustaining the current staffing and related costs in complying with the MoU.

### **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 2020/2021 school year.*

We are concerned that this recommendation will result in less flexibility and course choice for students and reduced funding for those students taking more than eight blocks. Student outcomes will be impacted and the recommendation conflicts with the personalized learning agenda of the Ministry. This will also result in fewer teachers and limit the school district in developing unique, creative and innovative course offerings.

### **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.*

While we support this recommendation in principle, we are concerned with the loss of face-to-face student time with teachers which have proven to contribute to student success. A new program delivery model for DL should provide equal access and opportunity to quality programs for all students.

### **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)*

There appears to be some inconsistency with recommendation 9 as currently summer school is funded over and above the current course-based funding for the school year. Assuming the student is fully funded under recommendation 9, would this assume they will still be funded for summer school based on course(s)?

### **Accountability**

#### **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.*

This recommendation could result in less autonomy by local Boards and restrict flexibility. Provided Boards of Education have a Strategic Plan as per recommendation 13 that are in alignment with the Ministry's broad system-wide goals, is this level of oversight needed?

#### **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.*

We agree with this recommendation and allowing Boards of Education to set local priorities.

#### **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*
- *School district management should be required to issue a year-end report, at the same time as their financial statements, describing results achieved and how resources were utilized.*

While we agree that operational plans should be developed that are aligned to the strategic plan, there are questions about what would be included in a year-end report and how would the information be used? Would there be any consistency from school district to school district? We would need to understand the Ministry's requirements and expectations around this type of reporting.



### **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.*

In order for the Compliance Audit Program to be effective, the Ministry needs to ensure that funding policies, regulations and guidelines are clear and consistent. Shifting the focus from purely financial to quality assurance brings a degree of subjectivity which may be challenging and assumes that there are standards for best practices.

### **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 agree and support this recommendation

### **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 agree that the Ministry should continue to support its workforce planning project and ensure that succession planning, recruitment and retention and labour market analysis continue to be a provincial focus.

## **Financial Management**

### **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 concur that the Ministry should identify net cost pressures and new program expenditures and fully fund them. Net cost pressures should not be downloaded onto school districts including funding excluded staff compensation increases consistent with teachers and support staff. Funding should be indexed to an inflation factor and new programs initiated by the Ministry should be fully funded.

### **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*

We agree that this recommendation would provide a level of stability and predictability that school districts require to effectively manage their budgets.

### **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.*

For school districts to manage their finances effectively, reserves are necessary and are essential for risk mitigation and planning. School districts should have the ability to hold reserves for specific purposes as well as a level of reasonable unrestricted reserves. We agree that there needs to be consistent transparent reporting.

### **Recommendation 21**

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

We agree with 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 (ie. accumulated operating surplus, local capital).*

We agree that the Ministry should fully fund the capital program and or allow districts to establish reserves that can be used for the capital program. There needs to be consistent policy and guidelines for establishing when and how districts would be required to contribute funds for capital programs.



SCHOOL DISTRICT 63 (SAANICH)

2125 Keating Cross Road, Saanichton, BC Canada V8M 2A5  
 Phone: (250) 652-7300 Fax: (250) 652-6421 [saanichschools.ca](mailto:saanichschools.ca)

April 17, 2019

Implementation Advisory Committee  
 Ministry of Education

[k12fundingreview@gov.bc.ca](mailto:k12fundingreview@gov.bc.ca)

Dear Committee Members:

**Re: Implementing the Recommendations of the Funding Model Review Panel**

We would like to thank the Ministry of Education for the opportunity to comment on the Report of the Funding Model Review Panel (2018) and, in particular, the recommendations to be implemented. The process completed by the panel was comprehensive and we are confident the final report and its recommendations reflect changes that are needed to improve the equitable distribution of available resources in the best interest of students. As we understand how challenging the implementation phase will be, we wish to provide our support by sharing our perspectives on the recommendations (below) and by offering our assistance for testing components of the funding model as they are developed.

Recommendation 6

This recommendation relates to the creation of a single inclusive education supplement to replace numerous existing supplements and to allocate this supplement using a prevalence-based model. Given the significance of this recommendation in determining funding for unique needs, we wish to highlight the importance of seeking feedback from a wide range of concerned or affected partners or agencies on this aspect of the new funding model before it is finalized. It is important for our school district that this change does not result in a decrease in supports for unique needs.

Recommendation 10

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

The Saanich School District is very proud of what we have accomplished through the South Island Distance Education School (SIDES). For years, the district has invested in the development of quality programs benefiting students both within and beyond our borders. We ask that this recommendation be implemented carefully and with thorough consultation to ensure that what has been accomplished to date is preserved and built upon into the future.

Recommendation 18

We are pleased to see and want to highlight the importance of 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"*.

For many years government's decision not to fully fund inflationary costs has resulted in annual incremental reductions to the quantum of funding available to support programs. In our view, it is the programs that government intends for the K-12 system to deliver that determines both the cost and the funding that is required.

One of the stated priorities in the Minister's mandate letter is to review the funding formula to develop a stable and sustainable model for the K-12 education system. Sustainability will not be achieved if the cost of new programs and annual inflationary pressures are not funded.

#### Recommendation 21

We are pleased to see and support 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."*

This recommendation preserves the local autonomy of Boards of Education to pursue opportunities to best support local priorities.

#### Address Inequities of the Present Funding Model

In addition to addressing the individual recommendations in the report, it is critical that the present inequitable distribution of funding be addressed. It is well understood that the present funding model benefits large and growing districts and disadvantages districts with stable enrolment and who are not large enough to achieve the same economies of scale.

#### Funding for Private Schools

To the extent that the public school system requires funding for students with unique needs, and those same needs are not present to the same extent in the private school system, funding in the private system should not be tied to the public school system.

#### Assisting the Implementation Advisory Committee

We appreciate the work that has been completed by the Funding Model Review Panel and the challenging work ahead to achieve implementation. The Saanich School District would be pleased to provide assistance to the ministry and committee as components of the new funding model are developed and tested.

Sincerely,



Victoria Martin  
Board of Education

VM/klg

cc: BCSTA



Board of Education Office  
 33046 Fourth Avenue, Mission BC V2V 1S5  
 Tel: 604-826-6286 Fax: 604-826-4640

March 14, 2019

Ref: 207436

Sent via email  
[K12fundingreview@gov.bc.ca](mailto:K12fundingreview@gov.bc.ca)  
 Attn: Reg Bawa, Assistant Deputy Minister

### **Re: Feedback on the Funding Model Review Recommendations**

The Board of Education of Mission Public Schools would like to submit the following responses regarding the Funding Model Review recommendations:

**1. List the recommendations in order of importance to your organisation. Some recommendations have multiple components. Please identify which aspects of the recommendation are most significant and list them in order of importance.**

In emphasising a shift to modern educational practise, some recommendations have more significant impacts than others. Other recommendations may be helpful in streamlining bureaucracy and 'red tape'.

Mission's Board of Education prioritizes recommendations that will improve student educational outcomes. Recommendation numbers 1, 2, 5, 6, 8 and 19 are of significant importance to our district.

**2. Specify the recommendations that your organisation may want to see implemented earlier, to best support student achievement. If there are multiple components of this recommendation, list them in order of importance.**

Mission's Board of Education prioritizes recommendation numbers 6 and 8, although we recognize that these two recommendations may be the most complex recommendations to implement. Nevertheless, we believe them to be two of the most important recommendations in the report.

Other recommendations are easy to implement and are broadly helpful. Recommendations 1, 2, 5, 9, and 15 are solid recommendations that can be implemented relatively swiftly.

**3. Specify the recommendations that your organisation feels are the most challenging to implement and identify specific implications and concerns associated with these recommendations. Where possible, please provide meaningful supporting evidence.**

Of most concern is that the new modeling accurately reflects the needs and nature of a school district. As indicated above, Recommendations 6 and 8 may be the most impactful for school districts, but present significant challenges for implementation.

Rebuilding the structure for special education is daunting and eliminating the CEF will require a delicate balance between flexibility in classrooms and working conditions for staff.

Sincerely,

Board of Education



Board Chair, Tracy Loffler



Trustee, Shelley Carter



Trustee, Randy Cairns



Trustee, Rick McKamey



Trustee, Julia Renkema



**ITEM 2**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **APPROVAL OF MINUTES**

Date: May 15, 2019  
(Public Board Meeting)

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**Decision**

**RECOMMENDATION:**

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

Attachment



**PUBLIC MINUTES OF THE  
BOARD OF EDUCATION MEETING  
Wednesday, May 1, 2019, (6:00 PM)  
Board Room, District Education Office**

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**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**

- R. Bawa, Assistant Deputy Minister, Ministry of Education
- C. Sacre, Chairperson, SD44 (North Vancouver).

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.



## **B. APPROVAL OF MINUTES**

### **Moved/Seconded**

THAT the Minutes of the April 17, 2019 Public Board Meeting be approved as circulated.

**CARRIED**

## **C. PRESENTATIONS**

1. District Literacy Framework

### **Moved/Seconded**

The Assistant Superintendent presented on the District Literacy Framework explaining the framework and the Early Primary Reading Assessment (EPRA) and the Intermediate Reading Assessment (IRA) used to guide literacy lessons.

THAT the Board receive the District Literacy Framework presentation by the District Helping Teachers, for information.

**CARRIED**

## **D. DELEGATIONS**

1. Maple Ridge Teachers' Association Social Justice Committee

### **Moved/Seconded**

Members of the Maple Ridge Teachers' Association (MRTA) Social Justice Committee presented on the work of the committee, explaining annual goals, events organized and opportunities for teachers to learn more about social justice.

THAT the Board receive the presentation by the Maple Ridge Teachers' Association Social Justice Committee, for information.

**CARRIED**

## **E. DEFERRED ITEMS**

## **F. DECISION ITEMS**

1. Chairperson
  - a) Board of Education Public Board Meeting

### **Moved/Seconded**

The Chairperson reported that in order to allow Trustees the opportunity to attend the Samuel Robertson Technical Secondary School Graduation Ceremony on June 19, 2019, it is proposed that the start time of the June Public Board Meeting be moved from 6 p.m. to 1 p.m.

THAT the Board approve the change in time of the June 19, 2019 public board meeting from 6 p.m. to 1 p.m.

**CARRIED**

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

a) Budget

i. Preliminary Budget 2019/20

The Secretary Treasurer presented the Preliminary Budget 2019/20 and reported that the budget was based upon the Proposed Preliminary Budget 2019/20 and incorporates feedback received at the April 24, 2019 Budget Committee of the Whole meeting and feedback received from partner groups, managers, principals, vice-principals and the board.

The Secretary Treasurer reviewed the changes and clarifications included in the Preliminary Budget 2019/20.

The Secretary Treasurer further reported that the Annual Budget Bylaw for 2019/20 was prepared in accordance with Public Sector Accounting Standards and incorporates the budget balancing proposals as outlined in the Preliminary Budget 2019/20 for the operating, special purpose and capital funds.

Trustees provided comments on the 2019/20 Preliminary Budget.

**Moved/Seconded**

1. THAT the Board approve the appropriation of \$1,166,545 of 2018/19 operating surplus to assist with funding the 2019/20 operating budget.

AND FURTHER;

THAT the Board approve the allocation of \$65,000 from the Contingency Reserve for Local Capital to assist with funding the upgrade of the locally developed parent portal;

AND FURTHER;

That the Board approve the preliminary budget changes for 2019/20 as outlined in the Preliminary Budget 2019/20 for implementation.

**CARRIED**

**Moved/Seconded**

2. THAT the Annual Budget Bylaw of the Board for the Fiscal year 2019/20 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) 2019/20 Annual Budget Bylaw in the amount of \$183,726,419 be:

Read a first time on the 1<sup>st</sup> day of May, 2019;

Read a second time on the 1<sup>st</sup> day of May, 2019;

Read a third time, passed and adopted on the 1<sup>st</sup> day of May, 2019.

**CARRIED**

- b) Finance
- c) Facilities Planning
- d) Board Policy Development
  
- 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 that Trustee Murray has been re-elected to the Board of Directors, BC School Trustees Association.

Trustee Murray reported on the resolutions at the Annual General Meeting.

The Chairperson reported on the Professional Learning Committee meeting.

#### District Parent Advisory Council

The Chairperson reported that emergency preparedness was discussed.

#### Municipal Advisory on Accessibility & Inclusion

Trustee Sullivan reported that the Loughheed Transit Corridor study was discussed and that information regarding nominations for MACAI awards has been circulated.

#### Youth Planning Table

Trustee Dumore reported that the branding name has been established and that the work plan will be presented for the Youth Planning Table to Maple Ridge Council.

Good News Items

Trustees reported on a school tour of the Environmental School, Trustee Murray reported on an upcoming choir concert at Maple Ridge Secondary School, Trustee Yamamoto reported on the Youth Philanthropic Initiative and Trustees spoke about their attendance at the BC School Trustees Association Annual General Meeting.

**L. QUESTION PERIOD**

Questions were posed on the following:

- Preliminary Budget 2019/20
- Deferred maintenance
- Washrooms in high schools

**M. OTHER BUSINESS**

**N. ADJOURNMENT**

**Moved/Seconded**

THAT the Board adjourn the meeting.

**CARRIED**

The Public Board meeting adjourned at 8:12 p.m.

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Korleen Carreras, Chairperson

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Flavia Coughlan, Secretary Treasurer



**ITEM 3**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **ENERGY CHALLENGE 2019**

Date: May 15, 2019  
(Public Board Meeting)

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**Information**

**RECOMMENDATION:**

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



**ITEM 4**

To: **Board of Education**

From: Superintendent of Schools  
Sylvia Russell

Re: **ESTABLISHMENT OF A PARENT  
ADVISORY COUNCIL AT cəsqənelə  
ELEMENTARY SCHOOL**

Date: May 15, 2019  
(Public Board Meeting)

**Decision**

---

**BACKGROUND/RATIONALE:**

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

The attached request has been received from parents of students who will attend cəsqənelə Elementary School to establish a Parent Advisory Council and is supported by Jon Wheatley, Principal of the new school. (Attachment A)

**RECOMMENDATION:**

**THAT the Board approve the establishment of a Parent Advisory Council at cəsqənelə Elementary School.**

Attachment

C'usqunela Elementary School Parents  
 School District 42  
 c/o 24093 104<sup>th</sup> Avenue  
 Maple Ridge, BC  
 V2W 1J2

To: Board of Education  
 Maple Ridge Pitt Meadows School District No. 42  
 22225 Brown Avenue  
 Maple Ridge, BC  
 V2X 8N6

Attn: Korleen Carreras (School Trustee Chair) & Trustees  
 Sylvia Russell (Superintendent)  
 Flavia Coughlan (Secretary Treasurer)

CC: Jon Wheatley (Principal)  
 SD42 District Parent Advisory Council

Please consider this correspondence to be the application on behalf of the parents of registered students for C'usqunela Elementary School; for the Board of School District 42 to establish the C'usqunela Elementary Parent Advisory Council under Section 8 of the BC School Act.

Once we have received confirmation that the Board has established the C'usqunela Elementary Parent Advisory Council, the newly designated Council, in consultation with the Principal, will proceed with establishing Bylaws and conducting elections according to Section 8 of the BC School Act.

Submitted respectfully and sincerely,  
 On behalf of the Parents of C'usqunela Elementary School,

Name

Signature

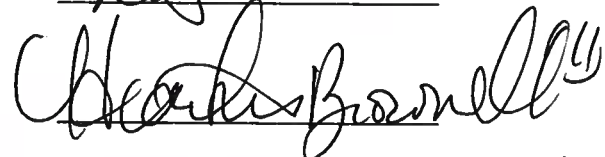
SALLY ROBERTS



Debbie Seibert



Heather Brownell



Carrie ~~and~~ Groenewald



Signed at: Kanaka Creek Elementary

Date: May 1, 2019

To: **Board of Education**

From: Superintendent  
Sylvia Russell

Re: **SCHOOL FEES SCHEDULE AND SPECIALTY  
ACADEMY FEES SCHEDULE 2019/20**

Date: May 15, 2019  
(Public Board Meeting)

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**Decision**

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**BACKGROUND/RATIONALE:**

**SCHOOL ACT: SECTION 82 - FEES AND DEPOSITS**

The school act states that:

- (1) A board must provide free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the board,
  - (a) instruction in an educational program sufficient to meet the general requirements for graduation,
  - (b) instruction in an educational program after the student has met the general requirements for graduation, and
  - (c) educational resource materials necessary to participate in the educational program.
- (2) For the purposes of subsection (1), a student is resident in British Columbia if the student and the student's guardian are ordinarily resident in British Columbia.
- (2.1) Subject to subsection (2.2), if a board permits a student who is older than school age and is ordinarily resident in British Columbia to enroll in an educational program leading to graduation, the board must provide free of charge to that student
  - (a) instruction in an educational program sufficient to meet the general requirements for graduation, and
  - (b) educational resource materials necessary to participate in the educational program.
- (2.2) Subsection (2.1) does not apply to a student who has
  - (a) already met the general requirements for graduation, or
  - (b) completed the requirements for graduation from a secondary school or high school in another jurisdiction.
- (3) Subject to subsections (1) and (2.1), section 82.4 and the orders of the minister, a board may charge fees for goods and services provided by the board.
- (4) A board may require a deposit for educational resource materials provided to students and to children registered under section 13.
- (5) If a board requires a deposit under subsection (4), it must refund all or part of the deposit to the student or child on return of the educational resource materials.



- (6) A board must publish a schedule of the fees to be charged and deposits required and must make the schedule available to students and to children registered under section 13 and to the parents of those students and children before the beginning of the school year.
- (7) Except as provided in an agreement under section 75 (4.1), a board is not responsible to pay for any educational activity undertaken by a student that is not provided by the board.

### **Secondary School Fee Schedule 2019/20:**

The proposed Secondary School Fees Schedule 2019/20 is shown below:

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

### **School Supplies – Elementary Students**

Elementary schools use a variety of methods for acquiring school supplies. The cost of elementary school supplies must not exceed \$55 per student per school year including the cost of a planner, if required.

Elementary school principals will post the school supply lists on the school website prior to June 30<sup>th</sup> of each year.

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

The school act states that:

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

- (6) Before establishing a schedule of fees under subsection (5), a board must
- (a) consult with the parents' advisory council for the school where the specialty academy is offered, and
  - (b) obtain the approval of that parents' advisory council for the schedule of fees.

The specialty academies in School District No. 42 which charge fees are:

<b>Academy:</b>	<b>Equestrian</b>
<b>School:</b>	<b>Thomas Haney Secondary</b>
<b>Administrator:</b>	<b>Grant Frend</b>
<b>Enrolment:</b>	16
<b>Expenses:</b>	
Dues and Fees	2,560
Learning Resources	960
Supplies	0
Transportation	1,280
Net program cost	<u>4,800</u>
Fee to break even	300
<b>Anticipated 2019/20 fee requiring approval:</b>	<u><u>300</u></u>

<b>Academy:</b>	<b>Hockey</b>
<b>School:</b>	<b>Pitt Meadows Secondary</b>
<b>Administrator:</b>	<b>Cheryl Schwarz</b>
<b>Enrolment:</b>	30
<b>Expenses:</b>	
Advertising	1,750
Clothing	4,200
Ice Rental	10,995
Insurance	1,200
Speakers & Training Services	3,600
Special Events	3,400
Staff and Coaching	18,300
Teaching Time	<u>14,157</u>
Net program cost	57,602
Fee to break even	<u>1,920</u>
<b>Anticipated 2019/20 fee requiring approval:</b>	<u><u>1,920</u></u>

<b>Academy:</b>	<b>Interdisciplinary Arts</b>
<b>School:</b>	<b>Garibaldi Secondary</b>
<b>Administrator:</b>	<b>Ian Liversidge</b>
<b>Enrolment:</b>	35
<b>Expenses:</b>	
Choreography	1,000
Sound Engineer	1,000
Technology - Set Design	1,200
Net program cost	<u>3,200</u>
Fee to break even	91
<b>Anticipated 2019/20 fee requiring approval:</b>	<u><u>91</u></u>

<b>Academy:</b>	<b>Softball</b>
<b>School:</b>	<b>Garibaldi Secondary</b>
<b>Administrator:</b>	<b>Ian Liversidge</b>
<b>Enrolment:</b>	25
<b>Expenses:</b>	
Advertising	0
Clothing	4,000
Instructors	37,500
Transportation	5,000
Supplies	500
Net program cost	<u>47,000</u>
Fee to break even	<u>1,880</u>
<b>Anticipated 2019/20 fee requiring approval:</b>	<u><u>1,880</u></u>

<b>Academy:</b>	<b>Golf</b>
<b>School:</b>	<b>Maple Ridge Secondary</b>
<b>Administrator:</b>	<b>Trevor Connor</b>
<b>Enrolment:</b>	<b>8</b>
<b>Expenses:</b>	
Zone Academy/Pitt Meadows Golf Club	4,000
Club Membership	2,500
Tournament Fee	4,000
Equipment and Supplies	4,000
Coaches/Trainers	1,500
Advertising	250
Net program cost	<u>16,250</u>
Fee to break even	<u>2,031</u>
<b>Anticipated 2019/20 fee requiring approval:</b>	<b><u><u>2,031</u></u></b>

<b>Academy:</b>	<b>Digital Arts</b>
<b>School:</b>	<b>Maple Ridge Secondary</b>
<b>Administrator:</b>	<b>Trevor Connor</b>
<b>Enrolment:</b>	<b>15</b>
<b>Expenses:</b>	
Supplies	1,500
Net program cost	<u>1,500</u>
Fee to break even	100
<b>Anticipated 2019/20 fee requiring approval:</b>	<b><u><u>100</u></u></b>

<b>Academy:</b>	<b>Hockey</b>
<b>School:</b>	<b>Samuel Robertson</b>
	<b>Technical Secondary</b>
<b>Administrator:</b>	<b>Dennis Dickson</b>
<b>Enrolment:</b>	30
<b>Expenses:</b>	
Advertising	1,750
Clothing	4,200
Ice Rental	10,995
Insurance	1,200
Speakers & Training Services	3,600
Special Events	3,400
Staff and Coaching	18,300
Teaching Time	14,157
Net program cost	<hr/> 57,602
Fee to break even	1,920
<b>Anticipated 2019/20 fee requiring approval:</b>	<hr/> <b>1,920</b> <hr/>

<b>Academy:</b>	<b>Soccer</b>
<b>School:</b>	<b>Westview Secondary</b>
<b>Administrator:</b>	<b>Darren Rowell</b>
<b>Enrolment:</b>	28
<b>Expenses:</b>	
Clothing	6,500
Speakers & Training Services	200
Staff and Coaching	10,000
Supplies	200
	<hr/>
Net program cost	16,900
Fee to break even	604
	<hr/>
<b>Anticipated 2019/20 fee requiring approval:</b>	<b><u>604</u></b>

<b>Academy:</b>	<b>Basketball</b>
<b>School:</b>	<b>Westview Secondary</b>
<b>Administrator:</b>	<b>Darren Rowell</b>
<b>Enrolment:</b>	35
<b>Expenses:</b>	
Advertising	1,000
Certification	1,500
Clothing	5,000
Instructors	1,500
Supplies	2,500
Transportation	2,500
	<hr/>
Net program cost	14,000
Fee to break even	400
	<hr/>
<b>Anticipated 2019/20 fee requiring approval:</b>	<b><u>400</u></b>

<b>Academy:</b>	<b>Hair Design</b>
<b>School:</b>	<b>Samuel Robertson</b>
<b>Administrator:</b>	<b>Steve Weibe</b>
<b>MOE Enrolment:</b>	13
<b>ITA Enrolment:</b>	13
<b>Revenue:</b>	
Ministry of Education FTE Allocation	96,499
Ace-It Funding	23,400
	<hr/> 119,899
<b>Expenses:</b>	
Admin charge to district	42,350
Program overhead costs	1,020
Learning Resources	28,860
Post-Secondary Tuition	93,275
Transportation	2,040
	<hr/> 167,545
Net program cost	47,646
Fee to break even	3,665
<b>Anticipated 2019/20 fee requiring approval:</b>	<hr/> <b>3,665</b> <hr/>

<b>Other Fees</b>	
<b>Course</b>	<b>Fee Requiring Approval</b>
Adobe Certified Associate	15
Microsoft Technology Associate	15
Autodesk Certified User	15
Microsoft Office Specialist	15
Intuit Quickbooks Certified User	25
Entrepreneurship and Small Business	25
ToonBoom Certified Associate	15
Automotive	75
Carpentry	825
Culinary	850
Electric	75
Framing	825
Masonry	375
Plumbing	875
Metal Fab	825

The estimated enrolment included in the above tables are conservative projections and it is anticipated that actual enrolment will be sufficient for the Academies to break even.

**RECOMMENDATION:**

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

**Secondary School Fees Schedule 2019/20**

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



### **Academy Fees Schedule 2019/20**

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

### **Other Fees Schedule 2019/20**

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



**ITEM 6**

To: **Board of Education**

From: Secretary Treasurer  
Flavia Coughlan

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

Date: May 15, 2019  
(Public Board Meeting)

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**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 and on April 17, 2019 the Board approved the 2019/20 Capital Bylaw in order to access funding for the projects listed in the Capital Plan.

On May 2, 2019, the Ministry of Education issued an amendment to the Ministry Response to the Annual Five Year Capital Plan Submission for 2019/20 to include a new project for Seismic Project Identification Report (SPIR). (Attachment A)

An amended 2019/20 Capital Bylaw is now required. (Attachment B)

**RECOMMENDATION:**

- (1) THAT the Capital Bylaw No. 2019/20-CP-SD42-02 – 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) Amended Capital Bylaw No. 2019/20-CP-SD42-02 be:  
Read a first time on the 15th day of May, 2019;  
Read a second time on the 15th day of May, 2019;  
Read a third time, passed and adopted on the 15th day of May, 2019.**

Attachments



May 2, 2019

Ref: 209467

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

**Capital Plan Bylaw No. 2019/20-CP-SD42-02**

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

This is an amendment to the letter sent on March 1<sup>st</sup>, 2019 (Ref: 208254) in response to your School District's 2019/20 Annual Five-Year Capital Plan submission for 2019-20 that was sent to the Ministry prior to June 30, 2018 and provides direction as to the next steps for advancing your 2019/20 capital projects.

**This amendment adds a new project for Seismic Project Identification Report (SPIR) development. The Ministry requires a SPIR be completed for the school (Project No. 127932) prior to a funding decision on the school addition (Project No. 127789).**

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.

**Ministry of  
Education**

Capital Management Branch

Resource Management  
Division

Mailing Address:

PO Box 9151 Stn Prov Govt  
Victoria BC V8W 9H1

Location:

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

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.

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

#### **New Projects**

Project #	Project Name	Project Type	Next Steps
127932	Eric Langton Elementary	Seismic	Submit SPIRs to Planning Officer by Sept. 13, 2019
127789	Eric Langton Elementary	Addition	Submit draft PDR to Planning Officer by Sept. 13, 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](mailto:Damien.Crowell@gov.bc.ca) as soon as possible. At this time the Ministry will issue Certificates of Approvals as defined in the APFA.

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

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

Sincerely,



Joel Palmer, Executive Director  
Capital Management Branch

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

**AMENDED CAPITAL BYLAW NO. 2019/20-CP-SD42-02  
CAPITAL PLAN 2019/20**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2019/20 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated May 2, 2019, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 42 (Maple Ridge-Pitt Meadows) Capital Bylaw No.2019/20-CP-SD42-02.
- 3. School District No. 42 (Maple Ridge-Pitt Meadows) Capital Bylaw No. 2019/20-CP-SD42-01 is hereby rescinded.

READ A FIRST TIME THE 15<sup>th</sup> DAY OF May, 2019;  
READ A SECOND TIME THE 15<sup>th</sup> DAY OF May, 2019;  
READ A THIRD TIME, PASSED THE 15<sup>th</sup> DAY OF May, 2019.

To: **Board of Education**

From: Finance Committee of the Whole

Re: **THIRD QUARTER FINANCIAL STATEMENTS**

Date: May 15, 2019  
(Public Board Meeting)

**Decision**

**BACKGROUND/RATIONALE:**

This report is intended to present in financial statement format the projected results of the operating, special purpose and capital fund at June 30, 2019. The format of this quarterly report reflects the annual financial statement presentation as defined by the Ministry of Education.

The following is a descriptive analysis of the projected changes to the revenue and expenditure estimates used in the 2018/19 amended annual budget (adopted February 27, 2019) to the end of the fiscal year.

**REVENUE – \$0.89 million**

**Ministry of Education - Operating Grant - \$0.54 million**

In April 2019 the Ministry of Education recalculated the 2018/19 annual operating grant based on actual February 2019 enrolment for Continuing Education, Distributed Learning, and students with special needs funding Level 1, 2 and 3. The overall increase in enrolment generates an additional \$0.54 million for the year. The estimated increase is detailed in the following table:

Student Enrolment Type	2018/19 Estimated February Operating Grant		2018/19 Interim February Operating Grant		Variance	
	Enrolment	Funding	Enrolment	Funding	Enrolment	Funding
School-Age FTE - Continuing Education	5.000	\$ 37,115	3.375	\$ 25,053	(1.625)	\$ (12,062)
Adult FTE - Continuing Education	35.000	\$ 164,360	30.500	\$ 143,228	(4.500)	\$ (21,132)
Distributed Learning - K-Gr 9 School Age	0.000	\$ -	0.000	\$ -	0.000	\$ -
Distributed Learning - Gr 10-12 School Age	20.000	\$ 122,000	28.500	\$ 173,850	8.500	\$ 51,850
Distributed Learning - Adult FTE	2.000	\$ 9,392	6.438	\$ 30,231	4.438	\$ 20,839
	62.000	\$ 332,867	68.813	\$ 372,362	6.813	\$ 39,495
Level 1 Special Needs Enrolment Growth	0.000	\$ -	0.000	\$ -	0.000	\$ -
Level 2 Special Needs Enrolment Growth	5.000	\$ 48,500	39.000	\$ 378,300	34.000	\$ 329,800
Level 3 Special Needs Enrolment Growth	5.000	\$ 24,500	39.000	\$ 191,100	34.000	\$ 166,600
	10.000	\$ 73,000	78.000	\$ 569,400	68.000	\$ 496,400
<b>TOTAL Additional February FTE and Funding</b>					<b>74.813</b>	<b>535,895</b>

**Ministry of Education – Employer Health Tax Grant - \$0.35 million**

On March 15, 2019 the Ministry of Education announced a new Employer Health Tax Grant. The total provincial grant to districts is \$13.55 million with \$0.36 million provided to School District No. 42. This grant partially offsets the cost of the Employer Health Tax which took effect January 1, 2019.

**EXPENDITURES – \$0.76 million**

**Salaries & Benefits - \$0.92 million**

Teacher salaries are projected to be \$0.29 million lower than budget due to less than anticipated paid leaves such as medical, long service and maternity top up (\$0.16 million) and unpaid discretionary days expensed as substitute salaries (\$0.13).

Principal and Vice Principal salaries are projected to be \$0.10 million lower than budget due to the timing of assignments (\$0.04 million), a principal leave covered by existing staff (\$0.03 million) and one-time rate savings due to employees not yet at top of scale (\$0.03 million).

Education Assistant salaries are projected to be \$0.41 million higher than budget due to additional staffing required to support the increased enrolment of students with special needs as reported in the February 2019 enrolment count.

Substitute salaries are projected to be \$0.19 million higher than budget due to TTOCs filling teacher vacancies (\$0.03 million) and additional TTOC days required (\$0.19 million) partially offset by lower than budgeted CUPE substitutes costs (\$0.02 million).

Employee benefits are estimated to be \$1.13 million lower principally due to a three month benefit premium holiday for unionized staff (\$0.72 million). Other variances from budget are due to the above detailed salary savings in teachers as well as principals and vice principals (\$0.06 million), lower than anticipated benefit rates for substitute employees (\$0.05 million TTOC and \$0.05 million CUPE casual), lower than anticipated participation in benefit plans (\$0.05 million) and one-time savings in teachers' pension plan costs due to the re-employment of retired teachers already collecting pension (approximately 14 FTE teachers for \$0.06 million and 70 TTOCs for \$0.14 million).

**Services, Supplies & Utilities - \$0.78 million**

Services budget are projected to be \$0.26 million lower than budget principally due to one-time cost reduction for the Next Generation Network (\$0.12 million) and the purchase of capital assets funded from supply budgets (\$0.10 million).

Student transportation costs are projected to be \$0.07 million lower than budget lower than anticipated need for transportation services for students with special needs.

Professional development and travel costs are projected to be \$0.19 million lower than budget, \$0.17 million of which relates to contractual obligations that will have to be appropriated at year end.

Insurance is projected to be \$0.07 higher than budgeted due to higher than anticipated international student medical insurance costs offset by savings in international program supply budgets.

Supplies budgets are projected to be underspent by \$0.50 million principally due to \$0.36 million operating contingency reserve not used and \$0.07 million used to purchase capital assets.



Utilities are estimated to be overspent by \$0.18 million due to higher than budgeted electricity (\$0.09 million) due to increased consumption, natural gas (\$0.07 million) due to increased prices and garbage (\$0.02 million) due to increased volume.

### **Interfund Transfers – (\$0.94) million**

Interfund transfers for the purchase of capital assets are projected to be higher than budgeted due to the use of services and supplies (\$0.17 million) budgets to fund the acquisition of capital assets and the use of available operating budgets to fund emergent capital expenditures (\$0.28 million). The Maple Ridge – Pitt Meadows school district is also projecting a net operating surplus \$0.49 million for 2018/19 which will be transferred to the contingency reserve for local capital. This will bring the balance of the contingency reserve to \$3.96 million (\$0.36 million operating and \$3.60 million local capital) or 2.60% of operating expenditures.

### **Estimated Appropriated Operating Surplus**

School District No 42 has historically ended the fiscal year with an appropriated surplus. For these projections it is assumed that all school and project budgets will be spent, however any unspent balances at June 30 will be carried forward based on Board policy for school rollovers, Ministry of Education policies for targeted funding and contractual requirements. It is estimated that the appropriated surplus will be approximately \$1.65 million, \$1.12 million of which the Board has used to fund one-time spending in 2019/20 and \$0.36 million is contingency reserve for operating.

### **SPECIAL PURPOSE FUNDS**

Special Purpose Funds include funds received from the Ministry of Education or other sources that have been designated for specific purposes. Major Special Purpose Funds include the Classroom Enhancement Fund, School Generated Funds, Annual Facilities Grant, Youth Education Support Fund and Community Link.

The amended budget reflects the Classroom Enhancement Fund (CEF) allocation received from the Ministry of Education based on fall 2018 submissions from school districts. School District No. 42 received an allocation of \$12.03 million to fund 101.1 FTE teachers (\$9.85 million), overhead costs (\$0.82 million) and potential remedy costs (\$1.36 million). The school district is required to record and report the actual cost of CEF teachers and the amount allocated may be reduced to reflect the actual cost of CEF teachers for 2018/19.

During the first three quarters of 2018/19, \$12.76 million in special purpose contributions was received and \$11.84 million was spent. As at March 31, 2019, \$3.72 million remains available for future expenditures. It is projected that at June 30, 2019 a total of \$19.35 million in expenses and \$0.72 million in capital asset purchases will be reported as per the 2018/19 amended annual budget bylaw.

### **Capital Revenue and Expense**

Local capital is reporting revenue at March 31, 2019 of \$0.07 million from BC Hydro incentives with a projected total at June 30, 2019 of \$0.10 million. Amortization of deferred capital revenue is \$4.04 million at March 31, 2019 with a projected total of \$5.89 by year end. It is also projected that, based on fund balances at March 31, 2019, \$0.15 million of investment income will be allocated to local capital.

Amortization of tangible capital assets at March 31, 2019 is \$6.90 million and is projected to be \$9.94 million at June 30, 2019.

Tangible capital assets are projected to be purchased from operating (\$2.67 million) and special purpose funds (\$0.72 million).

The acquisition of tangible capital assets from local capital of \$2.93 million represents estimated spending for board approved uses of local capital. The major projects expected to be undertaken in 2018/19 are the furnishing of the new school, the design of the MRSS Annex and new classrooms setup.

The acquisition of tangible capital assets from deferred capital revenue of \$36.80 million represents estimated spending for provincially funded capital projects. The major projects in this category are detailed in the following table:

<b>CAPITAL PROJECTS IN PROGRESS (\$ millions)</b>	
Albion Building Envelope Remediation	\$ 1.09
ċəsqənelə Elementary	27.40
Fairview Building Envelope Remediation	0.01
Fairview Seismic Upgrade	1.82
Glenwood Elementary Playground	0.11
Kanaka Creek Elementary School Enhancement	0.05
MCFD Childcare Capital	0.84
Minor Capital Funded from Annual Facilities Grant 2016-17	0.03
Minor Capital Funded from Annual Facilities Grant 2017-18	0.58
Minor Capital Funded from Annual Facilities Grant 2018-19	2.01
MRSS and PMSS Lighting Upgrades	1.01
New Educational Space - Arthur Peake	0.43
Westview Secondary - Roof Top Units	0.45
Westview Seismic Upgrade	0.97
<b>Total from Deferred Capital Revenue</b>	<b>\$ 36.80</b>

In 2018/19 a parcel of land was sold to the City of Maple Ridge for the development of a community centre adjacent to our new school in the Albion area. The proceeds from this sale total \$1,228,656 and have been reported in this report as a \$519,844 increase to local capital (Schedule 4), a decrease in invested in capital assets of \$ 1,228,656 shown as loss on disposal of tangible capital assets \$(708,812) (funds held as Ministry of Education restricted capital - can only be accessed with approval from the Minister) and district portion of proceeds on disposal \$519,844 (funds held in contingency reserve for local capital - can be spent with Board approval). Approval was received from the Ministry of Education to allocate the \$708,812 held as Ministry of Education restricted capital to the ċəsqənelə project.

#### **LOCAL CAPITAL AND CONTINGENCY RESERVE FOR LOCAL CAPITAL**

The Board's Contingency Reserve is comprised of previous years' available operating surpluses, which are transferred to the Local Capital Reserve and proceeds from the sale of land. The table below details the Board approved uses of contingency reserve, actual spending to date and projected spending for 2018/19 and 2019/20.

The operating budget estimates for the current and future years do not contain any contingency for unforeseen or unbudgeted costs that may arise, or for costs budgeted on estimates whose final values are impacted by external events or prices. The board's only emergency fund is the contingency reserve fund, which has a current balance available of \$3.47 million (\$0.36 million operating and \$3.11 million local capital).

<b>Local Capital</b> (\$ millions)				
	<b>Approved Spending to Date</b>	<b>Spending to March 31, 2019</b>	<b>2018/19 Projected Spending</b>	<b>2019/20 Projected Spending</b>
<b>Board Approved Uses of Local Capital</b>				
Staff computers refresh	0.01		0.01	
Emergency preparedness	0.09		0.09	
Energy management plan	1.41	0.07	0.07	1.34
Ćəsqənelə Elementary	1.16		1.16	
Facilities succession planning	0.03			0.03
New classrooms setup	1.47	0.45	0.55	0.92
MRSS Annex reconfiguration	0.47	0.06	0.06	0.41
Parent portal upgrades	0.07			0.07
	4.71	0.58	1.94	2.77
Contingency reserve for local capital	3.11			
<b>Total local capital fund</b>	<b>\$ 7.82</b>			

## **Risks to Projections**

### **Revenue**

The provincial operating grant included in these estimates may not be the same as the operating grant distributed by the Ministry of Education for 2018/19. The main factors that create variances of provincial funding are actual funded enrolment as at May 2019, and other provincial funding announcements made during the remainder of 2018/19.

### **Expense**

The salaries and benefits estimates are based on estimated average salaries for teachers, specific salaries for other employee groups, and known benefit rate changes. Variances in average teacher salaries will impact these estimates. Also, actual substitute costs may vary significantly from the costs estimated based on historical trends.

The existing school district budget allocations are not sufficient to support the procurement, maintenance or timely replacement of school district assets. This means that IT hardware is not refreshed on a regular basis, the deferred maintenance for School District No. 42 facilities continues to grow and the facility condition index for school district facilities continues to deteriorate. Any major equipment failures during 2018/19 must be funded from the contingency reserve.

These estimates assume that all costs related to the implementation of the restored MRTA collective agreement language will be fully funded by the Ministry through the Classroom Enhancement Fund.

### **Capital Projects**

Due to their magnitude, capital projects have the potential to significantly impact the financial position of the district. There is no process to assess the risk of the entire capital program; individual project risk assessments must be done on a continuous basis.

Project agreements with the Ministry of Education such as the Ćəsqənelə elementary school project contain contingencies to mitigate financial risk. Smaller projects consider contingency requirements when building the overall project budget and are managed internally. Finally, the contingency reserve for local capital of \$3.11 million is available to mitigate risk for capital projects.

## **RECOMMENDATION:**

**THAT the Board approve the Third Quarter Financial Statements.**

*Attachment*

**School District No. 42 (Maple Ridge-Pitt Meadows)**  
**Estimated Operating Financial Results As At March 31, 2019**

	2018/2019 Amended Budget	Actual to Mar 31, 2019	Projected April to June, 2019	2018/19 Projected	Variance from Amended Budget
<b>Operating Revenue by Source</b>					
Grants					
Operating Provincial Grants - Ministry of Education	133,296,767	93,908,067	40,281,059	134,189,126	892,359
Local Education Agreement Recovery	(431,146)	(303,742)	(127,404)	(431,146)	-
Operating Other Ministry of Education Grants	2,648,592	843,929	1,804,663	2,648,592	-
Provincial Grants - Other	334,169	262,597	71,572	334,169	-
Federal Grants	260,760	204,009	56,751	260,760	-
<b>Total Grants</b>	<b>136,109,142</b>	<b>94,914,860</b>	<b>42,086,641</b>	<b>137,001,501</b>	<b>892,359</b>
Tuition	9,314,850	7,336,796	1,978,054	9,314,850	-
Other Revenue	467,469	330,875	136,594	467,469	-
Local Education Agreement - Direct Funding from First Nations	431,146	369,254	61,892	431,146	-
Rentals & Leases	474,080	399,115	74,965	474,080	-
Investment Income	619,200	895,690	(276,490)	619,200	-
<b>Total Other Revenue</b>	<b>11,306,745</b>	<b>9,331,728</b>	<b>1,975,017</b>	<b>11,306,745</b>	<b>-</b>
<b>Total Operating Revenue</b>	<b>147,415,887</b>	<b>104,246,588</b>	<b>44,061,658</b>	<b>148,308,246</b>	<b>892,359</b>
<b>Operating Expense by Type</b>					
Salaries					
Teachers	65,780,684	45,819,386	19,673,635	65,493,021	287,663
Principals and Vice Principals	7,150,747	5,188,998	1,860,211	7,049,209	101,538
Education Assistants	13,196,669	9,045,913	4,558,154	13,604,067	(407,398)
Support Staff	11,438,786	8,183,189	3,255,597	11,438,786	-
Other Professionals	4,394,486	3,532,904	861,582	4,394,486	-
Substitutes	4,750,868	3,527,487	1,419,800	4,947,287	(196,419)
<b>Total Salaries</b>	<b>106,712,240</b>	<b>75,297,877</b>	<b>31,628,979</b>	<b>106,926,856</b>	<b>(214,616)</b>
Employee Benefits	25,797,244	16,887,187	7,778,744	24,665,932	1,131,312
<b>Total Salaries and Benefits</b>	<b>132,509,484</b>	<b>92,185,064</b>	<b>39,407,723</b>	<b>131,592,788</b>	<b>916,696</b>
Services and Supplies					
Services	5,984,032	4,307,043	1,421,752	5,728,795	255,237
Student Transportation	737,445	366,661	302,257	668,918	68,527
Professional Development	1,308,956	713,299	406,565	1,119,864	189,092
Rentals and Leases	15,390	535	1,465	2,000	13,390
Dues and Fees	143,063	135,974	7,089	143,063	-
Insurance	599,930	642,267	30,883	673,150	(73,220)
Supplies	4,924,003	1,962,123	2,458,561	4,420,684	503,319
Utilities	2,365,225	1,627,683	912,694	2,540,377	(175,152)
<b>Total Services and Supplies</b>	<b>16,078,044</b>	<b>9,755,585</b>	<b>5,541,266</b>	<b>15,296,851</b>	<b>781,193</b>
<b>Total Operating Expenses</b>	<b>148,587,528</b>	<b>101,940,649</b>	<b>44,948,990</b>	<b>146,889,638</b>	<b>1,697,890</b>
Interfund & Local Capital					
Interfund-Lease Payments					
Capital Assets Purchased	2,503,222	1,417,913	1,531,645	2,949,558	(446,336)
Transfer to Local Capital	679,232	679,232	493,368	1,172,600	(493,368)
<b>Total Interfund and Local Capital</b>	<b>3,182,454</b>	<b>2,097,145</b>	<b>2,025,013</b>	<b>4,122,158</b>	<b>(939,704)</b>
<b>Total Expenses</b>	<b>151,769,982</b>	<b>104,037,794</b>	<b>46,974,003</b>	<b>151,011,796</b>	<b>758,186</b>
Accumulated Surplus, beginning of year	4,354,095	4,354,095		4,354,095	-
<b>Subtotal before year-end appropriations</b>	<b>-</b>	<b>4,562,890</b>	<b>(2,912,345)</b>	<b>1,650,545</b>	<b>1,650,545</b>
<b>Board Approved Appropriations</b>					
Contingency Reserve for Operating				360,000	(360,000)
Use of Surplus to fund 2019/20 Operating Budget				1,116,545	(1,116,545)
Schools, Pro-d and Projects in Progress				174,000	(174,000)
<b>Projected Operating Surplus/(Deficit)</b>	<b>-</b>	<b>4,562,890</b>	<b>(2,912,345)</b>	<b>-</b>	<b>-</b>

**School District No. 42 (Maple Ridge-Pitt Meadows)**  
**Special Purpose Funds**  
**As At March 31, 2019**

	ANNUAL FACILITIES GRANT	LEARNING IMPROVEMENT FUND	SCHOLARSHIPS AND BURSARIES	SERVICE DELIVERY TRANSFORMATION	SCHOOL GENERATED FUNDS	STRONG START	READY, SET, LEARN	OLEP	COMMUNITY LINK	CLASSROOM ENHANCEMENT FUND-OVERHEAD	CLASSROOM ENHANCEMENT FUND-STAFFING	YOUTH EDUCATION SUPPORT FUND	TOTAL
<b>Deferred Revenue, beginning of year</b>	397,197	27,503	136,670	43,037	1,183,526	22,412	31,662	-	-	-	814,728	141,712	2,798,447
<b>Add:</b> Restricted Grants													
Provincial Grants - Ministry of Education	517,500	361,936				179,200	34,300	115,863	383,985	573,413	7,279,219		9,445,416
Provincial Grants - MOE Recoveries													-
Other			59,539		3,112,936							142,780	3,315,256
Investment Income													-
	517,500	361,936	59,539	-	3,112,936	179,200	34,300	115,863	383,985	573,413	7,279,219	142,780	12,760,672
<b>Less:</b> Allocated to Revenue	603,337	371,125	-	-	2,521,340	189,781	35,509	126,593	332,235	502,813	6,926,310	231,052	11,840,095
<b>Deferred Revenue, end of year</b>	<b>311,360</b>	<b>18,314</b>	<b>196,209</b>	<b>43,037</b>	<b>1,775,122</b>	<b>11,831</b>	<b>30,453</b>	<b>(10,730)</b>	<b>51,750</b>	<b>70,600</b>	<b>1,167,637</b>	<b>53,440</b>	<b>3,719,024</b>
<b>Revenues</b>													
Provincial Grants - Ministry of Education	603,337	371,125				189,781	35,509	126,593	332,235	502,813	6,926,310		9,087,703
Other					2,521,340							231,052	2,752,392
Investment Income													-
	603,337	371,125	-	-	2,521,340	189,781	35,509	126,593	332,235	502,813	6,926,310	231,052	11,840,095
<b>Expenses</b>													
Salaries													
Teachers							11,228	56,306	22,223	765	5,630,931		5,721,453
Principals and Vice Principals									18,435	138,475			156,910
Educational Assistants		392			30,760	126,024	2,067		198,024				357,267
Support Staff	66,015	297,143			19,467	3,924				100,247			486,796
Other Professionals										47,794			47,794
Substitutes					13,124	3,934		3,957	4,551	98,254	15,478	392	139,690
	66,015	297,535	-	-	63,351	133,882	13,295	60,263	243,233	385,535	5,646,409	392	6,909,910
Employee Benefits	11,831	73,590			8,331	45,439	2,464	14,772	64,155	82,450	1,279,901	12	1,582,945
Services and Supplies	88,987		-		2,438,769	10,460	19,750	46,502	24,847	22,055		86,597	2,737,967
	166,833	371,125	-	-	2,510,451	189,781	35,509	121,537	332,235	490,040	6,926,310	87,001	11,230,822
<b>Net Revenue (Expense) before Interfund Transfers</b>	<b>436,504</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10,889</b>	<b>-</b>	<b>-</b>	<b>5,056</b>	<b>-</b>	<b>12,773</b>	<b>-</b>	<b>144,051</b>	<b>609,273</b>
<b>Interfund Transfers</b>													
Tangible Capital Assets Purchased	(436,504)				(10,889)			(5,056)	-	(12,773)		(144,051)	(609,273)
<b>Net Revenue (Expense)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**School District No. 42 (Maple Ridge-Pitt Meadows)**  
**Schedule of Capital Operations**  
**As At March 31, 2019**

	2018/19 Amended Budget	2018/19 Actual Invested in Tangible Capital Assets	Local Capital	Fund Balance
<b>Revenues</b>				
Provincial Grants				
Municipal grants spent on sites				
Other Revenue	97,432		69,135	69,135
Investment Income	146,449			-
Gain (Loss) on Disposal of Tangible Capital Assets	(708,812)	(708,812)		(708,812)
Amortization of Deferred Capital Revenue	5,889,868	4,043,501		4,043,501
<b>Total Revenue</b>	<b>5,424,937</b>	<b>3,334,689</b>	<b>69,135</b>	<b>3,403,824</b>
<b>Expenses</b>				
Operations and Maintenance				
Amortization of Tangible Capital Assets				
Operations and Maintenance	9,935,740	6,890,601		6,890,601
<b>Total Expense</b>	<b>9,935,740</b>	<b>6,890,601</b>		<b>6,890,601</b>
<b>Capital Surplus (Deficit) for the year</b>	<b>(4,510,803)</b>	<b>(3,555,912)</b>	<b>69,135</b>	<b>(3,486,777)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets purchased	3,220,956	2,234,402		2,234,402
Local Capital	679,232			-
<b>Total Net Transfers</b>	<b>3,900,188</b>	<b>2,234,402</b>		<b>2,234,402</b>
<b>Other Adjustments to Fund Balances</b>				
District Portion of Proceeds on Disposal	-	(519,844)	519,844	-
Tangible Capital Assets purchased from Local Capital		22,197	(22,197)	-
Tangible Capital Assets WIP purchased from Local Capital		567,003	(567,003)	-
Principal Payment				-
Capital Lease				-
<b>Total Other Adjustments to Fund Balances</b>	<b>-</b>	<b>69,356</b>	<b>(69,356)</b>	<b>-</b>
<b>Total Capital Surplus (Deficit) for the year</b>	<b>(610,615)</b>	<b>(1,252,154)</b>	<b>(221)</b>	<b>(1,252,375)</b>
<b>Capital Surplus (Deficit), beginning of year</b>	<b>75,885,244</b>	<b>69,999,341</b>	<b>5,885,903</b>	<b>75,885,244</b>
<b>Capital Surplus (Deficit), end of year</b>	<b>75,274,629</b>	<b>68,747,187</b>	<b>5,885,682</b>	<b>74,632,869</b>



**ITEM 8**

To: **Board of Education**

From: Board Policy Development Committee

Re: **POLICY UPDATES**

Date: May 15, 2019  
(Public Board Meeting)

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**Decision**

**BACKGROUND/RATIONALE:**

The Board Policy Development Committee (the "Committee") has followed the appropriate consultation requirements as outlined within Policy 2500 and is recommending that the Board approve Policy 2410: Board Correspondence (Attachment A) and Policy 2900: Trustee Professional Development and Attendance at Conferences. (Attachment B)

No feedback was received regarding the content of these policies.

The Committee has also reviewed Policy 10540: Financial or In-Kind Donations and is recommending no change to this policy. (Attachment C)

**RECOMMENDATION:**

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

**Policy 2410: Board Correspondence**

**Policy 2900: Trustee Professional Development and Attendance at Conferences**

**Policy 10540: Financial or In-Kind Donations**

Attachments

**SD 42 POLICY: 2410****BOARD CORRESPONDENCE****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.

**GUIDING PRINCIPLES**

1. 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).

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

4. 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.

5. 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.

6. 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.

## **APPROVED:**

**SD 42 POLICY: 2900**

## **TRUSTEE PROFESSIONAL DEVELOPMENT AND ATTENDANCE AT CONFERENCES**

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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.

**APPROVED:**



**SD 42 POLICY: 10540**

**FINANCIAL OR IN-KIND DONATIONS**

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The Board of Education will not contribute either financially or in-kind to such causes that are not within its mandate or authority, although such activities are worthwhile.

Further, requests from organizations not directly connected with or contributing to the function of the School District for financial or in-kind contributions will not be considered.

**APPROVED: October 10, 2012**

**REVIEWED: April 24, 2019**



**ITEM 9**

To: **Board of Education**

From: Superintendent  
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: May 15, 2019  
(Public Board Meeting)

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**Information**

**RECOMMENDATION:**

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



**ITEM 10**

To: **Board of Education**

From: Superintendent  
Sylvia Russell  
Secretary Treasurer  
Flavia Coughlan

Re: **2018 CARBON NEUTRAL REPORT**

Date: May 15, 2019  
(Public Board Meeting)

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**Information**

**BACKGROUND/RATIONALE:**

The Carbon Neutral Action Report for 2018 will be submitted to the Climate Action Secretariat.

**RECOMMENDATION:**

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

Attachment



# 2018 CARBON NEUTRAL ACTION REPORT

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO.42



# EXECUTIVE SUMMARY



This Carbon Neutral Action Report for the period January 1, 2018 to December 31, 2018 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2018 to reduce our greenhouse gas emissions, and our plans to continue reducing emissions in 2019 and beyond. By June 30, 2019, the final Carbon Neutral Action Report for Maple Ridge - Pitt Meadows School District No. 42 will be posted to the district website at [www.sd42.ca/sustainability](http://www.sd42.ca/sustainability).

On March 25, 2015, the Maple Ridge - Pitt Meadows Board of Education approved the *Energy Management Plan*. This plan includes the implementation of lighting as well as heating, ventilation and air-conditioning (HVAC) upgrade opportunities in all 34 school district facilities. The implementation of all energy conservation opportunities will result in estimated annual utilities cost savings of \$0.60 million that will be re-invested in our schools. The associated greenhouse gas emission reduction resulting from this four-year plan are 758 tonnes of CO<sub>2</sub> emissions. Through implementing these projects, establishing supporting administrative regulations and creating behaviour change initiatives through outreach and education, this plan will continue to serve as a framework for achieving ongoing improvement of energy performance in support of long-term energy and cost reduction goals.

A handwritten signature in blue ink that reads 'Sylvia Russell'.

Sylvia Russell, Superintendent of Schools  
May 15, 2019





## 2018 GREENHOUSE GAS EMISSIONS

The Maple Ridge – Pitt Meadows School District (SD42) produced a total of 3,513 tonnes of greenhouse gas emissions from all sources as reported in SMARTTool.

SCHOOL DISTRICT NO. 42 GHG EMISSIONS AND OFFSETS FOR 2018 (TCO2E)	
GHG Emissions Created in Calendar Year 2018	
TOTAL EMISSIONS	3,380
TOTAL OFFSETS	3,374
Adjustments to GHG Emissions Reported in Prior Years	
TOTAL EMISSIONS	139
TOTAL OFFSETS	139
Grand Total Offsets for the 2018 Reporting Year	
TOTAL OFFSETS	3,513

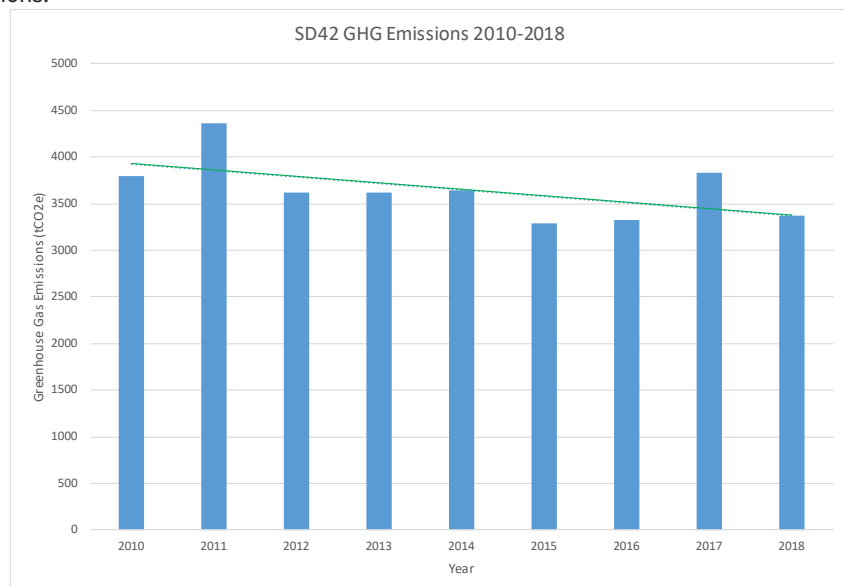
## OFFSETS APPLIED TO BECOME CARBON NEUTRAL IN 2018

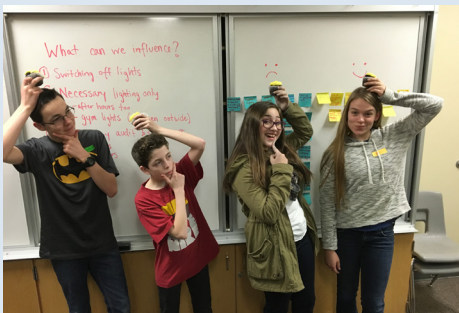
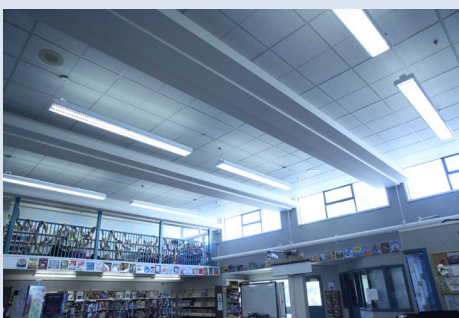
Of all the greenhouse gas emissions generated, a total of 3,513 tonnes of emissions offsets have been applied to become carbon neutral for 2018.

In accordance with the requirements of the Greenhouse Gas Reduction Targets Act and Carbon Neutral Government Regulation, SD42 (the Organization) is responsible for arranging for the retirement of the offsets obligation reported above for the 2018 calendar year, together with any adjustments reported for past calendar years. The Organization hereby agrees that, in exchange for the Ministry of Environmental and Climate Change Strategy ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days the associated invoice to be issued by the ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

## EMISSIONS TRENDS

Since 2010, the Maple Ridge - Pitt Meadows School District has seen a 12% reduction in emissions.





## 2018 RETROFITS

In 2018 heating, ventilation and cooling (HVAC) upgrades and lighting upgrades were completed at Edith McDermott Elementary, Laity View Elementary and Pitt Meadows Elementary. Additionally, lighting upgrades were completed at Albion Elementary, Alouette Elementary, Davie Jones Elementary, Eric Langton Elementary and Maple Ridge Elementary. The reduction in greenhouse gas emissions is estimated at 51 tonnes of CO<sub>2</sub>.

In addition to the above noted projects, the installation of 34 new rooftop heat pumps at Kanaka Creek Elementary School will result in an estimated 89% reduction in greenhouse gas emissions as compared to pre-project heating conditions; an annual reduction of 52.3 tonnes of CO<sub>2</sub> emissions.

## SPOTLIGHT: OFFICE PAPER USE

Maple Ridge - Pitt Meadows School District No. 42 reduces its paper consumption by approximately 10,000 packages in 2018. The main reason for this significant reduction has been the introduction of new printers that have a staff scan card reader embedded. Reduced district paper use has led to other related cost savings on ink and toner, as well as storing and shredding documents. Since 2010 SD42 has saved 65 tonnes of CO<sub>2</sub> emissions, a 36% reduction in emissions associated with paper consumption.

## SPOTLIGHT: ENERGY CHALLENGE EMPOWERS STUDENTS

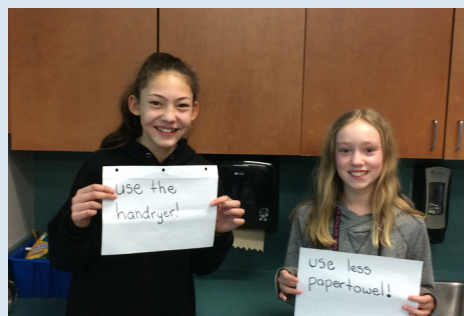
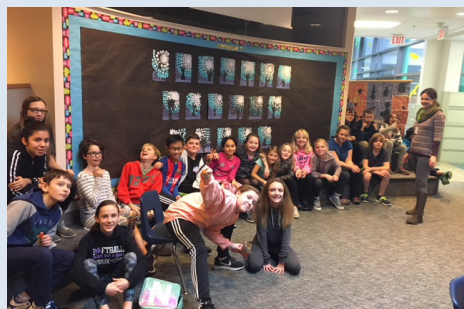
For the third year in a row, students and staff across the school district turned down the lights and turned up their energy-saving efforts while participating in the Maple Ridge - Pitt Meadows School District (SD42) Energy Challenge.

Seven elementary and secondary schools participated in the third-annual event and completed 117 different energy-saving activities - from Blanket Days to Free the Plug Fridays, and much more - during the month of February. As a result, the school district saved 11,103 kWh of electricity and 117 GJ of natural gas during the month, enough to power 3.5 residential homes for an entire year. This year's winner is Kanaka Creek Elementary, which had a student-led Green Team of more than 20 participants.

## NEW WASTE COLLECTION PROGRAM

In March 2018, the Maple Ridge - Pitt Meadows School District implemented a new program that simplifies waste collection, diverts more of our waste from the landfill, and reduces the environmental footprint of our schools. The program was developed through a consultation process that included input from teachers, custodians, other district staff, union representatives and the district's Environmental Sustainability Committee. Since the program started, the school district has diverted 255,470 kg of recycling and 56,929 kg of organics, a 55% diversion rate. The goal of the program is to reach 80% diversion rate.





## IN THE NEWS

*MAY 31, 2018*

### ENERGY CHALLENGE EMPOWERS STUDENTS

For the third year in a row, students and staff across the school district turned down the lights and turned up their energy-saving efforts while participating in the Maple Ridge – Pitt Meadows School District (SD42) Energy Challenge.

*FEBRUARY 21, 2018*

### ENERGY CHALLENGE INSPIRES STUDENTS TO THINK ABOUT SUSTAINABILITY

Ms. Holman's Grade 4 class at Albion Elementary is reducing classroom power consumption during the month of February by having lights-out lunches. Albion is one of 10 elementary and secondary schools participating in the third-annual Maple Ridge – Pitt Meadows School District (SD42) Energy Challenge.

"It means we don't have infinite energy, so we need to save power," said Albion student Callum when asked about participating in the Energy Challenge. "It means helping the environment," added classmate Jaelin.

## PLANS TO CONTINUE REDUCING GREENHOUSE GAS EMISSIONS IN 2019

- Replace and retrofit existing lighting in eight school district facilities with energy efficient fixtures.
- Reduce the number of fixtures and expand the existing dark school approach where applicable.
- Prepare school-based energy conservation initiatives to ensure students have an active role in reducing our energy consumption.
- Improve communication of the energy conservation initiative to the broader organization to raise energy awareness.
- Continue expanding the Environmental Sustainability Committee to represent leadership staff, managers and teachers.
- Continue to review and improve operational policies in an effort to reduce utility consumption.
- Proactively deliver regular energy intensity reports to departmental personnel for use in raising general awareness and examining variances from established targets.



## **2018 CARBON NEUTRAL ACTION REPORT**

22225 BROWN AVENUE  
MAPLE RIDGE, BC  
V2X 8N6

To: **Board of Education**

From: Flavia Coughlan  
Secretary Treasurer  
Alexandra Tudose  
Manager, Energy and  
Environmental Sustainability

Re: **ENERGY MANAGEMENT PLAN  
UPDATE**

Date: May 15, 2019  
(Public Board Meeting)

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**Information**

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**BACKGROUND:**

At the March 25, 2015 Public Board Meeting, the Board approved the Energy Management Plan. The Plan was created based on the high level energy assessments for all 34 school district facilities produced by Quantum Lighting Inc. and SES Consulting. The implementation of all lighting and heating, ventilation and air-conditioning (HVAC) upgrade opportunities identified in the plan was estimated to result in energy savings of 4.44 million kWh and 12,800 GJ and annual electricity cost savings of \$0.50 million. In addition to these capital projects, the Energy Management Plan also outlines behavior change projects that will help the school district achieve further energy savings and create a culture of environmental sustainability.

Four years into the Energy Management Plan, the school district has completed 38 lighting and HVAC optimization upgrades at various locations that translate into *estimated* ongoing utilities savings valued at \$0.44 million. Since the Energy Management Plan has been approved in 2015, we have also completed several mechanical upgrades under the School Enhancement Program, former Minor Capital, that are not covered under the Plan which are resulting in additional cost savings for the school district.

**PROJECT OVERVIEW:**

**2014/15 Projects**

2014/15 projects included Thomas Haney lighting, heating, ventilation and cooling and Webster's Corner Elementary lighting upgrades. The total actual implementation cost for these projects was **\$0.70 million** and actual ongoing utilities savings are **\$0.12 million**. Additional benefits include improved lighting levels and more consistent lighting. To support these projects, the school district has received **\$0.16 million** from BC Hydro in incentive funding to recognize the energy savings achieved.

In March 2015, the school district, in partnership with BC Hydro Schools Program hosted an Energy Ambassadors workshop for Thomas Haney teachers and students. Students who participated in the workshop prepared and presented recommendations for energy conservation to the Board of Education on May 13, 2015. These recommendations have been implemented in the school district.

## **2015/16 Projects**

Several behavior change projects were undertaken in 2015/16. On September 22, 2015 all school district custodial staff attended one of two training workshops on the newly approved four-year Energy Management Plan. In October 2015, the school district organized the first annual month-long Energy Challenge, initiative aimed at raising awareness about energy conservation in schools by decreasing electricity and natural gas consumption. The winning school was Harry Hooge Elementary. In the fall of 2015, Senior Team approved the creation of the Environmental Sustainability Committee that will investigate, promote, advise, recommend and assist in the implementation of measures that will improve the learning environment of students and working environment of staff through the integration of the principles of environmental sustainability into all school district functions and operations. Lastly, in January 2016, the school district, in partnership with BC Hydro Schools Program hosted a second Energy Ambassadors workshop for Samuel Robertson Technical, Maple Ridge Secondary and Thomas Haney teachers and students.

In 2015/16 lighting upgrades have been completed at Samuel Robertson Technical, Harry Hooge Elementary, Yennadon Elementary, Glenwood Elementary, District Education Office and Maple Ridge Annex. One HVAC upgrade at Samuel Robertson Technical was also completed. The total actual implementation cost for these projects was **\$1.00 million** and actual ongoing utilities savings are **\$0.08 million**. To support these projects, BC Hydro has issued an incentive agreement in the amount of **\$0.16 million** to recognize the energy savings achieved.

## **2016/17 Projects**

In 2016/17 HVAC upgrades have been completed at Highland Park Elementary, Garibaldi Secondary, Westview Secondary, Yennadon Elementary, Glenwood Elementary, Maple Ridge Secondary, District Education Office, Pitt Meadows Secondary and Eric Langton Elementary. In addition to HVAC upgrades, the school district has completed lighting upgrades at Pitt Meadows Secondary and Maple Ridge Secondary, as well as two small lighting upgrades in the gyms of Albion Elementary and Alexander Robinson Elementary due to end of life of the fixtures. The total actual implementation cost for these projects was **\$1.55 million** and the actual ongoing utilities savings are **\$0.09 million**. To support these projects, BC Hydro has issued incentive agreements in the amount of **\$0.1 million** to recognize the energy savings achieved.

Several Science teachers at Garibaldi Secondary and the district Librarian, alongside the energy manager created a pilot Sustainability Unit plan for Science 9 students. The unit plan aligns with the new curriculum core competencies and big ideas. The unit plan content explores the sustainability of systems and First Peoples' knowledge of interconnectedness and sustainability by providing students and teachers with online and paper resources on this topic as well as an in person presentation by the energy manager.

The second annual Energy Challenge was held in February and the winning school, Alexander Robinson Elementary, designed and implemented activities to reduce electricity consumption for the entire month and explored a broader narrative of how this challenge can be integrated into the school culture and community. There were 11 participating schools. To kick off the challenge, Alexander Robinson Elementary students watched a live "pedal power" demo featuring a Pedal-A-Watt bicycle built by Connex students. The students got a chance to hop on the bike and start pedaling, which created enough electricity to illuminate a light bulb.

Lastly, to foster industry school partnerships, our consultants, Quantum Lighting made a presentation to the Electrician Level I Apprenticeship students on the newest LED lighting technology and demonstrated this technology.

### **2017/18 Projects**

In 2017/18 heating, ventilation and cooling (HVAC) upgrades and lighting upgrades were completed at Edith McDermott Elementary, Laity View Elementary and Pitt Meadows Elementary. Additionally, lighting upgrades were completed at Albion Elementary, Alouette Elementary, Davie Jones Elementary, Eric Langton Elementary and Maple Ridge Elementary. The total actual implementation cost for these projects was **\$1.22 million** and the *estimated* ongoing utilities savings are **\$0.10 million**. To support these projects and to recognize the energy savings achieved, BC Hydro has issued incentive agreements in the amount of **\$0.12 million**.

The first annual Holiday Unplug campaign was held district-wide before winter break. Over 100 teachers, students and staff participated; and approximately 600 appliances and electronics were unplugged over the two weeks that schools were closed. This campaign was built specifically to target an increasing plug load at the district's schools. Plug load is added energy consumption due to items remaining plugged in to outlets, even when not in use.

The third annual Energy Challenge yielded energy savings of 11,100 kWh of electricity and 117 GJ of natural gas, enough to power 3.5 homes for one year. This February, 7 schools participated with the goal to complete the most energy-saving activities and raise awareness through social media and student outreach. In all, 117 energy activities were carried out district-wide, with creative examples such as Tupperware Tuesday, Free the Plug Friday and Waste Stream Audits. Kanaka Creek Elementary won the competition this year, with a Green Team of over 20 participants.

The Environmental Sustainability Committee (ESC) met for the first time in October of 2017. The ESC meets monthly and has set a work plan to connect environmental initiatives across the district. This year, the Committee aided in the marketing of the Holiday Unplug campaign and Energy Challenge, as well as provided valuable feedback and guidance on the new Waste Collection Program.

The new Waste Collection Program was rolled out district-wide in March and the Environmental Sustainability Committee supported this effort through the creation of a "waste workshop" that informs teachers, staff and students of the new methods for waste collection and the significance of diverting organics and recycling from our landfills.

### **2018/19 Projects**

2018/19 projects included lighting upgrades at the following schools: Garibaldi Secondary, Blue Mountain Elementary, Whonnock Elementary and Fairview Elementary. The total actual implementation cost for these projects was **\$0.8 million** and the *estimated* ongoing utilities savings are **\$0.05 million**. Additional benefits include improved lighting levels and more consistent lighting. To support these projects and to recognize the energy savings achieved, BC Hydro has issued incentive agreements in the amount of **\$0.06 million**.

Working with BC Hydro and energy modeling consultants, we have applied for the BC Hydro New Construction Incentive Program for ~~casqenele~~ Elementary. Energy efficient features for the new school include: increased roof and wall insulation, high performance windows, reduced lighting power density, lighting controls, demand controlled ventilation in the gym, condensing boilers, variable speed pump and reduced domestic hot water energy.

The second annual Holiday Shutdown campaign was held district-wide before winter break. Before staff at Glenwood Elementary left for winter break, they made sure to switch off lights, unplug appliances and turn down the heat. In total, they turned off or shut down 285 items, which earned the school energy savings over the holidays and it also made the school the winner of the Holiday Shutdown.

Elementary and secondary Student Voice leaders from across the Maple Ridge – Pitt Meadows School District attended an event hosted at Westview Secondary that included a keynote presentation by Maureen Jack-LaCroix of Be the Change Earth Alliance. Be the Change supports global sustainability through education that empowers behaviour change. Afterward, a trio of leadership students from the Delta School District shared an inspiring presentation on some of the sustainability initiatives at their district. Students were encouraged to take action at school and at home by taking a 'green' pledge, signing their school up for the Energy Challenge or starting a Green Team at their school.

During the month of February, students and staff participated in the fourth annual Energy Challenge. 10 schools participated in the challenge and completed over 424 energy-saving activities. This year's highlights included sustainability pledge trees, art projects using upcycled materials, recycled clothing drives, social media contests, energy tip videos, garden reclamation projects, lights out lunches, and much more. The student-led initiatives resulted in energy savings of 43,624 kWh of electricity and 169 GJ of natural gas – enough to power five residential homes for an entire year. This year's Energy Champion is Alexander Robinson Elementary.

The new Waste Collection Program was rolled out district-wide in March 2018 and staff went back to all schools to receive feedback on the program to continuously improve how the district handles waste.

### **Energy Management Plan Update**

Four years into the Energy Management Program, the school district has completed 38 energy upgrades at various locations that translate into estimated ongoing utilities savings valued at \$0.44 million. Updated energy studies are showing that, once the full program is implemented, the district will meet the Energy Management Plan annual electricity savings target of \$0.50 million.

Since 2014, when the school district engaged consultants to produce high level energy assessments for all 34 school district facilities, we have learned the following:

- When compared to the 2015 project estimates provided by our consultants in the high level energy assessments, we have seen an increase in the capital costs of approximately 40%. This is in part due to the deterioration in the value of the Canadian dollar, the shortage of qualified contractors, and the timelines established by BC Hydro for incentive funding. This has also caused us to add an additional year to the Energy Management Plan.
- Using Prism Engineering's energy management tool called PUMA, we have been able to track the actual energy savings associated with the energy management upgrades. When compared to the energy saving estimates provided by our consultants, we have seen that some projects have shown lower energy savings. Several variables impact the target energy savings including: operational changes such as an increase in the number of students, increase in the number of community rentals and addition of portables; as well as occupant behavior and weather.
- There are additional maintenance savings associated with the energy management projects including custodians not having to replace any failing lights and the school district not having to purchase product when lights are failing.
- In December 2015, BC Hydro has informed us of a few Energy Manager Program changes, including discontinuing their incentives for mechanical and HVAC, refrigeration and commercial kitchen projects starting March 1, 2016. Additional changes that impacted the school district include: discontinuing the energy manager program bonus funding and adding incentive funding caps for energy studies.



- In April 2016, BC Hydro has informed us of several additional Energy Manager Program changes, including incentive programs being fully subscribed (such as their New Construction Incentive Programs), cap of \$300,000 per school district per year for any future incentives, less rigorous sector targets and a change in focus towards demand response and low carbon electrification.
- In May 2016, BC Hydro created the Energy Wise Network program that helps organizations advance employee engagement on conservation by providing them with coaching hours by an employee engagement expert and incentive funding to implement the campaigns. School District 42 has participated in the program since 2016.
- In December of 2017, BC Hydro has announced that lighting upgrades will be required to be more efficient to be eligible for incentive funding. This translates into increased project costs to purchase newer technology, and potential for decrease in incentive funding in 2018 and beyond.

Staff are currently working on creating an energy management plan for the next five years that will include further energy saving targets as well as sustainability and greenhouse gas (GHG) emission targets that align with the CleanBC Act. Staff will also look at aligning this plan with K-12 curriculum in sustainability.

#### **Project Budget Update:**

<b>Energy Management Plan Financial Summary</b>	
Revised Energy Management Plan Projects Cost	
2014/15 Projects	0.70 M
2015/16 Projects	1.00 M
2016/17 Projects	1.55 M
2017/18 Projects	1.22 M
2018/19 Projects	0.80 M
Remaining Projects (Estimate)	1.51 M
<b>Revised Estimated Total Cost</b>	<b>\$ 6.78 M</b>
Energy Management Funding	
Annual Facilities Grant	2.28 M
Carbon Neutral Capital Program (Ministry of Education)	0.46 M
Bylaw Capital (Ministry of Education)	1.40 M
School Enhancement Program (Ministry of Education) – MRSS Lighting Upgrade	0.30 M
Local Capital Reserve	1.60 M
BC Hydro Incentives	0.60 M
Fortis Incentives	0.05 M
Estimated BC Hydro Incentives	0.09 M
<b>Total Funding to Date</b>	<b>\$ 6.78 M</b>

#### **RECOMMENDATION:**

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

To: **Board of Education**

From: Board Policy Development  
Committee

Re: **POLICY UPDATES**

Date: May 15, 2019  
(Public Board Meeting)

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**Information**

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**BACKGROUND/RATIONALE:**

At the recommendation of the Board Policy Development Committee ("Committee"), the following draft policies are being presented to the Board for information.

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

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 June 19, 2019.

**RECOMMENDATION:**

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

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

Attachments



## **SD 42 POLICY: 2320**

### **BOARD COMMITTEES AND TRUSTEE REPRESENTATION**

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#### **PHILOSOPHY**

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

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

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

#### **BOARD COMMITTEES**

The established Board Committees are the:

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

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

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

#### **TRUSTEE REPRESENTATION ON OTHER COMMITTEES AND ORGANIZATIONS**

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

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

#### **COMMITTEE APPOINTMENTS**

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

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

## **COMMITTEE MINUTES AND REPORTS**

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

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

### **Board Committees**

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

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

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

### **Staff Committees**

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

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

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

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

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

The committee Chairperson (staff):

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

### **Other Committees and Organizations**

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

Trustees should be cautious not to put themselves into a conflict of interest situation. Their more common role will be as resource or liaison persons. Regardless of the nature of Trustees' participation, they do not have the authority to act on behalf of, or commit the Board.

DRAFT

**SD 42 POLICY: 2500****BOARD POLICY DEVELOPMENT**

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

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

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

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

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

**1. INITIATION**

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

**2. DEVELOPMENT**

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

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

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

### **3. REFINEMENT**

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

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

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

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

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

### **4. APPROVAL**

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

Adoption of a policy statement shall be by Board motion.

### **POLICY IMPLEMENTATION**

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

### **POLICY EVALUATION**

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

### **POLICY PUBLICATION**

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

### **ABSENCE OF POLICY**

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



## SD 42 POLICY: 4435

### SCHOLARSHIPS, BURSARIES AND AWARDS

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

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

#### DEFINITIONS

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

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

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

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

#### AUTHORITY

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

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

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

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



## **SCHOLARSHIP FUND REGULATIONS**

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

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

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

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

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

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

**SD 42 POLICY: 5401****USE OF BOARD-OWNED BUSES**

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

**DEFINITIONS**

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

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

**AUTHORITY**

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

**GUIDING PRINCIPLES**

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



**SD 42 POLICY: 5701**

**RECORDS AND INFORMATION MANAGEMENT - GENERAL**

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

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

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

**DEFINITIONS**

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

**AUTHORITY**

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

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

**GUIDING PRINCIPLES**

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

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

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

**SD 42 POLICY: 6600****NAMING OF SCHOOL DISTRICT FACILITIES****PHILOSOPHY**

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

**AUTHORITY**

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

**GUIDING PRINCIPLES**

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

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

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

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

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

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

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

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



**SD 42 POLICY: 7110**

**WHISTLEBLOWER PROTECTION**

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**PHILOSOPHY**

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

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

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

**AUTHORITY**

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

**POLICY VIOLATIONS**

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

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

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

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

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

**AUTHORITY**

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

**HALF-MASTING**

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

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

(a) National (all schools):

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

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

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

(b) Provincial (all schools):

On the death of the Lieutenant Governor or the Premier.

(c) School District (all schools):

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

(d) School (school affected only):

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

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

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

**References:**

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

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



**ITEM 13**

**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:

**April 17, 2019**

Call to Order	Meeting called to order at 1:00 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Approval of Minutes	Approved as circulated
Chairperson Decision Item	Approved as circulated
Superintendent Decision Items	Approved as circulated
Secretary Treasurer Decision Item	Approved as circulated
Superintendent Information Items	Received
Secretary Treasurer Information Items	Received
Board Committees	Received
Adjournment	Meeting adjourned at 3:11 p.m.