

SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)

A G E N D A

**REGULAR OPEN SCHOOL BOARD MEETING
MEETING HELD ON ZOOM
TRUSTEES INVITED TO ATTEND IN PERSON
AT BOOTH MEETING ROOM
Tuesday, October 12, 2021- 7:00 P.M.**

1. **Adoption of Agenda**
2. **Presentation(s):**
 - 2.1 Roosevelt Garden Project – E. Boker
3. **Approval of the Minutes of the**
 - 3.1 Open Board Meetings held September 14, 2021 (p. 3)
4. **Necessity of Closed Meeting and Agenda**
 - 4.1 Approval of Agenda
 - 4.2 Approval of Minutes of the In-Camera Meeting held September 14, 2021
 - 4.3 Human Resources Report
 - 4.4 Secretary-Treasurer's Report
 - 4.5 Other
 - 4.6 Legal Items
 - 4.7 Information Items
 - 4.8 Old Business
 - 4.9 Items for Release
5. **Correspondence**
 - 5.1 Addressed to the Board
 - 5.1.1 Letter from Adam Clarke (p. 9)
 - 5.2 Copied to the Board
 - 5.2.1 Minister of MCFD letter to BCSTA (p. 10)
 - 5.2.2 Minister of Finance letter to BCSTA (p. 12)
 - 5.2.3 Budget 2022 Consultation Presentation letter SD 71 (p. 14)
 - 5.2.4 BCCPAC letter to BCSTA (p. 26)
6. **Superintendent of Schools' Report**
 - 6.1 For Board Information:
 - 6.1.1 Field Trips (p. 28)
 - 6.1.2 Enrolment
 - 6.1.3 Administrative Assistants, Team Leaders and Departments Heads (p. 29)
 - 6.1.4 COVID Update
 - 6.1.5 Strategic Plan Update
 - 6.1.6 Upcoming Projects/Learning/Other
7. **Secretary-Treasurer's Report**
 - 7.1 Information Technology Department Report (p. 31)
 - 7.2 Operations Department Report (p. 32)

8. **Committee Reports**
 - 8.1 Finance & Building Committee **(Trustees Maier, Kuntz, Toye)**
 - 8.1.1 2022-2023 Capital Plan – Minor Capital Projects (p. 33)
 - 8.2 Framework for Enhancing Student Learning **(Trustees Toye, Sanchez)**
 - 8.3 Provincial Council **(Trustees Maier, Sanchez)**
 - 8.3.1 October 23, 2021 Meeting
 - 8.4 Indigenous Education Council **(Trustees Toye, Last)**
 - 8.4.1 October 20, 2021 Meeting
 - 8.5 Policy Committee **(Trustees Beil, Horne)**
 - 8.5.1 Meeting minutes (p. 34)
 - 8.5.2 Policy for Approval
 - 8.5.2.1 7210 – Annual Budget Policy (p. 35)
 - 8.5.2.2 7215 – Surplus Policy (p. 37)
 - 8.5.3 Policy for Review
 - 8.5.3.1 1370 – Physical Restraint and Seclusion Policy (p. 38)
 - 8.5.3.2 1410 – Code of Conduct and Anti-Racism Policy (p. 39)
 - 8.6 District Technology Steering Committee **(Trustee Kuntz)**
9. **Old Business**
10. **New Business**
11. **Information Items**
 - 11.1 BCSTA Meeting of Board Chairs, October 14, 2021
 - 11.2 BCSTA MOE Joint Liaison Meeting, October 15, 2021
 - 11.3 Non-Instructional Day, October 22, 2021
 - 11.4 Provincial Council, October 23, 2021
 - 11.5 Board meetings, November 2 & 9, 2021
 - 11.6 BCSTA Trustee Academy, Dec 2-4, 2021
 - 11.7 Winter Break, Dec 20 – 31, 2021
12. **10 Minute Question and Answer Period**
13. **Adjournment**

SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)

MINUTES

**REGULAR OPEN SCHOOL BOARD MEETING
MEETING HELD REMOTELY BY ZOOM
TRUSTEES INVITED TO ATTEND IN PERSON
Tuesday, September 14, 2021 - 7:00 P.M.**

Trustees Present:

On Zoom: K. Toye, J. Beil, J. Horne, B. Kuntz, T. Last, K. Maier

In Person: L. Sanchez

Staff Present: A. Samoil, C. McIntyre, S. Pond

Chair Toye acknowledged that the meeting is being held on traditional Ts'msyen territory, and welcomed everyone back to the 2021-2022 school year. The meeting was called to order at 7:05 p.m.

1. Adoption of Agenda

Motion 20210914-1.0a

Last "Be it resolved by the Board of Education of School District No. 52
Maier (Prince Rupert) that the agenda be approved as presented."

Carried

2. Presentation(s): Lucy Trimble – Wilwilaaysk Wellness Worker

The Superintendent introduced Lucy Trimble, who holds the position of Wilwilaaysk Wellness Worker in the Indigenous Education Department. Ms. Trimble's position allows her to bring Indigenous culture into the school district. She introduced her role in her clan and community, and her educational background.

Ms. Trimble responds to referrals from many sources, and then works with those families, responding to COVID in the safest way possible. She does many presentations.

For the 2021-22 school year, Ms. Trimble is planning Student Support Groups in every school (including Hartley Bay, if possible). She uses Acceptance and Commitment Therapy, and focusses on anxiety and depression. Cultural and art activities are rolled into this work.

Trustees thanked her for her work in the district.

3. Approval of the Minutes of the

3.1 Open Board Meeting held June 15, June 22, June 28, July 12, 2021.

Motion 20210615-3.1a

Last "Be it resolved by the Board of Education of School District No. 52
Maier (Prince Rupert) that the minutes of the open Board meetings held
June 15, 22, 28 and July 12, 2021 be approved as presented."

Carried

4. Necessity of Closed Meetings and Agenda

4.1 Approval of Agenda

4.2 Approval of Minutes of the In-Camera Meeting held June 15, 2021.

4.3 Human Resources Report

4.4 Secretary-Treasurer's Report

4.5 Other

4.6 Legal Items

- 4.7 Information Items
- 4.8 Old Business
- 4.9 Items for Release

Motion 20210914-4.0a

Last "Be it resolved by the Board of Education of School District No. 52
Beil (Prince Rupert) that the closed meeting be held and that agenda
items 1 through 9 be approved."

Carried

5. Correspondence

- 5.1 Addressed to the Board
 - 5.1.1 Thank you letter from Jennifer Whiteside

Motion 20210914-5.1.1a

Maier "Be it resolved by the Board of Education of School District No. 52
Last (Prince Rupert) that the thank you letter from Jennifer Whiteside be
received and filed."

Carried

- 5.2 Copied to the Board
 - 5.2.1 Letter of appreciation from SD 28

Motion 20210914-5.2.1a

Beil "Be it resolved by the Board of Education of School District No. 52
Last (Prince Rupert) that the letter of appreciation from School District
No. 28 be received and filed."

Carried

- 5.2.2 FESL letter from Deputy Minister

Motion 20210914-5.2.2a

Last "Be it resolved by the Board of Education of School District No. 52
Maier (Prince Rupert) that the FESL letter from the Deputy Minister be
received and filed."

Carried

- 5.2.3 Support for Child Care needs in Elkford letter, SD 5

Motion 20210914-5.2.3a

Last "Be it resolved by the Board of Education of School District No. 52
Maier (Prince Rupert) that the support for Child care needs in Elkford, letter
from School District No. 5 be received and filed."

Carried

- 5.2.4 Taxpayer funding of private/independent schools in BC letter, SD 5

Motion 20210914-5.2.4a

Beil "Be it resolved by the Board of Education of School District No. 52
Last (Prince Rupert) that the taxpayer funding of private/independent
schools in BC letter from School District No. 5 be received and filed."

Defeated

The Chair advised that she would like the Board to write a letter to the Minister on this issue.

Motion 20210914-5.2.4b

Beil "Be it resolved by the Board of Education of School District No. 52
Last (Prince Rupert) that the Chair write a letter to the Minister of Education
in opposition to taxpayer funding of private/independent schools in
BC."

Defeated

5.2.5 Letter to New Brunswick from CBSA

Motion 20210914-5.2.5a

Last "Be it resolved by the Board of Education of School District No. 52
Kuntz (Prince Rupert) that the Letter to New Brunswick from CBSA be
received and filed."

Carried

5.2.6 Letter to Minister of Crown-Indigenous Relations and Northern Affairs
Canada from CBSA

Motion 20210914-5.2.6a

Beil "Be it resolved by the Board of Education of School District No. 52
Kuntz (Prince Rupert) that the letter to Minister of Crown-Indigenous
Relations and Northern Affairs from CBSA be received and filed."

Carried

Trustees expressed their support for the federal government to fund the work needed in Indigenous communities.

6. Superintendent of Schools' Report

6.1 For Board Information:

6.1.1 Field Trips

The Superintendent presented the list of the approved field trips from June.

6.1.2 Enrolment

The Director of Instruction reported that the preliminary student count at September 10, 2021, was 1,877 students. 96% of students have attended to date.

6.1.3 Calendar

The Superintendent presented the revised calendar, which includes September 30 as a holiday for the National Day for Truth and Reconciliation. The Board did not need to approve this calendar change.

6.1.4 COVID Update

The Superintendent presented the COVID-19 update and answered questions from trustees.

6.1.5 Strategic Plan Update

The Superintendent presented the Strategic Plan Update and answered questions from trustees. Trustees will meet with Mike McKay and Joan Axford on the evenings of September 28 and 29. Meetings with partner groups will follow.

6.1.6 Upcoming Projects/Learning/Other

The Superintendent reported that Every Child Matters banners have been purchased for all schools and district buildings. They will be unveiled over the next few weeks. There will be a ceremony at the Board Office. Classroom activities in the last week of September will focus on Truth and Reconciliation.

The Indigenous Coach-Mentor program has been funded again by TRICORP. This program began in February. Two employees will work with students to help them be ready to graduate.

The Superintendent updated trustees on plans for Implementation Day, Literacy and Numeracy programs, and trades training.

7. Secretary-Treasurer's Report

- 7.1 Information Technology Department Report
The Secretary-Treasurer presented the Information Technology Department Report for July/August 2021 and answered questions from trustees.
- 7.2 Operations Department Report
The Secretary-Treasurer presented the Operations Department Report for July/August 2021 and answered questions from trustees.

8. Committee Reports

- 8.1 Finance & Building Committee **(Trustees Toye, Maier, Kuntz)**
8.1.1 Project Update
Trustee Beil presented the project Update. The Secretary-Treasurer answered questions from trustees.
- 8.2 Framework for Enhancing Student Learning **(Trustees Horne, Sanchez)**
None.
- 8.3 Provincial Council **(Trustees Maier, Sanchez)**
None.
- 8.4 Indigenous Education Council **(Trustees Toye, Last)**
The Council met in late June. District Principal, Roberta Edzerza provided highlights of the meeting, including a TRC report and discussion on the finding of the children's graves at former residential schools.
- 8.5 Policy Committee **(Trustees Beil, Horne)**
8.5.1 September 7, 2021 meeting.
Trustee Beil presented the minutes of the September 7, 2021 meeting of the Policy Committee.
- 8.5.2 Policies for Approval
8.5.2.1 5220 – Use of Schools, Grounds and Equipment Policy

Motion 20210914-8.5.2.1a

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that 5220 – Use of Schools, Grounds and Equipment
Policy be approved as presented."

Carried

Trustee Beil advised that the Policy Committee recommended this policy be approved by the Board.

- 8.5.3 Policies for Review **(Trustee Horne, Beil)**
8.5.3.1 7210 – Annual Budget Policy
8.5.3.2 7215 – Surplus Policy

Motion 20210914-8.5.3.1a

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that 7210 – Annual Budget Policy be sent to the district's partner groups for their review and comments."

Carried

Motion 20210914-8.5.3.1b

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that 7215 – Surplus Policy be sent to the district's partner groups for their review and comments."

Carried

Trustee Beil advised that the Policy Committee recommended these policies be sent to the district's partner groups for their comments.

8.5.4 Other

8.5.4.1 2021-22 Work Plan

Motion 20210914-8.5.3.1a

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the 2021-2022 Policy Committee Work Plan be sent to the district's partner groups for their review and comments."

Carried

Trustee Beil presented the committee work plan for 2021-2022.

8.6 District Technology Steering Committee
June 17, 2021 meeting

(Trustee Kuntz)

Trustee Kuntz presented the minutes of the June 17, 2021 meeting of the District Technology Steering Committee.

9. **Old Business**

9.1 Cost of Forensic Audit

Motion 20210914-9.1a

Maier "Be it resolved by the Board of Education of School District No. 52
Beil (Prince Rupert) that the Board proceed with a forensic audit, choosing option 1 up to \$15,000."

Carried

The Superintendent presented two options for the expected cost of a forensic audit, and answered questions from trustees.

Trustees discussed the desire for greater transparency to the public about the district's current financial situation and the cost associated with this proposal.

9.2 Future Board Meeting Location/In Person

Motion 20210914-9.2a

Last "Be it resolved by the Board of Education of School District No. 52
Beil (Prince Rupert) that future meetings of the Board be held both in-person at the Booth building and online."

Carried

Chair Toye asked the Board to consider going back to in-person Board meetings, and using the Booth location as it is more suitable for physical distancing.

9.3 Recording of Board Meetings

Motion 20210914-9.3a

Maier "Be it resolved by the Board of Education of School District No. 52
Beil (Prince Rupert) that Board meetings be recorded and put on the
website."

Carried

Chair Toye asked if the Board would record meetings so that parents and other observers can view the meeting if they are not available at the time of the live meeting.

10. **New Business**

None.

11. **Information Items**

11.1 NW/NIB meeting - cancelled

Chair Toye noted that the NW/NIB meeting has been cancelled.

11.2 Implementation Day, September 24, 2021

Chair Toye noted that the Implementation day is on September 24, 2021.

11.3 Board of Education meeting, October 12, 2021

Chair Toye noted that the next Board of Education meeting is on October 12, 2021.

11.4 BCSTA Meeting of Board Chairs, October 14, 2021

Chair Toye noted that the BCSTA Meeting of Board Chairs is on October 14, 2021.

11.5 BCSTA MOE Joint Liaison Meeting, October 15, 2021

Chair Toye noted that the BCSTA-Ministry of Education Joint Liaison Meeting is on October 15, 2021.

11.6 National Day for Truth and Reconciliation, September 30, 2021

Chair Toye noted that September 30, 2021 is the National Day for Truth and Reconciliation.

12. **10 Minute Question and Answer Period**

Q Will the Board consider requesting a special review from the Ministry of Education?

A The Board will discuss that idea.

13. **Adjournment**

Motion 20210914-13.0a

Last "Be it resolved by the Board of Education of School District No. 52
Kuntz (Prince Rupert) that the meeting be adjourned at 8:25 p.m."

Carried

Board of Education
School District No. 52 (Prince Rupert)
634 6th Avenue East,
Prince Rupert, BC V8J 1X1

RECEIVED

SEP 23 2021

RE: Inequities of Public School Funding for Northern Districts

September 20, 2020

I understand that during our September 15th meeting, we accepted and filed a letter from South Kootenay District 5 regarding concerns with the partial funding of private/independent schools that meet certain criteria. I also understand a motion was passed for our board to write a letter of support for this petition.

While I would agree with the South Kootenay analysis that this public subsidisation creates a system of quasi-public schools that operates to the detriment of our public schools, as a parent of a child in our school district, I would like to remind our board that for our district, the issue is currently somewhat more nuanced.

For our district, the maldistribution of ministerial resources is not constrained to the issue of divergence to these private/independent schools. I have observed that for some time, ministry operating grants to public school districts have failed to keep pace with rising costs. Meanwhile, our school district have been burdened with a number of recent initiatives, including class size and composition arrangements, carbon tax compliance, and full-day kindergarten. Yet a review of our budgets leads me to believe that our ministry has not provided sufficient additional funding to cover the associated necessary costs, leading school districts to either reduce capabilities or to seek private sources of revenue.

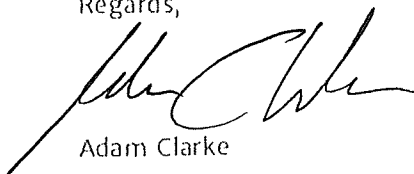
Furthermore, as my child formerly attended a Central Okanagan Public School, I am aware of the emergence of International student tuition (IST) as a source of private revenue available to a few privileged school districts. Unfortunately, when compared to the Central Okanagan Public Schools or West Vancouver Schools or the Gulf Islands School District 64, northern school districts such as ours, the School District 87 Stikine, Nisga'a School District 92, and School District 50 Haida Gwaii, are not afforded equal opportunities to benefit from such revenue. Furthermore, there is the appearance of an inappropriate relationship between the proportion of marginalized students in a district and the levels of IST revenue that districts generate.

For detailed reference, please find the attached study, "The emerging fourth tier in K-12 education finance in British Columbia, Canada: increasing privatisation and implications for social justice" by Wendy Poole and Gerald Fallon of the Department of Educational Studies, University of British Columbia, Vancouver, BC, Canada

While the maldistribution of ministerial resources to selected private/independent schools is a suitable grievance to raise with our Minister of Education, I believe we would be remiss if we did not also raise inequities related to the emergence of private revenue sources available to privileged school districts.

Thank-you for your kind attention to this matter, and for your stalwart commitment to helping our children become fully actualized people, and in so doing, helping to sustain our future in an ever-changing world.

Regards,



Adam Clarke



VIA E-MAIL
Ref: 260592

August 23, 2021

Stephanie Higginson
President
British Columbia School Trustees Association
E-mail: c/o zjovic@bcsta.org

Dear Stephanie Higginson:

Thank you for your letter outlining the British Columbia School Trustees Association's (BCSTA) Annual General Meeting motions which were passed in April. I appreciate the work you do on behalf of the province's boards of education and your advocacy for the boards and the students they serve. Please accept my apologies for the delay in responding.

The Ministry of Children and Family Development (MCFD) is currently working on several initiatives that address the five motions outlined. To improve tracking and reporting of education outcomes for children and youth in care, MCFD and the Ministry of Education are updating the Joint Educational and Planning Support for Children and Youth in Care: Cross Ministry Guidelines. These guidelines outline information sharing on a case-by-case basis for frontline staff. MCFD and the Ministry of Education also have an information sharing agreement which gives permission for MCFD to share information on all children and youth in care with the Ministry of Education, with reporting being carried out by the Ministry of Education.

MCFD continues to invest in school-based mental health resources through the provincial implementation of [Everyday Anxiety Strategies for Educators \(EASE\)](#). This program was created in British Columbia and is an evidence-informed, cost-free anxiety prevention resource for educators to use with students in grades K-7. In 2020, MCFD expanded EASE to include a French version and EASE 'At Home' resources for parents and caregivers. In response to requests from British Columbia's educators, EASE for students in grades 8-12 is being developed and will be available in September 2021.

Expansion of additional school-based prevention and early intervention mental health resources will be made available in 2021-22, in collaboration with district, independent, and First Nations school partners. MCFD is also partnering with the Ministry of Mental Health and Addictions to implement the collaborative Integrated Child and Youth Model, which is expected to reduce wait times, as well as implement strategies to simplify the intake process. We are monitoring the increase of referrals and exploring options to streamline workflow, so clinicians have more time to provide clinical assessment and therapeutic services to children, youth, and families.

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Ministry of
Children and Family
Development

Office of the
Minister

Mailing Address:
Parliament Buildings
Victoria BC V8V 1X4

Location:
Parliament Buildings
Victoria

MCFD is aware of the challenges facing families in accessing timely assessments and supports for children with support needs. This is why MCFD has developed the [Children and Youth with Support Needs \(CYSN\) Framework](#), which is designed to serve the needs of a broad range of families throughout the province. We have heard from families, advocates, and communities that the current system has created barriers for many families and, therefore, implementing the framework is a priority for MCFD. To aid in this work, I have created a Minister's Advisory Council on Children and Youth with Support Needs. The council aims to represent a diversity of families, children, and youth who are in need of services and supports.


MCFD is working closely with the Ministry of Education to transition the accountability for child care within the Ministry of Education by 2023. We see this as an exciting and long-anticipated change. It is an important step towards integrating child care into the broader learning environment so that children can more easily transition from their early care programs into the K-12 school system. The transition and integration of child care into the broader learning environment within the Ministry of Education will be informed by broad engagement with stakeholders in both the child care and education sectors with a goal to create a seamless transition into the learning environment and improve the delivery of services to families and children.

In 2019, MCFD's focus and work shifted away from programs such as Roots of Empathy to a more systemic approach that looks at providing a suite of evidence-based supports in early years settings. As part of the cross-ministry [Pathway to Hope Mental Health](#) strategy, we have supported expanding services in existing community-based early childhood intervention agencies to better support families with young children experiencing mental health issues.

I know that you are actively engaged with my colleague, the Honourable Jennifer Whiteside, Minister of Education, and that you are working on other motions and joint initiatives. Please know that I will be working collaboratively with Minister Whiteside and that the Ministry of Education will keep MCFD-related motions well-coordinated with the larger set of actions underway.

Thank you for sharing the motions presented by BCSTA. MCFD is committed to continuing to work closely with our partner ministries on these important objectives for our education system.

Sincerely,



Mitzi Dean

Minister of Children and Family Development

pc: Honourable Jennifer Whiteside
Honourable Katrina Chen, Minister of State for Child Care



August 29, 2021

485742

Stephanie Higginson, President
British Columbia School Trustees Association
bcsta@bcsta.org

Dear Ms. Higginson:

Thank you for your thoughtful letter sent on May 25, 2021, regarding the British Columbia School Trustees Association's (BCSTA) annual general meeting motions. I appreciate you taking the time to share your ideas and feedback with me.

Please accept my apology for the delay in responding.

On behalf of my colleague, the Honourable Jennifer Whiteside, Minister of Education, I want to express our gratitude for our government's excellent working relationship with the BCSTA on shared priorities relating to education, reconciliation, and climate leadership.

In recognition of the critical importance of addressing the current climate crisis and the leading role government can play through enhancements to public infrastructure, our government has implemented an Energy and Emissions Assessment Framework to achieve Clean BC targets for 50% Green House Gas (GHG) emission reductions by 2030 for public buildings. In alignment with this framework, ministries such as the Ministry of Education explore opportunities to reduce GHG emissions by at least 50% beyond a LEED Gold equivalent design within the business case for all new and replacement building projects. Where viable, these opportunities may include net-zero school upgrades and replacements.

Funding for major capital projects must fit within government's broader 10-year capital plan. To prudently manage government's resources, the Ministry of Education is required to leverage all available sources of public funding for major capital projects such as net-zero schools, including contributions from School Districts. The ministry works with school districts on a case-by-case

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basis to assess the districts' ability to contribute to capital projects and district contributions are based on a variety of factors including school districts' available financial resources.

Our government also recognizes the important work that remains to be done to advance reconciliation with BC's indigenous peoples. That is why our government became the first jurisdiction in Canada to pass legislation to implement the United Nations Declaration on the Rights of Indigenous Peoples through the *Declaration on the Rights of Indigenous Peoples Act* (Declaration Act). Under the Declaration Act, the Province must develop an action plan, in consultation with Indigenous peoples, to meet the objectives of the UN declaration and an annual progress report must be tabled in the legislature by June 30th of each year.

In response to the advocacy and leadership of First Nations, Inuit and Métis peoples over many years, our government, led by the Ministry of Indigenous Relations and Reconciliation, has developed a Consultation Draft Action Plan which includes 79 proposed actions to end anti-Indigenous racism and advance self-determination and self-government. Ten of these actions focus on K-12 education. Government continues to review and refine the Draft Action Plan, and the BCSTA is encouraged to provide your thoughts and feedback throughout this process by visiting the EngageBC website: engage.gov.bc.ca/declaration.

Once the action plan is finalized, each ministry will work in consultation and cooperation with Indigenous partners to implement the specific actions identified and the Ministry of Education will continue to meet with education partners, including the BCSTA, to discuss the implementation of actions and provide opportunities for partners to make further recommendations.

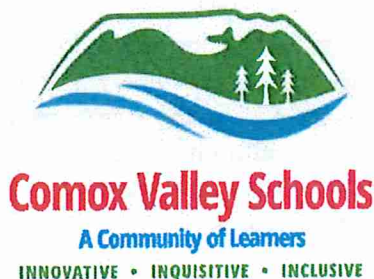
Thank you again for taking the time to write. Your ideas are important to us and I appreciate your input on how we can build a better BC.

Sincerely,

A handwritten signature in blue ink, appearing to read 'SR', with a stylized flourish at the end.

Selina Robinson
Minister

cc: Honourable Jennifer Whiteside, Minister of Education
Honourable Murray Rankin, Minister of Indigenous Relations and Reconciliation



Comox Valley Schools

School District No. 71
Office of the Secretary-Treasurer

607 Cumberland Road
Courtenay, B.C. V9N 7G5
Fax (250) 334 5552
Telephone (250) 334 5500

VIA E-MAIL ONLY: FinanceCommittee@leg.bc.ca

September 21, 2021

Select Standing Finance and Government Services
c/o Parliamentary Committees Office
Parliament Buildings
Victoria, BC V8V 1X4

Re: Budget 2022 Consultation Presentation

Dear Select Standing Committee on Finance and Government Services;

The Board of Education for School District No. 71 (Comox Valley) sincerely appreciates the opportunity to present to the committee. We bring requests before you for consideration centering on our Facilities and rising maintenance costs, mental health/addictions, the Ministry of Education - Framework for Enhancing Student Learning initiative and employee compensation.

Firstly, we want to say thank you for the Government's continued recognition of the importance of K-12 Education. We have noted the increases to capital funding, per-student funding, and the additional one-time mental health grants. These increases certainly help the K-12 sector achieve the Education Minister's mandate however, what we need is long-term, predictable, sustained funding. The K-12 system is tasked with a broad mandate which often crosses ministries with Health, Childcare, Food Security, Transportation, and Indigenous Relations and Reconciliation. Smaller, one-time grants can be utilized for resources, but often personnel is needed to make a significant impact and Districts are cautious to expand staffing if the fiscal support is likely not ongoing.

For example, the K-12 sector was given a much appreciated \$5 million to provide post-covid, mental health school start-up supports for staff and students. This translated to \$51,000 for our District which will fund 1 part-time position spread between our 9,000 students. We know that over 50% of families report they need to access additional mental health services for their children. We need to invest in new models for mental health supports to meet the urgent and rising demands. We also need a long-term plan for supports as we know the mental health effects of COVID-19 will be long term. The K-12 sector will make the most of every dollar we are trusted with to do great things for students, but for a crisis like this we need additional, trained "boots on the ground" to provide timely support and intervention.

Both the “Pathway to Hope” and “Mental Health in Schools” are excellent initiatives, please consider how the initiatives can be operationalized and funded for more than one-year windows. The cross-ministry Pathway’s was announced 3 years ago and is not yet to the point where services are being provided in the K-12 setting. Unsupported mental health challenges lead to self-medicating addictions and substance abuse which then strain our health care, policing, and family support systems not to mention causing thousands of preventable deaths.

Recommendation #1: For the K-12 Sector, consider additional mental health and addiction resources, which could be used for personnel, over a multi-year time frame.

The COVID-19 pandemic has challenged our sector in numerous ways that have at times stretched our staff to the breaking point. One area of lasting impact is on our ability to provide new and modernized learning spaces for students. We strongly request the select standing committee review and support the BCSTA’s Capital Working Group’s report, “The Case for Increased School Life Cycle Funding”, dated December 2020. Increases to our Annual Facility Grant (AFG) and other capital programs have been provided but as the BCSTA report outlines, the need outstrips the current funding and causes significant deferred maintenance. In addition, the skyrocketing costs of building supplies due to the impact of the pandemic are putting further pressure on scarce AFG resources. Costs of some materials are up 60% but on average have increased 20%, with no sign of dropping as we emerge from the pandemic. Increased funding is required to address rising costs let alone the accumulated deferred maintenance. The benefit of increasing AFG funding rather than other capital programs is that the AFG is an annual allocation provided to each District who then utilizes the funds for its urgent needs rather than proposals submitted under the various funding envelopes which then need to be reviewed, vetted and funded individually through Ministry staff and, if supported, will not be funded for a year or more after the request.

Recommendation #2: SD#71 would benefit significantly from a 10% increase to our Annual Facility Grant allocation, as I’m sure would all Districts. This would be an annual, additional investment of \$12,050,000 provincially.

Currently, the Ministry of Education is undertaking a multi-year initiative to align School, District and Ministry goals through a shared commitment for continuous improvement and student success. The “Framework for Enhancing Student Learning” project will link school-based learning plans through District strategic plans to the Ministry of Education’s Policy for Student Success and the Educated Citizen. Districts will need targeted resources to develop and operationalize strategic plans. Another key component will be the metrics and evidence necessary to track success. Not every District has robust data collection tools for measuring outcomes beyond the current FSA data. Resources will be required to build sector capacity in both strategic and operational planning as well as the assessment data needed to improve student outcomes, improve equity for Indigenous students, children and youth in care and our students with diverse abilities. This initiative will need targeted resources for each District to fully participate in and thus imbed this comprehensive approach and vision in District pedagogy.

Recommendation #3: Consider funding additional resources in Districts to support operationalizing this provincial Ministry of Education mandate.

Lastly, 21/22 is a year in which we will bargain new contracts with our unionized employee groups. Our District would appreciate assurance that all salary and benefit increases will be fully funded for all unionized, school-based administration, and exempt employees.

Recommendation #4: Commit to fully funding salary increases for all employee groups in the K-12 Sector.

Once again, thank you for the opportunity to consult and advocate for the students serviced in our District and throughout the Province.

Respectfully,

A handwritten signature in black ink, appearing to read 'Sheila McDonnell', written in a cursive style.

Sheila McDonnell

Board Chair

School District No. 71 (Comox Valley)

SM:bh

Enclosure (1)

CC: BCSTA

THE CASE FOR INCREASED SCHOOL LIFE CYCLE FUNDING

a report from the BC School Trustees Association | December 2020

Introduction

Life cycle maintenance refers to the work which must be completed over the "life" of a building to ensure it remains in peak operating condition. A roof may need to be replaced a few times over the typical 50 to 60 year life of a public school building, as will mechanical and electrical systems. Structural and building envelope upgrading may also be required. This is not an exhaustive list but serves to provide examples of the type of work included in life cycle maintenance.

By all accounts B.C. schools suffer from an ever-increasing level of deferred life cycle maintenance. Several measures of this situation are offered in the following pages. One critical measure suggests the shortfall in 2020 needed to address deferred maintenance in the public school system is \$360M (see Figure 1, page 3).

The intent of this paper is to define the problem and make recommendations for consideration by government to correct the shortfall.

The context of these recommendations is also worthy of consideration given the need for economic recovery following the COVID-19 pandemic and the potential for significant infrastructure investments to fuel that recovery.

Premier Horgan's November 2020 mandate letter to Minister of Education Jennifer Whiteside offers additional context. The letter directs the minister to "continue to invest in new and modernized schools, including focussing on meeting seismic requirements and climate change and energy efficiency standards as set out in our Clean BC plan."

In 2020 the education routine capital program for schools totaled \$181M. By comparison the value of repairs and upgrades recommended by building system engineers engaged by the Ministry of Education was \$541M.

Summary of Recommendations

1. That a building life cycle plan be developed for each new public school facility at the time of construction including an indication of the annual contributions necessary to fully implement the plan over time.
2. That the Annual Facilities Grant (currently \$115M) be increased by:
 - a. inflation (currently roughly 2%), plus
 - b. an amount equivalent to the annual contribution necessary to implement the detailed life cycle plan for new buildings (roughly 3%) and
 - c. a minimum of 15% for "catch up" each year amounting to a minimum of \$139.5M in 2021/22, \$168.5M in 2022/23, \$203.6M in 2023/24, \$246M in 2024/25, etc., noting that annual increases should continue until the recommended deferred maintenance costs can be covered.
3. That School Enhancement Program funding (currently \$64M) be increased by:
 - a. inflation (currently roughly 2%) and
 - b. a minimum of 15% for "catch up" each year amounting to a minimum of \$75M in 2021/22, \$88M in 2022/23, \$103.2M in 2023/24 and \$121M in 2024/25, etc., noting that annual increases should continue until the recommended immediate deferred maintenance costs can be covered and
4. That the Carbon Neutral Capital Program be increased a minimum of 25% each year amounting to \$20.9M in 2021/22, \$26.1M in 2022/23, \$32.6M in 2023/24, \$40.8M in 2024/25 .
5. That the provincial government carry out the required research to identify appropriate technologies and determine the funding required to achieve provincial government energy conservation objectives for existing public buildings outlined in the Clean BC program; and further, that the provincial government work with the federal government to provide the necessary funding to achieve those objectives.
6. That the need for more up-to-date learning environments to support student success and the level of accumulated deferred maintenance both be given greater consideration in the decision-making process about whether to complete major renovations or replace school buildings as they approach the end of their useful life.

Background

Deferred Maintenance

Figure 1 (below) identifies historic routine capital program allocations, deferred maintenance recommended within 1 year, deferred maintenance recommended within 5 years, and the change in the average provincial facility condition index (FCI) of school facility assets.

The listed capital programs in Figure 1 include the Annual Facilities Grant (AFG), the Carbon Neutral Capital Program (CNCPP), the School Enhancement Program (SEP) and the Building Envelope Program (BEP) all of which contribute to addressing facility life cycle maintenance requirements. It will be noted Figure 1 captures a long term trend toward poorer conditions in school buildings, along with a growing estimate of unfunded immediate deferred maintenance costs (a \$360M shortfall in 2020).

| Year | EDUC Routine Capital Program Allocations (AFG, BEP, CNCPP, SEP) | Immediate Deferred Maintenance (Cost of repairs and upgrades recommended within 1 year) | Total Deferred Maintenance (Cost of repairs and upgrades recommended within 5 years) | Average Provincial FCI - New Condition (0.00) to Very Poor Condition (1.00) |
|------|---|---|--|---|
| 2020 | \$181M | \$541M | \$7.94B | 0.47 |
| 2019 | \$169M | \$591M | \$7.64B | 0.44 |
| 2018 | \$170M | \$396M | \$6.70B | 0.43 |
| 2017 | \$155M | \$343M | \$6.28B | 0.43 |
| 2016 | \$172M | \$332M | \$6.26B | 0.42 |
| 2015 | \$152M | \$305M | \$6.09B | 0.42 |
| 2014 | \$98M | \$296M | \$5.98B | 0.41 |
| 2013 | \$98M | \$254M | \$5.41B | 0.38 |
| 2012 | \$96M | \$236M | \$5.38B | 0.37 |

figure 1 - Source: Ministry of Education

Capital Maintenance Project Requests/ Allocations

Figure 2 (below) documents shortfalls in each of several capital programs over the past five years.

The number of projects and funding for requests beyond the actual number of projects and funding provided by the ministry are reported for

- the Carbon Neutral Capital Program (CNCP),
- the School Enhancement Program (SEP),
- the Bus Acquisition Program (BUS) and
- the Playground Equipment Program (PEP).

All of these programs indicate the inadequacy of current levels of funding. Full program descriptions are available [here](#).

Unlike other programs listed in Figure 2, the Annual Facilities Grant is based on what is provided to districts by formula. Districts seek approval from the ministry on how they intend to use their AFG allocation. The best indication of an AFG shortfall is that provided in Figure 1. Figure 3 (page 5) provides another indication of less than adequate AFG funding.

The Building Envelope Program (BEP) identified in Figure 1 is not listed in Figure 2. We are advised the annual funding provided for this program amounts to approximately \$10M each year and is intended to address building envelope issues arising during the "leaky condo" years and will be phased out over time as they are addressed. Some additional funding for this purpose has been provided through litigation.

figure 2 - Source: Ministry of Education

2020/21

| | |
|------|---|
| AFG | 2993 projects submitted in district spending plans, \$113.5M total allocated |
| BUS | 165 project requests valued at \$24.2M. 101 projects approved for \$14.6M. |
| CNCP | 124 project requests valued at \$40M. 67 projects approved for \$16.7M. |
| PEP | 137 projects requests valued at \$12M. 40 projects approved for \$5M. |
| SEP | 413 project requests valued at \$207.8M, 164 projects approved for \$64M |

2019/20

| | |
|------|--|
| AFG | 2768 projects submitted in district spending plans, \$113.5M total allocated |
| BUS | 148 project requests valued at \$21.8M. 87 projects approved for \$12.8M. |
| CNCP | 112 project requests valued at \$36.3M. 19 projects approved for \$5M. |
| PEP | 146 requests valued at \$14M. 50 projects approved for \$5M. |
| SEP | 431 requests valued at \$219.5M. 138 projects approved for \$65M. |

2018/19

| | |
|------|---|
| AFG | 2605 projects submitted in district spending plans, \$113.5M total allocate |
| BUS | 123 project requests valued at \$16.M. 93 projects approved for \$13M. |
| CNCP | 90 project requests valued at \$26.5M. 19 projects approved for \$5M. |
| PEP | 158 project requests valued at \$15M. 51 projects approved for \$5M. |
| SEP | 415 project requests valued at \$145M. 175 projects approved for \$65M. |

2017/18

| | |
|------|--|
| AFG | 2704 projects submitted in district spending plans, \$108.5M total allocated |
| BUS | 134 project requests valued at \$16.2M. 73 projects approved for \$10M. |
| CNCP | 91 project requests valued at \$30.6M. 15 projects approved for \$5M. |
| SEP | 346 project requests valued at \$167M. 130 projects approved for \$55M. |

2016/17

| | |
|------|--|
| AFG | 2123 projects submitted in district spending plans, \$108.5M total allocated |
| BUS | 126 project requests valued at \$16M. 73 projects approved for \$10.8M. |
| CNCP | 85 project requests valued at \$22.2M. 25 projects approved for \$5M. |
| SEP | 462 project requests valued at \$277.3M. 146 projects approved for \$70M. |

Annual Facility Grant

Figure 3 tracks changes in the Annual Facilities Grant since 2002 indicating increases in that specific area of funding have risen by far less than inflation even though capital costs have risen significantly during that same period. The number of buildings in the system has also increased since 2002.

figure 3 – Source: Ministry of Education

| | |
|---------------|----------|
| 2002/03 | \$100.0M |
| 2003/04 | \$100.7M |
| 2004/05 | \$110.0M |
| 2005/06 | \$110.0M |
| 2006/07 | \$110.0M |
| 2007/08 | \$110.0M |
| 2008/09 | \$110.7M |
| 2009/10 | \$56.0M |
| 2010/11 | \$54.0M |
| 2011/12 | \$110.0M |
| 2012/13 | \$110.5M |
| 2013/14 | \$110.5M |
| 2014/15 | \$110.5M |
| 2015/16 | \$110.5M |
| 2016/17 | \$110.5M |
| 2017/18 | \$115.5M |
| 2018/19 | \$115.5M |
| 2019/20 | \$115.5M |
| 2020/21 | \$115.5M |

Compare these figures to the worsening facility condition index reported in Figure 1 and the basis of the problem becomes clear.

The result of underfunding public school life cycle funding is that many BC schools suffer from poor life cycle maintenance, looking and feeling tired, and creating less than ideal learning conditions.

As important, they cost more to operate than they should, taking money away from student educational resources. Fairly straight forward energy efficiency upgrades can redirect hundreds of thousands of dollars back into education operating budgets in addition to helping achieve the climate change targets established by the province.

It can be said districts and government do a reasonable job of ensuring schools are safe which is a clear priority. The only exception may be those schools for which recommended seismic upgrading has not yet been completed. To their credit government has identified seismic retrofitting as a priority. Unfortunately, government and the boards of education involved in addressing this situation seem to be having some difficulty catching up to the problem, especially since seismic survivability standards appear to be increasing. Keeping up to the need for capital funding for new schools and additions on top of the seismic upgrade program has been extremely challenging. Despite this Government has made substantial attempts to address these issues with increased funding as noted in Figure 4.

| | B2018 | B2019 | B2020 |
|---------------------------|-------|-------|-------|
| SEISMIC | 126M | 220M | 310M |
| NEW & ADDITION | 102M | 166M | 332M |

figure 4 – Source: Ministry of Education

A few school replacements are also being funded which will have an impact on the facility condition index as very old schools are fully replaced. The amounts provided over the past three years for full building replacements are \$9.8M in 2018, \$31.4M in 2019 and \$56M in 2020.

All three of these areas of funding are important and although they are not the subject of this discussion paper we must assume plans have been developed which define the level of funding required to complete necessary seismic upgrades and construct new schools to keep pace with growth in the system. If detailed plans have not been developed for seismic upgrading and new school construction they should be to ensure adequate funding can be made available when required. Having said that it is apparent that significant increases in funding for both categories have been provided over the past three years which indicates a recognition by government of the need.

While these needs are being more appropriately addressed we cannot forget the amount of funding required to address deferred maintenance in existing buildings. New schools and seismic upgrading are both needed. They tend to enjoy a higher profile than maintenance projects in existing schools. However, the latter are equally important if we are to fulfill our responsibility as trustees of important public assets.

The data provided by the ministry illustrates a growing level of deferred maintenance and the degree to which we are failing in this responsibility.

How deferred maintenance is calculated

In Figure 1 immediate deferred maintenance refers to those projects which are recommended by the engineering firm engaged by MOE to complete facility condition assessments each year. While the projects included in those recommendations do not necessarily involve building systems that will fail in the next year, preventive maintenance is always better than reactive or crisis maintenance. Building systems need to be properly maintained before they fail.

Building condition assessments are completed by engineers who are specialists in this field. They rely upon their knowledge of building systems to know where the sweet spot is.....that place where an ounce of prevention avoids a pound of cure and where replacement is more cost effective than constant repairs. Deferred maintenance reflects the work these specialists indicate should be done which has not been done as a result of inadequate funding. It is appropriately a requirement of government that building condition assessments are completed so government can direct limited funding to the areas of greatest need. We commend government for that, however, identifying and not addressing other maintenance requirements must still be considered a shortfall.

The rules and standards have changed over the last fifty years.

Standards for health and safety have changed considerably over time with ever increasing and appropriate measures to address such issues as the use of asbestos many years ago, lead content in the water more recently and seismic survivability. The cost of energy has gone up considerably as well, demanding measures to become more efficient, not only to keep costs down but also to reduce green house gas emissions and, literally, save the planet. Government is now requiring that school buildings meet reasonable standards for energy efficiency reducing emissions by 50% from 2007 levels by 2030 and achieving net zero targets for new buildings by 2032. That is very appropriate and to be applauded as we consider the design of new schools, but what about our existing building infrastructure? It is not unusual for schools to be in service for over fifty years. How do we reduce the carbon footprint of buildings constructed that many years ago and ensure they are safe and efficient, not to mention providing positive learning environments for children?

How can we address the problem?

Boards of education have long expressed the concern that the annual allocation of capital funding to address deferred maintenance is inadequate. Figure 1 provides a relatively clear substantiation of that claim.

Many municipal governments have addressed this problem for their own facility infrastructure by developing life cycle plans at the point of constructing new buildings, identifying each building's life cycle costs well into the future and putting sufficient funding into a reserve each year to ensure the identified work can be addressed as it comes up in the plan. Roofs, mechanical and electrical systems all need to be replaced several times over the life of a building. In our very wet climate regular reviews and repair/replacement of building envelopes is another aspect of the ongoing work which needs to be addressed more than once during the life of a building.

Strata councils are required in legislation to have lifecycle plans which they are wise to implement to avoid surprise assessments as major issues arise. It is a preferred approach to set monthly strata fees at a level sufficient to accommodate everything in the plan rather than wait until something breaks down and requires an emergency repair or replacement and a somewhat unexpected assessment. An unanticipated \$10,000 bill, or greater, can be a significant blow to a family's budget, not to mention the disruption if replacement is left until something like a water line breaks.

Many commercial buildings operate this way as well with a portion of every lease payment for common costs allocated to life cycle projects.

The cost to address the reported shortfalls for school facility life cycle maintenance is significant (\$360M per year) and couldn't possibly be addressed all at once. We have suggested other sources of funding that could be tapped in another paper of the BCSTA Capital Working Group ([School Site](#)

Many municipal governments have addressed this problem for their own facility infrastructure by developing life cycle plans at the point of constructing new buildings, identifying each building's life cycle costs well into the future and putting sufficient funding into a reserve each year to ensure the identified work can be addressed as it comes up in the plan

[Acquisition Charges - Issues and Solutions](#)). Implementing the recommendations offered in that paper would free up more capital funding over the long term. This is a long term problem and, we submit, requires a steady and considered long term approach to address the issue. If the recommended changes had been made in the years prior government could have saved \$42M in land acquisition

costs in 2018 and similar amounts going forward. However, nothing we can suggest short of additional government funding will be sufficient to bring the entirety of public K-12 education infrastructure up to the desired level very quickly.

To begin we are suggesting that the ministry require a standardized life cycle plan be developed for every new school building that is constructed into the future.....and further....that an adequate annual contribution be added to the Annual Facilities Grant of the school district in which the facility is located to address the lifecycle needs of that building over time.

Ideally school districts would work backwards and create such plans for all their existing buildings and apply to the ministry for the annual funding required to sustain the overall building life cycle plan. That is likely unrealistic given the increased amount of funding required as indicated by the high number of requests made and relatively few which are approved. In 2019/20 the amount allocated by the province to lifecycle maintenance (the combination of AFG, SEP, CNCP and BEP) was \$181.5M against a recommended amount of \$541M. As noted earlier the recommended amount is derived from the work of building system engineers engaged by MOE to complete the facility condition assessment each year.

Ideally the annual allocation from the ministry would address the annual deficit (\$360M). Since that is unrealistic in the short term we are suggesting a gradual "catch up" to eventually achieve enough annual funding to meet existing building life cycle needs, concurrent with a new system of lifecycle planning and funding for new buildings as they come on board,

In summary we are recommending annual increases in the Annual Facilities Grant, the School Enhancement Program and the Carbon Neutral Capital Program until the total recommended level of funding required to complete recommended immediate deferred maintenance can be achieved.

The current AFG allocation in 2020/21 is \$115.5M. We are recommending that amount be increased each year with the addition of:

- the annual contribution identified as being required in new facility life cycle plans plus
- inflation (currently roughly 2%) plus
- a minimum of 15% beyond inflation intended to reduce the shortfall for existing buildings over time.

The investment made in constructing new schools and additions in 2020 was \$332M. In order to provide a rough estimate of the annual life cycle contribution required for new facilities we have anticipated that cost to be the initial capital cost divided by a fifty year life or \$6.6M. That can be roughly translated to 3% of the current

combined investment in AFG and SEP. The actual amount added to the system each year should be based on the specific lifecycle plans prepared for each building in the prior year. However, for the purposes of this paper and its recommendations we have simplified the calculation.

This formula would amount to AFG funding of approximately \$139.5 in 2021/22, \$168.5M in 2022/23, \$203.6M in 2023/24 and \$246M in 2024/25.

We are also recommending an annual increase in the School Enhancement Program (SEP). The SEP funding provided for 2020/21 is \$64M. We are recommending that amount be increased each year with the addition of:

- inflation (currently roughly 2%) plus
- a minimum of 15% beyond inflation intended to reduce the shortfall for existing buildings over time

This would amount to SEP funding of \$75M in 2021/22, \$88M in 2022/23, 103.2M in 2023/24 and \$121M in 2024/25.

Both of these programs would continue to increase using these formulas beyond 2025 until the amount being budgeted is sufficient to address the deferred maintenance shortfall.

"This is a long term problem and...requires a steady and considered long term approach to address the issue."

We have selected a 15% factor in our formula for "catch up"

recognizing it will still take several years to do so. If the "catch up" provision was increased to 20% over \$500M would be available in 2025. A smaller "catch up" amount would extend the time needed to achieve the required level of funding and complete the required work.

Facility upgrades to lower emissions

We must also consider the Carbon Neutral Capital Program. Expenditures in this program are often used to replace electrical, mechanical or other systems which need to be replaced in the regular course of completing life cycle maintenance. It only makes sense that completing upgrades to systems to make them more energy efficient would be completed at the same time.

There is another significant argument to be made for increased funding beyond the amount already provided in the Carbon Neutral Capital Program. Reduced

consumption generally means reduced operating costs, which can then be redirected to student achievement.

We are hoping the total amount of funding required to achieve the net zero targets established by the province for new buildings and improved efficiency for existing

buildings (50% reduced consumption by 2030) will be the subject of further investigation and recommendations by government and is beyond the scope of this paper. However, we do feel it is appropriate in the context of this discussion to suggest a minimal ramping up of the Carbon Neutral Capital Program. It can be seen in Figure 2 that funding requests for this work totalled 2.5 times the available funding in 2020. Total requests amounted to \$40M in 2020/21 while the available funding amounted to only \$16.7M.

We are concerned the amount of annual funding currently available in the Carbon Neutral Capital Program for public schools is significantly less than the amount required to achieve Clean BC objectives. We are recommending the annual allocation to the Carbon Neutral Capital Program be increased by 25% per year. At this point we do not know if that level of investment will be sufficient to achieve the goals of the Clean BC program. We do know that most districts have already completed the easiest upgrades beginning with lighting systems followed by more efficient Boiler and HVAC equipment as mechanical systems reach the end of their life expectancy. What remains are projects which will be needed to achieve the Clean BC goals by 2030. They are very likely to be more complex and expensive as conversions from traditional to more innovative systems using alternative clean energy sources are contemplated. We are recommending CNCP allocations over the next four years should be \$20.9M

in 2021/22, \$26.1M in 2022/23, \$32.6M in 2023/24 and \$40.8M in 2024/25. These increases are considered to be the minimum required. A more detailed analysis on what it will take to achieve Clean BC goals by 2030 may indicate the need for even greater resources. We are also recommending that analysis be undertaken by the provincial government as soon as possible.

Of course Initial capital funding for new buildings should be based on achieving as close to net zero emission targets as possible going forward, leading to new buildings fully achieving the net zero target by 2032.

Access the Clean BC program details [here](#).

Renovate or replace?

Many districts and the Ministry of Education face difficult decisions as schools approach the end of their useful life (fifty to sixty years of service) and encounter the need to complete relatively costly seismic upgrades and building system upgrades if they are to continue safely accommodating students in those facilities.

The dilemma is that schools built so many years ago often do not include the kind of learning environments we want to offer to students. For example most older secondary schools do not include the kind of trades and technical training facilities which are commonplace in modern secondary schools. Most older elementary schools do not provide the kind of break out space needed for Education Assistants to work one on one with students who have specialized needs, resulting in hallways filled with EAs and their assigned students when working in regular classrooms is not appropriate.

Unfortunately in the process of making capital submissions for older facilities to the Ministry of Education many school districts have experienced a direction from government to plan for the least expensive solution which will ensure student safety and meet basic building system requirements. This is often occurring without adequately addressing the needs of students. With that the case we are recommending that decisions concerning whether or not to complete major upgrades or replace older buildings which have effectively reached the end of their useful life (50 to 60 years) include greater consideration of the changing learning needs of students. Full replacement may cost more than renovations in the short term but will often be more educationally effective and justifiable given a longer term perspective.

Moreover, all of the deferred maintenance of an older facility being considered for renovation must be considered in the calculation to determine the comparable costs of renovation vs replacement.

Conclusion

Building new schools and additions as our student population grows is important as is completing seismic upgrades to ensure our buildings are survivable in the event of an earthquake. With that said ensuring regular, appropriately timed life cycle maintenance on all school facilities is equally necessary to fully achieve our goal of providing safe and efficient school facilities which provide excellent learning environments for children. Accomplishing that can only be achieved with adequate annual funding provided by government. We have offered several recommendations along with a formula which should be used to catch the system up to address the ever increasing levels of deferred maintenance currently being experienced by school districts in British Columbia, and urge consideration of those recommendations and the proposed formula by government.

BCSTA wishes to express its appreciation to BC Ministry of Education staff for the provision of critical background information.

This discussion paper was developed by the BCSTA's Capital Working Group. Members of the working group include:

JANICE CATON
SD 71 Comox Valley

GREG FRANK
BC Association of
School Business Officials
SD36, Surrey

ESTRELLITA GONZALEZ
SD39, Vancouver

KATHEEN KARPUK
SD73, Kamloops

MIKE MURRAY
BCSTA Board,
SD42, Maple Ridge
and Pitt Meadows

RAVI PARMAR
SD62, Sooke

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BCSTA Board,
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September 16, 2021

Stephanie Higginson, President
BC School Trustees Association
Via email

RE: 2021 BCCPAC Member Resolutions

Dear Ms Higginson,

At our 2021 Annual General Meeting, member delegates representing District Parent Advisory Councils (DPACs) and Parent Advisory Councils (PACs) from around the province gathered virtually to discuss important issues vital to student success and approved four Resolutions.

At this time, we would like to bring to your attention the following approved Resolutions. We kindly ask that you review the Resolutions and contact us to arrange a time to discuss them. If we don't hear back from you by November 1, 2021, we will be reaching out to you directly.

2021.09 Automated External Defibrillator Installed in Every Public School

Be it resolved that BCCPAC advocate to the Ministry of Education to fund all school districts to install automated external defibrillators (AEDs) in every public school. Furthermore, for BCCPAC to advocate to the Ministry of Education to fund any necessary maintenance and / or repair. We submit that every public school be equipped with an automated external defibrillator (AED) in order to ensure the safety of all adults and students. AEDs should be provided and maintained outside of the regular school operating capital.

2021.12 Access to Safe Active Transportation Support for Students

Be it resolved that BCCPAC advocate to the Ministry of Education to establish an Active School Travel Working Group or Committee that also includes the Ministry of Transportation and Infrastructure, BCCPAC and any other Educational Partner Groups and/or interested parties such as TransLink/BC Transit and/or others at the Provincial level.

At this time, we would like to bring to your attention the following approved Resolutions that may be of specific interest to your organization and you may wish to comment on:

2021.11 Support of Foundational Skills Assessments (FSAs)

Be it resolved that BCCPAC, in recognition of the potential value of standardized testing, which is not being realized under the current approach and can only be realized through the collaborative engagement and support of all partners in the education system:

- Clarify that parents can choose whether or not their children participate in the Foundation Skills Assessment;
- Encourage the Government of B.C. to take steps to prevent the improper use of Foundation Skills Assessment data for the purpose of ranking schools; and
- Encourage and work with all parties towards an improved approach to standardized testing that recognizes and respects individual student circumstances and choice.

2021.10 Implementation of Funding Model Review Recommendation 4

Be it resolved that BCCPAC advocate to the Ministry of Education to fast track the implementation of Recommendation 4 as per the [Report of the Funding Model Review Panel, "Improving Equity and Accountability" 2018](#).

If you have any comments or questions about these Resolutions, please direct them to John Gaipman, CEO (johngaipman@bccpac.bc.ca).

Sincerely,

A handwritten signature in black ink, appearing to read 'Andrea Sinclair'.

Andrea Sinclair, President
on behalf of the BCCPAC Board of Directors

**SUPERINTENDENT OF SCHOOLS REPORT
TO BOARD OF SCHOOL TRUSTEES**

October 12, 2021

6.1 For Board Information:**6.1.1 Field Trips Approved**

| | School | Dates | # School Days | Grade | Purpose |
|----|---------------|---------------|------------------------------|------------------------|---------------------------------------|
| 1. | CHSS | Sept 22, 2021 | .5 | Girls PE | Earl Mah Aquatic Center |
| 2. | CHSS | Sept 27, 2021 | .5 | Girls PE | Butze Trail & Beach |
| 3. | CHSS | Oct 2, 2021 | 1 | Volley ball team | Terrace Caledonia Secondary School |
| 4. | CHSS | Oct 5, 2021 | .5 | Girls PE | Diana Lake Hike |
| 5. | PCS | Oct 6, 2021 | 1 | 9-12 | Kloya Bay Kayaking |
| 6. | CHSS | Oct 14, 2021 | .5 | Girls PE | Tall Tree Trail |
| 7. | CHSS | Oct 21, 2021 | .5 | Girls PE | Kiwaniis Trail – Mount Hays |
| 8. | CHSS | Nov 2021 TBA | .5 | Girls PE | Skating Rink |
| 9. | CHSS | Nov 2021 TBA | .5 | Girls PE | Curling Rink |

6.1.2 Enrolment

6.1.3 Administrative Assistants, Team Leaders and Department Heads

6.1.4 COVID Update

6.1.5 Strategic Plan Update

6.1.6 Upcoming Projects/Learning/Other

**ADMIN ASSISTANTS, TEAM LEADERS AND DEPARTMENT HEADS FOR EACH
SCHOOL**

CHSS

Admin Assistant at CHSS:

Troy O'Toole

Department Heads

English - Anna Ashley

Special Education (Learning Services) – Kathy Offut and Emily Hogan

Mathematics- Paul Paling

Counselling- Not yet filled

Practical and Applied Skills (ADST)- Jason Wick

PE- Not yet filled

Languages- Not yet filled

Fine and Performing Arts- Alison O'toole

Social Studies- Wes Baker

Science – Not yet filled

PINERIDGE

Admin Assistant at Pineridge:

Andrew Martin

PCS

Admin Assistant at PCS: Christine Danroth Sept, Dec-June and Lonnie Bryant for Oct/Nov

PRMS

Admin Assistant: David Strand

Grade 6 – Kyla Ragan

Grade 7 – Sage Davis

Humanities – Alison Mackley (Bureau)

Math/Science – Craig Munro

Second Languages – Barton Hughes

Student Services – Lori Leighton

Second Languages – Barton Hughes

Tech – Mike McDowall

CONRAD

Admin Assistant – Mon- Thurs – Rhonda Stoik, Fridays – Kim Bains if Jean and Mackenzie should be away.

ROOSEVELT

Admin Assistant – Cora Barak

LAX KXEEN

Admin Assistant – Chiara Berton

Monthly Report to the Board

SEPT 2021

- **Network Status** – There were a few small power bumps in the month of September but no power outages.
- **Computer purchases** – No laptops or desktops were purchased in the month of September due to high shortage of CPU components. Delivery of new laptops and desktops are experiencing a 6-month delay.
- **School Startup** – Technicians were very busy in the Month of September due to School startup, creating new student and employee accounts, resetting passwords and relocating computers for staff.
- **WIFI Access Points** – our current Wireless access Points will have now reached end of life. Due to the shortage of computer components the new WIFI Access points are not set to arrive until Mid-November.
- **Phishing and Spam email Simulation test** – A simulated phishing email was sent to all employees to test the level awareness with phishing scam emails. 36 staff members took the bait and clicked on the link. This could have been disastrous if it was a real phishing email. Staff need to become better trained at recognizing potential email threats. Free online training is available for staff, but only about 50% of staff have participated.
- **Windows Security Updates** – Microsoft released a few critical security patches over the summer and efforts were made to apply the updates to every computer in the district. These security updates created another issue that required printer drivers to be updated only by a Technician. This problem has now been resolved with an update on the print server that no longer require admin privileges to install print drivers.
- **Bandwidth updates** – just before March of last year and COVID, PCS Roosevelt and Conrad were scheduled for an Internet bandwidth increase from 50mg to 100 mg download speeds. During the month of September work was completed to implement these changes and the increase is now working as expected.

Monthly Report to the Board

September 2021

Facilities

A new Water Quality Advisory was issued by Northern Health. As a result the District bottle fill stations were turned off again, and bottled water is being provided.

The beginning of the year saw a large increase in work requests. The maintenance crews have been working away at those requests to get the year off to a strong start, while continuing work on the larger projects.

The last big piece to completing the washroom upgrades is the delivery of dual swing, custom-built doors for the bathroom stalls. Like many products that are being custom built, material shortages have delayed the completion and delivery of these doors. Once they are received, maintenance staff can complete the drywall at all three locations.

Custodial

Elementary custodians have been funded for an extra 30 minutes each day (8 hours total) to allow time for daily disinfecting of the elementary schools. PRMS and CHSS custodians already work 8 hours per day.

Energy & Conservation

Nothing to report

Transportation

The 2008 Field Trip bus went into the shop for some new mirrors and repairs to the stop arm.

Health & Safety

Nothing to report.

School District No. 52 (Prince Rupert)
2022-2023 Minor Capital Projects

Projects Requested:

CNCP / SEP

Washroom Upgrades (Continuation)

Roosevelt HVAC (Continuation)

CHSS HVAC (Continuation)

CHSS Stairs & Concrete

Roosevelt Dry Sprinkler System

Roosevelt Building Envelope

BUS

Bus Replacement

Playground

Playground – Pineridge

School District No. 52 (Prince Rupert)
Policy Committee
Monday, October 4, 2021
Meeting held remotely via Zoom
4:30 pm

MINUTES

In attendance: Janet Beil
James Horne
Kate Toye (observer)
Andrew Samoil
Cam McIntyre

The meeting was called to order at 4:30 p.m.

1. Policies for Approval
 - a. 7210 – Annual Budget Policy
 - b. 7215 – Surplus Policy

The Secretary-Treasurer advised that no comments were received on these policies.

The committee agreed to recommend that the Board approve these policies, as presented.

2. Policies for Review
 - a. 1370 – Physical Restraint and Seclusion Policy
 - b. 1410 – Code of Conduct and Anti-Racism Policy

The Secretary-Treasurer presented the draft policies for review. Policy 1410 was moved up from next year for review this year.

The committee agreed to recommend that the Board send these policies, as amended, to partner groups for their review and comment.

3. Other Business
 - a. 2021-2022 Work Plan

The Secretary-Treasurer advised that no comments were received from partner groups on the Committee work plan.

Meeting Adjourned at 4:42 p.m.

Next Meeting: Monday, November 1, 2021

7210 | Annual Budget Policy

Date Approved: December 12 2017

POLICY

Financial decisions are based on the strategic plan and the Framework for Enhancing Student Learning. The annual budget is a financial plan that reflects the vision of the school district and supports the educational program for the fiscal year. A three year financial plan outlines how funding will be used to support the strategic plan and other operational needs of the district.

Opportunities will be provided for meaningful input from all partner groups concerned with school district operations, as set out in the regulation attached to this policy. Major assumptions and risks considered in the preparation of the budget will be disclosed. The accumulation and use of operating surplus will be considered as part of the budget consultation process.

The Board recognizes that certain revenue and expenditures are fixed in nature and that remaining budget choices will be made amongst competing priorities. The Board's decision will take into account the strategic plan and other operating needs of the district. Approval of the budget, and of any amendment to the budget, will occur in a public meeting of the Board.

Monthly expenditure reports comparing spending with budget will be provided to the Board during the school year. A Financial Statement Discussion and Analysis will be provided to the Board with the annual audited financial statements.

For significant capital projects quarterly progress reports will be provided to the Board which will outline spending, achievement of milestones and risks related to timelines and project budget.

REFERENCES

School Act, Section 111

[K-12 Public Education Financial Planning and Reporting Policy, Ministry of Education](#)

7210-10 – Annual Budget Regulation

7215 – Surplus Policy

7215 | Surplus Policy

Date Approved: December 12, 2017

Date Reviewed/Amended:

POLICY

The Board of Education believes in the appropriate management of operating surplus funds to address both short-term and long-term needs of the school district. The management of accumulated operating surplus recognizes that it is an indicator of the district's financial health.

During the annual budget consultation process the Board will consider the availability of accumulated operating surplus funds and the allocation of those funds between internally restricted surplus and unrestricted surplus (including contingency funds).

Internally Restricted Surplus

There are three categories under which the Board may designate internally restricted surplus funds:

- 1) Funds with external constraints that do not meet the criteria for Special Purpose Funds
e.g. Aboriginal Education funds; Special Education funds; School Generated funds
- 2) Funds for anticipated unusual expenses
e.g. Ministry projects; Employee benefits; Emergent events
- 3) Funds for items requiring more than one year
e.g. Future years' budgets; School and Department surpluses carried forward; School replacement studies; Capital projects

Local Capital

There are three sources of local capital:

- 1) The Board's portion of any proceeds from the disposition of capital assets;
- 2) Transfers from operating funds; and
- 3) Interest earned on local capital funds.

Transfers of operating funds to local capital will be for specific initiatives related to the Board's strategic plan or other operational needs of the district. Examples include vehicle replacement, computer system upgrades, and renovation or replacement of administrative and operational buildings.

Future Capital Cost Share

Treasury Board requires the Ministry of Education to review district surplus funds and determine funds that are available to contribute towards major capital projects. When a project has been approved for concept plan or business case development, the Board may restrict operating surplus funds for that project.

Inter-Fund Transfers

In some cases funds need to be transferred between the operating fund, special purpose funds and the capital fund. These transfers are authorized through a Board motion. In some cases this approval will be done through the approval of a budget or the annual financial statements. Approval of inter-fund transfers related to confidential matters (such as land, legal or personnel) will be considered in an in-camera board meeting.

Funding Protection

The district recognizes that funding protection is a temporary resource for the district. Ministry of Education policy will result in the eventual elimination of funding protection and, therefore, the district will move towards an operating budget that will not include these funds. As a result the district will, during the annual budget consultation process, consider the allocation of spending from funding protection for items which are not ongoing costs.

Unrestricted Surplus (Contingency)

Any surplus funds which have not been restricted by the Board are unrestricted surplus funds. The Board will consider the use of such funds in subsequent budget approvals.

The allocation of surplus towards contingency is a prudent measure which will enable the district to manage unexpected costs and reduced revenue that may arise during a school year. Contingency funds should be maintained at a value between 2% and 4% of the district's operating budget.

REFERENCES

6310 – Role of the Board Policy

7210 – Annual Budget Policy

1370 | Physical Restraint and Seclusion Policy

Date Approved: May 14, 2019

Date Reviewed/Amended:

POLICY

The Board of Education intends to maintain a safe, secure and respectful environment for students and staff. The Board recognizes its responsibility to work with students in a manner which is similar to ~~that of~~ a kind, firm, and judicious parent. Positive and least restrictive approaches in the provision of student supports are considered best practice. The overriding goals of this policy are:

- a) Respect for student rights;¹⁷
- b) maintaining student dignity; and
- a)c) the safety of all involved ~~is paramount~~.

It is expected that school personnel will implement positive behaviour supports and interventions, behaviour plans, emergency or safety plans, and other plans to prevent and de-escalate potentially unsafe situations. It is expected that parents⁷ and¹, where appropriate, students¹, are ~~offered opportunities to be~~ consulted in the development of positive behaviour supports and interventions, behaviour plans, and emergency or safety plans.

These supports, interventions and plans are intended to minimize the risk that a student will pose imminent danger of serious physical harm to self or others. If they are not successful, and the student poses an imminent danger of serious physical harm to self or others, physical restraint and seclusion are used as a last resort.

~~Physical restraint and seclusion are used as a last resort in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others, and where less restrictive interventions have been ineffective in ending imminent danger or serious physical harm.~~ When physical restraint or seclusion are used it will be with the least amount of force and in the least restrictive way, and in proportion to the level of risk ~~danger of the~~ behaviour. Physical restraint or seclusion are never conducted in a manner that could, in any way, cause harm to a student. Restraint or seclusion is discontinued once the imminent danger ~~of serious physical harm to self and/or others has dissipated~~ has passed.

References:

1370-10 Physical Restraint and Seclusion Regulation

1410 | District Code of Conduct and Anti-Racism Policy

Date Approved: ~~January 11 2011~~

~~Date Amended:~~ November 12, 2019

POLICY

Setting expectations for student and staff behavior in schools is part of the Board of Education's governance role for the district.

Schools should be safe, welcoming, caring and orderly places. ~~where a~~All students are encouraged to succeed and to engage in their educational programs with a sense of hope, purpose and control. Such an environment is best built on a foundation of respect (in Sm'algyax, Łoomsk): respect for others, for property and for community.

The Board is committed to the principles and values set out in the Charter of Rights and Freedoms and the BC Human Rights Code. In particular, the Board is committed to providing a working and learning environment free from discrimination ~~regarding any accommodation, service, or facility customarily available to the public~~. Decisions must be free of any discrimination based on the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.

The Board is committed to supporting an environment free from intentional or unintentional racism or discrimination for all students, employees, and trustees and shall:

- a) provide opportunities for employees, students, and trustees to acquire the necessary knowledge, skills, and attitudes to identify and respond effectively to racism;
- b) develop and implement procedures for resolving incidents of racism; and
- c) monitor and investigate reported incidents of racism

The Board believes that the responsibility for student behavior and conduct in schools is shared among students, staff, and parents and guardians in order to create a safe, caring and orderly learning and working environment.

The District Code of Conduct Regulations provide a framework with respect to expectations for student behavior:

- a) _____ while at school;
- b) _____ during school related activities whether on or off school property; or
- a)c) _____ engaging in any activity that has an impact on or connection with the school environment.

Individual school codes of conduct are to be developed within this framework by the principal ~~in a collaborative process which includes r~~Representatives of staff, students, and parents and guardians will all have input when developing and updating the school code of conduct.

Students and employees have the responsibility to conduct themselves in accordance with the codes of conduct established by the school district and by their school. Failure to comply with district expectations may result in appropriate consequences.

Whenever possible and where appropriate, consequences for unacceptable student conduct shall be restorative in nature. Restitution/restorative practices strengthen students by helping them learn to problem solve and restore relationships. If restorative practices are not successful, other measures, including student suspension and exclusion from school, may be necessary. Students will be disciplined in a timely and fair manner, and such discipline shall be in accordance with district regulations.

REFERENCES

- School Act: Preamble, Sections 2, 6(1), 75(1), 76(2)(3), 85(1)(1.1)(2), 169(3), and 177
- Statement of Education Policy Order (OIC 1280/89) Mandate for the School System
- Ministerial Order 265/89: School Regulation
- Ministerial Order 276/07: Provincial Standards for Codes of Conduct Order
- Ministry Document: Safe, Caring, and Orderly Schools (2008)
- Ministry Document: Diversity in BC Schools: A Framework (2008)
- Ministry Document: Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct Ministerial Order (2007)
- BC Ministry of Education – Safe, Caring, and Orderly Schools Resources (see <http://www.bced.gov.bc.ca/sco/resources.htm>)
- The Constitution Act (1982)
- Multiculturalism Act (RSBC 1996)
- BC Human Rights Code (RSBC 1996, c 210)
- Employment Equity Act (1995)
- Official Languages Act (1985)
- 1410-10 - - District Code of Conduct Regulation

- 1410-20 -- Use and or Possession of Illegal Drugs, Cannabis and Alcohol Regulation
- 1420-10 -- Student Responsibilities, Discipline and Suspension Regulation
- 1430 -- District Discipline Committee Policy
- 1440 -- Diversity in Schools and inclusion Policy
- 1440-10 -- Multiculturalism Regulation
- 1440-20 -- Sexual Orientation/Gender Identity and Expression~~Sexual Orientation~~ Regulation
- 1510-10A -- Student and or Parent Appeal - Form
- 2310 -- Protection of Students and Maintenance of Order Policy
- 3110-10 -- School Bus and Ferry Discipline Regulation
- 4210-20 -- Weapons Regulation