



Board of Education (School District 47)
Regular Board Meeting
4:00 pm, Wednesday, November 16, 2022
SCHOOL BOARD OFFICE

A G E N D A

ELECTIONS: Chairperson
Vice Chairperson
BCSTA Provincial Council Representative
BCPSEA Representative

PRESENTATION: Henderson Students (Matt Hull)

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

1.a) **MOTION:** "THAT the Regular meeting agenda of November 16, 2022, be adopted as circulated."

2. ADOPTION OF MINUTES

2.a) **MOTION:** "THAT the Regular meeting minutes of September 14, 2022, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) September 14, 2022 – The Board met in-camera to discuss items concerning personnel.

4. INCOMING CORRESPONDENCE

- 4.a) BC Teachers' Council to Education Partners
- 4.b) SD52 to Hon. Robinson and Hon. Whiteside
- 4.c) BCSTA to Dr. Jule and J. Iker
- 4.d) BCSTA to Hon. Robinson and Hon. Whiteside
- 4.e) BC Teachers' Council to BCSTA
- 4.f) Hon. Whiteside to BCSTA (6 letters)
- 4.g) BCSTA to Hon. Whiteside

MOTION: "THAT the correspondence listed in item 4.a) to 4.g) be received."

5. OUTGOING CORRESPONDENCE

- 5.a) SD47 to Kathaumixw
- 5.b) SD47 to Hon. Whiteside
- 5.c) SD47 to qathet Community Justice

6. SUPERINTENDENT OF SCHOOLS' REPORT

- 6.a) Student and Family Affordability Fund
- 6.b) District Enrollment as at September 30, 2022
- 6.c) District Class Size Average Report
- 6.d) Suspension, Exclusion and Seclusion Report – September 6, 2022, to October 31, 2022
 - 6.d.1) Ministry of Education Physical Restraint & Seclusion Guidelines

MOTION: “THAT the Superintendent of Schools’ Report be received as presented.”

7. SECRETARY-TREASURER’S REPORT

- 7.a) Month End Financial Report as at October 31, 2022

MOTION: “THAT the Secretary Treasurer’s report be received as presented.”

8. OTHER BUSINESS

- 8.a) Committee Appointments

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT



SCHOOL DISTRICT NO. 47 (POWELL RIVER)
BOARD OF EDUCATION - REGULAR MEETING
4:00 PM., Wednesday, September 14, 2022
SCHOOL BOARD OFFICE

MINUTES

Present: Dale Lawson, Jaclyn Miller, Rob Hill, Doug Skinner

Regrets: Brendan Behan

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer), Kristen Brach (Director of Instruction), Allison Burt (Director of Instruction), Kristy Payne (Director of Communications)

PRESENTATIONS:

Cory Vanderhorst, Kristy Rowbotham MNP – Audited Financial Statements

Mr. Vanderhorst thanked the finance team for a smooth audit and stated that statements are in accordance with Treasury Board guidelines. The audit has been completed with no issues to bring to the Board's attention.

Mr. Vanderhorst reviewed how the School District ended the fiscal year at June 30th 2022 compared to June 30 2021.

Siobhan Brown, Program Coordinator and Chelsea Friesen, gathet Community Justice

Please see presentation in agenda.

gathet Community Justice would like:

- To be included in the Board's Strategic Plan for 2023-2026 in order to Identify Restorative Approaches as a priority.
- Develop a Memorandum of Understanding or Protocol (SD47 AP352, Police Action in Schools Restorative Approaches) where necessary.
- Financial support.

D. Lawson asked for an example of the outcome of their sessions. S. Brown indicated that students return to school feeling the conflict has been resolved and they are safe.

J. Miller asked if there are crimes that would be screened out? S. Brown indicated that it is not so much about crime, but rather about the person committed to be there and helping work through their traumatization.

R. Hill asked if teachers at Brooks are involved? S. Brown indicated not at all meetings. If the conflict is between student/teacher, it really depends on their comfort level about meeting.

Question asked about the length of a process. Response was that it could be anywhere from a month to a year.

D. Skinner asked if Lindsay Carlos, our Family Liaison Worker is involved. S. Brown indicated she had not heard of Ms. Carlos. T. Larkin attends all meetings.

Question Period

Ellen Gould – PRESS.

Ms. Gould spoke to the Board indicating that PRESS is pre-empting and dominating the School District elections and would like clarification on a few items and requests as well.

E. Gould asked PRESS to clean up publicity materials, so the School District address does not appear on their publications. It is still listed on the PRESS brochure.

Hugh Prichard is supposedly listing/using his School District email for Terracentric business. Could he be asked to not continue doing this.

E. Gould stated that Dr. Jay Yule is the Executive Director of PRESS and Superintendent of School District 47 and would like to know if there any School District resources allocated to PRESS and the OLC? D. Lawson responded that the Board has no involvement or business with PRESS, nor does it look after any part of PRESS.

E. Gould asked if staff time is being allocated to PRESS. Response was that there is not.

J. Yule mentioned that he would be happy to meet with Ms. Gould should she have any further questions.

CHAIRPERSON'S REMARKS

'September is a perfect time to welcome new beginnings, I always enjoy the proud 'first day' photos shared by many at the beginning of the school year. There's a sense of excitement throughout the district with meet the teacher nights, community building days, house teams, dances, and a plethora of activities to get students, families and staff reacquainted and get everyone back into the groove.

For those of us around this table today, September also marks an ending as we participate in our last board meeting together today. Most of us are looking forward to continued involvement as part of our team to support student success across SD47, others have made a different choice.

Each of us bring unique skills, experiences and perspective to this role, it doesn't matter where you come from or what experiences have helped to shape who you are, student success matters to all of us. Over this term trustees have invested in a considerable number of leadership positions to advance the board's priorities including Directors of Instruction, Communications, Technology and District Principal of Indigenous Education. We've made additional investments in staffing for implementation of before and after school care, summer, spring break and school meal programs and added two new childcare centres to our community just to name a few.

Over this term we engaged all stakeholder groups to complete an overhaul of district policies and administrative procedures to ensure they reflect our board's values and continued commitment to facilitating a safe, diverse, inclusive, and collaborative culture for staff and students.

I'd like to take a moment to thank all who put their names forward over this term for the opportunity to serve in the important work of school trustee. It's a big commitment to put your time, passion and dedication into a four-year term. I'd like to acknowledge Doug Skinner for his commitment of 14 years of service as trustee in our district. Doug's contributions have been extensive over the years, his passion for supporting student success has been unwavering. His voice will be missed around the table, we wish him well in his retirement. Thank you, Doug. **

The next time we convene at this table, our team will look a little different, regardless we will remain steadfast in our commitment to continuing momentum and preparing students to face a changing world as lifelong learners and informed, responsible citizens.

Visit our [Website](#) to learn more about the SD47 Board of Education, our strategic plan and the programs and services that we offer.

Lastly, on behalf of the board, I'd like to extend sincere thanks and appreciation for all of our staff who work so hard to deliver excellence in the work they do for us every single day. Thank you all, we're going to have a fantastic school year!

1. **APPROVAL OF AGENDA**

Moved: D. Skinner
Seconded: R. Hill

THAT the Regular meeting agenda of September 14, 2022, be adopted as circulated.

Status: Carried

2. **ADOPTION OF MINUTES**

Moved: R. Hill
Seconded: D. Skinner

THAT the Regular meeting minutes of June 22, 2022, be adopted as circulated.

Status: Carried

3. **REPORT OF CLOSED MEETINGS**

3.a) June 22, 2022 – The Board met in-camera to discuss items concerning personnel and student welfare.

4. **CORRESPONDENCE**

INCOMING

4.a) SD72 to Hon. J. Whiteside

For information.

4.b) SD68 to Hon. J. Whiteside

J. Miller stated she strongly agrees with this letter to Ministry asking for partnering with Ministry of Education and Child Care.

Moved: J. Miller

Seconded: R. Hill

THAT the Board of Education send a similar letter to Hon. J. Whiteside, re: Mental Health.

Status: Carried

4.c) Hon. J. Whiteside to All Board Chairs, Superintendents, Secretary-Treasurers

Welcomed announcement. We are fortunate to enhance local programs. Stakeholder engagement process will be forthcoming. J. Yule stated our District is in a good position. This is an opportunity to enhance and make more things affordable for parents. Principals will be discussing with their school PACS and we will be discussing with DPAC and Tla'amin. Currently in place are free workbooks.

R. Hill asked if we are not sending out surveys similar to other districts. J. Yule indicated it is best to work via our PACS as they are the voice of parents.

4.d) Assistant Deputy Minister C. Brown to C. Broady, BCSTA President

For information.

Moved: R. Hill

Seconded: D. Skinner

THAT the correspondence listed in items 4.a) to 4.d) be received.

Status: Carried

5. **OUTGOING CORRESPONDENCE**

5.a) SD47 to Hon. R. Fleming

For information.

5.b) SD47 to Prov. of BC, Community and Employer Partnerships Program
For information.

5.c) SD47 to Community Forest Board
For information.

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) First Week of School Summary

J. Yule updated the Board with respect to school start up.

The District appears to have an increase of approximately 200 students. Enrollments are still trickling in. Although this increase is welcomed, it has caused a little pressure at our schools – Westview and Edgehill Elementary Schools are full and Henderson Elementary has added a section. We can still accommodate students and encouraged parents to plan ahead.

New teachers and education assistants have been hired, along with new openings in the Early Learning Program. It has been an exciting start to the year. We have also added coordinators, technology staff, along with mental health programs/staff.

R. Hill asked for clarification with respect to being placed on a waitlist when not being able to enroll at a school of choice. J. Yule responded in that they can register at their school of choice provided there is space available. Waitlists are created only when schools are full. Students attend another school and most end up staying but re-iterated that we do have waitlists. Also mentioned was that transportation assistance is available if needed, or a courtesy bus riding pass could be made available if it fits the schedule/location of the stop.

R. Hill asked how full could a school get? J. Yule responded that we can go over dependent on space available and that class size limits dictate how much space we have.

6.b) Early Learning and Childcare Capacity Funding

Mr. Raun Rainbow, Vice Principal at Westview Elementary will be responsible for our Early Learning and Child Care Program. Childcare is coming onboard and will expand over the next few years.

6.c) Enhanced Student Learning Annual Report

Framework for enhancing student learning highlights were provided to the Board. Communications Director will be sharing information for involvement.

K.Brach and A. Burt presented an annual review, analysis, and interpretation of provincial measures. K. Brach spoke to EDI data and how JB4 and Seamless Day programs will help students be prepared for entering school. Senior staff will continue working collaboratively with Kindergarten teachers. Also reported was the districts continued participation in MDI and the expected addition of YDI this year. Please see agenda for details.

Indigenous Education

Hiring our District Principal of Indigenous Education and using that position to resource, make connections, and reaching out to the Nation to work on a draft LEA, adding a cultural support worker, offering Ayajuthem Language to grades 8 – 12, grad requirement a year

ahead for First Peoples 10 at Brooks and as an online program are highlights to celebrate although we will continue working on more.

Foundation Skills Assessment

Literacy rates have increased significantly and are higher than province (13-21% up). Numeracy in grade 4 stayed equal with our province. Grade 7 stayed the same – equal with our province. Thanks to school staff as it has helped us improve. Still work to do but will continue to strive to get even better. D. Skinner asked if numbers of students participating in FSA have increased? K. Brach indicated they have increased although we would like to be even higher, but we are getting better.

Graduation Data

Academic counsellor and increase in counselling time have been added to help students graduate.

Mental Health in Schools

This is an area of concern and Covid hasn't helped. This will continue to be a focus. Ed Can modules are being promoted. Employee health important for student health. Wellness Committee is doing a good job providing wellness information including Homewood Health information. Unions are also providing information as is our SOGI Committee.

D. Lawson indicated that data is important but delivery of data also important. K. Brach agreed with D. Lawson and indicated that grade 6 student council focus groups are setting the stage for sharing information, and that conversation with students will be taking place.

R. Hill asked if numeracy is standard across the province and if grade 8+ teachers collaborating? A. Burt and K. Brach explained what teachers can do, what they meet about, and what assessments could be used.

Moved: R. Hill
Seconded: J. Miller

THAT the Board of Education of School District 47 (Powell River) approve the submission of the Enhanced Student Learning Report for the 2021/2022 School Year.

Status: Carried

6.d) Strategic Communications Plan

Please refer to presentation in agenda.

K. Payne reviewed document in agenda. D. Lawson thanked K. Payne for her work thus far.

Moved: J. Miller
Seconded: R. Hill

THAT the Strategic Communications Plan be adopted as presented.

Status: Carried

6.e) Youth Restorative Action Project Proposal

Background info from group that presented earlier. Further discussion/recommendation to take place at a later meeting.

6.f) Power to Suspend for 2022-2023

Moved: R. Hill

Seconded: D. Skinner

TO recognize the personnel listed as having the authorization outlined.

Status: Carried

6.g) Maintenance of Order for 2022-2023

Moved: R. Hill

Seconded: D. Skinner

TO recognize the personnel listed as having the authorization outlined.

Status: Carried

6.h) Out of Country Field Trip Proposal

Moved: R. Hill

Seconded: J. Miller

TO approve in principle the travel itinerary for a prospective student trip to Switzerland and Italy during Spring Break of 2024.

Status: Carried

6.i) Suspension, Exclusion and Seclusion Report

N/A

Moved: DS

Seconded: RH

THAT the Superintendent of Schools' Report be received as presented.

Status: Carried

7. SECRETARY-TREASURER'S REPORT

7.a) Financial Statement Discussion and Analysis

S. Hopkins spoke to auditors presentation and documents in agenda and itemized financial data in various departments.

7.b) Audited Financial Statements for the year ended June 30, 2022

Moved: D. Skinner

Seconded: J. Miller

TO approve the operating surplus restriction of \$1,367,635 and the Local Capital Restriction of \$967,473 as detailed in NOTE 18 of the financial statements for the year ended June 30, 2022.

Status: Carried

Moved: R. Hill

Seconded: J. Miller

THAT the Board of Education of School District 47 (Powell River) approve the Audited Financial Statements for the Year Ended June 30, 2022.

Status: Carried

7.c) 2023/2024 Capital Plan Overview

S. Hopkins spoke to document provided in agenda. Preliminary report submitted in spring, now finalized report to be submitted.

Edgehill Elementary - addition to the building which, if supported, would potentially increase the school capacity to 40 kindergarten and 225 elementary aged students.

Seismic Mitigation Program (SMP)

Seismic improvements (million) - Texada - \$4.3 and James Thomson (Heritage) - \$2.9

School Enhancement Program (SEP)

Mechanical system & ventilation upgrade – James Thomson Elementary – main building estimate - \$1,285,625, Mechanical system & ventilation upgrade – James Thomson Elementary – main building estimate - \$811,250

Carbon Neutral Capital Program (CNCP)

LED lighting upgrade – multiple elementary sites estimate - \$180,521

Bus Acquisition Program (BUS)

Business case for early replacement of a unit under review

Moved: D. Skinner
Seconded: J. Miller

TO approve the 2022/2023 Capital Plan Submission.

Status: Carried

7.d) Operational Update

S. Hopkins provided the following updates:

- Work endorsed in spring which was to be completed in the summer is on track.
- Turning corner on two daycares. Modular company had their rep here in summer and a meeting is taking place again tomorrow to continue discussions.
- Expansion to turf field almost complete.
- LED lighting at Texada has started.
- Outdoor classroom at Edgehill has been completed.
- Bussing-processing late applicants and on the cusp of entertaining courtesy riders. Hoping for better messaging next year.
- Technology-supply chain issues with equipment order. Plan for work to continue.
- J. Miller asked if there will be a change in bus application process? S. Hopkins explained that it hadn't but that the process could be improved.
- R. Hill asked the status of hiring an Operations Director. S. Hopkins reported that multiple candidates had been interviewed but that a fit had not yet been found.
- D. Lawson asked if all schools have outdoor classrooms. S. Hopkins responded that Kelly Creek, Edgehill, Henderson, James Thomson, and Westview do, however no formal plans for Texada.
- R. Hill asked if there is potential of an outdoor classroom being built in the Penticton trails. S. Hopkins reported that the property is owned by the City, not the School District.
- D. Skinner asked about the status of solar installation. S. Hopkins reported that Brooks is complete. Theatre roof is fully loaded. Edgehill and Westview are being developed.

Moved: R. Hill
Seconded: D. Skinner

THAT the Secretary-Treasurer's Report be received as presented.

Status: Carried

8. OTHER BUSINESS

8.a) New Trustee Orientation

J. Yule is working with Mr. M. Roberts and preparing a more robust orientation for Trustees.

QUESTION PERIOD

- Ms. I. Loveluck, President of PRDTA thanked D. Skinner for his service and wished him luck in his second retirement.
- All Trustee Candidate Meeting will be hosted at the theatre on October 6. Time to be determined.
- Thank you to board and senior management for library funds – teachers were extremely excited!
- Thank you to senior management for new division at Westview and dealing with overflow at Edgehill and Westview by adding a division at Henderson.
- Very successful teacher orientation – 23 or so attended – extremely well received. Kudos to the District for paying those who attended.
- Asked if PRDTA be sent FESL so it can be shared with the Executive and any interested teachers
- Comment about FSA - more interested in cohort data.
- Thankful for collaboration time.
- I. Loveluck asked how the communication plan communicates with the more vulnerable population and also asked what the cost is for our new logo and what the budget for communications is? S. Hopkins to provide.
- Thank you to all Trustees for their continued work.

MEDIA QUESTION PERIOD

- P. Galinski asked for the number of new students in schools. J. Yule indicated it is approximately 250 new students (headcount) – mostly PIE students.
- Also asked was how many new teachers? J. Yule responded that there are approximately 31 new teachers but not necessarily full time.
- Asked about total enrollment number. J. Yule responded – currently 3379. The District is in a growth phase.
- Thanked outgoing Board and wished those running for re-election good luck.
- Thank you to D. Skinner for his service.

ADJOURNMENT

Moved: J. Miller

THAT the Regular Board Meeting be adjourned at 6:08 p.m.

Status: Carried

D. Lawson
Chairperson

S. Hopkins
Secretary-Treasurer

SH/ac



September 9, 2022

Dear Education Partner:

Re: Continuing Implementation of the *Professional Standards for BC Educators*

I hope this message finds you well rested after the summer break and looking forward to another school year. As you are aware, the revised *Professional Standards for BC Educators* have been in effect since June 19, 2019. These modernized Standards are more reflective of the revised British Columbia curriculum, including updated and new language specific to the key areas of indigeneity, the First Peoples Principles of Learning, and diversity and inclusion.

The BCTC strongly believes that its work on the Professional Standards does not end here. It is important to continue to promote the practice of the Professional Standards, with particular attention to Standard 9. With this new standard, all educators are expected to respect and value the history of First Nations, Inuit and Métis in Canada, and to foster a deeper understanding of Indigenous histories, cultures and perspectives, integrating these worldviews into the learning environment.

The BCTC would like to introduce you to a project that raises awareness of and celebrates Professional Standard 9. In 2020, the Ministry of Education and Child Care (ECC) embarked on a project to create a video focused on Standard 9 to support the much-needed change in the BC education system and professional teaching standards by bringing attention to the new standard and encouraging educators to engage in their professional responsibility, wherever they may be on their journey. The video aims to contribute towards truth, reconciliation and healing for Indigenous peoples in BC, and serve as an important step towards the decolonization of the K-12 education system.

In early 2022, the BCTC was asked to lead the release and promotion of the video to the BC K-12 school system and then use additional materials not included in the video to develop related resources. In May 2022, a newly created working group including members of BCTC, FNEESC, Métis Nation BC, BCTF, FISA BC and ECC, later joined by a member of a recently established FNEA, began working together on this important project which will be available for the National Day for Truth and Reconciliation on September 30, 2022.

The BCTC would like to encourage you to continue to support the implementation of the Professional Standards and look for ways to create positive awareness. This will be more effective through a joint effort of the BCTC, ECC, employers, local union offices and rightsholders/education partners.

Finally, we would also like to remind you that [8.5 x 11 handouts of the Professional Standards](#) can be printed and distributed during these meetings. You can find other printable versions of the [Professional Standards](#) online.

Thank you for your continuing support on this important matter.

Sincerely,

Jim Iker,
Chair



634 – 6th Avenue East
Prince Rupert, B.C.
V8J 1X1
Tel: (250) 624-6717
Fax: (250) 624-6517
www.rupertschools.ca

September 28, 2022

The Honourable Selina Robinson
Minister of Finance
P.O. Box 9048 STN PROV GOVT
Victoria, B.C. V8W 9E2

The Honourable Jennifer Whiteside,
Minister of Education
P.O. Box 9045 STN PROV GOVT
Victoria, BC V8W 9E2

Dear Ministers Robinson and Whiteside,

Re: Inflationary Cost Pressures

Our Board is writing to add our voice to that of other districts who have expressed their concern over the impact inflationary pressures are having on school district budgets. These cost pressures are exacerbated by the impact of declining funding protection on district funding.

Canada is currently experiencing inflation at rates not seen in a generation. The rising cost of food, fuel and many other materials have an immediate impact on the operation of the school district. In a community that has a limited choice of local suppliers, the ability to shop for better prices is limited. Staff will be monitoring costs in the fall, and there is a very real possibility of the Board needing to make cuts in the Amended Annual Budget to respond to these cost increases.

The impact of funding protection – which guarantees 98.5% of the previous year's funding – means that the district has less funds available each year. Funding protection became part of the funding formula in 2006, and our district has received funding protection in our funding every year that it has been available, averaging almost \$1.4 million each year.



634 – 6th Avenue East
Prince Rupert, B.C.
V8J 1X1
Tel: (250) 624-6717
Fax: (250) 624-6517
www.rupertschools.ca

Living in funding protection means that the specific parts of the funding formula become almost meaningless. For example, if our average teacher salary increases, there are no new funds. If there are additional students with designations, there are no new funds. If there are more students (and the district continues to see declining enrolment), there are no new funds.

This is also true, now, of the money for labour settlements. In the 2021-2022 funding model, these funds were provided outside of the funding protection calculation. In the current 2022-2023 year, however, these funds are now rolled into standard student funding rates. As a result, there is no assurance that the district is continuing to receive the money required to address payroll costs that arises from the collective agreements,

In 8 of the past 10 years, the Board has made cuts to the Annual Budget in order to submit a balanced budget. In a community with a high degree of poverty, there is no question that these cuts have hampered the district's ability to meet the needs of students. And it will come as no surprise that the Board struggles to maintain contingency funds in reserve.

It is high time something is done to increase the funding available to school districts. This funding needs to be predictable and sustainable, so that the very real needs of students are met.

Thank you for taking the time to consider our concerns.

Yours sincerely,
School District No. 52 (Prince Rupert)

A handwritten signature in black ink, appearing to be "Kate Toyne", written over a long horizontal line that extends across the width of the signature area.

Ms. Kate Toyne
Chair

cc: MLA Jennifer Rice
BCSTA



British Columbia
School Trustees
Association

September 29, 2022

Dr. Allyson Jule

Chair

Association BC Deans of Education

allyson.jule@ufv.ca

Jim Iker

Chair

British Columbia Teachers' Council

400 - 2025 West Broadway

Vancouver, B.C. V6J 1Z6

BCTC@gov.bc.ca

Dear Dr. Allyson Jule and Jim Iker,

Subject: Teacher Education Programs in Rural Districts

On July 29, the British Columbia School Trustees Association (BCSTA) received a letter from the British Columbia Teachers' Council (BCTC) that updated the association on recently approved and revised certification standards. BCSTA's board of directors reviewed this letter at a recent meeting and asked that I reply with the following request.

As you engage in this vital work, we ask that you also continue to focus on the need for teacher education programs, both satellite and blended, in rural and more remote areas of the province.

Rural and remote school districts continue to face extreme challenges around the recruitment and retention of educators, which negatively impacts students. While the problem is complex, we must find ways to support and expand teacher education programs in these communities to assist districts in developing and attracting qualified teaching professionals. By continuing to prioritize improvements to teacher education programs across the province, we can better support learners equitably in their education.

Thank you for considering this request as part of your ongoing work.

Sincerely,

Carolyn Broady

President

British Columbia School Trustees Association

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
Shawn McMullin, Director of Professional Excellence Unit, Teacher Regulation Branch, Ministry of Education and Child Care
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors



British Columbia
School Trustees
Association

October 13, 2022

The Honourable Selina Robinson

Minister of Finance

PO Box 9048, Stn Prov Govt

Victoria, B.C. V8W 9E2

fin.minister@gov.bc.ca

The Honourable Jennifer Whiteside

Minister of Education and Child Care

PO Box 9045, Stn Prov Govt

Victoria, B.C. V8W 9E2

educ.minister@gov.bc.ca

Dear Minister Robinson and Minister Whiteside,

Subject: Funding for Exempt Compensation Grids

I am writing you today to request that you work together to ensure the province fully funds exempt compensation grids. Doing so would prove to be a significant step in supporting districts and boards of education in focusing their work and resources on educating students and preparing them for a brighter future rather than concentrating resources on funding salary increases.

Currently, British Columbia's school districts face significant unfunded cost pressures related to salary increases for exempt staff, which redirect much-needed funding away from classrooms. Boards of education throughout the province have shared their concerns about the lack of funding for exempt wage increases, which negatively impacts their operating budgets.

Recent conversations with our members revealed that many boards have tentatively budgeted for a 2% increase for exempt staff based on historical data. Unfortunately, with the increased inflationary impact on salaries and the current pattern of wage increases and compression packages being negotiated, the overall outlook has shifted to anticipating significantly higher expenditures. For example, in some of B.C.'s larger districts, a 4% increase instead of a 2% increase will cause districts to absorb over half a million dollars in additional costs. Even smaller districts will be feeling increased pressure, as many of those with enrolment under 10,000 will face costs nearing and occasionally exceeding \$150,000.



British Columbia
School Trustees
Association

It is the role of boards of education to support student learning and to provide young people exiting our public education system with the best possible life chances. By fully funding wage increases, we can ensure districts address concerns that focus on learning instead of administration and compensation.

I look forward to your reply and the opportunity to discuss this important issue.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is written in a cursive, flowing style.

Carolyn Broady

President

British Columbia School Trustees Association

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors



November 3, 2022

Carolyn Broady
President
BC School Trustees Association (BCSTA)
Email: cbroady@bcsta.org

Dear Ms. Broady:

Re: Teacher Education Programs in Rural Districts

I hope this message finds you well. Thank you for your letter dated September 29, 2022 asking that the BC Teachers' Council (BCTC) continues to support teacher education programs in rural and remote areas of the province.

The BCTC acknowledges an increasing need to enhance educational experience and opportunities for students attending schools in rural and remote areas. Ongoing conversations regarding rural education, rural recruitment and retention, and an increasing need for blended teacher education programs in rural communities, have been an integral part of our dialogue for some time now.

Your request has been referred to Teacher Education Program Approval and Review Committee (TEPARC) for further consideration. For the past few years, TEPARC has been welcoming proposals from BC teacher education programs to establish new cohorts in rural and remote areas. Please rest assured that the BCTC will continue to collaborate with BC teacher education programs and the Association of BC Deans of Education to support rural and remote teacher education. Kindly note, however, that the Council's power within its mandate is limited to consideration and approval of only those proposals that have been initiated by the programs.

Thank you for your continuing support on this important matter. Should you have any immediate questions, please contact Shawn McMullin, Director of Professional Excellence at the Teacher Regulation Branch via email shawn.mcmullin@gov.bc.ca or by phone at 604-655-5729.

Sincerely,

Jim Iker
Chair



October 26, 2022

Ref: 281826

Caroline Broady, President
British Columbia School Trustees Association
Email: cbroady@bcsta.org

Dear Caroline Broady:

Thank you for your letter of June 14, 2022, regarding universal washrooms and change rooms in public schools. I appreciate your input on the importance of ensuring that all students are safe and comfortable in British Columbia's public schools.

The Ministry of Education and Child Care provides funding through the Annual Facilities Grant (AFG) and School Enhancement Program (SEP) that can be used for washroom and change room upgrades in existing schools and schools that are being seismically upgraded. These upgrades have included universal washrooms and change rooms. For fiscal year 2022/23, AFG funding is \$120.5 million (including \$97 million for capital portion) and SEP funding is \$70 million. New school projects also include funding from the Ministry for universal washrooms and change rooms.

If you have any further questions regarding provincial capital funding for universal washrooms and change rooms please contact Chris Brown, Assistant Deputy Minister, Resource Management Division by email at Chris.Brown@gov.bc.ca.

Again, thank you for writing.

Sincerely,

Jennifer Whiteside
Minister



October 26, 2022

Ref: 281518

Carolyn Broady, President
British Columbia School Trustees Association
Email: cbroady@bcsta.org

Dear Carolyn Broady:

Thank you for your letter of May 31, 2022, advocating for the removal of BC Hydro's 100kW net metering caps in all public school facilities.

BC Hydro and the BC Utilities Commission (BCUC) are the key stakeholders and are best positioned to make decisions regarding increasing net metering caps. A few school districts have reached out directly to the Ministry of Education and Child Care and BC Hydro staff over the past year advocating for on-site solar systems that produce greater than 100kW of energy.

Please make a request directly to BCUC by email (commission.secretary@bcuc.com) to add British Columbia School Trustees Association to the contact list for net metering proceedings if your organization wishes to be involved as a stakeholder.

Again, thank you for writing.

Sincerely,

Jennifer Whiteside
Minister

pc: David M. Morton, Chair and CEO, BC Utilities Commission
(commission.secretary@bcuc.com)
Chris O'Riley, President and CEO, BC Hydro (chris.oriley@bchydro.com)



October 26, 2022

Ref: 281664

Carolyn Broady, President
British Columbia School Trustees Association
Email: cbroady@bcsta.org

Dear Carolyn Broady:

Thank you for your letter of June 7, 2022, regarding the request from the British Columbia School Trustee Association members for advocacy on the Truth and Reconciliation Calls to Action #'s 7,10,11,12 & 57.

The Ministry of Education and Child Care is supportive of leveraging our influence along with First Nations Education Steering Committee and your organization to ask the Federal Government of Canada for an update towards the Truth and Reconciliation Commission of Canada's calls to action as outlined in your letter.

The Ministry is also supportive of requesting information about funding allocated to the Truth and Reconciliation Commission of Canada's Calls to Action and inquiring about any additional funds that may be made available by the federal government.

I look forward to hearing from the British Columbia School Trustee Association members for specifics as to how you would like to proceed with this advocacy. Please let us know if you would like to collaborate on a joint letter to the Government of Canada.

Again, thank you for writing.

Sincerely,

Jennifer Whiteside
Minister

pc: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
Jennifer McCrea, Assistant Deputy Minister, Ministry of Education and Child Care
Deborah Jeffrey, Executive Director, First Nations Education Steering Committee,



October 26, 2022

Ref: 281663

Carolyn Broady, President
BC School Trustees Association
Email: cbroady@bcsta.org

Dear Carolyn Broady:

Thank you for your emails of June 7 and June 14, 2022, with three motions from the BC School Trustees Association's (BCSTA) Annual General Meeting requesting the revision of the *School Act* regarding the acknowledgement of traditional territories, barriers for students with precarious or no immigration status, and the establishment of a process to review and refresh the 'Attributes of a BC Graduate'.

I appreciate you bringing the concerns of the BCSTA to my attention. I share your commitment to a high-quality student-centred education system and value the partnership we have developed. Government is also deeply committed to lasting and meaningful reconciliation with Indigenous people.

Each of these items requires further review and discussion and would need to align with government's established policy and legislative processes. I have asked Ministry of Education and Child Care staff to work with you directly through our existing bilateral agendas to prioritize and work toward solutions to address these concerns.

Again, thank you for writing. We look forward to continuing to work together with the BCSTA on our joint priorities.

Sincerely,

Jennifer Whiteside
Minister



October 27, 2022

Ref: 281335

Carolyn Broady, President
BC School Trustees Association
Email: cbroady@bcsta.org

Dear Carolyn Broady:

Thank you for your letter of May 18, 2022, regarding minimum standards for indoor air quality and associated funding in British Columbia schools.

The American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE) is best positioned to provide guidance on indoor air quality. The recommendations ASHRAE provided during the pandemic can be found online at:

<https://www.ashrae.org/file%20library/technical%20resources/covid-19/ashrae-reopening-schools-and-universities-c19-guidance.pdf>

Further guidance for existing and new facilities is expected from ASHRAE in the fall/winter of 2022, balancing measures aimed at ensuring indoor air quality, energy efficiency and thermal comfort.

Since the pandemic started, the Ministry of Education and Child Care and federal government invested \$166.5 million to assist school districts in upgrading ventilation in thousands of classrooms across the province, with \$153.4 million coming from the provincial government. This is in addition to the \$50 million invested by the Province between 2017 and 2019.

The Ministry has also established a Ventilation Technical Advisory Panel (VTAP) in 2021 to provide advice on ventilation enhancements moving forward, including mitigation of COVID-19 and advancing CleanBC initiatives. The work of the VTAP has been supported by a contracted mechanical engineer, along with representation from public health.

Again, thank you for writing and for your dedication to the students of British Columbia.

Sincerely,

Jennifer Whiteside
Minister

pc: Capital Management Branch



November 3, 2022

Ref: 281515

Carolyn Broady, President
British Columbia School Trustees Association
Email: cbroady@bcsta.org

Dear Carolyn Broady:

Thank you for your letter of May 31, 2022, requesting that the Ministry of Education and Child Care create new funding for universal food programs at all public schools in British Columbia.

We share a common goal that all students in British Columbia are properly fed to support their learning each day. As you are likely aware, the [mandate letter](#) issued to me by the Honourable John Horgan, Premier on November 26, 2020, includes a commitment to work with BC school districts to create more local school programs and to increase local food sourcing. The Ministry of Education and Child Care is working in partnership with the Ministries of Health and Agriculture & Food on this important item.

We are pleased that the federal government reiterated their commitment to a national school food policy within their 2021 mandate letters and look forward to collaborative opportunities ahead.

I agree that the COVID-19 pandemic has emphasized existing food security inequities for families and students and recognize the importance of providing school districts with sustainable and equitable resources to create flexible school food programs. Ministry staff are analyzing school and district-based data, as well as engaging with community organizations to better understand the complex needs of our system. The ability to offer school food programs that meets local needs varies across the province and options are being explored to better support districts to respond to student hunger.

We were also pleased to announce the Student and Family Affordability Fund this September to reduce the burden on families. This one-time funding of \$60 million to school districts will help ensure students are fed and have the school supplies they need to be successful this year.

.../2

British Columbia School Trustee Association is a valued education partner and I welcome the opportunity to seek your input on the future of school food programs for public schools in BC. Thank you for taking the time to write and express your commitment to the health and well-being of students.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Whiteside". The signature is fluid and cursive, written in a professional style.

Jennifer Whiteside
Minister

pc: Suzanne Hoffman, *CEO, BCSTA*,



British Columbia
School Trustees
Association

November 9, 2022

The Honourable Jennifer Whiteside
Minister of Education and Child Care
PO Box 9045, Stn Prov Govt
Victoria, B.C. V8W 9E2
educ.minister@gov.bc.ca

Dear Minister Whiteside,

RE: Changes to the *School Act*, student immigration status barriers and updating the Attributes of a BC Graduate – Reference 281663

Thank you for your letter dated October 26, 2022, in which you addressed several motions our members passed at our annual general meeting. I am pleased to hear that these concerns resonate with you and that you appreciate the opportunity at hand to better support students in British Columbia.

I agree that altering the School Act to support the inclusion of traditional territories, addressing student immigration status barriers and updating the Attributes of a BC Graduate are significant in scope and that meaningful collaboration is required if we are to move forward with this work.

I look forward to collaborating on these matters with you and your team in the new year. To maintain momentum, I am requesting that your staff reach out and supply our association with the key contacts we may reach out to begin work on these joint priorities.

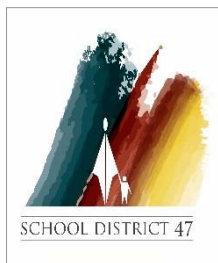
Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is written in a cursive, flowing style.

Carolyn Broady
President
British Columbia School Trustees Association

Motions: A20222, A20225, A20229

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors



SCHOOL DISTRICT NO 47 (POWELL RIVER)

Office of the Superintendent of Schools

4351 Ontario Avenue, Powell River, BC V8A 1V3

Telephone: 604 414 2600 Fax: 604 485 6435

June 23, 2022

Via email: info@kathaumixw.org

Powell River Academy of Music

Attention: Mr. Steven Cramaro, Chairperson, International Choral Kathaumixw

Dear Mr. Cramaro,

We are pleased to support Kathaumixw 2023 (July 4-8, 2023) as in previous years (outlined below) with no cost to the School District, providing Covid-19 protocols are followed if in place:

- Four or five school buses for transport within the City commencing just prior to the festival and concluding following the choir departure date (use of school buses has been granted - not providing drivers or fuel).
- Percussion instruments, music stands – granted.
- Max Cameron Theatre – granted if available – rental fee waived (not providing technicians or staff time).

I will send a copy of this letter to the District Music Teachers and School Principals to alert them to this request. A copy will also be sent to Ms. Dawson, Theatre Manager.

Wishing you success with Kathaumixw 2023.

Yours truly,

Dr. Jay Yule
Superintendent
Board of Education
School District 47 (Powell River)

JY/ac

cc: S. Hopkins, Transportation
J. Dawson, Theatre Manager
B. Rounis, Principal, Brooks Secondary
P. Cummings, Music Department, Brooks Secondary

Board of Education (School District 47)

4351 Ontario Avenue Powell River, BC V8A 1V3 Canada
sd47.bc.ca • 604 485 6271



November 9, 2022

The Honourable Minister Jennifer Whiteside
Minister of Education and Child Care
PO Box 9045, Station Provincial Government
Victoria, BC
V8W 9E2

Dear Minister Whiteside,

I am writing on behalf of the Board of Education of School District No. 47 (Powell River). We acknowledge and thank your Ministry for the efforts you have made on the topic of Mental Health but are we are writing seeking further assistance and hoping that in collaboration with other Ministries, this may be possible.

Our schools are the front lines for any issues associated with mental health for our students. We believe that if increased funded opportunities from your Ministry and other Ministries were made available, that clinical mental health services and supports for youth within our schools could be provided.

The strains of mental health and anxiety have been exacerbated due to Covid, not only in our community but province wide. Now more than ever, we feel supporting the mental health of students is paramount so that we do not lose any more to suicide or addictions.

Our Board believes that if additional supports for our students were to be provided, the benefits would be long term. We are asking that you help us by providing increased funded opportunities, and work with us to be part of the solution.

Again, thank you for the efforts your Ministry has made; we look forward to hearing from you and working together.

Yours truly,

Ms. Dale Lawson
Chairperson
Board of Education
School District 47 (Powell River)

DL/ac

Board of Education (School District 47)

4351 Ontario Avenue Powell River, BC V8A 1V3 Canada
sd47.bc.ca • 604 485 6271



November 10, 2022

Ms. Siobhan Brown
Program Coordinator
qathet Community Justice (qCJ)

Via email: qCJ@liftcommunityservices.org

Dear Ms. Siobhan,

I am writing to thank you for the thoughtful and informative presentation on the restorative justice work your organization is doing in the community. We support your community work and believe this should continue to be a community-based initiative with the School District being one of the many supporting groups.

Our Director of Student Support Services, Ms. Tawnie Gaudreau, will continue to work with your group, make recommendation to the Board on strategic direction, policy development, and resourcing support as your project continues to develop and grow.

Yours truly,

Ms. Dale Lawson
Chairperson
Board of Education
School District 47 (Powell River)

DL/ac

cc: Ms.Tawnie Gaudreau, Director of Student Support Services



Student and Family Affordability Fund

The Ministry has allocated \$60 million in one-time funding to school districts to increase food security for students and their families, and to support students, parents, and guardians with affordability concerns. This one-time funding allocation represents \$343,568 in additional resources in support of students in Powell River.

School Based Initiatives will receive an initial budget of \$100 per student as outlined below.

School	Affordability Fund Initiatives	Funding Allocation
Edgehill	<ul style="list-style-type: none"> Instruments for band classes. School jerseys or t-shirts for gym class. Bikes for Rippers who are vulnerable. Enhancing 'hardship funds' for clothing options (including wet weather options). Enhance food programs. City bus passes for students or families who may require them. 	234 x \$100.00 = \$23,400.00
Henderson	<ul style="list-style-type: none"> Enhancing food programs and nutritional opportunities for students and families. Hardship funds for clothing options. Cover costs of home alone program. Recreation gift cards (see District suggestion). 	122 x \$100.00 = \$12,200.00
James Thomson	<ul style="list-style-type: none"> Enhancing food programs. Clothing program for vulnerable students in primary grades. 	246 x \$100.00 = \$24,600.00
Kelly Creek	<ul style="list-style-type: none"> Enhancing food programs. Clothing program for vulnerable students. Transportation assistance through courtesy pass or transportation assistance to vulnerable families. 	178 x \$100 = \$17,800.00
Texada	<ul style="list-style-type: none"> Enhanced food programs. 	33 x \$100 = \$3,300.00
Westview	<ul style="list-style-type: none"> Enhance food programs. 	365 x \$100 = \$36,500.00
Brooks	<ul style="list-style-type: none"> Cost-free class materials and workbooks. Cost-free extra-curricular trips. 	763 x \$100 = \$76,300.00
District	<ul style="list-style-type: none"> Recreational opportunities at the Complex on Professional Development Days. 	
For Board Discussion	<ul style="list-style-type: none"> March break opportunities. Summer opportunities. Supplements to vulnerable families. District meal initiatives. DPAC ideas – forthcoming after November 23rd meeting. 	

ENROLLMENT SEPTEMBER 30, 2022 AND COMPARISON TO SEPTEMBER 30, 2021

SCHOOL	K	1	2	3	4	5	6	7	8	9	10	GA	11	12	Elem Ungr	Secn Ungr	TOTAL HEADCOUNT 22-23	TOTAL HEADCOUNT 20-21	Head count +/-
BROOKS 8-12**									157	162	136	0	162	146			763	761	2
EDGEHILL	35	33	33	29	31	19	28	26									234	205	29
HENDERSON	5	12	11	16	14	18	24	22									122	113	9
JAMES THOMSON	23	38	23	31	38	29	31	33									246	252	-6
KELLY CREEK	20	24	23	26	25	19	21	20									178	168	10
TEXADA	8	2	6	4	3	3	2	5									33	23	10
WESTVIEW	52	32	39	42	50	44	46	60									365	342	23
SUB TOTAL	143	141	135	148	161	132	152	166	157	162	136	0	162	146	0	0	1941	1864	77.000
** Brooks - does not include Cadre or International Students (Cadre: 17 and International: 70)																			
PIE PR/ID combined	103	116	108	126	128	123	92	101	72	71	48	4	65	75			1232	1206	26
WLC PROGRAMS											6	15	6				27	19	8
CONTINUING ED												1		2			3	1	2
DISTRICT TOTALS	246	257	243	274	289	255	244	267	229	233	190	20	233	223	0	0	3203	3090	113

* DL PIE Powell River/Vanc. Isl. and DL Island Discovery is combined in the data



District Class Size Averages – October 31, 2022

Grades	Average Class Size
Kindergarten	17.8
Grades 1- 3	20.3
Grades 4 - 7	25.4
Grades 8 – 12	20.9

SCHOOL DISTRICT 47 - SUSPENSION, EXCLUSION AND SECLUSION REPORT YEAR TO DATE 2022-2023

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	2	3	1								6
10 days or less (violent)		1									1
11-20 days (non-violent)											0
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)											0
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)	1	4									5
Less than 20 days (second + drug/alcohol offence)		1									1
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
TOTAL SUSPENSIONS	3	9	1	0	0	0	0	0	0	0	13
EXCLUSIONS											
Exclusions - Elementary											0
Exclusions - Secondary											0
SECLUSIONS											
Seclusions - Elementary											0
Seclusions - Secondary											0

(Violent incidents include: fighting, physical altercations, threats of bodily harm, etc. Verbal is considered violent if threatening)

British Columbia Ministry of Education

Provincial Guidelines – Physical Restraint and Seclusion in School Settings

Definitions

Behaviour – The actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication¹. It is the impact of the behaviour that dictates whether a behaviour is negative or positive.

Understanding that behaviour is communication, the purpose of these guidelines is to promote a response that protects both the individual and other's safety and well-being.

Physical Restraint – is a method of restricting another person's freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', i.e., temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion – is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies, such as 'time out', used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

Time-out – is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. Time-out involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour.

Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school.

Typically, time-out is used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

¹ Adapted from Gerrig, Richard J. & Philip G. Zimbardo. *Psychology And Life*, 16/e. Published by Allyn and Bacon, Boston, MA. Copyright (c) 2002 by Pearson Education. Information found on American Psychology Association (APA) website July 10, 2014: <http://www.apa.org/research/action/glossary.aspx>

British Columbia Ministry of Education

Provincial Guidelines – Physical Restraint and Seclusion in School Settings

Introduction

Student access to an effective educational program is a basic right of each student in British Columbia's K-12 education system. Positive and least restrictive approaches in the provision of student supports are considered best practice. Respect for student rights, maintaining student dignity and the safety of all involved is paramount.

Learning environment design has been shown to have a direct impact on teacher-student and student-teacher and, consequently, on student learning and achievement. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences – rather than punitive, disciplinary ones.

In recent years, our understanding of the 'learning environment' has evolved. A wide variety of creative approaches to teaching/learning and to the configuration of physical spaces within and beyond the traditional classroom setting, including accommodations for students' sensory and self-regulation needs, are employed to support students' academic and social-emotional learning goals.

Every effort should be made to structure learning environments, and to provide learning supports that make physical restraint and seclusion unnecessary.

It is expected that school personnel implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.

There is no evidence that using restraint or seclusion is effective in reducing the occurrence of the problematic behaviours that frequently precipitate their use. There is a growing body of knowledge that shows that continued use can cause harm.

There is evidence that the effective implementation of school-wide programs that support positive behaviour, such as Positive Behaviour Intervention Supports (PBIS), are linked to greater academic achievement among students, significantly fewer disciplinary problems, increased constructive instructional time, and to increased perception of safer teaching and learning environments.

The Ministry's purpose in providing guidelines for the use of physical restraint or seclusion in school settings is to assist boards of education and independent school authorities in creating and maintaining learning environments that are as safe as possible – for all children and adults.

The Ministry recommends boards of education and independent school authorities use these guidelines to support a multidisciplinary review, discussion and development of individual district policy, protocol and training.

British Columbia Ministry of Education

Provincial Guidelines – Physical Restraint and Seclusion in School Settings

Principles

The British Columbia Ministry of Education supports the following *principles* regarding the use of physical restraint and seclusion procedures in school settings:

- Behaviour interventions for students must promote the rights of all students to be treated with dignity.
- Behaviour interventions for all students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.
- Positive educational/behaviour interventions and mental health supports are provided routinely for all students who need them, and they are provided in a safe and least-restrictive environment.
- Behaviour interventions address the underlying cause of purpose of potentially harmful behaviour.
- Physical restraint or seclusion is used *only* in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm. Restraint or seclusion is discontinued once imminent danger or serious physical self-harm or harm to others has dissipated.
- Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance in an educational/learning setting.
- Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others – to inform the development of behaviour intervention plans. These plans incorporate positive behaviour interventions, and include instruction in appropriate behaviour and strategies that will help students learn to de-escalate their behaviour.
- It is expected that schools will include among their staff members, individuals who are trained in positive behaviour intervention supports, conflict de-escalation, and crisis de-escalation and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.
- School and district staff are aware of and engage the assistance of additional program and resource supports that may be available in their community.

British Columbia Ministry of Education

Provincial Guidelines – Physical Restraint and Seclusion in School Settings

Guidelines

The British Columbia Ministry of Education offers the following *guidelines* regarding the use of physical restraint and seclusion procedures in school settings:

- Where a student’s behaviour could cause harm to self or others, restraint or seclusion may be required until such time as the imminent danger of serious harm to self or others has dissipated.
- Physical restraint and seclusion are used *only* in exceptional circumstances where a student is in imminent danger of causing harm to self or others.
- It is expected that school/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 parents and, where appropriate, students are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.
- All school personnel are provided regular opportunities for training in positive behaviour interventions and supports and de-escalation techniques.
- Schools are strongly encouraged to include, among their staff members, individuals who are trained in positive behaviour intervention supports, conflict de-escalation, and crisis de-escalation techniques to enable them to defuse conflict and crisis situations.
- School personnel who work *directly* with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others, are expected to have been trained in crisis intervention and the safe use of physical restraint and seclusion.
- In cases where a student’s behaviour could potentially cause harm to self or others, the student’s educational planning includes development of:
 - an Individual Education Plan (IEP) outlining the student’s learning outcomes, required learning support services, and instructional and assessment methods
 - a formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures that are in place

British Columbia Ministry of Education

Provincial Guidelines – Physical Restraint and Seclusion in School Settings

- an emergency or safety plan detailing emergency and safety procedures regarding the use of physical restraint and seclusion, and confirming the formal training of school personnel
- Recurring practice of restraint or seclusion is not common practice in any student’s educational program.
- Physical restraint or seclusion is never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position (i.e., facing down on his/her stomach) or supine position (i.e., on his/her back, face up); never employs the use of mechanical devices.
- It is critical that:
 - any space used for purpose of seclusion will not jeopardize the secluded student’s health and safety
 - any student placed in seclusion is *continuously visually observed by an adult who is physically present throughout the period of seclusion* and that all health and safety policies or regulations including WorkSafe BC regulations be followed.
 - school personnel able to communicate with the student in the student’s primary language or mode of communication are present at all times
- It is expected that boards of education/independent school authorities/schools, in which physical restraint or seclusion may potentially be used, have in place a physical restraint and seclusion **policy**:
 - defining physical restraint and seclusion as presented in the Definitions section of this guidelines document (pages 1 and 2)
 - making clear, that restraint and seclusion procedures are emergency, not treatment, procedures
 - requiring that all school staff members be provided opportunity to participate in training in positive behaviour interventions and supports and de-escalation techniques, and that all specialized staff be provided the opportunity to participate in training regarding the use of physical restraint and seclusion
 - requiring that parents and, where appropriate, students are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans
 - requiring documentation of every instance where physical restraint and seclusion of a student occurs
 - requiring prevention/intervention strategies to be reviewed and revised in situations where: repeated use of physical restraint and seclusion for an individual student

British Columbia Ministry of Education

Provincial Guidelines – Physical Restraint and Seclusion in School Settings

occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or, physical restraint and seclusion is repeatedly used by an individual

- requiring a reporting process or mechanism for recording incidents of physical restraint and seclusion, or the use of ‘time out’ outside of a classroom – and for providing this information to the school district’s superintendent or designate/independent school authority or designate
- requiring regular review of the physical restraint and seclusion policy to ensure alignment with current research/practice
- It is expected that boards of education/independent school authorities/schools, in which physical restraint or seclusion may potentially be used, have in place a physical restraint and seclusion **procedures** that include, at a minimum:
 - a statement that restraint and seclusion procedures are used *only* as emergency, not treatment, procedures
 - description of positive behaviour intervention supports and conflict de-escalation procedures that are in place
 - development, by the school-based team, of positive behaviour supports and interventions, behaviour plans, emergency or safety plans for each student whose behaviour could potentially pose imminent danger of harm to self or others
 - opportunities for parents and, where appropriate, students to be consulted in the development of these plans
 - the student’s behaviour plan, and emergency or safety plan are attached to the student’s IEP, are reviewed regularly, and at least, annually
 - follow-up after each incident involving the use of physical restraint or seclusion that includes:
 - * notification to the school principal as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred
 - * notification, by the school principal, to the student’s parent(s)/guardian(s) as soon as possible/always prior to the end of the school day on which the incident has occurred
 - * notification to the school district administrator responsible for student support services as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred
 - * notification to the superintendent or designate as soon as possible after an incident has occurred
 - * a debriefing – with involved school personnel; parents or guardians of the student; and where possible, with the student – to examine what happened/what caused the incident, and what could be changed, i.e., preventative and response

British Columbia Ministry of Education

Provincial Guidelines – Physical Restraint and Seclusion in School Settings

actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary

- a process and schedule for regular review of physical restraint and seclusion procedures to ensure alignment with current research/practice

Note: These provincial guidelines regarding the use of physical restraint and seclusion in school settings in British Columbia are derived from a position summary – *Physical Restraint and Seclusion Procedures in School Settings* – published by the Council for Children with Behavior Disorders, a division of the Council for Exceptional Children (CEC), and CEC policy approved by the Council for Exceptional Children Board of Directors, September 2009.

These guidelines were developed with guidance from representatives from the following provincial organizations: Inclusion BC, the Family Support Institute of BC, the BC School Trustees Association, the BC Confederation of Parent Advisory Councils, the BC Council of Administrators of Special Education, and the BC Association of School Psychologists. The Ministry of Education thanks these individuals and organizations for reviewing drafts and offering helpful suggestions throughout the subsequent development process.

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: October 31, 2022

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	5,014,715	0	5,014,715	21,855,135	16,840,420	77
200 Employee Benefits And Allowances	1,097,344	0	1,097,344	4,931,195	3,833,851	78
300 Services Purchased	911,127	0	911,127	4,151,774	3,240,647	78
500 Supplies And Materials	486,375	12,762	499,137	2,395,408	1,896,271	79
	-----	-----	-----	-----	-----	-----
Total For INSTRUCTION	7,509,561	12,762	7,522,323	33,333,512	25,811,189	77
DISTRICT ADMINISTRATION						
100 Salaries	414,504	0	414,504	1,161,234	746,730	64
200 Employee Benefits And Allowances	71,007	0	71,007	246,723	175,716	71
300 Services Purchased	150,900	0	150,900	285,205	134,305	47
500 Supplies And Materials	7,468	12,762	20,230	26,152	5,922	23
	-----	-----	-----	-----	-----	-----
Total For DISTRICT ADMINISTRATION	643,879	12,762	656,641	1,719,314	1,062,673	62
OPERATIONS AND MAINTENANCE						
100 Salaries	462,294	0	462,294	1,475,498	1,013,204	69
200 Employee Benefits And Allowances	94,049	0	94,049	316,090	222,041	70
300 Services Purchased	314,913	0	314,913	744,400	429,487	58
500 Supplies And Materials	543,192	0	543,192	1,326,000	782,808	59
	-----	-----	-----	-----	-----	-----
Total For OPERATIONS AND MAINTENANCE	1,414,448	0	1,414,448	3,861,988	2,447,540	63
TRANSPORTATION & HOUSING						
100 Salaries	144,130	0	144,130	531,184	387,054	73
200 Employee Benefits And Allowances	32,606	0	32,606	114,087	81,481	71
300 Services Purchased	25,747	0	25,747	74,729	48,982	66
500 Supplies And Materials	52,572	0	52,572	230,000	177,428	77
	-----	-----	-----	-----	-----	-----
Total For TRANSPORTATION & HOUSING	255,055	0	255,055	950,000	694,945	73
	-----	-----	-----	-----	-----	-----
Grand Total	9,822,943	25,524	9,848,467	39,864,814	30,016,347	75



BOARD OF EDUCATION APPOINTMENTS AND COMMITTEES 2023

TRUSTEE REPRESENTATIVES TO SCHOOLS	
School Name	Board Representative
Brooks Secondary	
Edgehill Elementary	
Henderson Elementary	
James Thomson Elementary	
Kelly Creek Community	
Partners in Education	
Texada Elementary	
Westview Elementary	

COMMITTEES OF THE BOARD		
Committee Name	Board Representative	Chair
Committee of the Whole	All	
Educational and Curriculum Change		K. Brach
French Advisory Committee		K. Brach
Indigenous Education		
Health Committee		T. Gaudreau
Joint Management Committee (JMC)		V. Coray
Labour Negotiations		J. Yule
Outdoor Learning, Sustainability Advisory Committee		

BOARD APPOINTEES	
Committee Name	Board Representative
BCPSEA Representative (elected)	
BCSTA Provincial Council Representative (elected)	
Chamber of Commerce	
District Parent Advisory Council	
Northern Sunshine Coast Ferry Advisory Council	
Powell River Community Action Team	
Social Action and Planning Advisory Committee	
SOGI	