



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

REGULAR MEETING AGENDA

Wednesday, February 14th, 2018 at 7:00 p.m.
At the School Board Office, Gibsons, B.C.

1. Call to Order
2. Celebrating Education: Circle of Security – Supporting Parents and Teens – K. Deasey
3. Public Question Period (10 minutes in total)
4. Adoption of the Agenda
5. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings
 - a. Regular Meeting – January 10, 2018..... Pg. 3-7
 - b. Record of Closed Meeting – January 10, 2018..... Pg. 8
6. Reports
 - a. Executive Reports
 - i. Superintendent’s Report..... Pg. 9-10
 1. Strategic Plan Reports:
 - a. Goal 1.a. – Early Learning..... Pg. 11-12
 - b. Goal 1.d. – Social Emotional Learning..... Pg. 13-14
 - c. Goal 2.a. – Professional Development..... Pg. 15-16
 - d. Goal 3.b. – Collaborations..... Pg. 17
 2. Administrative Regulations to be Repealed:
 - a. Regulation 1320 – Conduct on School Buses..... Pg. 18-19
 - ii. Secretary-Treasurer’s Report Pg. 20
 1. Expenditures by Object – January 2018..... Pg. 21
 2. Larger Cheques Written in the Month of January 2018..... Pg. 22
 - b. Board/Committee Reports
 - i. Board Report Pg. 23
 1. Goal 3.d. – Local Governments
 2. BCSTA Report Pg. 24-33
 3. BCPSEA Report Pg. 34-44
 4. Student Trustee Report
 - ii. Operations Committee Notes – January 18, 2018 (*motion*) Pg. 45-49
 1. 2017/18 Amended Budget (*bylaw – pg. 50*)..... Pg. 51-66
 2. Bus Route Optimization Project Report Pg. 67-81
 - iii. Committee of the Whole Notes – January 23, 2018 (*motion*)..... Pg. 82-87
 - iv. Education Committee Notes – January 24, 2018 (*motion*)..... Pg. 88-130
- MOTION:** “TO receive the reports.”
7. Correspondence
 - a. D. Duerksen – Trustee Electoral Area Changes and Ministerial Order..... Pg. 131-133

MOTION: “TO receive the correspondence.”

8. Questions and Enquiries from the Public Relating to the Board Meeting

9. Next Meeting

The next public board meeting will be held on March 7, 2018.

MOTION: "TO approve the committee agendas."

10. Adjournment

COMMITTEE MEETINGS 2017 – 2018				
MONTH	EDUCATION COMMITTEE	OPERATIONS COMMITTEE	POLICY COMMITTEE	COMMITTEE OF THE WHOLE
September	27 from 2:30 – 4 pm	21 from 12:30 – 2 pm	26 from 11:30 – 1 pm	26 from 9:30 – 11:30 am
October	18 from 2:30 – 4 pm	19 from 12:30 – 2 pm	23 from 11:30 – 1 pm	23 from 9:30 – 11:30 am
November	29 from 2:30 – 4 pm	15 from 12 – 1:30 pm	28 from 11:30 – 1 pm	28 from 9:30 – 11:30 am
December	-	21 from 12:30 – 2 pm	-	19 from 9:30 – 11:30 am
January	24 from 2:30 – 4 pm	18 from 12:30 – 2 pm	-	23 from 9:30 – 11:30 am
February	28 from 2:30 – 4 pm	22 from 12:30 – 2 pm	27 from 11:30 – 1 pm	27 from 9:30 – 11:30 am
March	16 from 9 – 10:30 am	16 from 11 – 12:30 pm	13 from 11:30 – 1 pm	13 from 9:30 – 11:30 am
April	25 from 2:30 – 4 pm	18 from 12:30 – 2 pm	24 from 11:30 – 1 pm	24 from 9:30 – 11:30 am
May	23 from 2:30 – 4 pm	31 from 12:30 – 2 pm	22 from 11:30 – 1 pm	22 from 9:30 – 11:30 am
June	20 from 2:30 – 4 pm	21 from 12:30 – 2 pm	19 from 11:30 – 1 pm	19 from 9:30 – 11:30 am

All committee meetings take place at the School Board Office, unless otherwise noted.

Agendas for Upcoming Meetings:

Committee of the Whole – No meeting in February

Policy Committee – No meeting in February

Education Committee – Wednesday, February 28th from 2:30 – 4:00 pm at the SBO .

1. Goal 1.c. – Math
2. Goal 2.f. – Leaders
3. Regulation 1020 – AIDS / HIV Cases
4. Regulation 2220 – Board Authorized Courses
5. Regulation 6450 – General Hygiene / Potential Infection from Contact with Body Fluids
6. Curriculum (standing item)
7. Parent Engagement (standing item)

Operations Committee – Thursday, February 22nd from 12:30 – 2:00 pm at the SBO

1. 2018/19 Enrolment Projections
2. Preliminary Budget Considerations
3. Goal 2.h. – Safe and Healthy Schools (Operational)
4. Regulation 3300 – Damage to Personal Property
5. Regulation 4800 – Vehicle Expenses (to be repealed)
6. District of Sechelt – OCP Referral
7. Transportation Review (standing item)



**MINUTES OF THE REGULAR MEETING OF THE
BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

Held on Wednesday, January 10th, 2018
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: L. Pratt (Chair), D. Mewhort, G. Russell, P. Ruth, C. Younghusband,
P. Deasey (Student Trustee)

STAFF: P. Bocking, Superintendent of Schools
P. Bishop, Director of Instruction
V. White, Director of Instruction
N. Weswick, Secretary-Treasurer
E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: L. Dixon, Trustee; B. Baxter, Trustee

#36. Call to Order

The meeting was called to order at 7:01 p.m.

Chair Pratt acknowledged that the meeting was taking place on the territory of the Squamish Nation and welcomed those in attendance.

#37. Public Question Period

- There were no questions.

#38. Adoption of the Agenda

MOTION: Russell/Mewhort

“THAT the agenda of January 10, 2018 be adopted.”

AMENDED MOTION: Mewhort/Ruth

“THAT the agenda of January 10, 2018 be adopted with the addition of “BCSTA Request for Feedback” under 5.b.1.2. BCSTA Report.”

Carried as amended.

#39. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings

- a. Regular Meeting – December 13, 2017
- b. Record of Closed Meeting – December 13, 2017

MOTION: Russell/Ruth

“THAT the minutes of Regular Meeting of December 13, 2017 and the Record of the Closed Meeting of December 13, 2017 be adopted.”

Carried.

#40. Reports

- a. Executive Reports

i. Superintendent's Report

Superintendent Bocking spoke to his presentation and highlighted the North vs. South hockey game, winter celebrations at schools, discussions at aboriginal advisory circle regarding completion rates, succession planning and the Nutcracker ballet performance.

Director Bishop reported on the principal pool process and noted that a number of applications had been received from applicants on and off coast. He also commented on the success of the *WorkBC Find your Fit* event that took place at Chatelech Secondary on January 9th.

Director White reported on professional development activities that took place on the January non-instructional day for CUPE staff, including trauma informed practice, zones of regulation and aboriginal childhood experiences.

Director White reported on preparations for a special education audit.

1. Administrative Regulations to be Received:

a. Regulation 4220 – Donations

The revised regulation includes a threshold for the purpose of reporting untargeted donations to the Education Committee.

2. Administrative Regulations in Circulation:

a. Regulation 3800 – Transportation of Students (circulating until March 5, 2018)

b. Regulation 1320 – Conduct on School Buses (to be repealed – circulating until February 2, 2018)

c. Regulation 1800 – School Attendance Areas (circulating until March 5, 2018)

d. Regulation 4450 – Purchasing (circulating until March 5, 2018)

e. Regulation 6500 – Inclement Weather (circulating until March 5, 2018)

Revisions to the regulations were reviewed at the December Operations Committee. The revised regulations, including markup, are available in the meeting package at http://www.sd46.bc.ca/files/17-18_BoardMeetings/cmtes/20171221-Ops_Agenda.pdf

ii. Secretary-Treasurer's Report

Secretary-Treasurer Weswick spoke to his written report.

1. Larger Cheques Written in the Month of December 2017

Clarification was provided on payments to Muskoka Language International and Universal Sheet Metal.

b. Board/Committee Reports

i. Board Report

The report was submitted as written. Trustee Younghusband shared her experiences at winter celebrations at schools.

1. Internal and External Committee Appointments

The report was submitted as written. Clarification was sought as to who chairs the Joint-Use Committee meetings. Chair Pratt reported that the chair alternates between the two organizations. Secretary-Treasurer Weswick indicated that yearly meetings are outlined in the Joint-Use Agreement.

Trustees discussed ways to extend relationships with other governments on the coast beyond intergovernmental meetings.

Chair Pratt noted that she had accepted the position of alternate for BCPSEA Representative at the December board meeting.

2. BCSTA Report – Provincial Council Motions

Vice-Chair Ruth reported on motion deadlines for the February BCSTA Provincial Council meeting.

a. BCSTA Request for Feedback.

Chair Pratt indicated that BCSTA requested feedback from boards on the Ministry's Funding Model Review Guiding Principles document. Trustees discussed the merits of adding the item to a committee meeting. Trustees agreed that feedback would not be submitted to BCSTA prior to the January 15th deadline but would be provided to the ministry before the February 28th deadline.

3. BCPSEA Report – BCPSEA AGM

Trustee Mewhort suggested an amendment to the motion being presented to BCPSEA AGM.

MOTION: Mewhort/Russell

"The BC Public School Employers' Association members request that the Public Sector Employers' Council Secretariat approve changes to excluded benefit plans that provides Boards of Education with the necessary flexibility to achieve equity within school district employee groups."

Carried.

MOTION: Younghusband/Ruth

"To provide direction to the BCPSEA Representative to make an amendment to move SD 46 (Sunshine Coast) from the Vancouver Island/Coastal employer grouping to the Metro employer grouping, in Schedule 3 of the BCPSEA Bylaws"

Carried.

Trustees discussed the proposed changes to the BCPSEA bylaws and noted that SD46 has stronger ties to the metro region and is linked to the metro area through several associations. Trustees spoke to the proposed changes relating to BCPSEA governance. Trustee Mewhort indicated that he would consult with senior administration on other changes being considered to the BCPSEA Bylaws.

4. Student Trustee Report

Student Trustee Deasey reported the following:

- The North vs. South Hockey Game was well attended and all schools had a lot of fun. Proceeds from the event will go to the food bank. The event supports the DSLT's goal to connect schools across the coast.
- Chatelech Secondary held a winter talent show. The DSLT is looking forward to their SD46's Got Talent show in the spring.
- One winter formal will take place for all secondary schools.
- Elphinstone Secondary is getting a new mural in their gym.
- DSLT continues to work on ensuring they are hearing and reflecting the needs of students at their schools.

ii. Operations Committee Notes – December 21, 2017

The notes were submitted as written.

MOTION: Russell/Mewhort

"THAT Boards recognize the risk of wired glass in schools and advocate to the Ministry of Education for funding to mitigate that risk."

Carried.

iii. Committee of the Whole Notes – December 19, 2017

The notes were submitted as written.

MOTION: Russell/Mewhort

"TO receive the reports."

Carried.

#41. Questions and Enquiries from the Public Relating to the Board Meeting

- A member of the press asked how the district intends to use savings as a result of the MSP rate reduction. Secretary-Treasurer Weswick indicated that the savings would likely be added to the unrestricted surplus for determination in the spring.
- Additional information was requested on the consequences of the BCPSEA regional employer groupings change. Trustees indicated that the change does not align with other organization groupings and that historically both staff and students have strong connections to the metro region. Chair Pratt noted that the district's perspectives might not align with districts on Vancouver Island.
- A request was made to add the Technology Department to the trustee tour. Superintendent Bocking indicate he would consider when planning future tours.

#42. Next Meeting

The next public board meeting will be held on February 14th, 2018.

MOTION: Russell/Younghusband

"TO approve the committee agendas."

AMENDED MOTION: Russell/Younghusband

"TO approve the committee agendas with the following changes:

- Adding “Regulation 2200 (Reporting Student Achievement)” to the Education Committee agenda,
- Adding “MOE Funding Principals Feedback” to the Committee of the Whole agenda, and
- Extending Committee of the Whole from 9:30 am to 12:30 pm.”

Carried as amended.

#43. Adjournment

MOTION: Mewhort/Younghusband

The meeting adjourned at 8:31 p.m.

Carried.

Chair

Secretary-Treasurer



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

RECORD OF CLOSED MEETING

Held on Wednesday, January 10th, 2018
At the School Board Office – Gibsons, B.C

PRESENT: TRUSTEES: P. Ruth (Chair), D. Mewhort, G. Russell, L. Pratt, C. Younghusband
STAFF: P. Bocking, Superintendent of Schools
P. Bishop, Director of Instruction
V. White, Director of Instruction
N. Weswick, Secretary-Treasurer
E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: L. Dixon, Trustee; B. Baxter, Trustee

The meeting was chaired by Vice-Chair Ruth.

Call to Order

The meeting was called to order at 5:59 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Approval of Minutes of Prior Meetings**
- **Information / Action Items**
 - Personnel
 - Principal Pool Update
 - Superintendent Evaluation Committee Notes – December 13, 2017
 - Property
 - Gibsons Elementary School
- **Items for Disclosure**
 - Principal Pool Update

Adjournment

The meeting adjourned at 6:16 p.m.

Chair

Secretary-Treasurer

**REPORT TO THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO.46 (SUNSHINE COAST)**

Superintendent's Report

Submitted by Superintendent Bocking
February 14, 2018

1. Students

- a. Kindergarten Registration Week takes place from February 19th to February 23th. During this week, district elementary schools place a particular focus on welcoming our newest students and their parents. Our radio ad this month is a, "must listen" as our current kindergarten students welcome their new friends to school. (1a)
- b. The Elementary Sports Committee is planning for a Girls' Leadership Day – designed to support and empower leadership skills in our grade 6, 7 and 8 female leaders. This exciting event will take place in September, 2018 (1e)
- c. The musical theatre production of Joseph and the Amazing Technicolor Dreamcoat takes place at Chatelech Secondary on February 23rd, and 24th and March 2nd and 3rd at 7:00 p.m. each night! Enjoy the magical show! (1f)
- d. The Train-In-Trades Culinary Arts students completed their course and enjoyed a warm celebration at Elphinstone Secondary. Congratulations to the students and to the staff: Teacher Ann Allen and Chef Barry Barone. (1k)

2. Staff

- a. The SCTA Professional Development Committee prepared an excellent day of professional learning on February 9th beginning with a breakfast at Chatelech Secondary. All staff and trustees were welcomed to a wide range of workshops. (2a)
- b. An SD46 team participates in the SFU Public Discourse in Education Symposia. The fourth and last symposium takes place on Saturday, February 18th. (2a, 2c)
- c. The district has received many applicants for the district's leadership pool. Shortlisting and moving through the hiring process will continue over the next few weeks. (2e)
- d. Our District was chosen this year for a Special Education audit by the Ministry of Education. The audit took place from January 15-17th and was a wonderful opportunity for our staff to highlight the excellent file management and Special Education processes that we have in place. The success of the audit was due to a huge team of staff including clerical, Educational Assistants, Principals and District Principals, all of the District Support Services staff and most of all, Support Service Teachers who put in many hours to prepare and organize for this event. The auditors were impressed with our files and one of their main recommendations was to continue with the service level and processes we currently have in place. Thank you to staff!

3. Community

- a. Sunshine Coast Community Schools is working with staff to support out of school activities at our elementary schools using a significant grant from the United Way of the Lower Mainland.(3e)
- b. The Aboriginal Advisory Circle met recently to review exciting programs and supports for our students. The committee reviewed data including the remarkable increase in our aboriginal student graduation rate. (1k, 3e)
- c. Our district is being represented on the Children's Charter Committee which is working to create a Sunshine Coast Children's Charter, based on the United Nations Rights of the Child. The committee has raised funds to bring training to interested staff who will lead students through activities that will help us prioritize which of the Rights are most important to children here on the Coast. This activity has been completed in many communities around BC and we look forward to working on this valuable project. (If we have time, can show the 2 minute clip from Squamish to give them the idea of what it will look like eventually? www.seatoskykids.ca/childrens-charter)

**REPORT TO THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO.46 (SUNSHINE COAST)**

Strategic Plan Report: Early Learning

Submitted by Superintendent Bocking

February 14, 2018

"If kids come to us from strong, healthy, functioning families it makes our job easier. If they do not come from strong, healthy, functioning families it makes our job more important."

- Barbara Coloroso

Goal 1.a.: *Our students will enter kindergarten well prepared and with engaged, well informed parents invited to partner with their children's teachers through a comprehensive early learning program.*

Background:

What happens in the early years is critical because just like language, many of these predispositions are time limited. Brain development doesn't occur at a constant rate— there are prime times for acquiring different kinds of skills and knowledge and specific times when the brain is pruning out unused connections. Enriched environments and appropriate stimulation help ensure that a window of opportunity for developing a specific capacity will be optimized. The absence of appropriate stimulation within certain time frames may lead to the skill or ability being 'pruned out' from lack of use.

<http://www.changelearning.ca/get-informed/understanding-human-learning/born-learn/early-years>

Discussion:

The district has a well-established series of programs that support children from birth through to the end of kindergarten including:

- SPARK! (Supporting Parents Along the Road to Kindergarten).
- Imagination Library
- StrongStart Centres
- StrongStart Outreach ('WonderWheels')
- Ready, Set, Learn
- KinderSPARK!
- Screening of our newest students in September
- Early Development Instrument (EDI) is completed by all Kindergarten teachers every year.
- PALS (Parents as Literacy Supporters)
- SPARK! 10.

Recent and Next Steps:

- The sustained focus we have had on supporting literacy and learning in the early years is paying off, and EDI scores reveal that children enter Kindergarten in SD46 with very strong skills in Language and Cognitive Development. We are now increasing our focus

on Social and Emotional Supports in the early years, and are providing regular seven-week Circle of Security classes for parents of young children.

- Alternative School students also participate in the Circle of Security program, and visit StrongStart weekly in order to support secure attachment, and to engage in reflective practice.
- StrongStart facilitators are receiving training in Motivational Interviewing Level II, which focuses on learning strategies to support parents in making positive changes in their lives.
- KinderSPARK! facilitators and Kindergarten Teachers are working together to create a 'redesigned' KinderSPARK! program. This update introduces families to the redesigned curriculum, though a child-centred and personalized approach.

**REPORT TO THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO.46 (SUNSHINE COAST)**

Strategic Plan Report: Social Emotional Learning

Submitted by Director White

February 14, 2018

“Self-regulation is something everyone continually works on whether or not we are cognizant of it. We all encounter trying circumstances that test our limits from time to time. If we are able to recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).”

- Leah Kuypers

Goal 1.d.: Our students will develop the social and emotional skills to successfully live, work and play together; they will have the resilience to deal with life’s challenges.

Discussion:

One of our District’s Social and Emotional Learning initiatives this past year has been to adopt the language and strategies associated with the Zones of Regulation program. Student Support Teachers and Elementary Teacher Counsellors were trained through a full-day session in September and were all provided with a manual. This evidence-based program designed by OT, Leah Kuypers, is a systematic, cognitive behavioural approach that teaches students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

Students learn about 4 different zones that are colour coded to represent their emotional states – red, yellow, green and blue.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Through direct instruction, students are taught to name emotional states, recognize their own states and what help them to move from one zone to another and what triggers them into moving into an unexpected zone for the environment they are in.

They are taught tools for their "toolbox", which they practice during times of self-regulation so that when they become unregulated, the tools are easier to access and remember.

For more information on how to learn more about the "Zones" work, school counsellors and Student Support Services Teacher's are available. School counsellors gave an in-service at the Feb. 9th District Day for any interested staff. There was also a Non-Instructional Day session for Educational Assistant's on January 8th.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

**REPORT TO THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO.46 (SUNSHINE COAST)**

Strategic Plan Report: Professional Development

Submitted by Superintendent Bocking

February 14, 2018

"The man who does not read good books has no advantage over the man who cannot read them."

- Mark Twain

Goal 2.a.: Our staff will be fully supported for the work that we ask of them and that they ask of themselves through research based professional development.

Background:

It is a district priority, supported through the strategic plan, to train our staff to best meet the needs of our students. This board invests significant resources to ensure that students receive the very best learning from talented, well informed and trained teachers, principals and support staff. Further, it is an important part of our district belief that employees find joy in learning more about their professions and to be continually expanding their knowledge to meet the changing needs of our students.

Discussion:

We have a comprehensive series of activities that support our professional staff. The attached poster summarizes much of our work. CUPE 801 and the Sunshine Coast Teachers' Association actively promote professional development. In all of our facets we strive for learning from our youngest learners to our trustees we are a learning organization.

Next Steps:

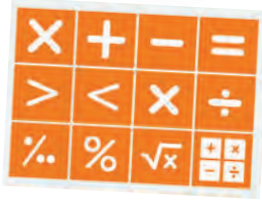
- Supporting Grade 10, 11 and 12 teachers to implement the revised provincial curriculum.
- Continually sharing our learning activities through reports on our strategic goals.

STUDENT SUPPORT SERVICES

- Mental Health First Aid (offered to CUPE and SCTA)
- Zones of Regulation Training (SST's and Counsellors)
- Trauma Informed Schools (KES staff)
- Learning through Loss Grief Workshop (Counsellors)
- Woodcock Johnson Refresher (SST's)
- Conner's Training (SST's and Counsellors)
- BASC (Behavior Assessment System for Children) Training - Spring for Counsellors
- Adverse Childhood Experiences/Zones/Trauma Training for EA's
- Violent Threat Risk Assessment Training
- Sponsor SST each year to attend BC CASE (Council for Administrators of Special Education)
- EA's workshop on basic computer use

LEADERSHIP

- SCPVPA (SUNSHINE COAST PRINCIPAL VICE-PRINCIPAL ASSOCIATION) Series
- Book Study
- Technology
- Wellness
- Aboriginal - Truth and Reconciliation



LITERACY/NUMERACY/MATH/EARLY YEARS

- Collaborating About Reading Engagement 'CARE' Project (Elementary Teams)
- Literacy In Secondary Teaching 'LIST' Leveled Literacy Intervention 'LLI'
- Math: Carole Fullerton, Collaborating About Math in Primary 'CAMP', & Intermediate Support.
- Early Years: Circle of Security Facilitators training, ipALS (Immigrant Parents as Literacy Supports), Transitions to Kindergarten, Book Study 'Raising a Secure Child', Motivational Interviewing (MI) training, Mental Health webinars. Provincial Outreach Program for Early Intervention 'POPEI' in April.

Professional Development, Training and In-Service 2017/18

CAREERS

- 'myBlueprint' and 'All About Me'
- Find Your Fit Presentation Organization
- Guest Speakers Nicholas Simons, Ms Spani (Red Seal Painter), Mr Spani (Red Seal Carpenter)
- Geology class to Construction Aggregate
- Mentor Teacher on field trip to VIU with Pro Cook Students.
- Collaborate with Counsellors on Work Experience Placements for Students.
- Development of Youth Job Readiness Project with teachers.



INCLUSION TECHNOLOGY

- Built In Accessibility Tools in Macbooks and iPads
- Using District Software (Snap & Read Universal, Co-Writer Universal) to support readers & writers
- Universal Design for Learning Tools in the Classroom
- Teachers Empowering Teachers through Technology (TETT) Coordination
- Book Builder Creation & App Workshops for iPad
- Accessible Resource Centre British Columbia Copyright Training, Accessing Digital Text for Readers
- Coding & Computational Thinking Classroom Support for the Applied Design & Skills Technology Curriculum
- Educational Resource Acquisition Consortium (ERAC) Digital Resources for the New Curriculum

Aboriginal Education

- First Nations Education Conference
- Infusing Aboriginal Knowledge into Mathematics and Coding
- Hattie's Factors Influencing Student Achievement
- How to do and Environmental Scan
- Infusing Aboriginal Ways of Learning



**REPORT TO THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO.46 (SUNSHINE COAST)**

Strategic Plan Report: Collaborations

Submitted by Superintendent Bocking

February 14, 2018

“Collaboration has no hierarchy. The Sun collaborates with soil to bring flowers on the earth.”

- Amit Ray

Goal 3.b.: Our district will pursue opportunities that enhance collaborations with associations, organizations, businesses and community resource people.

Background:

The Sunshine Coast is a community of creativity, originality and energy. There is expertise and opportunity that supports the growth and well being of students. The intersection of community expertise with district expertise is elevated when we collaborate effectively.

Discussion:

The board’s Strategic Plan prioritizes community collaboration as one of the keys to improving student achievement and life success. Three of the current and high-profile work includes the Joint Use Agreement with the Sunshine Coast Regional District. This agreement will allow greater access to facilities for our students and for community activities. Another exciting project is the partnership with the United Way of the Lower Mainland and the Sunshine Coast Community Schools group. Together we are building opportunities for out of school activities for our elementary students. Finally, we appreciate the very active partnership of a variety of community supports for our careers programs.

Next Steps:

- Staff continue to work with community partners to meet the needs of our district and our community. Staff will report on collaborative structures in the context of the goals as they are presented.

School District No. 46 (Sunshine Coast)

Administrative Regulations

ADMINISTRATION

1320

CONDUCT OF SCHOOL BUSES

1. Students shall observe the regulations for students using school buses, while they wait for a bus, while they travel on it, and when they alight from it.
2. At the beginning of each school year, principals shall arrange to have these regulations made clear to all students. Principals shall deal with them at the same time regulations for classroom and school conduct are reviewed.
3. Bus drivers shall be provided with a copy of, and enforce these regulations:
 - a. Students shall obey the driver promptly at all times.
 - b. Students shall remain properly seated while the bus is in motion, facing forward with both feet on the floor, and remaining seated until the bus has come to a full stop.
 - c. Lunch pails, books, purses, etc., shall be held securely on the student's lap.
 - d. Any item that presents any hazard to other passengers or has the potential to damage the vehicle may not be carried on the bus (e.g. unguarded skates, hockey sticks, sharp objects, firearms).
 - e. Windows shall not be adjusted without the driver's explicit permission.
 - f. At no time shall a student extend any part of his/her body out of a window.
 - g. Nothing shall be thrown out of a bus window.
 - h. Students will assist in keeping buses clean and free from litter.
 - i. When required, students shall share seats to a maximum of three (3) per seat.
 - j. The same standard of behaviour that applies in a classroom shall apply on a bus (e.g. speaking loudly, singing, whistling, fighting and willfully damaging the bus or another student's property shall not be tolerated).
 - k. Students shall not converse unnecessarily with the driver.
 1. Food or beverages shall not be consumed on buses during regular, scheduled runs. On extracurricular trips, at the driver's discretion, this regulation may be waived, but the bus must be parked at the time.
 - m. When crossing a highway after alighting, students shall cross only in front of the bus.
 - n. Students shall not stand or play in the roadway while waiting for or alighting from a bus.
 - o. Students are expected to be at their bus stop five (5) minutes prior to the pickup time.
 - p. Students may board only the bus to which they have been assigned.

Page 1 of 2

<p>Date adopted: January 1996 Revised:</p>	<p>Reference:</p>
	<p>Supt. Signature:</p>

School District No. 46 (Sunshine Coast)

Administrative Regulations

ADMINISTRATION

1320

CONDUCT ON SCHOOL BUSES (continued)

- q. Emergency exits and equipment are to be used only in the event of an emergency.
 - r. If a bus becomes disabled because of inclement weather, accident or mechanical failure, all students shall remain at the scene until alternate transportation has been provided. Senior students may be required to assist the driver and/or other students.
4. If a student misbehaves on a school bus:
 - a. The driver shall warn the student that the behavior is unacceptable.
 - b. If there is no improvement, the driver shall report at the earliest possible time the problem and the action taken to the principal(s) concerned.
 - c. If the problem persists with a student, the driver shall report the instance to the principal who may suspend the student from travelling by school bus.
 - d. Where misbehavior is considered to be flagrant, disciplinary action may include both suspension from school attendance and/or permanent suspension of transportation privileges.
 - e. Appeals to disciplinary action may be made in accordance with the school's appeal procedure and Bylaw 8300.
 5. The principal shall inform bus drivers about any student with special medical problems.

Date adopted: January 1996
Revised:

Reference:

Supt. Signature:

**REPORT TO THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO.46
(SUNSHINE COAST)**

Secretary-Treasurer's Report
February 14, 2018

2017/18 Amended Annual Budget

The 2017/18 Amended Annual Budget has been presented at the January Operations Committee. It features a planned allocation of unrestricted surplus to schools of \$350,000, plus just over \$200,000 in additional surplus allocations to support student learning.

Since the initial presentation, staff have revised the document to improve its accuracy and completeness. Principal salaries had been overstated and Other Professionals salaries and Replacements had been understated. The overall budget bylaw amount remains unchanged at \$46,789,451.

Halfmoon Bay Closure to Cross-Boundary Enrolment

As part of recent enrolment and catchment areas reviews, a suggestion was received to consider closure of Halfmoon Bay Elementary to enrolment from outside its catchment area. On review by staff, this suggestion appears warranted in order to address the current overcrowding and potential growth in future years.

The school has been closed to cross-boundary requests from new students, however cross-boundary applications may still be permitted for special situations, per District Regulation 1800.

Expenditures By Object
January 2018

Page 1

	Jan-18 Actual	Jan-18 Budget	Jan-18 Difference	2017/18 Total Budget	%	KEY
Salaries						
110 Teachers Salaries	6,686,106	6,733,853	47,747	13,467,706	49.65%	50%
105 Principal and Vice Principal	1,175,444	1,202,035	26,591	2,061,810	57.01%	58%
123 Educational Assistant Salaries	1,482,463	1,640,217	157,754	3,154,263	47.00%	52%
120 Support staff	971,577	998,693	27,116	1,884,327	51.56%	53%
120 Support staff-Mtce/Cust	1,048,923	1,054,481	5,558	1,757,468	59.68%	60%
130 Other Professional	827,531	854,840	27,309	1,424,734	58.08%	60%
140 Substitutes	379,491	546,187	166,696	1,092,374	34.74%	50%
143 Short and Long Term Sick	588,647	603,293	14,646	1,206,585	48.79%	50%
Total Salaries	13,160,182	13,633,599	473,417	26,049,267	50.52%	52.3%
200 Employee Benefits	3,020,112	3,373,671	353,559	6,487,829	46.55%	52%
Total Salaries and Benefits	16,180,294	17,007,270	826,976	32,537,096	49.73%	52.3%
310 Professional Services	332,396	295,216	(37,180)	590,432	56.30%	50%
330 Transportation	401,915	678,235	276,320	1,356,469	29.63%	50%
340 Training and Travel	72,687	68,128	(4,560)	136,255	53.35%	50%
360 Rentals	21,910	20,100	(1,810)	40,200	54.50%	50%
370 Dues and Fees	53,216	56,500	3,284	56,500	94.19%	100%
390 Insurance	68,747	78,413	9,666	87,125	78.91%	90%
510 Supplies	1,102,072	1,571,416	469,344	3,142,832	35.07%	50%
540 Utilities	336,432	352,243	15,811	704,486	47.76%	50%
580 Furniture and Equipment Repl	520,726	476,248	(44,478)	595,310	87.47%	80%
590 Computer Equipment Replace	138,931	166,170	27,239	207,713	66.89%	80%
Total Services and Supplies	3,049,032	3,762,668	713,636	6,917,322	44.08%	54.4%
Total Expenditures	19,229,326	20,769,938	1,540,612	39,454,418	48.74%	52.6%

S D N O . 4 6 (S U N S H I N E C O A S T)

DATE 01-Feb-2018 09:09 AM

SUMMARY - ISSUED CHEQUE REPORT - CHEQUE LIMIT : 10,000.00

PAGE 1

START DATE: 01-Jan-2018 TO END DATE: 31-Jan-2018

CHEQUE #	BANK	MICR #	VENDOR #	VENDOR NAME	ISSUE DATE	CHEQUE AMOUNT

ON-LINE CHEQUES : ISSUED BETWEEN 01-Jan-2018 AND 31-Jan-2018						
00LCET3379	0001	*****	28094	RECEIVER GENERAL FOR CANADA	04-Jan-18	11,581.36
00LCET3380	0001	*****	28094	RECEIVER GENERAL FOR CANADA	04-Jan-18	72,880.14
00LCET3382	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Jan-18	10,087.50
00LCET3383	0001	*****	30209	TEACHERS' PENSION PLAN	05-Jan-18	493,778.42
00LCET3384	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Jan-18	14,325.00
00LCET3387	0001	*****	33038	WORKERS' COMPENSATION BOARD	05-Jan-18	48,826.39
00LCET3388	0001	*****	28093	RECEIVER GENERAL FOR CANADA	04-Jan-18	168,774.20
00LCET3389	0001	*****	28095	RECEIVER GENERAL FOR CANADA	04-Jan-18	15,860.16
00LCET3392	0001	*****	23290	MUNICIPAL PENSION PLAN	11-Jan-18	53,216.17
00LCET3394	0001	*****	28094	RECEIVER GENERAL FOR CANADA	17-Jan-18	83,932.28
00LCET3395	0001	*****	28094	RECEIVER GENERAL FOR CANADA	17-Jan-18	15,827.39
00LCET3397	0001	*****	28093	RECEIVER GENERAL FOR CANADA	24-Jan-18	150,000.00
00LCET3409	0001	*****	23290	MUNICIPAL PENSION PLAN	30-Jan-18	55,652.41
TOTALS FOR BANK - 0001						1,194,741.42
TOTAL NUMBER OF CHEQUES						13
TOTAL NUMBER OF CHEQUES WITH MICR						0
COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Jan-2018 AND 31-Jan-2018						
2017000001	0001	0000050865	12012	BC HYDRO & POWER AUTHORITY	10-Jan-18	40,302.99
2017ET0004	0001	*****	12021	BC TEACHERS FEDERATION	10-Jan-18	27,398.99
2017ET0005	0001	*****	12111	BC TEACHERS FEDERATION	10-Jan-18	30,674.43
2017ET0028	0001	*****	26207	PACIFIC BLUE CROSS/MSA	10-Jan-18	73,534.55
2017ET0039	0001	*****	29102	SUNSHINE COAST TEACHERS ASSOCIATION	10-Jan-18	11,283.99
2018000007	0001	0000050892	30211	FORTIS BC-NATURAL GAS	17-Jan-18	11,880.36
2019ET0035	0001	*****	21007	KENMAC PARTS (1967) LTD.	24-Jan-18	10,752.00
2021ET0072	0001	*****	26243	PEBT IN TRUST	31-Jan-18	50,443.39
TOTALS FOR BANK - 0001						256,270.70
TOTAL NUMBER OF CHEQUES						8
TOTAL NUMBER OF CHEQUES WITH MICR						2
ON-LINE CHEQUES : ISSUED BETWEEN 01-Jan-2018 AND 31-Jan-2018						
00LCET3408	0005	*****	12144	BANK OF MONTREAL	09-Jan-18	46,751.70
TOTALS FOR BANK - 0005						46,751.70
TOTAL NUMBER OF CHEQUES						1
TOTAL NUMBER OF CHEQUES WITH MICR						0
GRAND TOTAL						1,497,763.82
CANCELLED TOTAL						0.00
NET GRAND TOTAL						1,497,763.82
GRAND TOTAL NUMBER OF CHEQUES						22

**REPORT TO THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)**

Board Report
February 14, 2018

"Alone we can do so little; together we can do so much."

- Helen Keller

"Coming together is a beginning, staying together is progress, and working together is success."

- Henry Ford



Collaboration and Equity:

By working together in cooperation and equitable access, we create meaningful connection and a sense of belonging.

Collaboration is more than cooperatively working side by side; it is the sharing of thoughts and ideas, constructive criticism and reworking solutions. Encouraging collaboration within others and us gives more opportunities to learn from one another. Building a culture of collaboration in education supports not only our students but also our staff, parents and community by building teams focused on student success. Collaboration makes us stronger together

Board Happenings:

January 12, 15, & 17 – Trustees' Visits to Schools: Trustees and senior management toured all district school sites including a visit to the Maintenance department. It was great to meet staff and students and see a sample of each unique school community. - LP

January 25 – Superintendent Bocking, Chair Pratt and Trustee Russell attended the Pro-Cook Train in Trades Celebration at Elphinstone Secondary. Congratulations to all graduates! The celebration was delicious! - LP

January 25 & 26 – Trustee Mewhort (BCPSEA representative) and Trustee Youngusband (observer) attended the BCPSEA AGM with Secretary-Treasurer Nicholas Weswick. At this AGM, BCPSEA Bylaw recommended revisions were accepted and trustees, a representative from 8 regions, were elected or acclaimed to the 2018-2019 Board of Directors. The board has been restored. - CY



February 8, 2018

BCSTA Support for new Board Financial Governance and Accountability Requirements

In the Spring of 2017, the Ministry of Education released the “Financial Governance and Accountability for School Districts of British Columbia” Guide in response to recent Auditor General reviews and special advisor reports that recommended strengthening the financial accountability framework for school districts.

The Guide was developed in consultation with the BC School Trustees Association (BCSTA), BC Association of School Business Officials (BCASBO), BC School Superintendents Association (BCSSA), Auditor General of BC and the Ministry of Finance, with the Ministry of Education as the final author of the document. The Guide is intended to support Boards of Education and school district senior staff in their work as governors and financial stewards of our education sector.

The Ministry of Education has set an expectation that many of the key financial governance areas in the document (e.g. the establishment of audit committees and district reserves policy) need to be implemented by all Boards of Education no later than June 30, 2018.

Ministry of Education Pending Requirements

By June 30, 2018, Boards of Education are required to have the following policies in place for the 2018/19 school year:

- Budget, monitoring and reporting policy
- Accumulated operating reserve (surplus) policy
- Audit committees

In addition to these requirements, Boards of Education are also expected to consider and begin implementation of the following initiatives by June 30, 2018:

- Training for all trustees and senior staff on the government’s Taxpayer Accountability Principles, and incorporation these principles into school district codes of conduct
- Financial statement discussion and analysis
- Strategic planning
- Risk assessments

BCSTA Support for This Process

To support successful implementation and continuous improvement in the sector, BCSTA is developing additional guides, tools and policy templates that will be made available to school districts over the next couple of months. The resource materials are currently being written and ‘field tested’, toward ensuring they adequately meet the needs of boards. All of the template materials are, however, intended to serve as a base or starting point for local boards, and may be modified to best address local circumstance and preferences. In addition, BCSTA will be coordinating trustee orientation and training sessions beginning this spring and into the next school year as part of our professional learning programs.



Guidelines, Tools and Templates

It is recognized that boards and school districts are at various stages of implementing these requirements. To best support districts, BCSTA is developing a comprehensive set of best practice materials, tools and policy templates that can be utilized by districts to either create and implement new policies or to assess their existing policies against best practices and recent government direction.

The guidelines will be made available on the BCSTA HUB starting in mid-February, and will be continually updated as new materials are developed, or as policy direction from the Ministry of Education and suggested best practices evolve.

Training

Orientation and training sessions for individual boards (and their senior staff) will be offered beginning this spring and extending into the 2018/2019 school year. The sessions are intended to orient trustees to these new requirements and to support boards in understanding their new roles and responsibilities when serving on audit committees or providing other financial oversight duties. The sessions will also provide training on school district financial literacy, which is a required competency of Audit Committee members. Boards that are interested in receiving this training and these services can contact BCSTA's CEO, Mike Roberts, directly.

In all cases, we recommend any training, as well as the final determination of district policy and procedures, be done in partnership with your senior staff.

Professional learning sessions are also being organized for the fall 2018 Trustee Academy and the New Trustee Joint Academy (with BCPSEA) in January 2019. More information on these learning sessions will be communicated early in the fall.

For more detailed information on these new Ministry of Education requirements, please refer to the attached PowerPoint presentation.

The Ministry of Education Financial Health working group materials can be accessed here:

- <https://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/school-district-financial-reporting/financial-health-working-group>

PROVINCIAL COUNCIL MEETING: February 17, 2018

AGENDA ITEM 9: Motions to Provincial Council

- 9.1 Impact of Funding Formula Review
- 9.2 Specific Focus for Funding Model Review
- 9.3 Rural Education Enhancement Funding Reporting and Criteria Changes
- 9.4 Additional Funding for Emergency Preparedness
- 9.5 Additional Funding for Aboriginal Perspectives, Content and Instructional Methodologies
- 9.6 Base Funding for Small Remote and Rural Districts with Low Enrolment

9.1 IMPACT OF FUNDING FORMULA REVIEW

SUBMITTED BY: *Metropolitan Branch*

BE IT RESOLVED:

that BCSTA request that in the impending funding formula review, the provincial government ensure that no district experiences a funding loss in any area, including per pupil funding.

RATIONALE:

This motion is emergent as the Ministry of Education has set a deadline of February 28, 2018 to receive written input from boards and BCSTA regarding the funding formula.

Metropolitan Branch Members supported previous BCSTA motions around the need for consultation with individual boards of education to identify their school district's unique education and community needs leading to a funding formula review that accurately reflects the funding needs of districts.

We are concerned that the provincial government's description of the funding formula review currently underway does not include assurances of adequate funding for each district's needs.

Given chronic underfunding in many areas of public education, boards of education stress that in order for any funding formula review to be successful, an overall increase in funding is essential to be able to meet our shared mandate of student success as no district can suffer greater shortfalls in funding.

REFERENCES:

2017 BCSTA AGM Motions:

- 33. Review the Current Funding Formula for Public Education in BC
That BCSTA work with the Ministry of Education to establish a working committee in the event that the funding formula for public education comes up for review. The Committee, with representation from the Ministry of Education and the Ministry of Finance, would consult with individual boards of education to identify their school district's unique educational and community needs. This process should precede the work of the Funding Allocation System Technical Review Committee ("TRC") in order to inform the TRC on the priorities and concerns that exist district-by-district, and to assist in the development of a new, fair and equitable funding formula for public education in British Columbia. Carried

- 34. Funding Formula
That BCSTA strongly urge the Ministry of Education and Ministry of Finance to consult with BCSTA, BCASBO and BCSSA through the Funding Allocation System Technical Review Committee to develop a new funding formula that accurately reflects the funding needs of districts. Carried

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

9.2 SPECIFIC FOCUS FOR FUNDING MODEL REVIEW

SUBMITTED BY: *SD8 (Kootenay Lake)*

BE IT RESOLVED:

that BCSTA request that during the funding model review, the Ministry of Education's province-wide consultation includes a specific focus on how to best strengthen the delivery of public education in rural and remote communities.

RATIONALE:

This motion is emergent because if this matter is delayed until AGM, we will miss the timeline provided by the Ministry of Education for providing input regarding the guiding principles and funding formula model review.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 8.1FS (Government Support for Education).

This motion relates to Policy Statement 5.1.2P (Rural Education).

9.3 RURAL EDUCATION ENHANCEMENT FUNDING REPORTING AND CRITERIA CHANGES

SUBMITTED BY: *SD67 (Okanagan Skaha)*

BE IT RESOLVED:

that BCSTA request the Rural Education Enhancement Fund (REEF) be included in the Ministry of Education's budget as a line item incorporating this funding into operations revenue (similar to the Unique Geographic Factors supplement) and, should the criteria change, schools currently receiving the grant continue to receive the grant.

RATIONALE:

This motion is emergent as if this matter is delayed until AGM, it will be too late to influence the 2018-2019 provincial budget, which is the new government's first full budget. This motion is needed to ensure REEF is kept and that districts receiving REEF for schools maintain this funding and are exempt from any changes to the REEF criteria. Many districts are relying on REEF to keep schools open. It is imperative that REEF be included in the provincial budget and current planning

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statement 5.1.2P (Rural Education).

9.4 ADDITIONAL FUNDING FOR EMERGENCY PREPAREDNESS

SUBMITTED BY: *SD38 (Richmond)*

BE IT RESOLVED:

that BCSTA urge the Ministry of Education to provide sufficient additional funding to school districts, beginning in the 2018/19 school year, to provide the basic level of resources for emergency preparedness as detailed in Ministry of Education's *Emergency Management Planning Guide for Schools, Districts and Authorities*.

RATIONALE:

The motion is emergent because there are provincial budget implications for government. If this matter is delayed until AGM, it will be too late to influence the 2018-2019 provincial budget, which is the new government's first full budget. Currently, school districts are expected to fund, or find alternate sources of revenues, such as PAC fundraising, to be compliant with the expectations of the Ministry of Education in regard to student and staff safety and emergency response preparedness. There exists an inequity of emergency response preparedness across districts and across the province, as districts are forced to choose between learning and operational needs. A base level of preparedness, as already articulated in provincial guidelines, is the reasonable and equitable responsibility of a government that expects preparedness to occur.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Foundational Statement 9.1FS (Safe Environment).

This motion relates to Policy Statement 8.1.4P (Fully Funded Mandates for Boards of Education).

REFERENCE:

- [Ministry of Education's Emergency Management Planning Guide for Schools, Districts and Authorities](#)

9.5 ADDITIONAL FUNDING FOR ABORIGINAL PERSPECTIVES, CONTENT AND INSTRUCTIONAL METHODOLOGIES

SUBMITTED BY: *SD50 (Haida Gwaii)*

BE IT RESOLVED:

that BCSTA urge the Ministry of Education to increase funding to support Aboriginal perspectives, content and instructional methodologies in public schools.

RATIONALE:

This motion is emergent as if delayed until AGM, it will be too late to influence the 2018-2019 provincial budget, which is the new government's first full budget.

The Ministry of Education requires that Indigenous content be included cross-curricular but there are no supporting funds to add appropriate resources to do so. This is putting pressures on the use of targeted funds and thus taking away from existing programs.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statement 5.3.1P (Aboriginal Education and General Curriculum).

9.6 BASE FUNDING FOR SMALL REMOTE AND RURAL DISTRICTS WITH LOW ENROLMENT

SUBMITTED BY: *SD50 (Haida Gwaii)*

BE IT RESOLVED:

that BCSTA request that the Ministry of Education consider, in addition to current funding for geographic circumstances and special purpose grants, implementing a minimum base funding level for small remote and rural districts with low enrolment.

RATIONALE:

This motion is emergent as if it is delayed until AGM, it will be too late to influence the Ministry of Education's funding model review. Reductions to funding for districts with low enrolment have significant impacts on programs and district-wide supports. For example, if a school district has 500 students, the district would receive base funding at the level of 1,000 students and additionally maintain special purpose grant levels.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statement 5.1.2P (Rural Education).



“Big Ideas” — Bargaining 2019

A report on the first phase of the bargaining 2019 employer consultation process

February 2018

Summary

In March 2019, we will begin a new round of collective bargaining to negotiate the terms and conditions of the Provincial Collective Agreement between the BC Public School Employers' Association (BCPSEA) and the BC Teachers' Federation (BCTF).

As the employers' association and accredited bargaining agent for the province's 60 public school districts, our goal is to develop a set of shared bargaining objectives that each school district will confidently support, both internally with their respective districts and externally in their communications with the public and other stakeholders.

To reach this goal, over the two year period from the spring of 2017 to March 2019, BCPSEA is engaging in a consultation process to explore districts' bargaining priorities. This process will ensure that the bargaining goals and outcomes align with board of education efforts to optimize both student learning and employee engagement.

This report summarizes the progress we've made to date to:

- arrive at a vision for bargaining, and
- identify the "big ideas" that will guide us as we establish direction for bargaining in 2019.

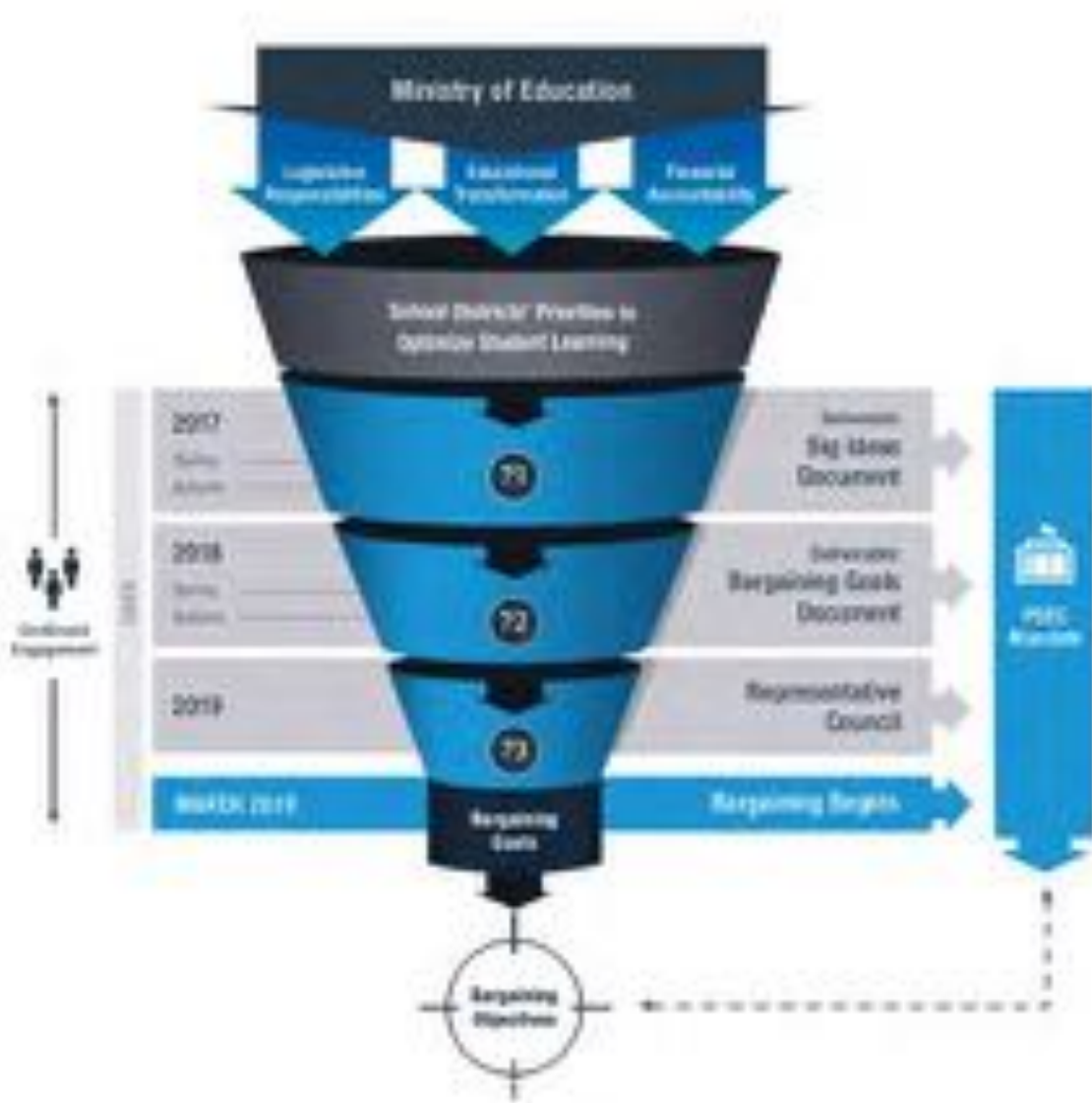
Our consultation with trustees enabled us to gather information about issues affecting districts' ability to optimize student learning and ensure fair working conditions. We have collated these into themes, or "big ideas." These big ideas are important. They are the foundation for working toward changes that support the vision for public education, they inform the direction for our bargaining goals, and they provide the lens through which we will review bargaining proposals from the BCTF.

This report describes the five big ideas that we heard through our initial consultation process, and also outlines a series of questions for boards to discuss in preparation for the next round of consultation in the spring of 2018.

Arriving at a vision for bargaining

In the spring of 2017, BCPSEA launched a two-year consultation process to explore the bargaining priorities of the province's 60 public school districts and ensure that the bargaining goals and outcomes align with boards' efforts to optimize student learning and employee engagement.

As shown in the diagram below, the process began in the spring of 2017 with articulating a draft shared vision for bargaining. Over a two year period, the consultation process will move through several stages to the final outcome: a set of bargaining objectives created by and for boards of education.



We launched the first step in the consultation process in the spring of 2017 by facilitating a series of regional meetings attended by 236 trustees and senior staff. At these meetings we engaged in discussion to establish common ground and develop a shared vision statement for bargaining.

BCPSEA staff listened to the conversations and perspectives shared at the meetings, and prepared the following initial vision for bargaining based on what we heard:

We envision an approach to the 2019 round of collective bargaining between BCPSEA and the BCTF that is collaborative, focuses on ensuring constructive, productive, and positive engagement on the part of both the union and employer, and instills strong public confidence in the bargaining process and the public education sector. We envision success to include outcomes that ensure teachers have fair working conditions and that school districts are able to build supportive structures to facilitate student success.

This draft vision statement was shared with all 60 districts in September 2017, along with a link to an online survey to determine how well the statement reflected the public school employer community's vision. Responses were overwhelmingly positive, with almost all respondents confirming the accuracy of the vision.

In addition to the quantitative feedback captured through the survey, we invited districts to share ideas, if any, to improve the statement. Again, response was positive, with only a few suggested wording changes. There were suggestions to incorporate the concept of transformation within the statement and to refine the final sentence of the statement so that it better emphasizes the public school employer community's commitment to student success.

We incorporated this feedback into the vision statement:

We envision an approach to the 2019 round of collective bargaining between BCPSEA and the BCTF that is collaborative, focuses on ensuring constructive, productive, and positive engagement on the part of both the union and employer, and instills strong public confidence in the bargaining process and the public education sector. We envision success to include transformative outcomes that ensure school districts are able to build supportive structures to facilitate student success and also include fair working conditions for teachers.

Identifying the “big ideas”

During our regional meetings in the spring of 2017, we asked trustees and district staff to begin reflecting on whether they had experienced challenges in the employment context that impeded their ability to optimize student learning.

When we requested districts’ feedback on the vision for bargaining, we also included a series of questions to prompt in-depth thinking about the collective agreement challenges, if any, that may impact optimal student learning environments. The survey responses provided initial insight into districts’ most significant collective agreement challenges.

We were then able to canvass each issue more fully through our attendance at each BC School Trustees Association (BCSTA) regional chapter meeting held across the province in September and October 2018. These meetings gave us the opportunity to engage in discussion with trustees and to better understand districts’ collective agreement challenges. Through both discussions and a guided activity, participants identified their top issues and shared specific examples of how these issues impacted their ability to create an optimum environment for student learning.

We collected the information from each meeting and organized it by major topic, or “big idea.”

The big ideas that emerged from our consultation process are:

1. Innovative learning structures
2. Continuity for students
3. Teacher workload
4. Teacher professional learning
5. Recruitment and retention.

For each big idea, we have summarized the issue as shared by trustees during the consultation process. Further, we have posed a series of questions to encourage boards to reflect on how these big ideas relate to our shared vision for bargaining.

1. Innovative learning structures

What we heard

During our consultations, we heard that trustees are excited to see the many innovative education programs and practices in place or under development across the province. Many of these practices incorporate new technology or take place outside of the classroom where educators can draw on the expertise of community members and elders. Above all, they mark a shift away from a traditional teacher-centred model of education to one that is student-centred and interdisciplinary, with teachers acting as facilitators and mentors. Trustees clearly stated their belief that these practices allow educators to better respond to students' evolving needs and interests.

However, some trustees spoke of a developing tension between these innovative, flexible, and responsive approaches and the restrictions inherent in organizational structures such as the school timetable and the school calendar. They told us that their ability to offer and support innovative instructional designs and settings is often hampered by legislative or collective agreement provisions that make it difficult or impossible to shift class schedules or explore alternate school calendars.

Another theme that emerged in discussions about the flexibility of organizational structures is teacher preparation time. There appears to be, in some cases, limited options for structuring preparation time, not allowing for the flexibility needed to offer students innovative learning experiences. Building on this, trustees also told us that greater ability to schedule opportunities for educators to formally collaborate could create more opportunities for districts to better serve students. Although this is already happening in some schools and districts, trustees expressed the desire for more focused and consistent time for employers and employees to collaborate.

Continuing the dialogue

In preparation for our continued consultation, please consider the following:

- Are there ways to provide districts with the flexibility needed to build school timetables and schedules so they align and support the delivery of innovative programming?
- How can employers better structure learning spaces and schedules to ensure teachers and professional communities have time to collaborate with the goal of creating innovative educational experiences?
- Are there ways to involve employers in developing professional skill sets that align with the programming that is being offered or under development?

2. Continuity for students

What we heard

When we asked boards to reflect on the impediments that make it difficult to optimize student learning, a common theme that emerged in discussions is the challenge of providing students with consistency of instruction.

We heard trustees describe circumstances where significant disruption had occurred for students as a result of teacher turnover. Although trustees recognize that the circumstances prompting turnover — teachers taking leaves of absences or transferring out of assignments — are legitimate and in many cases necessary, there is a desire to explore how turnover could occur with minimal disruption for students. Research studies — and educator and employer experience — affirm that students who have strong relationships with their teachers are more confident and perform better, academically and emotionally. However, when there is a high level of teacher turnover or teacher absence from the classroom, students' ability to form trusting relationships is potentially compromised. In turn, this can impede employers' ability to provide a high quality and consistent learning environment for students.

Trustees also told us that teachers bring different experience, skills, and qualifications to their work, and with significant turnover the chances of finding a well-qualified replacement teacher may be difficult. This is a particular challenge when trying to find educators for more specialized positions.

Continuing the dialogue

In preparation for our continued consultation, please consider the following:

- Are there ways that collective agreement language could be structured in relation to teachers posting into positions, or being displaced from positions (via layoffs or surplus processes), that would help employers better secure the most qualified and suitable teacher for a particular group of students?
- Are there ways to provide as much continuity as possible to students' instructional experiences?
- What strategies can be used to reduce teacher turnover to minimize disruption in student learning and maximize continuity in the classroom environment?
- In those situations where teachers need to be absent from their assignments, are there ways to consider students' needs in relation to how these absences are filled and how teaching on call assignments are organized?

3. Teacher workload

What we heard

As part of our provincial consultation process, trustees shared concerns about the mismatch between the collective agreement teacher workload language, which was recently restored by the Supreme Court of Canada, and current educational needs. Trustees also voiced concern about the inequity of workload protections across the province given that not all districts have local teacher workload provisions. We heard conversation about whether teacher workload provisions exist to protect frontline services to students or are part of teachers' terms and conditions of employment.

We heard that districts with local class composition language face additional administrative barriers that impede their ability to create optimal learning environments for students. Trustees told us that, while they welcomed the additional resources that derive from the restored language, the collective agreement's current approach to workload is outdated and unduly restricts districts' ability to allocate teaching resources to areas that would best serve students. These issues are further exacerbated in districts that experience difficulties recruiting and retaining qualified teachers.

In summary, we heard that teacher workload is a complex issue requiring a nuanced response that may vary based on how classes are organized from year to year. Teacher workload is also closely related to the student learning experience, as class organization and the allocation of teaching resources have a direct impact on learning conditions for students. Districts are interested in modernizing the current approach to teacher workload and ensuring an appropriate balance is struck between teacher workload and student learning.

Continuing the dialogue

In preparation for our continued consultation, please consider the following:

- Has the restoration of class size and composition language impacted teacher workload and, if so, in what ways?
- How has the restoration of class size and composition language impacted student learning?
- What are some of the specific challenges you have encountered with respect to the restoration of your local class size and composition language?
- How could the current approach to teacher workload be transformed?
- Is there need for a provincial approach to the issue of teacher workload?
- What implications would there be for districts if a provincial approach to teacher workload was agreed to?

4. Teacher professional learning

What we heard

In our consultations, we heard from trustees that teacher effectiveness is critical to student success. This was widely recognized by trustees across the province, as was the desire to ensure that teachers are appropriately supported through access to meaningful professional learning opportunities.

Feedback we received — both during our meetings with trustees and through written submissions — indicated that a complex relationship exists between teachers' need to make professionally autonomous decisions about their professional learning needs and boards' responsibilities related to strategic planning and enhancing student learning. In some cases, we heard that this can result in tension between employees and employers. Specifically, trustees explained that their limited ability to influence teacher professional learning decisions could impede the ability of boards to support success for all students and efficiently achieve their district goals. We also heard the desire to have more formal collaboration time for employers and employees to work together on common student focused goals.

Continuing the dialogue

In preparation for our continued consultation, please consider the following:

- To what extent are employers able to incentivize individual teachers and individual school communities to work on district-wide or school goals?
- Is there a way to more actively collaborate with teachers on school and district-wide initiatives and goals?
- How can we balance teachers' interest in making professionally autonomous decisions about their professional learning with the accountabilities of boards related to strategic planning and student outcomes?

5. Recruitment and retention

What we heard

Throughout our consultation process, trustees told us of the difficulties recruiting and retaining teachers. This is an issue that affects all districts in BC — albeit in different ways — and it has become particularly acute following the November 2016 Supreme Court decision to restore previously deleted collective agreement language regarding teacher workload.

We heard that in rural and remote communities, struggles to find qualified staff have been a fact of life for some time. Trustees shared the frustration of being unable to offer particular classes and programs due to a lack of staff, as well as the challenges of competing with other districts for specialized teachers, including counsellors and school psychologists, who are already in short supply province-wide. These recruitment and retention issues ultimately undermine districts' ability to provide the structures that support student success.

We also heard that a compounding issue in some districts relates to their ability to appropriately plan and predict the number of teachers teaching on call who are willing to work on any given day. Although the nature of on-call work is “casual” with work not being guaranteed, trustees report that they have noticed a shift in the willingness of teachers teaching on call to accept jobs on a regular basis. This has made districts' ability to count on their on-call workforce unpredictable. Specifically, many reported that even in situations where they have hired what would have been, in the past, sufficient numbers of teachers teaching on call, the number of days these hires are interested in working has significantly decreased. Consequently, districts need to hire more teachers teaching on call, thus compounding already complex workforce supply challenges. This makes it difficult to be able to plan appropriately for day-to-day absences and achieve consistency in the learning environment.

Continuing the dialogue

In preparation for our continued consultation, please consider the following:

- Are there ways to incent teachers on call to work more consistently and to better predict their availability?
- With the need to recruit outside of the province, how significant is pay as an incentive to work in our sector? Are current pay levels a deterrent and what would fair pay entail?
- Are there ways that on-call lists can be managed so that districts better understand how many teachers teaching on call are willing to work and when?

- Are there ways to make working in areas that are rural or remote or that have a high cost of living more attractive to teachers looking for work?
- Are there structures that districts can create to better predict their teacher teaching on call workforce?

Next steps

We will be bringing the bargaining vision statement to the BCPSEA Board of Directors for review and confirmation.

We are also committed to continuing to work with trustees and district staff — to listen to your experiences and expertise, consolidate your perspectives, and reflect your priorities for bargaining 2019. We will use our newly created vision for bargaining to guide our decisions as we move forward to collaboratively arrive at bargaining goals.

As your representatives at the bargaining table, we want to ensure we get it right. We will continue to engage in dialogue — both with trustees and senior level staff —through 2018. This will entail conducting more in-depth focus groups across the province to gather feedback on these “big ideas” and to refine them as we craft broad bargaining goals.

Your feedback and input are critical. Your contributions will ensure that we are representing the issues that are most important to you as you work to build supportive structures to facilitate student success and provide fair working conditions for teachers. Your input throughout this process also ensures that when we get to the bargaining table, you will know that your contributions provided the foundation for our bargaining objectives and you will feel confident supporting those objectives with your internal and external stakeholders.



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

OPERATIONS COMMITTEE NOTES

Held on January 18th, 2018 from 12:30-2:00 pm
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Lori Pratt (Committee Chair), Dave Mewhort, Christine Younghusband

STAFF/OTHERS: Nicholas Weswick, Secretary-Treasurer; Rob Collison, Manager of Facilities and Transportation; Phil Luporini, District Principal of Technology; Paul Bishop, Director of Instruction; Debbie Rockall; Davis Bay Elementary PAC Co-Chair; Carolyn Smith, CUPE 801; Janice Budgell, CUPE 801; Louise Herle, SCTA; Dave Mell, Project Consultant ASTSBC, Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Betty Baxter, Trustee; Greg Russell, Trustee; Patrick Bocking, Superintendent;

Trustee Pratt chaired the meeting in Trustee Russell's absence.

The meeting was called to order at 12:32 p.m.

1) Bus Route Optimization Report

Dave Mell spoke to the *Bus Route Optimization Project Current State Assessment for School District No. 46*. He reported that the district's runs are relatively efficient with an approximate cost per kilometer of \$2.70 and added that the linear nature of the district lends itself to an efficient transportation network. He noted that, in some cases, out-of-scope transportation, such as that provided to courtesy riders, can result in longer ride times for eligible riders. A number of the recommendations included in the report have been, or are being, implemented by the district, including a transition to a district maintained rider database using the Traversa software. Additional recommendations include:

- Starting with a fresh ridership database by re-registering all riders for the 2018/19 school year.
- Conducting a bell time study and a ridership study with a goal of shortening ride and wait times for students.
- Employing an "in-house" staff member to oversee transportation.
- Updating the district's transportation regulation to include a process for removing courtesy riders from over-registered runs and adding a walk to stop distance,

The committee discussed rider wait times, cross-boundary and courtesy riders and the impact of catchment area changes.

Secretary-Treasurer Weswick reported that the next steps for the project will involve developing an in-house registration process with a goal to re-register all eligible rider riders prior to the summer break. The role of the Assistant Manager of Facilities position will be restructured to include transportation as an area of supervision. A bell schedule review and ridership study will take place once the district has had sufficient time to revise the current registration process.

Recommendation:

"That the board accept the *Bus Route Optimization Project Current State Assessment for School District No. 46* report."

2) Amended Budget Review

Secretary-Treasurer Weswick reviewed the explanatory schedules (attached) to clarify the requested amended budget bylaw amount of \$46,789,451. The district received significantly more than expected for the salary differential grant and has suggested a mid-year allocation to balance the 2017-18 budget, The proposed allocation of \$207,000 consists of:

- District program: \$50,000
- Mentorship funds: \$5,000 (SCTA matching grant)
- TETT Program Expansion: \$5,000
- District Website Development: \$10,000
- Family Expo and SSS Budgets: \$5,000
- Grade 10-12 Curriculum Implementation: \$25,000
- School Allocations: \$157,000 (approx. \$50/student)

The committee discussed increases to custodial allocations in light of changes required by the Classroom Enhancement Fund (CEF) and recent staff illnesses. The committee discussed staffing requirements and remedies also as a result of CEF requirements. The district confirmed their support for special needs students and highlighted an improved teacher-to-student and educational assistant-to-student ratio.

Recommendation:

"That the board approve the 2017/18 Amended Budget"

3) Joint-Use Update

Secretary-Treasurer Weswick reported that the Joint-Use Agreement should be fully implemented as of February 1, 2018. After that point, the district will benefit from free access for curricular and extra-curricular activities at SCRCD recreation facilities in exchange for free access to school facilities by the SCRCD for their programming needs.

A joint press release is under development as is a frequently asked questions document. Under the proposed agreement, the district could benefit from taxpayer-funded improvements to facilities.

Trustees suggested an internal Joint-Use Committee meeting be scheduled to refresh their understanding of the agreement and to discuss implementation.

4) Regulation 3920 – Use of Specialty Areas in Schools

The regulation is being repealed as specialty areas are now addressed in regulation 3550 (Rental of School Facilities).

5) Regulation 3550 – Rental of School Facilities

The regulation will be reviewed by committee at a future date as the editing process was not complete by the time of the meeting.

The meeting adjourned at 1:51 pm.

NEXT MEETING: February 22ⁿ from 12:30-2:00 pm at the School Board Office

BUDGET 2017-18 (AMENDED)

Operations Committee – January 18, 2018



	2017/18 Preliminary	2017/18 Amended
Operating Fund Revenue	37,023,361	37,876,227
Surplus Utilization		
Utilization of Restricted - Commitments		917,363
Utilization of Restricted - District Depts	99,644	64,882
Utilization of Restricted - School Surplus	116,015	595,946
Utilization of PY Unrestricted Surplus	349,112	
Special Purpose Fund Revenue	3,662,938	5,242,140
Total Revenue	41,251,071	44,696,558
Expenditures & Allocations		
School Allocations	26,910,674	27,821,773
District Departments	14,224,382	14,235,265
Mid-Year Funding Distribution		207,724
Allocation PY Unrestricted Surplus		
Restricted Surplus Exp. - Commitments	116,015	917,363
Special Purpose Fund Spending		1,514,433
Total Expenditures & Allocations	41,251,071	44,696,558
Net Contribution To Surplus	(0)	(0)

BOTTOM LINE

- ✧ Evolving Budget Model (eg - school surplus) – SPF
- ✧ Mid-year Distribution to Balance Budget
- ✧ Prior Year Unrestricted Surplus to be allocated in 18/19 Process - \$\$750,315



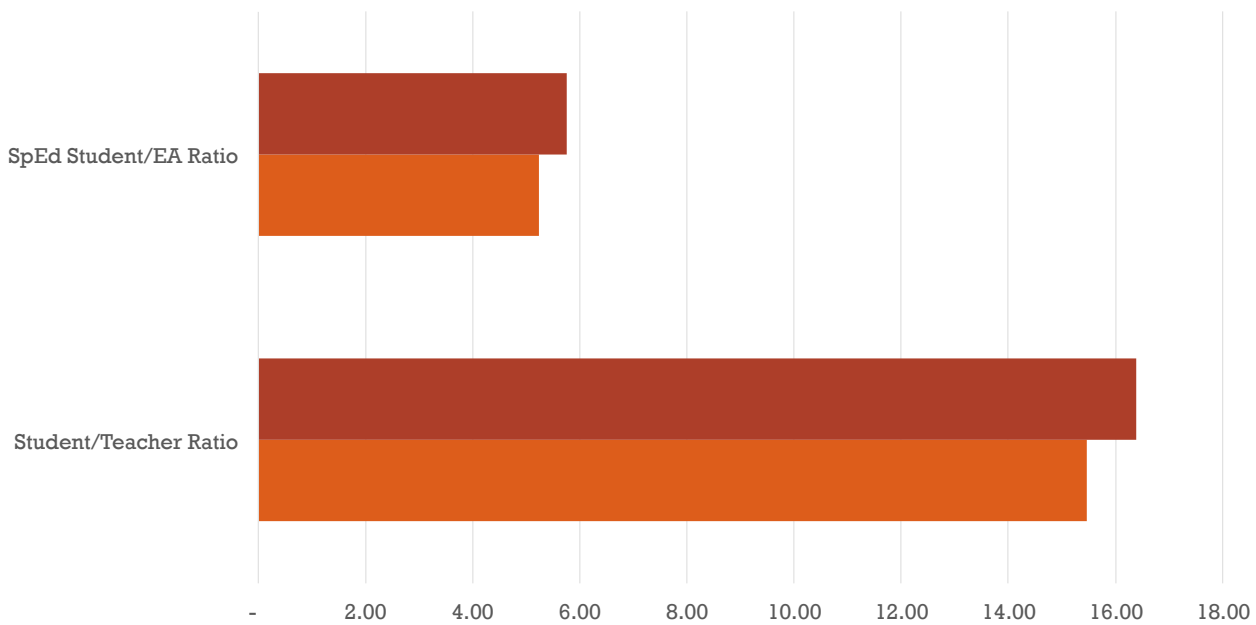
MID-YEAR ALLOCATION - \$207,000

- District Programming - \$50,000
 - Teacher Mentorship - \$5,000
 - TETT Program Expansion - \$5,000
 - District Website Development - \$10,000
 - Family Expo and SSS Budgets - \$5,000
 - Gr 10-12 Curriculum Implementation - \$25,000

- School Allocations - \$157,000 (Approx. \$50/student)
 - Learning Resources
 - Curriculum Supports



Key Metrics



School District No. 46 (Sunshine Coast)
Amended Annual Budget Bylaw for fiscal year 2017/2018

- 1) Motion:
"THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2017/2018 in the amount of \$46,789,451, be read for a first time."
- 2) Motion:
"THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2017/2018 in the amount of \$46,789,451, be read for a second time."

Requires unanimous approval before third reading.

- 3) Motion:
"THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2017/2018 in the amount of \$46,789,451, be read for a third time, passed and adopted."

Amended Annual Budget

School District No. 46 (Sunshine Coast)

June 30, 2018

School District No. 46 (Sunshine Coast)

June 30, 2018

Table of Contents

Bylaw	1
Amended Annual Budget - Revenue and Expense - Statement 2	2
Amended Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund - Schedule 1	5
Amended Annual Budget - Operating Revenue and Expense - Schedule 2	6
Schedule 2A - Amended Annual Budget - Schedule of Operating Revenue by Source	7
Schedule 2B - Amended Annual Budget - Schedule of Operating Expense by Object	8
Schedule 2C - Amended Annual Budget - Operating Expense by Function, Program and Object	9
Amended Annual Budget - Special Purpose Revenue and Expense - Schedule 3	11
Schedule 3A - Amended Annual Budget - Changes in Special Purpose Funds	12
Amended Annual Budget - Capital Revenue and Expense - Schedule 4	14

*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 46 (SUNSHINE COAST) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2017/2018 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for fiscal year 2017/2018.
3. The attached Statement 2 showing the estimated revenue and expense for the 2017/2018 fiscal year and the total budget bylaw amount of \$46,789,451 for the 2017/2018 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2017/2018.

READ A FIRST TIME THE _____ DAY OF _____, 2018;

READ A SECOND TIME THE _____ DAY OF _____, 2018;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2018;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw 2017/2018, adopted by the Board the _____ DAY OF _____, 2018.

Secretary Treasurer

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2018

	2018 Amended Annual Budget	2017 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,181,938	3,152,875
Adult	4,125	3,375
Total Ministry Operating Grant Funded FTE's	3,186,063	3,156,250
Revenues	\$	\$
Provincial Grants		
Ministry of Education	41,047,259	37,873,324
Other	35,000	35,000
Tuition	78,408	78,408
Other Revenue	1,840,700	1,531,976
Rentals and Leases	30,000	55,000
Investment Income	87,000	96,000
Amortization of Deferred Capital Revenue	1,635,441	1,604,043
Total Revenue	44,753,808	41,273,751
Expenses		
Instruction	36,134,310	33,250,265
District Administration	2,257,716	2,185,648
Operations and Maintenance	6,481,130	6,444,044
Transportation and Housing	1,916,295	1,594,805
Total Expense	46,789,451	43,474,762
Net Revenue (Expense)	(2,035,643)	(2,201,011)
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,578,191	1,720,073
Budgeted Surplus (Deficit), for the year	(457,452)	(480,938)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(457,452)	(480,938)
Budgeted Surplus (Deficit), for the year	(457,452)	(480,938)

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2018

	2018 Amended Annual Budget	2017 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	39,454,418	38,845,122
Special Purpose Funds - Total Expense	5,242,140	2,544,659
Capital Fund - Total Expense	2,092,893	2,084,981
Total Budget Bylaw Amount	46,789,451	43,474,762

Approved by the Board

Signature of the Chairperson of the Board of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer Date Signed

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2018

	2018 Amended Annual Budget	2017 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(2,035,643)</u>	<u>(2,201,011)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Deferred Capital Revenue	<u>(2,800,000)</u>	<u>(2,200,000)</u>
Total Acquisition of Tangible Capital Assets	<u>(2,800,000)</u>	<u>(2,200,000)</u>
Amortization of Tangible Capital Assets	<u>2,092,893</u>	<u>2,084,981</u>
Total Effect of change in Tangible Capital Assets	<u>(707,107)</u>	<u>(115,019)</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(2,742,750)</u></u>	<u><u>(2,316,030)</u></u>

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2018

	Operating Fund	Special Purpose Fund	Capital Fund	2018 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	2,966,212		7,526,972	10,493,184
Changes for the year				
Net Revenue (Expense) for the year	(1,578,191)		(457,452)	(2,035,643)
Net Changes for the year	(1,578,191)	-	(457,452)	(2,035,643)
Budgeted Accumulated Surplus (Deficit), end of year	1,388,021	-	7,069,520	8,457,541

School District No. 46 (Sunshine Coast)Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2018

	2018 Amended Annual Budget	2017 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	36,872,119	36,154,665
Other	35,000	35,000
Tuition	78,408	78,408
Other Revenue	780,700	711,976
Rentals and Leases	30,000	55,000
Investment Income	80,000	90,000
Total Revenue	37,876,227	37,125,049
Expenses		
Instruction	31,088,758	30,918,928
District Administration	2,061,128	1,972,326
Operations and Maintenance	4,467,014	4,452,948
Transportation and Housing	1,837,518	1,500,920
Total Expense	39,454,418	38,845,122
Net Revenue (Expense)	(1,578,191)	(1,720,073)
Budgeted Prior Year Surplus Appropriation	1,578,191	1,720,073
Budgeted Surplus (Deficit), for the year	-	-

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2018

	2018 Amended Annual Budget	2017 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	35,762,423	35,110,063
Other Ministry of Education Grants		
Pay Equity	510,381	510,381
Funding for Graduated Adults	8,082	4,565
Transportation Supplement	380,465	380,465
Return of Administrative Savings	182,072	
Carbon Tax Grant	20,000	25,000
FSA Scorer	8,696	8,696
Supplemental Mid Year Enrollment		115,495
Total Provincial Grants - Ministry of Education	36,872,119	36,154,665
Provincial Grants - Other	35,000	35,000
Tuition		
International and Out of Province Students	78,408	78,408
Total Tuition	78,408	78,408
Other Revenues		
Other School District/Education Authorities	575,000	536,000
Miscellaneous		
Miscellaneous	205,700	175,976
Total Other Revenue	780,700	711,976
Rentals and Leases	30,000	55,000
Investment Income	80,000	90,000
Total Operating Revenue	37,876,227	37,125,049

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2018

	2018 Amended Annual Budget	2017 Amended Annual Budget
	\$	\$
Salaries		
Teachers	13,462,280	13,957,500
Principals and Vice Principals	2,105,257	1,920,000
Educational Assistants	3,146,264	2,895,648
Support Staff	3,792,263	3,946,851
Other Professionals	1,436,195	1,335,001
Substitutes	2,188,563	2,111,631
Total Salaries	26,130,822	26,166,631
Employee Benefits	6,511,255	6,235,036
Total Salaries and Benefits	32,642,077	32,401,667
Services and Supplies		
Services	666,337	739,058
Student Transportation	1,356,469	1,456,999
Professional Development and Travel	136,255	154,364
Rentals and Leases	40,200	40,200
Dues and Fees	56,500	54,500
Insurance	87,125	83,000
Supplies	3,764,969	3,219,831
Utilities	704,486	695,503
Total Services and Supplies	6,812,341	6,443,455
Total Operating Expense	39,454,418	38,845,122

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2018

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	10,779,742	319,777		662,481		1,960,663	13,722,663
1.03 Career Programs	168,264					80,000	248,264
1.07 Library Services	87,932			77,920			165,852
1.08 Counselling	326,800			125,931			452,731
1.10 Special Education	1,529,542	134,212	2,986,088	316,157	130,000	122,900	5,218,899
1.30 English Language Learning	129,200						129,200
1.31 Aboriginal Education	440,800	125,253	160,176				726,229
1.41 School Administration		1,526,015		433,458			1,959,473
1.62 International and Out of Province Students							-
1.64 Other				42,795			42,795
Total Function 1	13,462,280	2,105,257	3,146,264	1,658,742	130,000	2,163,563	22,666,106
4 District Administration							
4.11 Educational Administration					409,534		409,534
4.40 School District Governance					108,357		108,357
4.41 Business Administration				127,378	592,507	25,000	744,885
Total Function 4	-	-	-	127,378	1,110,398	25,000	1,262,776
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				46,155	162,104		208,259
5.50 Maintenance Operations				1,840,471	-		1,840,471
5.52 Maintenance of Grounds				119,517			119,517
5.56 Utilities							-
Total Function 5	-	-	-	2,006,143	162,104	-	2,168,247
7 Transportation and Housing							
7.41 Transportation and Housing Administration					22,218		22,218
7.70 Student Transportation					11,475		11,475
Total Function 7	-	-	-	-	33,693	-	33,693
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	13,462,280	2,105,257	3,146,264	3,792,263	1,436,195	2,188,563	26,130,822

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2018

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2018 Amended Annual Budget	2017 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	13,722,663	3,018,343	16,741,006	2,091,080	18,832,086	18,015,426
1.03 Career Programs	248,264	43,749	292,013	20,750	312,763	241,000
1.07 Library Services	165,852	44,680	210,532	55,130	265,662	478,512
1.08 Counselling	452,731	120,228	572,959	500	573,459	661,136
1.10 Special Education	5,218,899	1,550,292	6,769,191	220,413	6,989,604	7,423,470
1.30 English Language Learning	129,200	33,592	162,792	106,008	268,800	256,038
1.31 Aboriginal Education	726,229	192,444	918,673	265,738	1,184,411	1,324,061
1.41 School Administration	1,959,473	451,395	2,410,868	78,295	2,489,163	2,311,692
1.62 International and Out of Province Students	-	-	-	29,747	29,747	66,558
1.64 Other	42,795	11,983	54,778	88,285	143,063	141,035
Total Function 1	22,666,106	5,466,706	28,132,812	2,955,946	31,088,758	30,918,928
4 District Administration						
4.11 Educational Administration	409,534	98,492	508,026	18,000	526,026	495,705
4.40 School District Governance	108,357	1,084	109,441	87,000	196,441	189,293
4.41 Business Administration	744,885	193,726	938,611	400,050	1,338,661	1,287,328
Total Function 4	1,262,776	293,302	1,556,078	505,050	2,061,128	1,972,326
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	208,259	53,424	261,683	85,000	346,683	306,184
5.50 Maintenance Operations	1,840,471	656,146	2,496,617	716,246	3,212,863	3,322,958
5.52 Maintenance of Grounds	119,517	33,465	152,982	50,000	202,982	128,303
5.56 Utilities	-	-	-	704,486	704,486	695,503
Total Function 5	2,168,247	743,035	2,911,282	1,555,732	4,467,014	4,452,948
7 Transportation and Housing						
7.41 Transportation and Housing Administration	22,218	4,999	27,217	-	27,217	27,060
7.70 Student Transportation	11,475	3,213	14,688	1,795,613	1,810,301	1,473,860
Total Function 7	33,693	8,212	41,905	1,795,613	1,837,518	1,500,920
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	26,130,822	6,511,255	32,642,077	6,812,341	39,454,418	38,845,122

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2018

	2018 Amended Annual Budget	2017 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	4,175,140	1,718,659
Other Revenue	1,060,000	820,000
Investment Income	7,000	6,000
Total Revenue	5,242,140	2,544,659
Expenses		
Instruction	5,045,552	2,331,337
District Administration	196,588	213,322
Total Expense	5,242,140	2,544,659
Budgeted Surplus (Deficit), for the year	-	-

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2018

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	22,367		20,989	519,565	575,283			15,230	
Add: Restricted Grants									
Provincial Grants - Ministry of Education	196,588	142,174				192,000	22,050	5	493,656
Other				70,000	900,000				
Investment Income				7,000					
	196,588	142,174	-	77,000	900,000	192,000	22,050	5	493,656
Less: Allocated to Revenue Recovered	196,588	142,174	-	77,000	900,000	192,000	22,050	5	493,656
Deferred Revenue, end of year	22,367	-	20,989	519,565	575,283	-	-	15,230	-
Revenues									
Provincial Grants - Ministry of Education	196,588	142,174				192,000	22,050	5	493,656
Other Revenue				70,000	900,000				
Investment Income				7,000					
	196,588	142,174	-	77,000	900,000	192,000	22,050	5	493,656
Expenses									
Salaries									
Teachers									-
Principals and Vice Principals									71,000
Educational Assistants									125,000
Support Staff	82,000	112,000				118,000			
	82,000	112,000	-	-	-	118,000	-	-	196,000
Employee Benefits	22,000	30,174				44,000			62,656
Services and Supplies	92,588			77,000	900,000	30,000	22,050	5	235,000
	196,588	142,174	-	77,000	900,000	192,000	22,050	5	493,656
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2018

	Coding and Curriculum Implementation	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Other	TOTAL
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	23,464			105,440	1,282,338
Add: Restricted Grants					
Provincial Grants - Ministry of Education		318,834	2,809,833		4,175,140
Other				90,000	1,060,000
Investment Income					7,000
	-	318,834	2,809,833	90,000	5,242,140
Less: Allocated to Revenue	-	318,834	2,809,833	90,000	5,242,140
Recovered					-
Deferred Revenue, end of year	23,464	-	-	105,440	1,282,338
Revenues					
Provincial Grants - Ministry of Education		318,834	2,809,833		4,175,140
Other Revenue				90,000	1,060,000
Investment Income					7,000
	-	318,834	2,809,833	90,000	5,242,140
Expenses					
Salaries					
Teachers			2,230,026		2,230,026
Principals and Vice Principals					71,000
Educational Assistants					125,000
Support Staff		201,523			513,523
	-	201,523	2,230,026	-	2,939,549
Employee Benefits		117,311	579,807		855,948
Services and Supplies				90,000	1,446,643
	-	318,834	2,809,833	90,000	5,242,140
Net Revenue (Expense)	-	-	-	-	-

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2018

	2018 Amended Annual Budget			2017 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Amortization of Deferred Capital Revenue	1,635,441		1,635,441	1,604,043
Total Revenue	1,635,441	-	1,635,441	1,604,043
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,014,116		2,014,116	1,991,096
Transportation and Housing	78,777		78,777	93,885
Total Expense	2,092,893	-	2,092,893	2,084,981
Net Revenue (Expense)	(457,452)	-	(457,452)	(480,938)
Net Transfers (to) from other funds				
Total Net Transfers	-	-	-	-
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(457,452)	-	(457,452)	(480,938)

SERVICE DELIVERY PROJECT

Bus Route Optimization Project
Current State Assessment for School District 46

Nov 15, 2017



Nov 15, 2017

Nicholas Weswick, Secretary-Treasurer
School District No. 46 (Sunshine Coast)
PO Box 220, 494 South Fletcher Road
Gibsons, BC V0N 1V0

Dear Mr. Weswick,

The BC Bus Route Optimization Project Team is pleased to deliver this report on the current state of school transportation for SD46, Sunshine Coast. The report details the findings of the existing to and from school bus routing, school bell times, student ridership, and some metrics, gathered with the use of the newly implemented Traversa software, for school transportation.

The goal of this report is to provide a current state assessment and baseline measures for the school district in order to generate discussion for optimization strategies. The baseline measures provided were gathered from district staff as well as information derived from modelling the current state school district routes in the newly implemented Traversa bus routing system.

We appreciate the assistance of you, your staff, and the contracted transportation staff, who worked with us, and helped verify the information in the system, that provided the background for this report. The input provided a valuable understanding of the current transportation operation. We look forward to the continuation of this support as we work with you to come up with options in improving and optimizing transportation services for families and students in your district.

Sincerely,

Dave Mell,

Project SME
Ministry of Education
Bus Route Optimization Project

Contents

- Contents**..... 3
- Executive Summary** 4
- Background and Purpose of Report***..... 4
- Key Observations***..... 4
 - Contracted Service:..... 4
 - Bus Fleet & Maintenance analysis: 4
 - Office staffing levels: 4
 - Internal Fleet Management: 5
 - Software systems:..... 5
 - Key performance indicators: 5
 - Bell times review: 5
 - Student ridership fees:..... 6
 - Other Comments:..... 6
- Project Background & Introduction**..... 7
- Current State Assessment**..... 7
- Fleet Analysis*** 7
- Software & Operational Processes:***..... 8
- Staff Organization*** 8
- Policies and Administrative Procedures*** 8
- Cost Metrics & Financial Indicators**..... 9
- Routing Efficiency** 10
- Understanding Routing Efficiency and Effectiveness***..... 10
- Assessment of Routing Efficiency and Effectiveness*** 11
 - SD 46 Baseline Metrics 11
- Summary Comments:**..... 13
- Recommendations:** 14

Executive Summary

Background and Purpose of Report

School District 46 - Sunshine Coast has opted in to the first phase of the BC Ministry of Education Shared Services Bus Route Optimization Project. The project objectives were to:

- Provide on-boarding school districts with new Cloud based software services to efficiently manage and operate a student transportation system within their districts; and
- To develop a baseline set of measures for districts to inform districts of their current state and to assist the district in Identifying areas of suggested improvement, as well as a current state evaluation.

This purpose of this initial report is to provide a current state assessment and provide some general suggestions and recommendations to the district on areas of opportunity to improve service levels, gain efficiencies, and manage any areas of risk.

Key Observations

Contracted Service:

SD 46 is in the 4th year of a 5 year contract with Third Wave, to provide the following services: The Contract also has a clause for a 3 year extension option to the SD.

- Student transportation services for eligible students from SD 46 and CSF districts. This includes the provision of a fleet of buses and drivers to operate them based on district approved routes and schedules
- Management of fleet operations, student registration and routing logistics to meet required service levels
- Management of field trip transportation services to all schools within the district

Bus Fleet & Maintenance analysis:

SD 46 currently owns one special needs bus. This bus is routed and maintained by the Transportation contractor for the district and is used in conjunction with the Contractor's 17 buses, of which 2 are spares. The current buses in the contracted fleet are an average age of just under 7 years old and are all Type C 70-72 passenger with the exception of 1, Type A 18 passenger special needs bus. The district owned bus is a 2013 Type A 24 passenger.

Since SD 46 contracts out the majority of its bus transportation services, the contractor maintains their own fleet of buses. SD 46 owns one Special Needs Bus, and 5 School Activity Buses, these are maintained in the SD's maintenance garage.

Office staffing levels:

The contractor provides dispatch and office staff for transportation services, and handles most of the transportation related information for the SD. The Secretary Treasurer's office administers the contract, and manages the contractor.

One of the outcomes of this Traversa implementation is to enable the SD to have more visibility and control of the transportation system and operations, and ideally be able to work with the contractor to achieve the desired service levels and efficiencies in operations.

Internal Fleet Management:

This applies to the 1 special needs bus and 5 special activity buses owned by the SD. The special needs bus is subject to replacement under the current Ministry of Education Capital Plan which allows replacement in 2023.

The special activity buses are not covered under the Ministry Capital Plan, thus the SD should review best practices on fleet replacement and develop their own replacement plan. It is expected that the Fleet Management module in the Traversa suite will be a great asset for the SD to manage their fleet and preventative maintenance program.

Software systems:

Currently, the local contractor for Third Wave uses their own proprietary application and database to manage the student transportation services provided within the School district. This includes managing registered students and bus route assignments. This solution has not been properly kept up to date over the last 18 months, and only provides a historical database with support for an online registration process.

SD 46, as part of this bus route optimization project, now subscribes to Tyler Technologies' Traversa student transportation solution. Once fully implemented with training delivered, the SD will be able to adjust and refine school bus routing and manage field trips. In the future, the SD may also look at integrating student registration and fleet maintenance in the system as well.

One of the report recommendations is to address the reliance and dependency on the service provider's software system by making Traversa the source system for managing student records and assignment to bus routes as this is seen as a potential area of risk.

Key performance indicators:

SD 46 baseline information using the Traversa modelled current state is listed below. The project team expects to provide comparisons with other districts once all current state assessments for this phase are completed.

	BC In-house District	BC Contracted District	SD 46
Cost per bus overall	TBD	TBD	\$ 68,728
Total Operations			\$2.70
Cost / Registered			\$996

Bell times review:

It is recommended that the SD undertake a formal bell time and fleet schedule study in the coming school year as we identified some students at some schools are arriving almost one hour prior to school start time. This adds a significant amount of time to a student's educational day and could also create an unnecessary cost of student supervision or a safety concern if no supervision is provided. Current bell times and fleet schedules can be initially reviewed in the attached tables. Further detailed reporting and analysis can be provided at the request of the SD.

Student ridership fees:

SD 46 does not charge ridership fees to their own students, however they provide services to SD 93 (CSF) within their bus routes. Currently the SD reports they are collecting \$75,000 / yr. from the CSF for transporting 76 students. In our analysis, we have determined the cost to the SD within the existing contract is approximately \$90,000. If SD 46 chooses not to provide this service to the CSF, they would likely realize an eventual savings of \$90,000 once the existing bus runs and buses were reconfigured to remove these stops and students.

Other Comments:

The SD 46 contractor (Third Wave) has hired a local manager to administer the contract on its behalf. This manager was the previous contractor and owner, and still maintains the fleet and owns the facility the buses are housed at. This manager has a lot of valuable history and local knowledge that will need to be captured in Traversa once the SD has staff that are trained in proficiently operating and maintaining the software

The previous contractor / new manager still currently uses his own software database to maintain bus routes and student registrations for the contractor and SD. It is recommended that this practice transition to the Traversa software under the control of the SD. When this transition occurs, the SD will be in a much better place in terms of control over its own data and managing risks related to contract management and privacy compliance.

As part of implementation activity, the manager / contractor will need to learn to use Traversa on behalf of the school district to ensure this information is maintained properly in the correct system. It is recommended that the prime contractor and local manager are engaged early in implementation planning to set and discuss expectations aligned with contractual roles and responsibilities in order to effectively use the Traversa application going forward.

Project Background & Introduction

The Service Delivery Project (SDP) is a collaborative initiative between the Ministry of Education, school districts and other partners to find efficiencies and build capacity through the shared coordination and delivery of services across the 60 school districts in British Columbia (BC). The key objectives of the SDP are to:

- Find efficiencies
- Build sector capacity
- Implement effective and economical solutions
- Achieve service consistency

A project to implement bus route optimization software and services using a phased approach has been initiated. A number of voluntary school districts have been profiled and selected to participate in the first phase in order to realize operational efficiencies while creating a sustainable framework of expertise to support and provide capacity to school districts to more effectively deliver student transportation services.

Current State Assessment

SD46 Sunshine Coast operates on a linear coastline approximately 110 km long on BC's west coast. In most cases all residents live within 3km of the main highway that runs the coast.

There are approximately 3160 students enrolled in 19 education facilities, of which 1104 are transported to and from school on a fleet of 18 buses (17 contractor owned and 1 district owned special needs). The bus routes currently span 84 run segments (80 regular, 4 special needs).

Fleet Analysis

- 17 contractor owned buses (1 special needs, 2 spare, 14 regular)
- 1 district owned special needs bus
- 5 Special Activity buses

Software & Operational Processes:

SD 46 has not had or operated Transportation Routing Software until now. Any software utilized in the past was owned and operated by a former contractor.

Currently, the local contractor for Third Wave uses their own proprietary application and database to manage the student transportation services provided within the School district. This includes managing registered students and bus route assignments. This solution has not been properly kept up to date over the last 18 months, and only provides a historical database with support for an online registration process.

Moving forward we will assist the SD and potentially the Contractor staff with end user training and help them establish good processes for operating the Student Transportation software.

Staff Organization

Although the SD transportation services are contracted, it is recommended that the SD plays a more active role in managing these contracted services and controlling the Traversa software that will be implemented. The SD could also benefit from utilizing the Fleet Management module in Traversa to monitor and manage the servicing program of the 1 Special Needs bus and 5 Special Activity buses.

Policies and Administrative Procedures

Students residing in the Sunshine Coast School Board's jurisdiction, who are enrolled in a school within their designated catchment area (home school) are eligible for bus transportation as long as they reside at greater than the following distances from that school:

- (a) Elementary Grades K-7: 2.0 km
- (b) Secondary Grades 8-12: 3.2 km

Walk limit and catchment boundaries are largely not enforced by the district leading to a few bus runs being extended to provide service to almost any school in the district. For this to be accommodated the routes have some students arriving at schools almost 1 hour before bell time in the morning, adding extra length to the student's day.

Cost Metrics & Financial Indicators

Financial Information				
7.41 - Transportation and Housing Admin		Budget 15/16	Actual 15/16	Budget 16/17
	Other Professionals	\$21,100.00	\$22,189.00	
	Employee Benefits	\$5,845.00	\$4,603.00	
Total 7.41		\$26,945.00	\$26,792.00	\$-
7.70 Student Transportation				
	Support Staff	\$10,766.00	\$10,142.00	\$11,246.00
	Sub salaries		\$247.00	
	Employee Benefits	\$2,982.00	\$3,520.00	\$3,115.00
Services and supplies				
	SERVICES - Contracted Services	\$991,488.00	\$1,025,947.00	\$1,085,299.00
	TRAVEL - FIELD TRIPS	\$30,840.00		
7.70 Totals		\$1,036,076.00	\$1,039,856.00	\$1,099,660.00
Function 7 Totals		\$1,063,021.00	\$1,066,648.00	\$1,099,660.00

Other Information	
Number of routes	16
Number of Regular buses	14
Number of spare buses	2
Estimated average age of buses	< 7 years per contract
Average daily hours per driver	
Estimated Total Km. driven per year (Incl. Special Needs Transportation)	407132 km
Avg. Cost per Km (\$ / Km)	\$2.70 / km

*The data in this report is reflective of the 2017/18 route and ridership. The budget for the 2017/18 includes the additional transportation funding so the budget for 2016/17 was used as it more closely reflects what the 2017/18 route costs should be.

Routing Efficiency

Understanding Routing Efficiency and Effectiveness

Efficiency is doing the most with the fewest resources. Effectiveness is providing services that meet or exceed an expected level of service which is generally defined by district policies and procedures and industry best practice. The main objective of efficiency in school transportation is to fill the bus and then reuse the bus as often as possible within a given bell time structure.

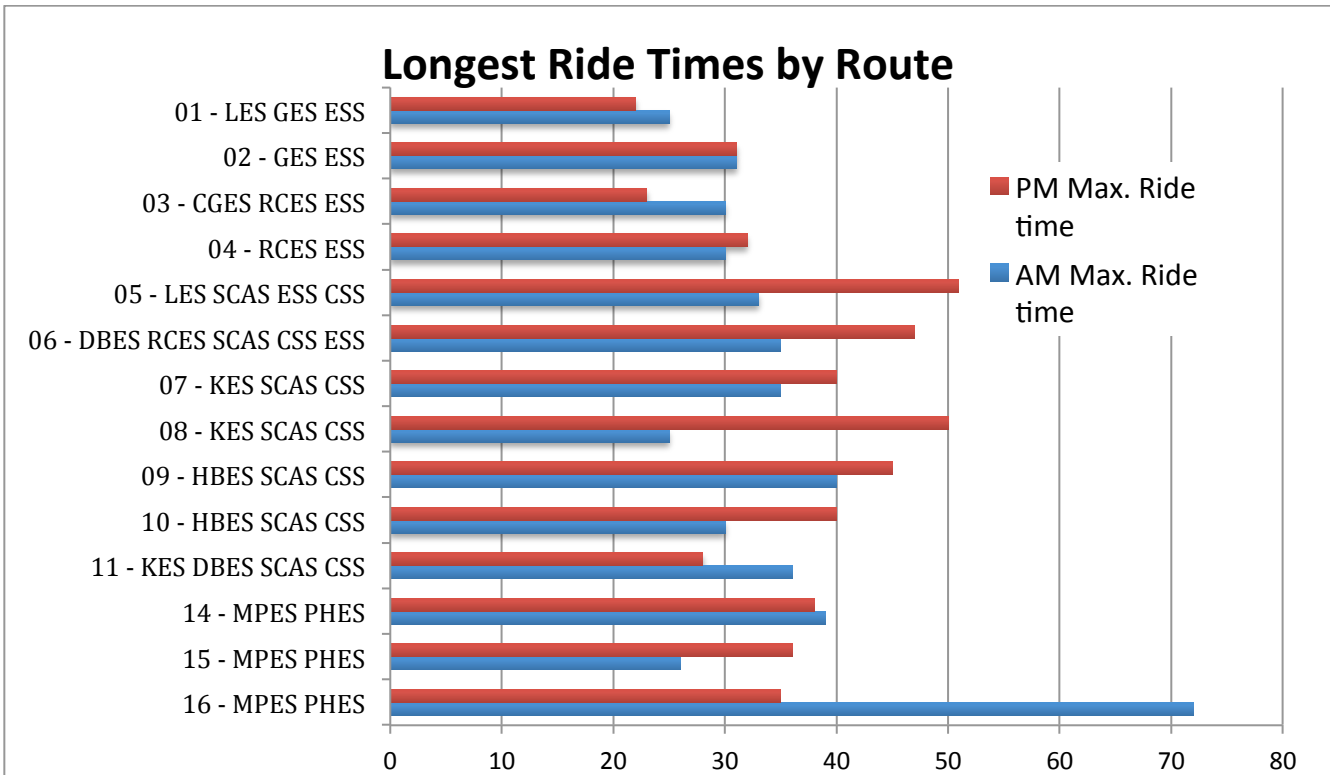
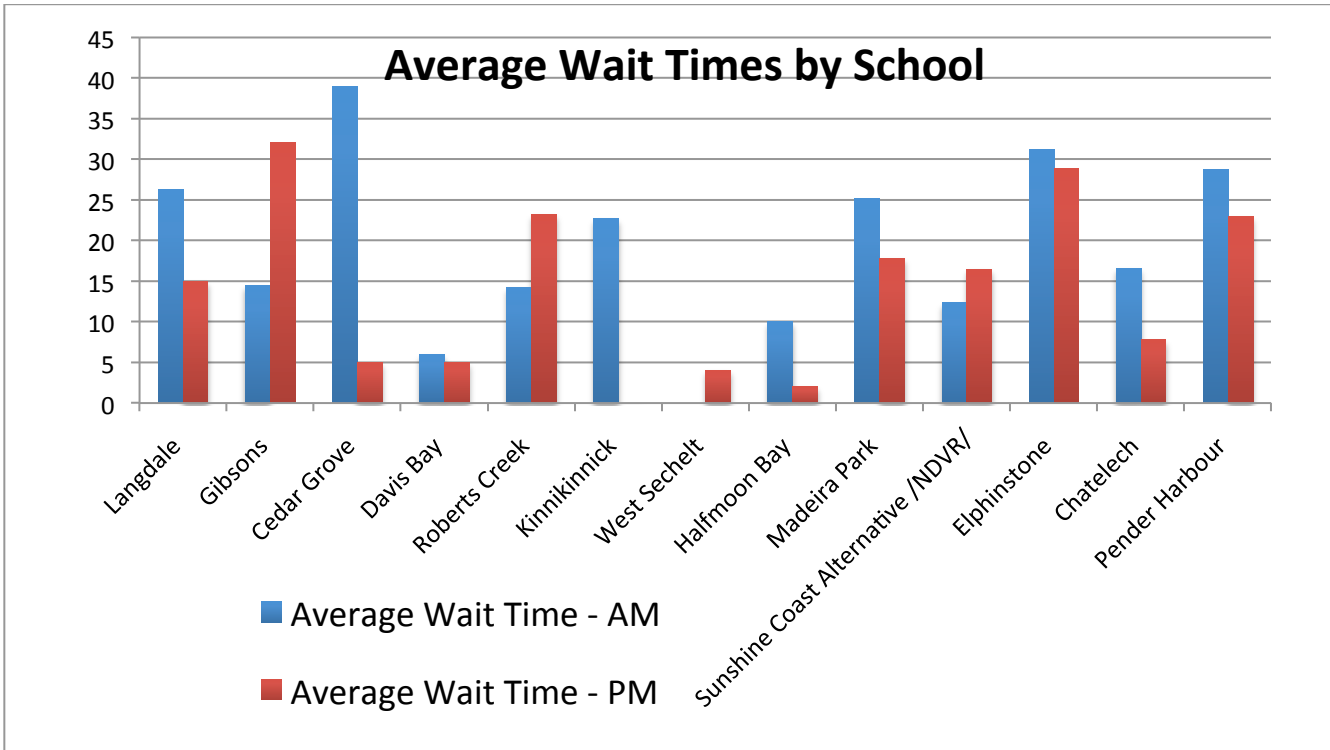
More and more, in recent years, key performance indicators are increasingly being utilized by the school bus industry to measure the performance of school transportation departments' efficiency and effectiveness. These indicators tell how well a district is providing transportation services and at what cost. SD 46 performance measures in our analyses have not yet been compared to industry standards as well as similar sized school transportation operations British Columbia or this project. As we move through this project, these indicators will provide guidance in areas where SD46 does well and where improvements can be recommended. The measures that we will use involve costs include all items in the transportation budget and are based on a 186-day school year. There are several performance indicators. They include;

- Cost per student
 - What the average cost is to the district per year to transport each student
- Cost per bus day and per year
 - What the average cost is to the district to operate a bus per day and per year
- Cost per kilometer
 - What the average cost is to the district per kilometer
- Capacity usage
 - This value provides an indication of how many available seats are scheduled to be filled through the route planning process. The greater the seats filled the more efficient the routing scheme
- Average ride times
 - This value provides an indication of both service quality and an indication of available capacity within the time structure. When this value is low in combination with low capacity it is an indication that buses are not being filled. When this value is high and capacity usage is low it is an indication that buses are traveling greater distances to try and fill the bus

Assessment of Routing Efficiency and Effectiveness

SD 46 Baseline Metrics

	Regular – Elementary*	Regular - Combined	Special Needs	Total
Student Enrolment		3160		3160
Eligible Ridership				
Registered Ridership		1089	15	1104
Longest Wait Time AM		55 min.	NA	
Average Wait time AM		20 min		
Longest Wait Time PM		72 min		
Average Wait Time PM		16 min		
Longest Ride Time AM		72 min.	40 min.	
Longest Ride Time PM		55 min	65 min	
Number of Buses no spares		14	2	16
# of Buses / 100 Students		1.3	13.3	
Total Bus Capacity		988	42	1030
Total Utilization		0.91	2.8	0.94
Total Kms Driven / Year		353233	53899	407132
Cost / Km - operating				\$2.70
Cost / Route				\$68,729
Cost per Student				\$996
Cost per Bus				\$68729
Avg. Kms / route /day		135	145	137
Avg. Time / route /day				2hr 13 min.



Summary Comments:

SD 46 has a good set of policy and regulations for student transportation, however most of the entitlement and eligibility requirements are not enforced, and is left in the hands of the contracted drivers to either enforce or not.

The SD 46 contractor (Third Wave) has hired a local manager to administer the contract on its behalf. This manager was the previous contractor and owner, and still maintains the fleet and owns the facility the buses are housed at. This manager has a lot of valuable history and local knowledge that will need to be captured in Traversa once the SD has staff that are trained in proficiently operating and maintaining the software.

The previous contractor / new manager still currently uses his own software database to maintain bus routes and student registrations for the contractor and SD. It is recommended that this practice transition to the Traversa software under the control of the SD. When this transition occurs, the SD will be in a much better place in terms of control over its own data and managing risks related to contract management and privacy compliance.

It is our opinion that the SD should ensure they have staff that is fully trained to run and control the student transportation software in conjunction with the contractor, and collaborate on roles and responsibilities between the SD and the contractor within the Traversa software.. The SD should also work on developing their own student bus registration process, and provide the contractor the SD's Transportation needs to be dealt with in the Traversa routing software.

Conducting a Bell Time / Fleet Schedule Study in the next school year and applying some changes could easily result in an improved length of day for some students, and may also achieve further efficiencies or increased service levels along with eligibility criteria policy.

SD 46 cost / km of \$2.70 is an average cost and may be considered good given the linear nature and geographic location of the SD. The district is providing a very high level of service to the students while maintain this cost per kilometer. The service is also commonly provided to students who are not normally eligible for the service based on current SD policy.

Recommendations:

Recommendations include both immediate, and longer-term items moving forward.

1. Process Review

The district should work with the contractor to ensure that a full list of student riders is carried on each bus. This is a requirement of the Motor Vehicle Act Division 11.

Establish a formal Student Bus Registration process for bus transportation. This should be in place for the next school year with the registration process taking place in mid to late June of 2018. This will enable the Sd and contactor to plan routes for 2018/19 school year over the summer.

Review the catchment boundaries and decide if the walk limits will be enforced or continue as per past practice. If continuing per past practice there needs to be some policies in place on how to manage the system when full capacity is reached on a route.

2. Oversight

Have designated SD staff fully trained in the use of Traversa to ensure the SD can have full control and utilization of the software if required. This will assist the SD in managing the transportation contractor and put the SD in a better situation to manage risk and compliance to policy by ensuring student and routing data is stored in a location that the SD fully controls and monitors.

Train designated SD staff in the Traversa fleet maintenance system, the SD will then be able to monitor and track vehicle maintenance of the SD owned portion of the fleet.

As part of implementation activity, the manager / contractor has been trained to use Traversa on behalf of the school district. This should ensure the information is maintained properly in the correct system. Once the SD and Contract staff are fully trained in Traversa, they should look at ensuring the Student Bus Registration process is managed and loaded into Traversa and used to provide the information on current and up to date routing needs.

3. Optimization

In the coming school year and beyond, the SD should conduct a full Bell Time / Fleet Schedule study. There are instances where students are waiting for extended periods of time in the morning for school or in the afternoon for the bus departure. This could produce better utilization of the bus fleet, and a shorter educational day for students. SD staff and Contract Manager become more familiar with Traversa they should be able to produce and analyze reports (with the project SME assistance) to review the data and help with the study.

4. Policy Recommendations

- A. Current policy has walk distances from home to school. Consider including a walk distances from home to bus stop measured along the pathways or roads.
- B. As there is a process for accepting courtesy or out of catchment students for transportation there should also be a process for removing them. (When you do accept them do you add stops or change the route to do so? If not it should be stated.)
- C. There is no process for extending a route should it be requested. (Something like 4 or more students must be living farther than X km's and it must be safe to do so)
- D. There is no policy on how a new route is created if requested. (New subdivision, how many students etc.)



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

COMMITTEE OF THE WHOLE NOTES

Held on January 23, 2018 from 9:30-12:30 p.m.
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Lori Pratt (Committee Chair), Dave Mewhort, Greg Russell,
Pammila Ruth, Christine Youngusband

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of Instruction; Nicholas Weswick, Secretary-Treasurer; Erica Reimer, Executive Assistant (Recording Secretary), Melissa Bell, SCTA; Louise Herle, SCTA; Carolyn Smith, CUPE Local 801; Janice Budgell, CUPE Local 801

REGRETS: Lori Dixon, Trustee; Betty Baxter, Trustee

The meeting was called to order at 9:33 a.m.

1. Goal 2.a. - Professional Development

Our staff will be fully supported for the work that we ask of them and that they ask of themselves through research-based professional development.

Janice Budgell provided an update on the use of CUPE Local 801 professional development funds and shared:

- \$15,000 available annually to CUPE, unused funds accrue
- Up to \$500 available per CUPE staff member, amount is pro-rated based on hours of work
- Applications are approved on a first come first served basis
- Eligibility based on seniority

Additional in-service training has been made available to CUPE staff, through the district, on professional days and during the spring break period.

Melissa Bell shared a report on SCTA professional development. A copy of the presentation will be available in the agenda package at http://www.sd46.bc.ca/files/17-18_BoardMeetings/cmtes/20180124-EdCmte_Agenda.pdf The report highlighted:

- LSA professional development opportunities
- The success of the mentorship program
- A draft program for District Day at Chatelech Secondary
- Articles published in recent publications submitted by SCTA members

Superintendent Bocking provided an update on inservice sessions offered throughout the 2017/18 school year, as detailed in the attached poster.

2. Goal 3.d. - Local Governments

Our district will support enhanced visioning and cohesive planning with local governments..

Chair Pratt reported on board initiatives to increase interactions with local governments. Chair Pratt and Vice-Chair Ruth plan to continue to meet with SCRD Chair and Vice-Chair and will request a similar meeting structure with Town of Gibsons Mayor and Deputy Mayor. The board wishes to continue to meet and develop relationships with the Sechelt Nation through informal council to board events. The committee suggested the following topics as possible discussion points: affordable housing, child care, joint partnerships, solar and geothermal initiatives.

3. 2018/19 Draft School Calendar

Director Bishop presented the 2018/19 Draft School Calendar for review by the board. The proposed professional development dates have been recommended by the SCTA's professional development committee. A report on minutes of instruction will be confirmed after the calendar is approved. Secretary-Treasurer Weswick suggested that CUPE inservice activities be planned for dates during the spring break that would provide opportunity for staff to accrue sufficient time in order to be eligible for statutory holiday pay.

Recommendation:

"That the Board approve the 2018-19 School Calendar at the March Regular Meeting, allowing for a 30 day circulation period."

4. BCSTA AGM Motions

Chair Pratt confirmed that a motion on the use of wired glass in schools was recommended at the Operations Committee meeting in January.

The committee discussed the development of motions to supporting the student voice and student trustees, both in the short term and the long term.

The committee recommended three motions be developed by Chair Pratt, based on the discussion at the table, and circulated among trustees prior to the February Board meeting.

Recommendations (see attachment for refined recommendations):

"That BCSTA adopt the student voice within their Foundational Statements."

"That BCSTA develop a framework to provide support in bringing the student voice to the board table."

"That BCSTA advocate for changes to the School Act to include Student Trustees and the Student Voice."

5. School Growth Plan Debrief

Trustees reflected on their experiences during the recent school tours. Trustees appreciated the diversity in what was being presented at district schools and some

suggested adding additional time to future tours to move from 2.5 days to 3 days. The committee engaged in a conversation around class composition. The district has an increase in Educational Assistant FTE and an increase in overall Teacher FTE resulting in smaller average class sizes and more support for identified special needs students.

6. Ministry of Education Funding Principles Feedback

The committee discussed the ministry's request for feedback on their Funding Principles. The following feedback was provided:

- Under the heading "Equitable", concerns were raised regarding the bullet which reads "Allocations should result in measured improvements and with demonstrated accountability for results".
- That the district highlight the need for an increase to special education funding.
- That funding be based on student needs and reflect student learning over student achievement
- That the principles reflect the direction of the new curriculum, changes to learning.
- That improved processes for accessing capital funding be addressed.

7. Communication (standing item)

There were no changes to the board communication plan.

The meeting adjourned at 12:41 p.m.

NEXT MEETING: March 13th from 9:30-11:30 am at the School Board Office

PROPOSED MOTIONS TO BCSTA AGM

SUBMITTED BY CHAIR PRATT AND CIRCULATED TO TRUSTEES FOR FEEDBACK VIA EMAIL:

1. THAT the following be added to BCSTA's Foundational Statements:

4.7 FS STUDENT VOICE

BCSTA believes that student voice and input are important to inform and influence Boards of Education in effective decision-making for student learning and success.

4.7.1P Principles of Student Voice

BCSTA believes that Boards of Education should:

- a) Provide opportunities for students to be informed of and comment on board policies, initiatives and directives
- b) Develop a framework to support initiatives such as District Student Leadership Teams, Student Trustees, Student Forums and Student Advisory Councils for the purpose of advising Boards of Education on concerns and issues affecting students.

2. THAT BCSTA develop a framework and provide support for Boards of Education interested in bring authentic student voice to their districts through, but not limited to, Student Trustees, District Student Leadership teams and Student Forums.

3. THAT BCSTA request the Provincial Government to amend the school Act to include voluntary Student Trustees and Student Advisory Councils for Boards of Education.

Within the rationale, there will be sample wording, similar to what is in the School Act regarding Parent Advisory Councils and what is in the Ontario School Act.

SCHOOL CALENDAR FORM - GENERAL

DRAFT 2018/2019 CALENDAR

JULY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST						
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SEPTEMBER						
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30						

OCTOBER						
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NOVEMBER						
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DECEMBER						
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30	31					

JANUARY						
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FEBRUARY						
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MARCH						
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31						

APRIL						
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JUNE						
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30						

■ Instructional
 ■ Non-Instructional
 ■ Vacation Period
 ■ Statutory Holiday



SCHOOL DISTRICT NO. 46 (SUNSHINE COAST) CALENDAR 2018/2019

The following dates have been established for the 2018/2019 school year.

Tuesday, September 4th, 2018 (for purposes of the calendar, this is considered a full day in session)	<i>First day of school (.5)</i>
Friday, September 28th	<i>Professional Development Day (Administrator) (.5) (am) (School) (.5) (pm)</i>
Monday, October 8th	<i>Thanksgiving Day (1.0)</i>
Friday, October 19th	<i>Professional Development Day (Provincial) (1.0)</i>
Monday, November 12th	<i>Remembrance Day (1.0)</i>
Monday, November 26th	<i>Professional Development Day (School) (.5) (am) (Administrator) (.5) (pm)</i>
Wednesday, November 28th and Thursday, November 29th	<i>Early Dismissals</i>
Monday, December 24th, 2018 to Friday, January 4th, 2019 inclusive	<i>Winter Vacation</i>
Monday, January 7th	<i>Non-Instructional Day</i>
Tuesday, January 8th	<i>Schools Reopen</i>
Monday, January 21st to Friday, January 25th	<i>Graduation Assessment Exams</i>
Friday, February 15th	<i>Professional Development Day (District) (1.0)</i>
Monday, February 18th	<i>Family Day (1.0)</i>
Wednesday, March 13th and Thursday, March 14th	<i>Early Dismissals</i>
Monday, March 18th to Friday, March 29th inclusive	<i>Spring Vacation</i>
Monday, April 1st	<i>Professional Development Day (School) (1.0)</i>
Tuesday, April 2nd	<i>Schools Reopen</i>
Friday, April 19th	<i>Good Friday (1.0)</i>
Monday, April 22nd	<i>Easter Monday (1.0)</i>
Monday, May 13th	<i>Professional Development Day (School) (1.0)</i>
Monday, May 20th	<i>Victoria Day (1.0)</i>
Friday, June 21st to Thursday, June 27th	<i>Graduation Assessment Exams</i>
Thursday, June 27th	<i>Last Instructional Day of School Year</i>
Friday, June 28th	<i>Administrative Day (1.0)</i>

Days of Instruction: 180



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

EDUCATION COMMITTEE

Held on January 24th, 2018 from 2:30-4:00 p.m.

At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Pammila Ruth (Committee Chair), Lori Pratt; Christine Younghusband

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of Instruction; Kirsten Deasey, District Principal, Learning and Innovation; Louise Herle, SCTA, Stephanie Murawsky, Executive Assistant; Erica Reimer, Executive Assistant (Recording Secretary),

REGRETS: Lori Dixon, Trustee; Louise Herle, SCTA

The meeting was called to order at 2:32 p.m.

1. Board / Authority Authorized (BAA) Courses

Director Bishop reported that input from the November Education Committee was provided to principals and revisions to the Grade 10 BAA courses were finalized based on the feedback provided. The proposed Organic Growing 10 course continues to undergo revisions to the overall program and was not be presented to the committee for consideration. The majority of the BAA courses being reviewed, with the exception of Foundations of Inquiry 10, were existing courses that had been updated to meet the Ministry's new requirements.

Trustees noted appreciation for revisions to the course materials and discussed the expectations of the new curriculum. The committee agreed to bring the courses to the board for consideration as board approval will be required to offer the courses in the subsequent school year.

Recommendation:

"That the following BAA courses be brought to the board for approval:

- Applications for Learning 10;
- Foundations of Inquiry 10;
- Peer Tutoring 10, 11, 12;
- Leadership 10, 11, 12;
- Sport Performance 10, 11; and
- Yearbook 10, 11, 12."

2. Goal 1.a. – Early Learning

Our students will enter kindergarten well prepared and with engaged, well informed parents invited to partner with their children's teachers through a comprehensive early learning program.

District Principal Deasey reviewed Early Learning programs and celebrated the district's Early Development Instrument (EDI) results which indicate the Sunshine Coast is leading the province with a low vulnerability (5%) in the area of language and cognitive development.

District Principal Deasey shared information on various parenting courses being offered, including an overview of the Circle of Security program being offered at both the Gibsons and Sechelt Early Years Centres, as well as Madeira Park Elementary.

A copy of the full presentation is included in the agenda package at http://www.sd46.bc.ca/files/17-18_BoardMeetings/cmtes/20180124-EdCmte_Agenda.pdf

3. Goal 1.d. – Social and Emotional Learning

Our students will develop the social and emotional skills to successfully live, work and play together; they will have the resilience to deal with life's challenges.

Director White provided an overview of Zones of Regulation, a self-regulation program being promoted by District Support Services and taught to staff and students. The program focuses on providing students with the skills required to recognize emotional states and determine what works on an individual basis to self-regulate those states.

The program focuses on three areas: sensory processing, executive processing and recognition of emotional states. School counsellors have all received training in the program and are offering support to classrooms where requested. Currently, the program is used primarily at elementary schools however they can be adapted for use at the secondary level.

4. Goal 3.b. – Collaborations

Our district will pursue opportunities that enhance collaboration with associations, organizations, businesses and community resource people.

Superintendent Bocking reported on a new partnership with the United Way of the Lower Mainland that will support community schools in offering additional before and after school programming. Programming will be tied to Middle Year Development Instrument (MDI) results in order to provide additional meaningful supports in areas of need. The outcomes of program offered this spring will be reported back to the board during the fall.

5. Regulation 2840 – Student Reporting

Superintendent Bocking noted that changes to the regulation will be brought forward in the future, once anticipated changes to the ministerial reporting order are announced.

The NEST program has requested a variation to the student reporting process for Option A and has developed a paper report form that provides a summary of learning in each of the three terms. The program intends to continue to use FreshGrade as a communication tool, in concert with the summary report form.

Recommendation:

"That the board approve the report form for use by NEST staff at Davis Bay Elementary School."

6. Curriculum (standing item)

Superintendent Bocking shared information from the joint Education Implementation Committee (EIC) and reported on plans to support secondary teachers with the upcoming transition to the new curriculum. As reported at the Operations Committee, \$25,000 has been allocated to support secondary teachers in this area. Director Bishop will work with administration to provide supports using a model similar to the Learning Together model, employed by the district in the past.

7. Parent Engagement (standing item)

Stephanie Murawsky, Chair of the District Parent Engagement Committee, spoke to the committee's short term goals, which include:

- Using social medial to share tools that will allow families to connect or improve connections at home.
- Providing information on activities that promote core competencies that principals can include in parent newsletters.
- Focusing on meaning and tradition – reviewing the medicine wheel with PACs.
- Investigating how to facilitate the development of Elders Lounges in schools – areas where elders can interact with students through games and activities.
- Providing support to parents with students transitioning from elementary to secondary schools.

The meeting adjourned at 4:03 p.m.

NEXT MEETING: February 28th from 2:30-4:00 pm at the School Board Office



Board/Authority Authorized Course Framework Template Applications for Learning 10

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD46
Developed by: D. Galazka, J. Marquis updated by R. Pednaud	Date Developed: Originally Sept. 2011
School Name: All Schools in SD46	Principal's Name: Mark Sauer
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications for Learning	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Learning Assistance student as identified by the School Based Team/Student Support Services (Psycho-educational testing (or pending), achievement testing, establishing the existence for special needs).

Special Training, Facilities or Equipment Required:

Staff should be familiar with the Ministry of Education Special Education policies and expectations for training and course work for Learning Assistance. Special Education Resources Teachers and secondary school curriculum. Staff will be trained and have several years' experience working with Special Needs students and adaptations for learning.

Course Synopsis:

In this course, students will receive instruction in study skills, organization, test taking and time management strategies. They will receive assistance in utilizing these strategies as they apply to everyday work from the regular classroom. They will receive instruction in and assistance utilizing strategies for personal development of skills in areas of learning that are of concern to struggling students. They will prepare for the writing of provincial literacy and numeracy assessments. They will work both independently and cooperatively with staff, peer tutors and other students. Students in this course will recognize their own unique learning style and how to "tap" into it by being provided with the time and

independence to develop their own skills. Students will also develop social relationships with other students and in group work settings. Students will be assessed periodically to determine gains in use of learning strategies instruction in such area as spelling numeracy, reading comprehension and word identification and increased written output. Finally, students will receive effective monitoring and support for their own learning strategies goals.

Goals and Rationale:

This course was originally developed by teachers in North Vancouver School District as a Board Authorized Course in 2006. The course was approved by North Vancouver School Board and has subsequently been approved and given a course code by the Ministry of Education (course code YAPLN10). It has been adapted and modified by a variety of districts in the province and has supported many students through to successful graduation. We have adapted their organizational structure instructional component and assessment component to suit our own district's needs.

This course is for students with learning difficulties or identified learning disabilities, students having difficulty learning course content, students who need support with their course work and students who have been recommended through School Based Team and/or the Counsellor. This course has been designed to help meet the learning needs and emotional needs of students with learning difficulties, chronic health issues, physical disabilities and identified learning disabilities. Skills including self-awareness, self-advocacy and self-determination will also be taught and discussed. It provides direct instruction in effective learning skills and strategies that are needed to become self-aware, independent, successful learners. Teachers work with the core content course work and specific remediation strategies to support learning and successful completion of provincial assessments in the area of literacy and numeracy and meeting the core and curricular competencies of students' classes.

The primary focus for students taking this course at the grade 10 level will be on more intense instruction in various organizational and study skill techniques, support with strategies and skills implementation, assistance with fostering social relationships, test-taking skills and consistent use of test taking strategies. The students will be closely monitored for skills development in the areas of organization and homework completion. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning and independence.

Aboriginal Worldviews and Perspectives:

This course is open to all students and as this course is a course that focusses on the act of learning and skill acquisition. The First Peoples Principles of Learning will be followed in teacher planning.

Following the suggestions of *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward*, there will be an emphasis on connectedness and relationship through the use of experiential learning, traditional teaching, community involvement and emphasis on identity.

Central to the notion of aboriginal worldviews is:

- Strengths based learner centered practice – educators will get to know their students as individuals and configure instruction to connect their interests and build on their strengths to engender study skills, confidence and enjoyment in learning.
- Students will be encouraged to become self-aware grounded in knowledge of learning goals, cultural background, allegiance and affiliation and other identity markers.
- The course will acknowledge and celebrate the cultural identities of all students represented in the learning cohort.

Course Name:

Grade:

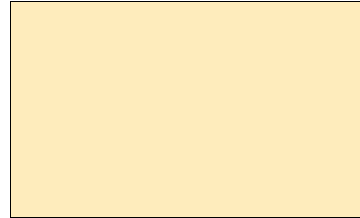
BIG IDEAS

Students will acquire, practice and develop organizational skills to facilitate learning.

Students will acquire practice and develop strategies, tactics and skills as applied to learning tasks.

Students will understand and develop their own learning styles and study skills.

Students will develop skills in working cooperatively and independently.



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Apply the requirement for perfect/near-perfect attendance understanding that 80% of success is “just showing up.” • Maintain the appropriate record-keeping tools to accurately record homework from each class with specific details • Keep binders and instructional material organized • Demonstrate appropriate work readiness and time management during Apps for Learning time • Utilize various study skills as presented in class (study techniques, online strategies, etc.) • Use graphic organizers and other remediation strategies learned to enhance demonstration of knowledge skills and abilities • Demonstrate the ability to follow daily routines. • Develop an understanding of and describe their learning disability/style • Describe how their disability affects their learning • Use appropriate language to describe their learning profile • Demonstrate the appropriate steps to become an effective self-advocate • Investigate, with assistance, how best to approach their learning style and record successful strategies. • Work independently and collaboratively as a part of a group • Plan for self-advocacy with subject and contact teachers, EA’s, counselors, principals when necessary regarding their learning style • Participate in setting personal goals and objectives in their IEP. • Demonstrate appropriate role modeling both in the classroom and outside the 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • How to set realistic goals in challenging areas of learning. • A variety of reading comprehension skills and strategies to help with their own reading • How to draft, edit and produce a final copy of written work • How to create a plan and show time management strategies for large project work • The definition of the term “self-advocate” • Their own learning style and how best to tap into their own mode of learning • Various study skills and learning strategies in regular classrooms • Know the difference between being assisted and enabled as a student

classroom

- Use appropriate “think-pair-share” reading techniques as well as other literacy techniques to aid in their reading
- Recognize and plan to read at their reading level and choose appropriate reading material
- Analyze their own progress rate, discuss with staff and make changes to strategy to adjust learning progress

Curricular Competencies – Elaborations

record-keeping tools – including but not limited to online calendar/planner/school app/teacher blogs and websites

time management – including the ability to prioritize tasks, chunk tasks into manageable components, abide by deadlines, etc.

study skills – test taking strategies, online study tools, small study groups, etc.

graphic organizers – Venn diagram, chart, divided pages, concept map, story map, web diagram etc.

learning profile - identifying and noting their strengths, weaknesses, and preferences

self-advocate – the ability to ask for help with and promote one’s own learning

Content – Elaborations

self-advocate – the ability to ask for help with and promote one’s own learning

Recommended Instructional Components:

- Direct teacher based information
- One on one peer and teacher based instruction
- Collaborative group work
- Modeling
- Brainstorming
- Video/audio recordings
- Computer research
- Computer assisted learning

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

Formative - practical application – working in LC classroom, computer assisted learning, assignments

Summative - record keeping – daily planning, logs, assessments and tests, social responsibility

Performance methods:

- Subject teacher anecdotal input
- Participation in LC class
- Assignment/test completion
- Daily planning/log completion

Personal communication:

- cooperative/collaborative group work
- independent work
- self-assessment

Other:

- assessments on reports
- assessment of successful application of study skills
- thoroughness of organization and recordkeeping
- self-assessment and teacher generated rubrics

Assessment Details:

It is done on an ongoing basis and includes teacher and student assessment of:

- in class acquisition and use of organizational and learning skills
- application of skills and strategies in daily work and tests
- application of skills and strategies in other subject areas
- self-monitoring of skills and strategies
- self-advocacy

Assessment Methods:

- teacher observation
- student reports

- student-teacher conferences
- feedback for demonstrated self-advocacy
- checklists
- rubrics, teacher and student gathered
- rating scales
- teacher logs
- binder/homework etc. checks

Learning Resources:

Textbooks by subject

Video and audio materials related to subject curriculum

Assisted reading technology

Dragon voice

Text to speech

Access to digital text and other online adaptations

Computer/tablet/laptop access



**Board/Authority Authorized Course Framework Template
Foundations of Inquiry 10**

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD46
Developed by: Mark Sauer/Wendy Charters	Date Developed: November 10, 2017
School Name: All Schools in SD46	Principal's Name: Mark Sauer
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Foundations of Inquiry	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

Foundations of Inquiry 10 is a process-based course reflecting the necessary skills for effective participation in contemporary society. Learners will participate in inquiries that are designed to be a complex combination of structured learning with intentional opportunities for students to create, design, imagine along with developing new possibilities. Students will cycle through the stages of inquiry in an overt, intentional and purposeful manner across the curriculum, at the appropriate times for the appropriate purpose.

The course structure is intended to reflect a gradual release of responsibility model and empower students to guide their own learning both through the secondary and post-secondary models.

Goals and Rationale:

Inquiry is necessary for successful participation in our social democratic society. The current and emerging skills required of our contemporary knowledge society require that what learners are able to do is more important than what they know. The natural learning process is invoked through curiosity, which leads to questioning, exploration and the pursuit of these questions in order to satisfy this curiosity. The intent of this course is to identify the knowledge, skills and attitudes reflective of an effective inquiry stance toward learning in order to support students in investigating required or self-selected content. Based on the new curriculum, the course further engages the student in a reflective piece aimed at addressing the Social/Emotional aspect associated with their learning.

Inquiry emphasizes the process of learning in order to develop deep understanding in addition to the intended acquisition of content, knowledge and skills. Inquiry draws upon a constructive learning theory where understanding is built through the active development of conceptual mental frameworks by the learner.

Students come to the classroom with preconceptions about the world. Teaching practices must draw out and work with students pre-existing understandings and make student ‘thinking’ visible and central to the learning. At its heart inquiry is a process of metacognition. The purpose of this course is to bring this metacognition to the forefront AS the learning and have students demonstrate their ability to identify the various forms of inquiry – across domains and disciplines and the stages of inquiry as they move through them, experience failure and stagnation at each level.

Foundations of Inquiry 10 recognizes that the new curriculum being implemented by the Ministry mandates an investment into the Core Competencies of learning, namely Thinking, Communication, and Social/Emotional reflection. The ultimate aim of Foundations of Inquiry 10 is to support students in developing the necessary skills to address these broad-based core competencies as they are introduced within the educational context and beyond.

Aboriginal Worldviews and Perspectives:

In considering topics for this course, students will consider Aboriginal worldviews and perspectives. They will demonstrate cultural awareness and consider indigenous world views on their inquiry topic. The First Peoples Principles of Learning will be followed in teacher planning.

Following the suggestions of *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward*, there will be an emphasis on connectedness and relationship through the use of experiential learning, language and culture, traditional teaching, the power of story, community involvement: process and protocols, emphasis on identity, engagement with the land, nature, the out of doors, local focus, awareness of history.

Two major indigenous methods of inquiry will provide a foundation for guiding students through the course. One is the **vision quest** in many forms as used by Indigenous Peoples across Canada. The second one is the concept of a **walk about** (as per Maurice Gibbons theories) as used by Aborigine Peoples of Australia.

BIG IDEAS

<p>Demonstrate an understanding of the foundational elements of inquiry and the non-linear and organic nature of individual inquiry.</p>	<p>Demonstrate the ability to create and explore “good” questions.</p>	<p>Designing and executing a personal and/or collaborative inquiry plan from inception.</p>	<p>Developing the ability to collaborate to support and provide effective feedback to the inquiry process of others.</p>	
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Identify and use the terminology of inquiry • Compare and evaluate a variety of research methodologies for purpose and accuracy • Identify the elements foundational to all inquiry • Develop a compelling question that is, generative, interesting (to self and others) and is challenging to answer. (Authentic) (This is the overarching question) • Develop a subset of questions that both hone in on and broaden the overarching inquiry • Critically and skeptically analyze questions • Analyze and evaluate topics and options • Develop questions and evaluate these questions • Investigate and gather data through various methods – print and digital research, connecting with experts, personal study, experimentation etc. • Organize and theme gathered data/evidence/information 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • the terminology of inquiry • a variety of research methodologies • how to examine questions • what an authentic question is • how to identify patterns and connections • methods of gathering data including: print and digital research, connecting with experts, personal study, experimentation etc. • the difference between gathered data/evidence/information • how to differentiate between feedback about their work and personal criticism

- Synthesize and construct learning from inquiry
- Express findings by **curating**
- Reflect on learning for next steps, and further question identification
- Separate feedback about their work from personal criticism
- Identify points throughout the inquiry process when support is required and who or what resource will best meet the need
- Contribute to the inquiry process of others
- Identify and articulate aspects of the inquiry process that are effective
- Identify and articulate aspects of the work that require more detail, are confusing/vague/unsupported
- Prioritize components that require further attention
- Collaborate to develop a plan of action for moving the inquiry forward
- Developing questions and evaluate these questions
- Investigating and gathering data through various
- Organizing and theming gathered data/evidence/information
- Synthesizing and constructing learning from inquiry
- Expressing findings by **curating**
- addressing the **Social Emotional component of the learning**
- Reflecting on learning for next steps, and further question identification
- **Examine evidence**
- **Examine pattern and connection**
- **Examine supposition**
- Why it matters (who cares?)

Big Ideas – Elaborations

- Good questions are a foundation to any inquiry. Breadth & depth, compelling, ‘rich’, critical, rigor – answers require construction of knowledge, learning products.
- Understanding the difference between project-based learning and problem-based learning in inquiry.
- “What is the one question students need to know in order to really understand a particular topic?” Galileo framework

Curricular Competencies – Elaborations

- **Terminology of Inquiry** including: authenticity, data, evidence, supposition, collaboration, synthesis, feedback vs. criticism
- **Analyzing and evaluating topics and options** for their generative capacity
- **curating** - careful selection of artifacts and information for the “narrative” or story
- **Investigating and gathering data** through various methods – print and digital research, connecting with experts, personal study, experimentation etc.
- **Social Emotional component of the learning** – how children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- **Examine evidence** - how do we know what we know?
- **Examine pattern and connection** - what causes what?
- **Examine supposition** - how might things have been different?

Content – Elaborations

Terminology of inquiry including:

- Authenticity
- Data
- Evidence
- Supposition
- Collaboration
- Synthesis
- Feedback vs. criticism

Recommended Instructional Components:

All instruction will be conducted in the context of inquiry investigation, analysis, application and reflection and using an inquiry stance as the primary process for instructional engagement with a variety of content – student selected, teacher identified and/or mandated by curriculum

- On-going nature of the inquiry cycle as initial questions lead to greater questions which lead to the need for on-going reflection and revision - synthesizing, analyzing, evaluating etc.
- A variety of individual, partner, small and whole community learning experiences – both face to face and digitally as appropriate to task – principles of effective group work always being utilized
- Structured dialogue and discourse- synchronously and asynchronously, face to face and digitally
- Interdisciplinary study
- Student self-directed, educator supported and facilitated learning plans Use of experts from around the world via virtual connectedness

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

- Clearly articulated and understood learning intentions and success criteria
- Questions posed by students, peers and teachers to move learning forward
- Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Students as resources for themselves and others – peer and self-assessment and engagement in ongoing communication with instructor
- Student ownership
- Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.
- Development, awareness and action, based upon metacognition intended to lead to learner independence and self- coaching.

Summative Assessment:

- Summative assessments will be determined as students demonstrate proficiency/mastery toward particular competencies.
- Summative assessments and final grades will reflect the following: Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, evidence of learning, and self-assessments.

Learning Resources:

- Personal learning device available for use/agenda for reflection/visual journal
- Stable wireless

- Digital Portfolio tool
- Online digital tools – Potentially Moodle



**Board/Authority Authorized Course Framework Template
Peer Tutoring 10 - 12**

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#46
Developed by: Chris Lekakis	Date Developed: November 2017 (revised from 2007)
School Name: All Schools in SD #46	Principal's Name: Chris Lekakis
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Peer Tutoring	Grade Level of Course: 10,11,12
Number of Course Credits: 1-4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

Students will need a classroom setting for the Peer Tutor training and small classroom settings for the 1 to 1 Peer Tutoring sessions.

Course Synopsis:

This course is for students who are interested in helping others, teaching, or service leadership. Students who take Peer Tutoring will assist other students or groups of students who are having difficulty learning course content, students who need support with their course work and students who have been recommended through School Based Team and/or the Counsellor. **This course has been designed to help students understand the role of an educator and have experience supporting students. It is not intended to take the place of a teacher or support staff.**

Goals and Rationale:

This course prepares and motivates students to provide leadership and assistance to individuals in order to meet their needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, team- work and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a lifelong appreciation, value and acceptance of a growth mindset.

Peer tutors will work with sponsor teachers to come up with Peer tutoring assignments which will provide direct instruction in effective learning skills and strategies that are needed to become self-aware, independent, successful learners. The primary focus for students taking this course at the grade 10 level will be to help other students be aware of their strengths and weaknesses and help them create a plan to address these challenges. Practical skill sets will be to support students with Response to Intervention strategies and skills implementation, assistance with fostering social relationships and a Growth Mindset. This course will provide students with the opportunity to learn strategies to assist students with their learning by using their personal skill sets to foster independence and success. The Peer Tutoring course elevates the self-esteem of the tutors, those tutored and, ultimately, raises the moral of the entire student population.

Aboriginal Worldviews and Perspectives:

This course is open to all students and focusses on the act of learning and skill acquisition.

Sponsor teachers will apply the Attributes of Culturally Responsive Schooling and the First Peoples Principles of Learning as frameworks for their planning of the service leadership and peer helping experiences and assignments they design with the Peer Tutoring students. Peer Tutoring students themselves will have the opportunity to examine the Attributes of Responsive Schooling and the First Peoples Principles of Learning as part of their explorations of how to assist others in the learning process.

Central to the notion of Aboriginal worldviews is:

- Guidance, experiential opportunities, patience and time - peer tutors will learn how to support learning approaches that are embedded in memory, history, language, culture and story.
- Strengths-based, learner-centered practice – peer tutors will get to know their students as individuals and configure instruction to connect learning to student interests and build on students’ strengths to engender study skills, confidence and enjoyment in learning.
- Emphasis on identity – peer tutors will explore their own identity, including cultural background, allegiance and affiliation and other identity markers, and work with their students to do the same. The course will acknowledge and celebrate the cultural identities of all students represented in the learning cohort.
- Engagement with the Land, Nature, and the Outdoors – peer tutors will learn about connectedness and relationship through place-based learning, and will have the opportunity to learn how to connect the learners they are supporting to place and community.
- Traditional Teaching - peer tutors will learn how to use a number of traditional teaching pedagogies, such as Dr. Martin Brokenleg’s *Circle of Courage*, the Eight Ways of Aboriginal Learning or the Four Blankets of Resiliency with students in order to support their growth in understanding the well-being of self, family, community and land and the interconnectedness of all living things.

Course Name:

Grade:

BIG IDEAS

Students will understand and develop their own learning styles and study skills.

Students will acquire practice and develop strategies, tactics and skills as applied to learning tasks.

Building the skills of Lifelong Learning will help us adapt and thrive

Students will develop skills in working cooperatively and independently.

Students will acquire, practice and develop organizational and communication skills to facilitate learning

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>The responsibilities of a Peer Tutor are:</p> <ul style="list-style-type: none"> • Demonstrate professionalism and respect for all peoples and an ongoing openness to learn. • Demonstrate personal awareness and responsibility through diverse experiences and make connections to community and place. • Assess personal transferable skills and determine which skills need further developing. Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills. • Demonstrate respect, collaboration, and inclusivity in working with others to solve problems • Demonstrate positive behaviour, work ethic, attitude and attendance • Demonstrate confidentiality • To work collaboratively with the sponsor teacher • Keep binders and instructional material organized • Demonstrate appropriate work readiness and time management during scheduled Peer Tutoring Assignments 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Communication Skills and how they are developed • Their own learning style and how best to tap into their own mode of learning • Know the difference between being assisted and enabled as a student • How to set realistic goals in challenging areas of learning. • The definition of the term “Growth Mindset” • The definition of the term “Response to Intervention” • Various study skills and learning strategies in regular classrooms • The Characteristics of Aboriginal Worldviews and Perspectives as well as Culturally Responsive Teaching and Learning

- Utilize a **Growth Mindset lens** as presented in class when working with other students. (Strength Based approach to learning)
- Develop an understanding of and describe their learning style and how it can be used to help others.
- Use appropriate language to describe their client's **learning style**
- Investigate, with assistance, how best to approach their learning style and record successful strategies in using it to help others.
- Participate in setting personal goals and objectives.
- Demonstrate appropriate role modeling both in the classroom and outside the classroom
- Recognize and reflect on how to address challenges
- Analyze their own progress rate, discuss with staff and make changes to strategy to adjust learning progress

Big Ideas – Elaborations

Lifelong learning - may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (ie post-compulsory education).

Curricular Competencies – Elaborations

Learning style – the ability to describe how a student prefers to learn

Time management – including the ability to prioritize tasks, chunk tasks into manageable components, abide by deadlines, etc.

Study skills – test taking strategies, online study tools, small study groups, etc.

Learning profile - identifying and noting their strengths, weaknesses, and preferences

Content – Elaborations

Growth Mindset – people believe that their most basic abilities can be developed through dedication and hard work.

Response to Intervention - Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Recommended Instructional Components:

- Video/audio recordings
- Direct teacher based information
- One on one peer and teacher based instruction
- Modeling
- Brainstorming

- Computer research

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

Formative – reflective journal, Learning log, assignments

Summative – record keeping – daily planning, logs, assessments and tests, social responsibility

Performance methods:

- Subject teacher anecdotal input
- Participation in Peer tutoring session with students
- Assignment/test completion
- Daily planning/log completion

Personal communication:

- cooperative/collaborative group work
- independent work
- self-assessment

Other:

- Debriefing with Subject Teacher
- Feedback from student tutored
- assessment of successful application of study skills
- thoroughness of organization and recordkeeping
- self-assessment and teacher generated rubrics

Assessment Details:

Student evaluation will be based on the student meeting the competencies. It is done on an ongoing basis and includes teacher and student assessment of:

- in class acquisition and use of organizational and learning skills during peer tutoring sessions
- self-reflection around Communication core competency
- self-monitoring of skills and strategies
- self-advocacy

Assessment Methods:

- teacher observation
- student reports
- student-teacher conferences
- checklists
- rubrics, teacher and student gathered
- rating scales
- teacher logs

Learning Resources:

Mindset by Carol Dweck

Response to Intervention model

Textbooks by subject

Video and audio materials related to subject curriculum

Additional Information:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 46
Developed by: Sarah Mani	Date Developed: November 17, 2017
School Name: Elphinstone Secondary School	Principal's Name: John Brisebois
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Leadership 10, 11, 12	Grade Level of Course: 10, 11, 12
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course is designed to have students strengthen and utilize their skills in leadership for self / community / school. They will get certified in Toastmasters, plan and put on events to positively impact the world around them.

Goals and Rationale:

This course is designed within our school to teach leadership skills to motivated students who then become an integral part of planning and carrying out school activities. These activities fall under the window of student-led assemblies, intramural activities and community/global events. Through the leadership curriculum, students will learn what it means to be a leader and reflect upon their own leadership skills and styles to become more effective in their role within the school. Specific skills that students learn in this

course are goal setting, communication, organization, planning, conflict resolution, and public speaking. These skills are applied within the school and community when planning events, leagues, dances, and peer helping/counseling.

Aboriginal Worldviews and Perspectives:

Below are the First Peoples Principles of Learning from FNEESC. Bolded are the shared learning foci between this Leadership course and Aboriginal Worldviews and Perspectives:

- **Learning ultimately supports the well-being of the self**, the family, **the community, the land, the spirit**, and the ancestors.
- **Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).**
- **Learning involves recognizing the consequences of one's actions.**
- **Learning involves generational roles and responsibilities.**
- Learning recognizes the role of indigenous knowledge.
- **Learning involves patience and time.**
- **Learning requires exploration of one's identity.**
- **Learning involves recognizing that some knowledge is sacred and shared with permission and/or in certain situations.**

The Leadership students will work closely with the Aboriginal team to ensure inclusiveness and honour for all students. Certain events highlighting Aboriginal traditions will be planned accordingly with the district Ab Ed team.

BIG IDEAS

Leadership is an ONGOING PROCESS

Make events and activities HAPPEN to help benefit others

Believing the NEED of SERVICE and stepping in to fulfill the need

ENHANCE public speaking and experience comfort in expressing oneself

AWARENESS of SELF and balance of life

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Volunteer:</p> <ul style="list-style-type: none"> • Being accountable – actively sign up and actively attend with a purpose • Find and fill volunteer opportunities <p>Teamwork:</p> <ul style="list-style-type: none"> • Take authentic action • Acknowledge a needed role and actively participate in that role that supports a group • Hone collaboration skills and efforts • Develop interdependent skills that focus on the unit as a whole <p>Tone/Culture setting in the school:</p> <ul style="list-style-type: none"> • Accept and promote diversity – see diversity as a strength • Work on school spirit and encourage involvement and ownership <p>Balance:</p> <ul style="list-style-type: none"> • Learn time management skills • Prioritize the aspects in their lives • Organizational skills – efficiency <p>Goal setting:</p> <ul style="list-style-type: none"> • Learn to set goal – self / team / school • Understand deadlines and acknowledge the importance of realistic deadlines • Learn the importance of preparation and planning for different scenarios <p>Communication:</p> <ul style="list-style-type: none"> • Learn to be clear, concise and provide timely communication 	<ul style="list-style-type: none"> • Conflict resolution • Problem solving • Interpersonal skills • Communication skills • Leadership styles / theories • Social responsibilities • Goal development / effective planning • Collaborations skills

Communication (cont):

- Determine the difference between thoughts, ideas, opinions, facts and rumors

Big Ideas – Elaborations

- Leadership – to learn through content and experience
- Making real life events happens (start to finish) and reflect upon these events (in the middle and end) to have future events even better from what was learned and changed
- Service is ongoing through volunteer opportunities and expanding involvement – learn through doing, reflecting and changing
- Public Speaking – there are numerous opportunities for students to lead assemblies, grade-wide meetings and class events
- Self-Awareness – understanding one’s comfort zone and appropriately stretching it. Learning comes from the ability to expand oneself – students need to challenge themselves by redefining self-success. Using a growth mindset can rewire thinking to accept challenges and overcome fears

Curricular Competencies – Elaborations

- Accountability – learn various degrees of accountability to the organization / individuals / small and large groups / teams / committees / community
- Authentic Action – participate with purpose. Learn how to reflect on practices and acknowledge change and be able to implement those changes to future events
- Acceptance of Diversity – the practice of Inclusion – the ability to transfer those skills to all facets of life
- Balancing Life – managing life’s pressures and prioritizing
- Goal Setting and re-evaluating – understanding that this is an organic process that is in constant fluctuation
- Communication – understanding and practicing difference voices. Reading a situation and determining what should/needs to be said in order to have a positive impact

Content – Elaborations

Leadership Styles

- Front, middle, behind – understanding the different roles and techniques each style possesses and how/when to implement those styles

Communication

- Seek out avenues where different communicative styles are presented: workshops on conflict resolution, create role model scenarios where individuals assume roles and students must respond appropriately to move the group forward

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Independent instruction
- Brainstorming
- Group work
- Individual work
- Modelling
- Self-evaluation
- Group evaluation
- Video
- Journal activities

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

- **25%** of the grade will be class participation and enthusiasm. This part of the grade will reflect on the ability of the student to perform duties independently. The mark in this area will also reflect course attendance as a daily mark out of 5. This will be a personal and social responsibility mark.
- **30%** of the grade will be based on the completion of assignments handed out during the course. These assignments are designed to help students gain the skills needed to become great leaders and follow closely with the unit themes.
- **35%** of the grade will be based on school and community projects and volunteer hours. During the course of the year students will receive project and volunteer points, which will be accumulated to determine the grade at the end of each term. Each student will be responsible for at least one individual project, one group project, one intramural event, and will complete a leadership newsletter during one month of the year. Other optional activities to gain points may also be accumulated.
- **10%** of the grade will be based on the student leadership journal, which will have the student's reflections of events, planning logs, and other information used to plan activities.

These weighted assessment aspects are flexible given the personalized curriculum of Leadership 10. Following the Principles of Quality Assessment, there will be constant communication between student and teacher that will highlight strengths, reflective points and areas of improvements. These discussions will follow a student led conference style.

Learning Resources:

- Journals
- Various movie clips such as:
 - The Outsiders
 - Can't Buy Me Love
 - Hoosiers
 - The Power of One
 - Stand and Deliver
- Toastmaster Speaking manual
- Student Leadership manual (teacher compiled)



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sunshine Coast School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 46
Developed by: Michael Sopow	Date Developed: November 22, 2017
School Name: Elphinstone Secondary School	Principal's Name: John Brisebois
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sport Performance 10, 11	Grade Level of Course: Grade 10, 11
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

The teacher should have a background in physical education or human kinetics. Weight room and gymnasium, Olympic bars and weights, dumbbells, squat rack, bands, plyometric boxes, speed and agility ladders, and access to multimedia equipment.

Course Synopsis:

Students will be introduced to physiological and psychological concepts related to enhancing sport performance. Specific performance-enhancement techniques are discussed and evaluated in terms of appropriateness to the performance need.

Goals and Rationale:

This course serves to promote a healthy active lifestyle and lifelong learning, while also providing students with the skills and knowledge necessary to improve their performance in sport. An appreciation for the personal benefits of high level training and physical fitness will be

developed in students. Students will also learn the principles of training the human body and the specific methodologies that suit their individual development and to promote a lifetime of fitness.

Aboriginal Worldviews and Perspectives:

Although this course focuses on sport and teamwork, strong parallels can be made between the course emphasis and First Peoples Principles of Learning. Perhaps the most relational aspect are the following principles:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.

Students will experience the relationship between self (personal responsibility), team (family) and organization (community) in aspects of training ones' body and mind. In the world of sport, there are numerous correlations between team and family, and organization and community. Thinking on oneself is too limiting for any athlete. Understanding that in even individual sports, athletes represents more than just themselves.

Aspects of holistic and reflective training is paramount for any athlete. Making these connections and expanding one's training scope and knowledge follows closely the above second principle. By "listening" to the body and understanding how to properly address training plateaus increases the likelihood of personal and team success.

In any facets of an athletes' life, sacrifices are a natural process. Learning involves recognizing the consequences of one's actions – consequences can either be positive or negative. Students will learn that athletes need to make difficult decisions in order to maintain or improve their level of health. Many of these decisions may go against the peer norm but will have huge positive results in the long run.

BIG IDEAS

There are several fitness components that athletes can train to improve their sport performance.

Training methodologies can be adapted for specific sports.

Mental health is just as important as physical health when training for a sport.

Rest and nutrition are key components to staying healthy and participating in sport.

Following an organized training plan can help athletes achieve their specific goals.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Training Principles</p> <ul style="list-style-type: none"> • Participate in a dynamic warm-up and cooldown. • Utilize a training program to improve the various fitness components involved in sport. • Evaluate, monitor, and adapt a training program through testing and data collection. • Be introduced to new training strategies that can be incorporated into a training program. <p>Power and Strength</p> <ul style="list-style-type: none"> • Use appropriate weight room etiquette and proper safety procedures. • Use various body weight exercises to build muscular endurance and build a strength foundation. • Be introduced to functional resistance training techniques. • Start to develop proper technique for the Olympic lifts and introduce the simpler lifts into their training program. <p>Speed and Agility</p> <ul style="list-style-type: none"> • Use explosive lifts and training techniques to improve speed. • Participate in exercises designed to increase speed. • Learn and use the components to begin to develop athletic agility. <p>Nutrition</p> <ul style="list-style-type: none"> • Design and analyze a nutritional plan. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Understand the components and strategies for a good warm-up • Understand the components and strategies of a good cooldown. • Develop a fitness pyramid that illustrates the various components of sport performance. Ex. Speed, agility, power, muscular endurance, rest, etc... • Demonstrate an understanding of how basic exercises affects physical performance. • Understand which exercises will improve which muscle groups. • Demonstrate an understanding of proper form and technique for the Olympic lifts and resistance training exercises. • Know the appropriate number of reps and sets to improve strength gains for each exercise. • Understand the requirements for developing athletic agility and explosive power. • Identify the different nutrients required for optimal performance. • Explain the importance of pre and post activity meals. • Analyze the effects of poor nutrition on athletic performance. • Identify the effects of recreational and performance-enhancing drugs. • Analyze the correlation between poor physical conditioning and the frequency of injuries.

Injury Prevention

- Identify and incorporate various injury prevention strategies (warm-up, cool-down, flexibility, etc...)
- Use different taping techniques to prevent injuries.

Sport Psychology

- Participate in mental rehearsal, imagery, goal setting and other mental skills techniques.
- Use appropriate activities for personal stress management and relaxation.

- Understand the healing process and the sequence of events that need to occur before an athlete can return back to play after an injury.
- Demonstrate an understanding of mental training skills for peak performance
- Understand the value of setting and modifying goals to develop personal fitness and physical abilities.

Big Ideas – Elaborations

The “Business” behind Sport – students will be exposed to numerous career opportunities that go beyond the aspect of the athlete

- Physiotherapist
- Chiropractor
- Personal Trainer
- Coach
- Strength Trainer
- Sport Psychologist
- Etc.

Curricular Competencies – Elaborations

More than just a Sport – student will understand and be able to explain/demonstrate the science of sport

- Examine different training styles/principles (i.e. anaerobic, alactic, aerobic)
- Understand the cellular functions of muscle fibers and cell building principles
- Understand the “push-pull” relationships of training principles: where one area of training increase and how all other areas are affected

The aspect of Cross-Training:

- Value of non-specific sport training
- Breaking through the “comfort zone” of training

Content – Elaborations

Expanding on the Mindset of an athlete.

- What it means to be coachable?
- What are mental/physical barriers and how to use them as motivators?

Expand student learning experiences into other aspects of life – transfer of knowledge

- What is learned in this course to drive other desires in life: i.e. building confidence with perseverance and resiliency in training and transferring those aspect into studying for a test, going for a job interview and other life experiences.

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

Students will be assessed on their physical participation in the course using a daily participation rubric. The participation component of the course will make up 50% of the students' mark. Each topic of the course will have a written assignment that students will need to complete, for example, after discussing periodization students will need to develop a periodization schedule. These written assignments will make up 30% of the students' mark. At the end of the course students will be able to adjust and improve each of their assignments before combining them into a personalized training program. This training program will make up the final 20% of the students' mark.

Learning Resources:

Long Term Athletic Development (LTAD): Canadian LTAD framework for sport for life

Athletic Development: The art and science of functional sports conditioning by Vern Gambetta

Principles of Athletic Training: A competency-based approach by William E. Prentice

Complete Conditioning for Football by Michael Arthur and Bryan Bailey

Applied Sport Psychology: Personal Growth to Peak Performance by Jean M. Williams and Vikki Krane

Additional Information:

Persons from the community and past students will be used to present various topics to students.



**Board/Authority Authorized Course Framework Template
Yearbook 10, 11, 12**

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD46
Developed by: Rae-dene Pednaud, Jamie Mani	Date Developed: October 2017
School Name: All Schools in SD46	Principal's Name: Mark Sauer
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Yearbook	Grade Level of Course: 10,11,12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Instructors need to be familiar with the technologies and processes that are involved in the creation and development of a publication from planning, through preparation to pre-press. This includes photography, research and writing, page layout and design, elements and principals of design and the use of appropriate software. The course requires access to appropriate technology and the necessary publishing software. It also requires digital cameras, a scanner and a printer.

Course Synopsis:

Students will work with a variety of software applications. Yearbook 10, 11, 12 is intended for students with an interest in the design and publication of printed materials. The focus of the course is on the creation of a student-panned and student-designed yearbook. Students will

develop an appreciation for the vast and interdisciplinary nature of publishing, which includes skills of journalism, layout and design, marketing, sales and advertising, photography and graphic design. Communication skills and creative problem-solving skills are also emphasized within the course. Students will each take on the responsibility of creating numerous pages for the publication; and will have opportunities to work independently, in partnerships, in small teams, and as part of the entire class.

Goals and Rationale:

Print is one of the oldest, most widespread and most available means of communication. Technology has made it possible for people to prepare their own materials for large print runs. However, although technology is available, most people lack the technical and design know-how in order to do so effectively. This course is intended to address the need for knowledge in this area, so that students who complete the course will have a basic understanding of how to effectively design and prepare materials for the press and for large scale publication and printing.

This course has been designed to provide the opportunity for students to plan, design and create a meaningful publication that documents the people and events of the school year as they unfold. Additionally, this course will appeal to students with career interests in the design and publication of printed materials.

Students will develop an appreciation for the vast and interdisciplinary nature of print publishing which includes: journalism, layout and design, marketing, sales and advertising, photography, graphic design and, finally, evaluation of the finished product.

The focus of the course is on a student-planned and student-designed school yearbook. The traditional school yearbook has become a cultural icon; it holds a unique place in the hearts and minds of most people. It has timeless appeal and can become a time capsule of sorts, for its ability to preserve memories from a specific time period. The teacher's role is to guide and support students in the acquisition of knowledge and skills to create the book successfully.

Each student will be involved in all aspects of putting the publication together, as each student will plan and create numerous pages of the yearbook from start to finish. This approach provides direct application of in-class learning; it supports the development of a variety of skills; it provides a means for students to be expressive and creative.

Students will learn to work both independently and inter-dependently, since the success of the entire publication depends on what and how each individual contributes to it, within very real publishing deadlines. Students will work with partners, within small group design teams, and participate with large group decision-making. Invariably, this involves interpreting, thinking critically, analytically, learning to work out differences of opinion and resolving problems as they arise. Outside the classroom, students will work with students, teachers, coaches, and the printing company representative in order to gather information and images to put their pages together. Therefore, the development of effective communication skills while working under the pressure of deadline, is another aspect of this course.

Aboriginal Worldviews and Perspectives:

The First Peoples Principles of Learning will be followed in teacher planning.

Following the suggestions of *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward*, there will be an emphasis on connectedness and relationship through the use of experiential learning, language and culture, traditional teaching, the power of story, community involvement: process and protocols, emphasis on identity, engagement with the land, nature, the out of doors, local focus, awareness of history.

Students involved in this course will explore the characteristics of a culturally respectful and culturally responsive school. Within the design of the yearbook, they will learn how to:

- Acknowledge unceded traditional lands and waters.
- Follow protocol for the inclusion of Indigenous Peoples' artwork.
- Explore the inclusion of Indigenous Peoples' culture in all areas of school life.
- Highlight the contributions of Indigenous Peoples within the student population, the staff, the staff, parents and the indigenous communities.

Course Name:

Grade:

BIG IDEAS

Personal design interests require the evaluation and refinement of skills.

~taken from Marketing and Design, Skills and Technologies 11

Tools and technologies can be adapted for specific purposes.

~taken from Marketing and Design, Skills and Technologies 11

Complex tasks require the sequencing of skills.

~taken from Media Arts 10

Complex tasks require different technologies and skills at different stages.

~taken from Media Arts 10

Design strategies are developed with respect to specific tasks and audiences.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Engage in a period of research and empathetic observation in order to understand design opportunities • Take creative risks in generating ideas and add to others' ideas in ways that enhance them • Screen ideas against criteria and constraints • Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities • use appropriate problem-solving models in the design and production of the school yearbook, at all stages within the process • analyse and use appropriate problem-solving strategies and critical thinking when resolving problems that arise in the production of the school yearbook • identify and apply appropriate knowledge, skills and attitudes when making choices and defending decisions related to the production of the school yearbook. • use appropriate criteria and standards to assess and evaluate the product and the system used to produce the yearbook • use effective communication skills when gathering and sharing information 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • appropriate media technology and uses of technology appropriate to specific activities related to the creation of a yearbook • ethical, legal and moral considerations associated with using media arts technology use • media production skills • design strategies, page and spreads specific to yearbook development • how to apply appropriate media arts technologies and processes to create and design pages for the yearbook • how to use and apply visual elements and the principals of art and design to create effective yearbook pages • how to create pages and spreads for a yearbook for a specific audience • ways of marketing to promote yearbook sales and to enhance and promote advertising • how to use a variety of materials, media arts

<p>independently and in groups</p> <ul style="list-style-type: none">•select appropriate information gathering and communication tools when solving problems related to the production of the school yearbook•demonstrate an ability to assess the impact that publishing skills can have on personal and career choices•demonstrate a positive attitude towards working under a deadline•demonstrate a willingness to participate independently and interdependently in a productive environment•to critique a collection of high school yearbooks•to identify symbolic and cultural associations•use publishing technologies to manipulate selected visual elements•develop a vision for inclusivity and community that extends beyond their personal experience	<p>technologies and processes to create images and design pages for the yearbook</p> <ul style="list-style-type: none">•the value of the oral tradition
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Big Ideas – Elaborations

- personal design ideas must also fit with the required elements of yearbook production
- complex tasks may also have required timelines and deadlines that must be adhered to
- yearbook production requires a specific set of steps to follow inception to completion

Curricular Competencies – Elaborations

- **constraints** include time and space as identified by the publisher
- use appropriate technology tools to prepare and present pages
- **research**: seeking knowledge from other people as experts (e.g. First Peoples), secondary sources, and collective pools of knowledge in communities as well as concrete historical examples or models such as previous yearbooks
- **empathetic observation** – aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
- **ideating** – forming ideas of concepts
- **ethical, legal and moral considerations** – with regards to copyright, appropriation of imagery and duplication
- **visual elements** including layout and techniques specific to yearbook creation
- **principals of art and design** including balance, colour, relationship between elements etc. with respect to yearbook design
- **manipulate selected visual elements** – in order to alter the meaning or effect of images(photography) or to reflect cultural and stylistic elements
- **inclusivity** – ability to acknowledge a broad variety of perspectives and voices

Content – Elaborations

- maintain an orderly and safe environment when engaged in a variety of activities
- identify and evaluate the impact of technology on the way information is gathered, problems are solved and work is done
- **media technology** – layout and design specific to yearbook creation, photography, graphics and images
- **media production skills** – pre-production including brainstorming, researching and planning – production includes layout, choosing images and graphics and writing – post production involves readying the product for final printing as well as marketing and sale
- **oral tradition** – the use of **storytelling** among coastal First Nations Peoples and the use of the **winter count** among plains First Nations Peoples

Recommended Instructional Components:

Direct instruction
 Indirect Instruction
 Interactive instruction
 Independent instruction
 Modeling
 Practical creativity
 Brainstorming
 Small group work
 Critical analysis of publication samples

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

60%

Skill building assignments
 Participation in class instructional session
 Field work
 Marketing assignments

40%

Individual contribution to completed publication – evaluation of the quality and quantity of pages produced by the student. Assessment will be based on demonstration of original thinking creativity uniqueness of ideas, mastery of techniques and demonstration of technical skills.

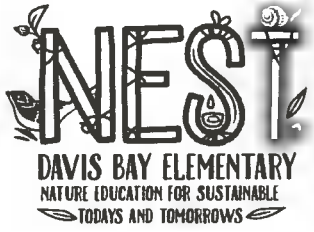
Learning Resources:

Jostens supplies a complete set of teacher and student resources at the beginning of each school year, including curriculum organizers and handouts.

A collection of a variety of yearbooks from other schools throughout Canada and the US.

Software manuals as needed.

Additional Information:



Davis Bay Elementary School
 5078 Davis Bay Rd.
 Box 512, Sechelt, BC
 V0N-3A0
 Phone: 604-885-9523
 Fax: 604-885-6315

Student name: _____ **Grade:** _____ **Teacher:** _____

Learning in NEST has its foundation in the BC Ministry of Education’s Core Competencies. These are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep and life-long learning. In the pursuit of green hearts and green minds, NEST fosters these competencies of communication, critical, creative thinking, and the development of positive personal and social relationships through exploration of the natural world.

This written *summary report* is one layer of a five-tiered learning communication plan that includes *Wonder Walks*, *Nesters’ Portfolios*, a *Freshgrade* blog, and regular, ongoing student/parent/teacher conversation.

First Season: Fall 2017

With input from you, your child, and the teacher here are:

Areas to Celebrate
<p>Literacy:</p> <p><u>Writing</u></p> <p><u>Reading</u></p> <p><u>Oral language</u></p> <p>Numeracy:</p> <p>Scientific Inquiry/Social Studies:</p> <p>Circles of Care:</p>
Areas to work on
Ways to support your child at home

Attendance: _____

 Principal’s Signature

 Teacher’s signature

February 2, 2018

Ref: 200134

Nicholas Weswick, Secretary-Treasurer
School District No. 46 (Sunshine Coast)
Email: nweswick@sd46.bc.ca

Dear Mr. Weswick:

I am pleased to enclose a recent Ministerial Order enacted by the Honourable Rob Fleming under the *School Act* revising the trustee electoral areas (TEAs) in School District No. 46 (Sunshine Coast).

Ministerial Order No. M410/17 makes the changes requested in your letter dated June 22, 2017 and includes land that had previously been excluded from the TEAs.

Thank you for your help in developing this adjustment to the TEA structure. If you have any follow-up questions, you are welcome to call me at 250-387-8037.

Yours truly,



Dave Duerksen
Executive Director
Legislation, Policy and Governance
Ministry of Education

pc: Patrick Bocking, Superintendent, School District No. 46 (Sunshine Coast)

Enclosure: Ministerial Order No. M410/17

APPENDIX I

School District No. 40 (Sancti Spiritus County)
Trustee Electoral Area Order

4 The board of education of School District No. 40 (Sancti Spiritus County) and council of

5 by an election of trustees held subsequent to the expiration of its order, the

6 trustees will be elected as follows from the described trustee electoral areas:

- (a) one trustee from Trustee Electoral Area 1, being Electoral Area A, District
- 7 Area 8 of the Sancti Spiritus County Regional District as defined in the British
- 8 Columbia (Growth Management) Act, 1991, and
- 9
- 10 Subject Indian Band Lands (Kwakwaka'wakw) Number 10, and
- 11 Subject Indian Band Lands (Kwakwaka'wakw) Number 10A, and
- 12 Subject Indian Band Lands (Kwakwaka'wakw) Number 7, and
- 13 Subject Indian Band Lands (Kwakwaka'wakw) Number 8, and
- 14 Subject Indian Band Lands (Kwakwaka'wakw) Number 9, and
- 15 Subject Indian Band Lands (Kwakwaka'wakw) Number 10, and
- 16 Subject Indian Band Lands (Kwakwaka'wakw) Number 11, and
- 17 Subject Indian Band Lands (Kwakwaka'wakw) Number 12, and
- 18 Subject Indian Band Lands (Kwakwaka'wakw) Number 13A, and
- 19 Subject Indian Band Lands (Kwakwaka'wakw) Number 13, and
- 20 Subject Indian Band Lands (Kwakwaka'wakw) Number 14, and
- 21 Subject Indian Band Lands (Kwakwaka'wakw) Number 15, and
- 22 Subject Indian Band Lands (Kwakwaka'wakw) Number 16, and
- 23 Subject Indian Band Lands (Kwakwaka'wakw) Number 17, and
- 24 Subject Indian Band Lands (Kwakwaka'wakw) Number 18, and
- 25 Subject Indian Band Lands (Kwakwaka'wakw) Number 19, and
- 26 Subject Indian Band Lands (Kwakwaka'wakw) Number 20, and
- 27 Subject Indian Band Lands (Kwakwaka'wakw) Number 21, and
- 28 Subject Indian Band Lands (Kwakwaka'wakw) Number 22, and
- 29 Subject Indian Band Lands (Kwakwaka'wakw) Number 23, and
- 30 Subject Indian Band Lands (Kwakwaka'wakw) Number 24, and
- 31 Subject Indian Band Lands (Kwakwaka'wakw) Number 25,

- all being within the New Westminster Land District;
- (b) being transfers from District Electoral Area 3 being the Electoral Districts as defined in the British Columbia Gazette dated July 19, 1986, and
- Sectordale Head Lands (Township) Number 1, and
- Sectordale Head Lands (Township) Number 2, and
- Sectordale Head Lands (Township) Number 3, and
- Sectordale Head Lands (Township) Number 4, and
- Sectordale Head Lands (North) Number 5, and
- Sectordale Head Lands (Stewart County) Number 20;
- all being within the New Westminster Land District; and
- (c) being transfers from District Electoral Area 3 being the Towns of Gibsons as defined in the British Columbia Gazette dated November 20, 1970, and
- Electoral Area 1), Electoral Area 2) and Electoral Area 3, all as defined in the British Columbia Gazette dated January 24, 1981.