

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

OPERATIONS COMMITTEE AGENDA

Tuesday, November 26, 2019, 9:30 a.m.

School Board Office - Gibsons, BC

494 South Fletcher Road

Gibsons, BC

	Pages
1. Call to Order	
2. Cameras on Buses	1
3. Process Related to Ministerial Announcement	
4. Unspent AFG Funds	2
5. Budget Discussion	5
6. Regulations for Review:	
a. Reg. 5040 - Fundraising	18
7. Local Government OCP and Zoning Referrals (standing item)	
8. School Fields	
9. Adjourn	



Royal Canadian
Mounted Police

Gendarmerie royale
du Canada

Security Classification/Designation
Classification/désignation sécuritaire

Sunshine Coast Detachment
5800 Teredo Street
PO Box 188
Sechelt, BC V0N 3A0

Your File - Votre référence

Our File - Notre référence

Nicholas WESWICK

Date

DELIVERED BY EMAIL

November 19, 2019

Re: "Fail to stop for school bus" offences

Dear Mr. Weswick,

We acknowledge receipt of your emailed request for statistics regarding fail to stop for school bus tickets, received on October 23, 2019.

**Sunshine Coast Detachment
Fail to stop for a school bus offences (section 149 Motor Vehicle Act)
November 13 2017 to November 13 2019**

**Violation Tickets issued: 0
Written warnings issued: 45**

If you require further information, please contact Administrative Assistant Matthew Forster at (604) 885-2266.

Sincerely,

S/Sgt. M. K. (Poppy) HALLAM
Detachment Commander
Sunshine Coast RCMP

/mf
encl.

Canada

RCMP GRC 2823 (2002-11) WPT

UNSPENT ANNUAL FACILITIES GRANT (AFG) FUNDS REPORT TO OPERATIONS COMMITTEE

Submitted by Secretary-Treasurer Nicholas Weswick
November 26th, 2019

BACKGROUND

Each year in the spring, the Board of Education approves a spending plan for the Annual Facilities Grant (AFG) for the subsequent year. These funds are targeted specifically to support improvements in functionality and/or lifespan in the facilities themselves. In the current year's plan, there was an allowance provided for overages due to the Capital Program approved projects to replace dust collection systems at the two largest secondary schools in the district. These important safety upgrades require significant design and construction work, and initial consultation with the construction sector indicated that the available capital funding might not be sufficient.

Fortunately for the School District, we were given approval to use unspent bylaw capital from other projects, which provided some financial relief. Similarly, tender results related to roofing projects this summer were favorable. Finally, expected paving at the Sechelt Learning Centre (SLC) site related to potential site upgrades was not required. The combined savings of these three areas is approximately \$200,000. Due to the material amount of remaining funds, as well as the desire to reduce surpluses, staff is seeking Board support for an alternative spending plan in the current year.

PRIORITIZATION

The Board has recently passed its 2019-2023 Strategic Plan, which is the lens that staff uses to evaluate options. Although a thorough review of the Operational Plan related to this item is planned for the spring, this AFG surplus has led to an earlier review to help determine the highest and best use of these funds.

The organization's Mission is central to all that we do and is referenced here:

We support and inspire each student to experience joy and fulfillment in realizing their potential as a knowledgeable, confident, and contributing citizen in the global community.

The strategic plan objective relevant to this item is 3(e):

Our district facilities will be safe, engaging, and energy efficient.

Through this lens, we see the following priorities as being the highest and best use of these funds:

1. Evaluation and mitigation of non-structural seismic hazards.

Non-structural seismic hazards are a potential safety concern for students, staff and the community. The types of building components that would be evaluated include, but are not limited to: veneers, cabinets, signs, HVACs, elevators, generators, piping, ductwork, cable trays, lighting, etc.

Because first priority or decision-making is always safety, the evaluation of possible non-structural risks and mitigation of those risks is first priority. The assessment would likely be completed early in the new year, with high-priority items being mitigated first. Although actual costs related to this project will vary depending on results from the assessment, an

expected dollar value for the current is uncertain at this time. The required mitigations will likely also be a component of the subsequent year's AFG spending plan.

2. Photovoltaic (PV) Solar at Gibsons Elementary

Adding PV solar has been an area of focus for the district for a number of years. Our district owns the three largest PV solar installation in BC's public schools at Pender Harbour Secondary, Davis Bay Elementary and Langdale Elementary. These installations significantly reduce our carbon footprint and lead to operational savings that allow us to focus more resources toward direct and indirect supports for students.

Gibsons Elementary is the newest school in the district and, as a result, the entire roof is in excellent condition. The large roof areas are free from obstruction and the advanced HVAC system in this facility means there are almost no obstructions on the roof that would be present on other sites, such as air handling units, ventilators, etc. This site is understandably the best candidate for a PV solar project. An analysis of expected payback and ongoing savings will be available at or before the committee meeting. This will represent the biggest component of spending in the current year, pending urgent items resulting from the seismic assessment. What we know from past projects is that the larger the solar array, the larger the return on investment.

3. Grounds

One significant change with respect to grounds that has been given high priority is the transition from pea gravel to "Fibar" style wood chips. The existing pea gravel required 4-5 days per month of staff time to fluff the playgrounds to maintain an adequate level of fall protection to ensure student safety. While the materials costs are minimal, given that gravel doesn't wear out, the staff time would be much better spent improving other grounds areas, such as fields. Costs related to this initiative in the current year are in development.

4. Fields

Over the past several months, the grounds department has been evaluating its existing maintenance plans. Due to a new gardener being hired after a retirement and a return of a staff member from a maternity leave, we are now back to a full staff contingent. These staff have been asked to review our field maintenance program with a fresh set of eyes, collaborate with staff at local municipalities, consult with turf specialists and recommend strategic investments. AFG requirements in the current year should be minimal, with discussion of ongoing budget requirements as part of the annual budget process.

REQUESTED ACTION:

That the committee recommend approving the revised AFG spending plan.

Solar PV Lifecycle Cashflow Analysis - GES - 144 mWh

Capital Cost:	\$250,000
Annual Hydro Increase Annual	1.03
Discount Rate	0.98
Production	144 mWh
Total Discounted Cash Flow:	\$447,634
Simple Payback (Years)	12.06

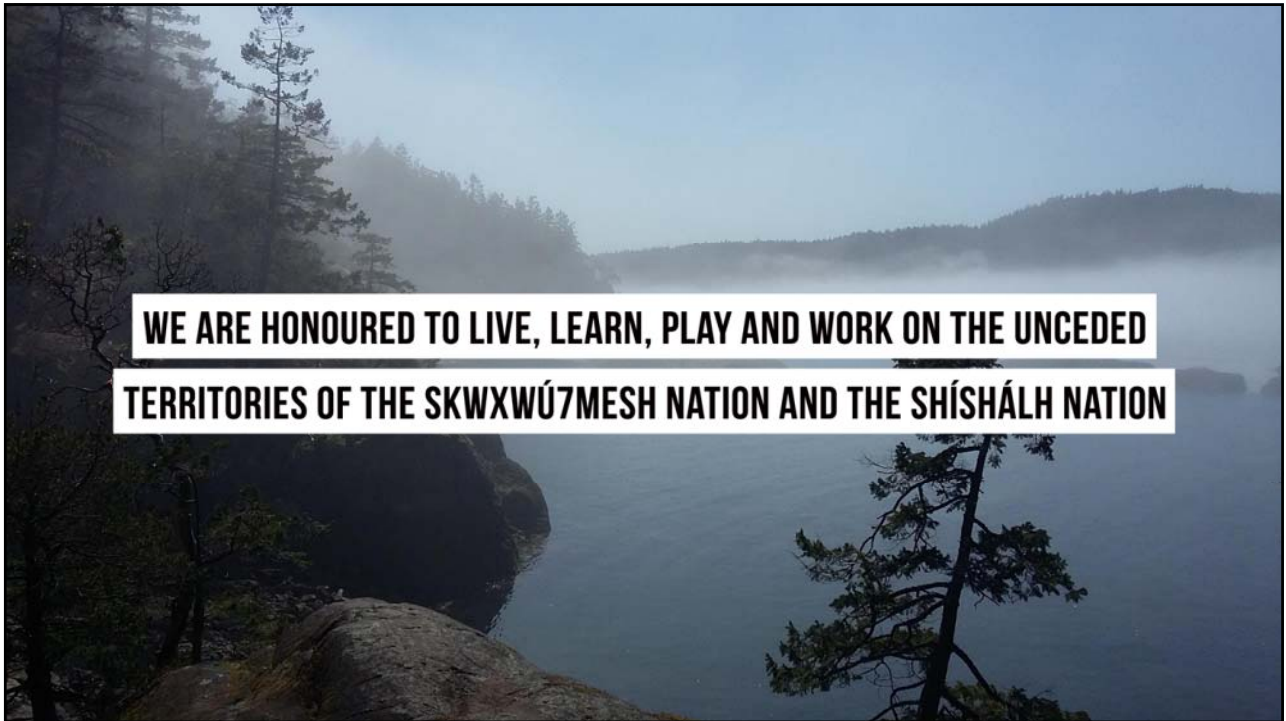
Costs by Year	Capital Cost	Sub-total Costs	Savings by Year	Electricity	Sub-total Discounted Savings	Net Cash Flow	Net Project Value
0	\$249,459					\$249,459	
1			1	\$17,249	\$17,249	(\$232,210)	(\$232,210)
2			2	\$17,767	\$17,063	\$17,063	(\$215,147)
3			3	\$18,300	\$17,223	\$17,223	(\$197,924)
4			4	\$18,849	\$17,385	\$17,385	(\$180,538)
5			5	\$19,414	\$17,549	\$17,549	(\$162,989)
6			6	\$19,997	\$17,714	\$17,714	(\$145,276)
7			7	\$20,596	\$17,880	\$17,880	(\$127,395)
8			8	\$21,214	\$18,048	\$18,048	(\$109,347)
9			9	\$21,851	\$18,218	\$18,218	(\$91,129)
10			10	\$22,506	\$18,389	\$18,389	(\$72,740)
11			11	\$23,181	\$18,562	\$18,562	(\$54,177)
12			12	\$23,877	\$18,737	\$18,737	(\$35,441)
13			13	\$24,593	\$18,913	\$18,913	(\$16,528)
14			14	\$25,331	\$19,091	\$19,091	\$2,562
15			15	\$26,091	\$19,270	\$19,270	\$21,832
16			16	\$26,874	\$19,451	\$19,451	\$41,283
17			17	\$27,680	\$19,634	\$19,634	\$60,917
18			18	\$28,510	\$19,818	\$19,818	\$80,736
19			19	\$29,366	\$20,005	\$20,005	\$100,741
20			20	\$30,247	\$20,193	\$20,193	\$120,933
21			21	\$31,154	\$20,383	\$20,383	\$141,316
22			22	\$32,089	\$20,574	\$20,574	\$161,890
23			23	\$33,051	\$20,768	\$20,768	\$182,658
24			24	\$34,043	\$20,963	\$20,963	\$203,621
25			25	\$35,064	\$21,160	\$21,160	\$224,781
26			26	\$36,116	\$21,359	\$21,359	\$246,140
27			27	\$37,199	\$21,560	\$21,560	\$267,699
28			28	\$38,315	\$21,762	\$21,762	\$289,461
29			29	\$39,465	\$21,967	\$21,967	\$311,428
30			30	\$40,649	\$22,173	\$22,173	\$333,602
31			31	\$41,868	\$22,382	\$22,382	\$355,983
32			32	\$43,124	\$22,592	\$22,592	\$378,575
33			33	\$44,418	\$22,804	\$22,804	\$401,380
34			34	\$45,751	\$23,019	\$23,019	\$424,399
35			35	\$47,123	\$23,235	\$23,235	\$447,634



SCHOOL DISTRICT 46
SUNSHINE COAST

2020-21 BUDGET CONSULTATION

Operations Committee – Nov. 26, 2019

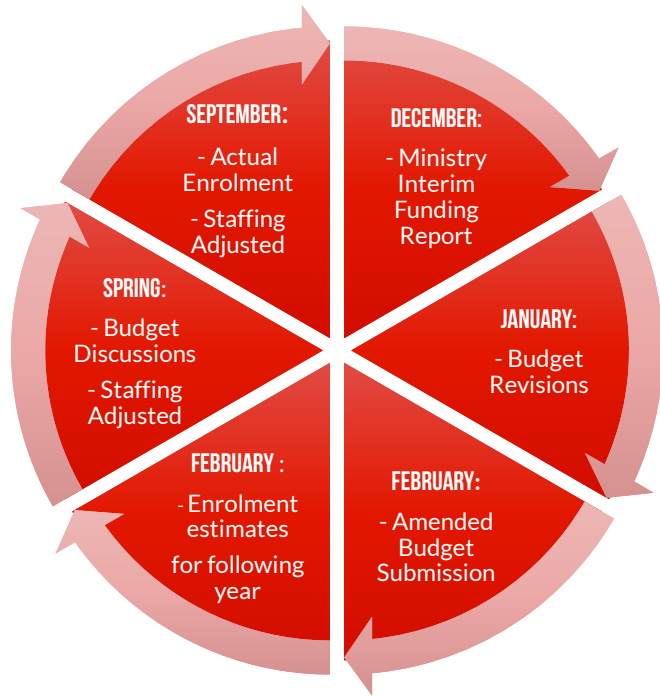


**WE ARE HONOURED TO LIVE, LEARN, PLAY AND WORK ON THE UNCEDED
TERRITORIES OF THE SKWXWÚ7MESH NATION AND THE SHÍSHÁLH NATION**



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THE BUDGET CYCLE



SCHOOL DISTRICT 46 - SUNSHINE COAST
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DISTRICT INFORMATION

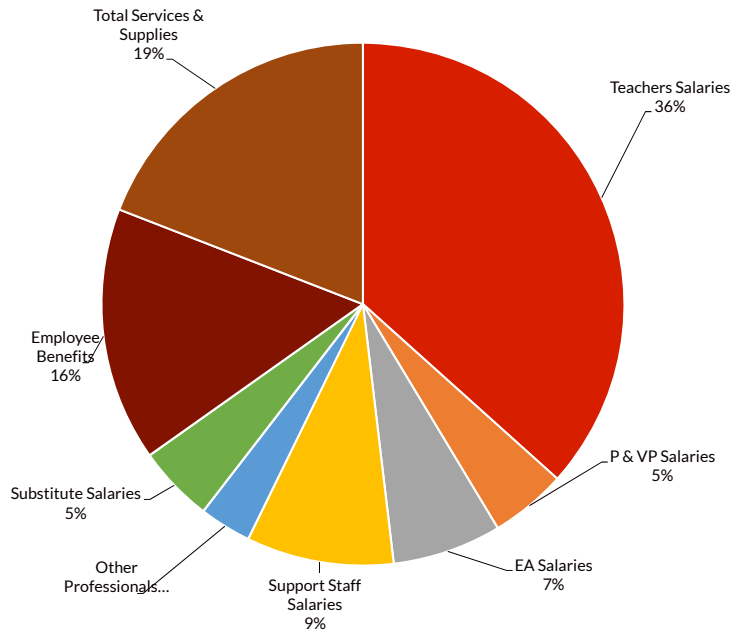


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EXPENDITURES BY TYPE

Teachers Salaries	\$ 15,860,639.00
P & VP Salaries	2,141,748.00
EA Salaries	3,180,757.00
Support Staff Salaries	3,966,777.00
Other Professionals Salaries	1,364,197.00
Substitute Salaries	2,047,944.00
Employee Benefits	6,814,857.00
Services & Supplies	9,219,675.00

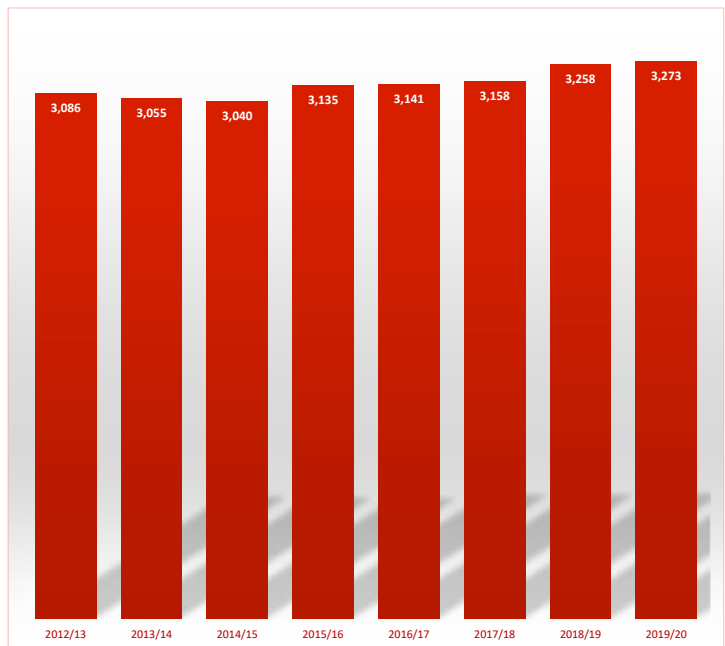
Note: Includes Special Purpose Funding



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FTE FUNDED ENROLMENT

2012/2013 - Sept 30	3,086
2013/2014 - Sept 30	3,055
2014/2015 - Sept 30	3,040
2015/2016 - Sept 30	3,135
2016/2017 - Sept 30	3,141
2017/2018 - Sept 30	3,158
2018/2019 - Sept 30	3,258
2019/2020 - Sept 30	3,273

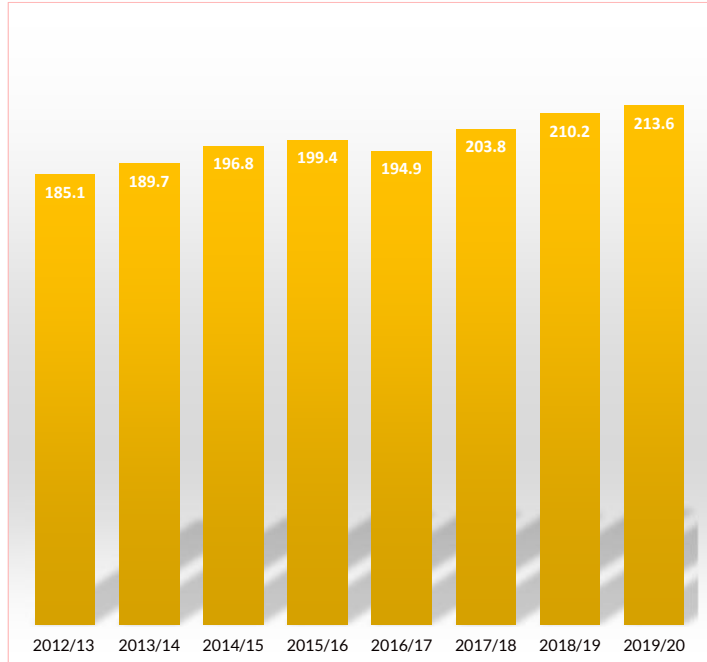




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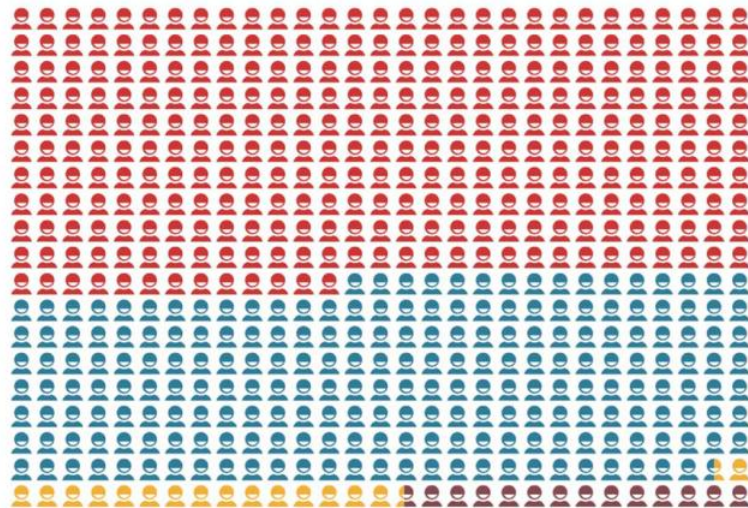
TEACHER FTE (2003 REPORT)

2012/2013	185.1
2013/2014	189.7
2014/2015	196.8
2015/2016	199.4
2016/2017	194.9
2017/2018	203.8
2018/2019	210.2
2019/2020	213.6

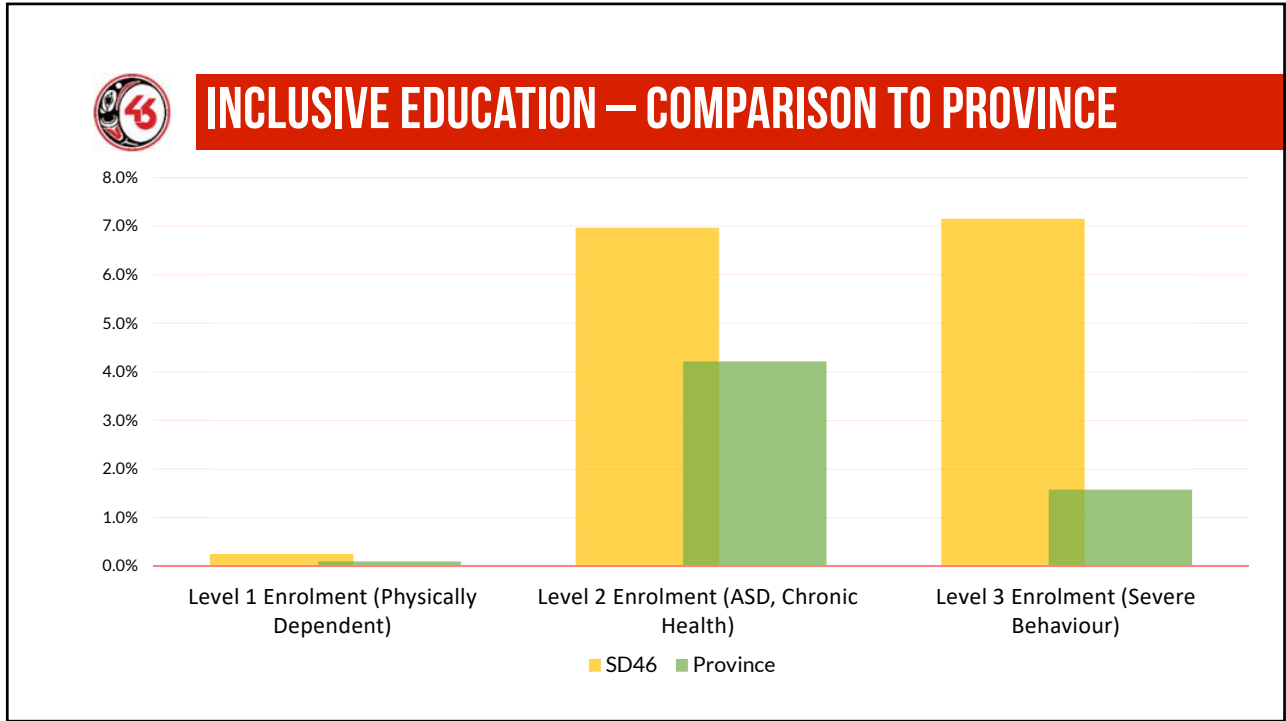



STAFFING HEADCOUNT

Teacher	323
CUPE	232
Principals & Vice-Principals	18
Excluded	15



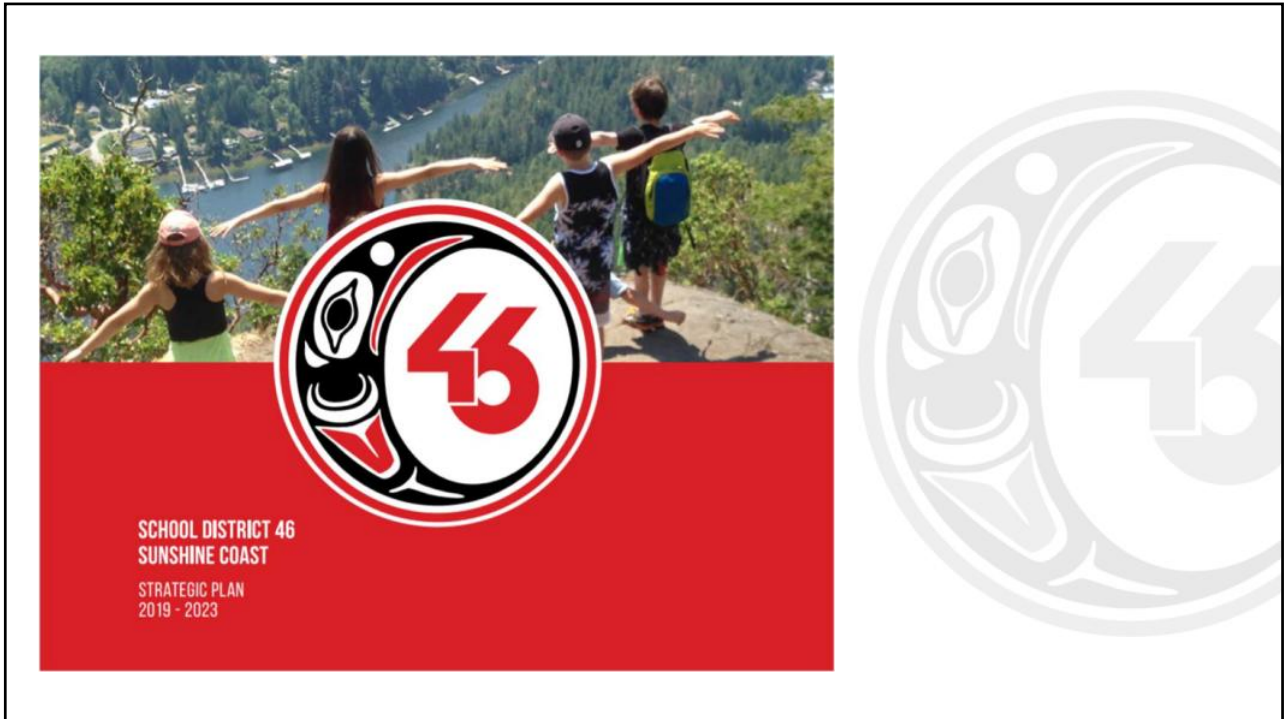
● SCTA ● CUPE ● P & VP ● Excluded




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2019-23 STRATEGIC PLAN

Implementation of strategic plan goals

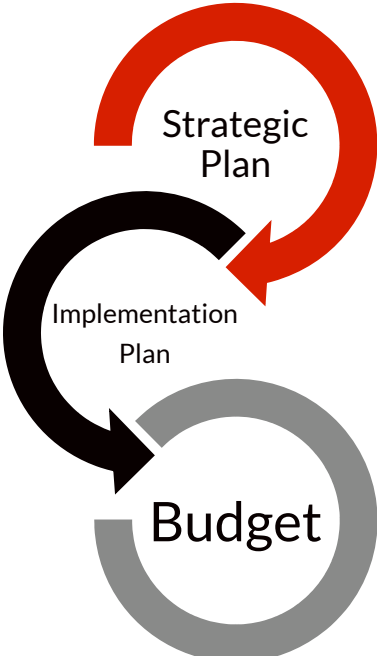


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WHAT DRIVES THE BUDGET?

The Board of Education approved the 2019-2023 Strategic Plan at their June board meeting.

- The **strategic plan** describes the overarching goals of the school district;
- The **implementation plan** outlines the initiatives and directives to achieve those goals; and
- The **budget** is developed to fund these initiatives.





IMPLEMENTATION PLAN

SD No. 46 Implementation Plan 2019-2023		
	Lead	2019-2020
1. a. Our students' voice will be respectfully heard and acted upon.	Patrick	Student Lead Grade 11 Forum awareness of the learning process: heard, listened, action training students to use a survey program, conduct & interpret create an individual student plan to align with strat plan - student would choose a goal to report on in their action plan
1. b. Our students will thrive in their <u>early years, and throughout their education</u> , within schools, families, and communities that inspire learning, respect, and connection.	Kirsten	Grant for Ready, Set, Learn Grant for SPARK! Re-Design Grant for Strengthening Early Years to Kindergarten (SEY2K) Grant for Family Resource Programs Grant for Changing Results for Young Children for Well-Being/Playful Learning
1. c. Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of <u>Core Competencies</u> .	Kate	Competency Based IEP- Support for Student Support Teachers, Classroom Teachers Core Competencies embedded in Curricular Competencies K-12 Innovative strategies to communicate/share the Core Competency learning of our students.



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FUNDING MODEL REVIEW

The Ministry will announce the outcome of the **funding model review** on March 15, 2020.





PANEL RECOMMENDATIONS TO IMPROVE EQUITY

■ HORIZONTAL EQUITY

- Recognition of districts with growth as well as decline
- The density of the student population across the district
- Recognition of compensation differences for all staff and not just educators
- Update Geographic factors and roll in Rural and Transportation Grants

■ VERTICAL EQUITY

- Recognition of more students with needs such as those in care and to receive this information from external independent sources to ensure that there is fairness of the allocation of the resources and roll in Community Link Grants
- Allocate to these needs first and then recognize the balance of funds on a per student amount
- Continuing to target funding for indigenous learners



PANEL RECOMMENDATIONS TO IMPROVE EQUITY

■ RECOMMENDATIONS:

- Fund specific needs first and then core per student amount determined
- Target Aboriginal Funding and Improve policy expectations for student outcomes
- Consolidate geographic, salary differential, special grants into Unique School District and school component
- Replace enrolment decline and funding protection
- Single Inclusive Education Supplement and combine grants for community link, ready set learn, etc.
- CEF remain until negotiated changes to collective agreement
- Headcount funding for all budget adults, CE, DL and Summer School



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WHAT DO WE KNOW?

- Total Block Amount Announced in the February 2019 Provincial budget
- The 2020/21 budget will be presented by Government on February 18, 2020
- The Panel Recommendations and Working Group Reports
- Provincial Fiscal Situation - Government Contingencies
- District Enrolment Projections
- District Strategic Plan Goals and Objectives and in some cases an Implementation plan that should be resourced
- Support staff collective agreements finalized in most districts



PANEL AND WORKING GROUP REPORTS

(Estimating the Effect or Wait and See?)



Panel - Change to Headcount

More than 8 course offerings

How to handle continuing education and online learning programs

Evaluating current enrolment and revenue source and estimating the effect-conservative to optimistic results



Panel-Unique students first and geographic and then per pupil:

Level 1 funding per pupil will increase

How much will aboriginal education funding increase?

How much will geographic funding increase?

What will inclusion of support staff in the salary differential cost?

Net effect on regular per pupil



Working Groups:

No clear direction on second and third enrolment counts

Adult education support continues

Level 1 special needs will increase in support amount per pupil and category will be expanded

Prevalence may better reflect your student population

Online Learning will be a longer term change

INCLUSION

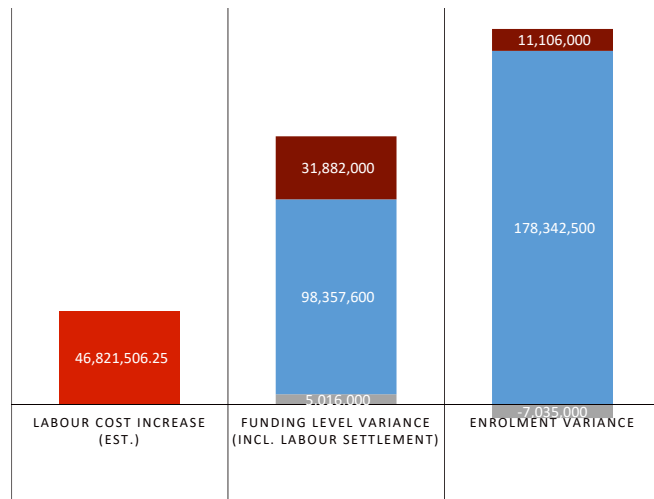


- Students should continue to receive supports and services including:
 - assessments
 - documentation that supports student learning (e.g. IEP)
 - access to needed supports and services
- Shifting to a proposed new funding model is a complex and iterative process that will require significant support throughout the transition period.
- A comprehensive engagement and communication strategy to support implementation will be necessary to ensure that all individuals impacted by the change are fully informed and supported throughout the transition period.

INCLUSION



INCLUSIVE ED FUNDING - VARIANCE FROM 2002



■ Labour ■ Level 1 ■ Level 2 ■ Level 3



WHAT INFORMATION CAN WE ESTIMATE?

EXPENDITURE SIDE:

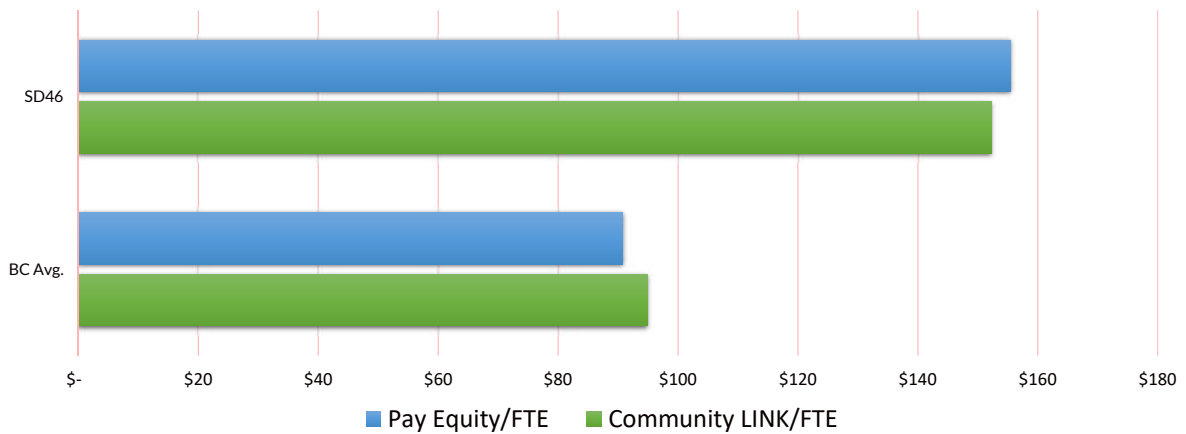
- Cost of settled collective agreements
- Medical Services Plan (MSP) implementation
- Inflationary Pressures such as Utilities, Employee Benefits, Fuel

REVENUE SIDE:

- Optimistic:
 - Salary cost increases will be funded
 - Transition funding will be available to cushion the impact of the formula change
- Neutral:
 - Use the existing estimator and the forecast in the 2019/20 provincial budget for increasing any factors
 - Geographic and Rural changes will be similar to the current special grants
- Pessimistic:
 - Estimate the effect of headcount change, salary differential change, no funding protection, no transition funding, geographic



SPECIAL PURPOSE FUND COMPARISON - PARTIAL



*Potential impact to district is approx. \$400,000 if absorbed into operating funding average



PROCESS CONSIDERATIONS

- Enrolment collection process – do we stay with the current information for historical reasons, collective agreement reasons?
- Would we want to retain the 1701 information collection whether government collects or not?
- Do we need to change the way we allocate funds to schools and programs as the funding system changes?



RESTRICTED AND UNRESTRICTED SURPLUS

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Total Restricted Surplus *	2,564,441	2,320,150	2,488,811	2,727,303	3,213,305	4,211,119
Unrestricted Surplus	1,669,674	1,314,308	538,098	750,315	1,519,246	2,073,690
Unfunded Future Benefits	(511,406)	(511,406)	(511,406)	(511,406)	(511,406)	(511,406)
Total Surplus	3,722,709	3,123,052	2,515,503	2,966,212	4,221,145	5,773,403

* Restricted Surplus includes 2% financial provision – likely not permitted under new Ministry surplus policy



CLASSROOM ENHANCEMENT FUND (CEF)

- The current model of allocation of per-pupil funding to schools does not align well with CEF funding for enrolling positions
- Inequity is created when a school receives a full division due to class composition numbers - \$100,000 in additional funding, on top of the per-pupil funding to each site
- Consideration of more equitable forms of staffing allocation between sites is a topic for discussion



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THANK YOU FOR YOUR INPUT

Table talk questions:

- Where do you want to see more money going in SD46?
- How will that decision help meet our goals in the Strategic Plan?

Title: **Fundraising and Grants**
Category: **Finance**
Number: **5040**

I. Rationale:

The Board of Education of School District No. 46 (Sunshine Coast) recognizes that the resources to fully fund public education in the K - 12 sector are the responsibility of the provincial government through the Ministry of Education. However, in order to provide enhanced or enriched educational opportunities for students or develop positive relationships with the community the district may seek or accept external funding through fundraising, donations or grants.

II. Fundraising:

- A. Any school club, group or organization must request and receive permission from the principal to engage in a fundraising activity.
- B. Requests shall include all pertinent information such as the nature of the activity, the purpose, the dates to be held, number of students to be involved, amounts of money needed to be raised and the identification of any other agencies involved.
- C. The principal may reject or endorse the proposal based on whether or not the criteria are consistent with Board and school policies, philosophy and goals, and whether the proposal interferes with fundraising activities concurrently being operated.
- D. All school fundraising efforts shall be recorded in school trust accounts, controlled by the principal. Parent Advisory Council fundraising may be recorded in their own accounts.
- E. The principal shall ensure that accounting procedures clearly indicate revenues and expenditures for each fundraising activity and that procedures are implemented for the safe-keeping of monies.
- F. No person shall be compensated for conducting fundraising activities.
- G. Priorities for fundraising within a school shall be determined by the principal in consultation with staff, students and parents.
- H. Principals of neighbouring schools shall confer with each other on the fundraising activities being conducted by each school.

ADMINISTRATIVE REGULATIONS

Title: **Fundraising and Grants**
 Category: **Finance**
 Number: **5040**

- I. Fundraising activities shall be conducted in such a way that they do not interfere with educational objectives nor infringe upon community standards.
- J. Student safety shall be considered during planning of activities and maintained at all times.
- K. The principal shall ensure that the activity is conducted in accordance with applicable laws and regulations, including those related to lotteries and raffles.
- L. Any donations received during the course of fundraising efforts shall be in accordance with Regulation 5020 – Donations.
- M. Where educational facilities, staff and students are used in a manner that promotes the sale of services or products offered by a business agency or organization, the principal shall adhere to Regulation 1190 - Partnerships and Corporate Sponsorship.
- N. No one shall represent a third party or Parent Advisory Council as having authority or agency related to the Board or school.

III. **Grant Applications:**

- A. The district or schools may apply for grants from foundations and/or granting agencies by submitting an application providing that the proposed project/activity:
 - 1. is consistent with the values, goals, directions of the school and district;
 - 2. responds to a clearly understood educational need;
 - 3. supports and does not undermine, either implicitly or explicitly, existing programs;
 - 4. is beneficial to the school and/or community;
 - 5. does not directly benefit in a material way an individual student or staff member;
 - 6. does not require matching district funds unless prior approval from the Board has been obtained (school based funds can be used for matching requirements), and;
 - 7. aligns with Regulation 1190 - Partnerships and Corporate Sponsorship.



ADMINISTRATIVE REGULATIONS

Title: **Fundraising and Grants**

Category: **Finance**

Number: **5040**

- B. Principals may sign grant applications for up to \$5,000. Any grant submissions for greater than \$5,000 must be approved by the Secretary-Treasurer (or designate) for consideration.
- C. Only Principals, Directors of Instruction, the Secretary-Treasurer or the Superintendent may sign grant applications on behalf of the school or the district.
- D. Schools and the district will report annually on all grants received greater than \$5,000.
- E. Use of the district's charity number will be limited to those grants for which the school/district is an applicant.
- F. School parent advisory councils (PAC) or the district parent advisor council (DPAC) should work with the school Principal or Superintendent prior to applying for grants that will impact the school/district. This will help ensure that if the grant is received that the school/district will support the project's implementation.
- G. "Flow through" of funds is not allowed, however third parties may provide receipts and be reimbursed. Funds applied for by the school district must be held and overseen by district staff.

Received:

References:



Title: **Fundraising and Grants**

Category: **Finance**

Number: **5040**

I. Rationale:

The Board of Education of School District No. 46 (Sunshine Coast) recognizes that the resources to fully fund public education in the K - 12 sector are the responsibility of the provincial government through the Ministry of Education. However, in order to provide enhanced or enriched educational opportunities for students or develop positive relationships with the community the district may seek or accept external funding through fundraising, donations or grants.

II. Fundraising:

- A. Any school club, group or organization must request and receive permission from the principal to engage in a fund-raisingfundraising activity.
- B. Requests shall include all pertinent information such as the nature of the activity, the purpose, the dates to be held, number of students to be involved, amounts of money needed to be raised and the identification of any other agencies involved.
- C. The principal may reject or endorse the proposal based on whether or not the criteria are consistent with Board and school policies, philosophy and goals, and whether the proposal interferes with fund-raisingfundraising activities concurrently being operated.
- D. All school fund-raisingfundraising efforts shall be recorded in school trust accounts, controlled by the principal. Parent Advisory Council fund-raisingfundraising may be recorded in their own accounts.
- E. The principal shall ensure that accounting procedures clearly indicate revenues and expenditures for each fund-raisingfundraising activity and that procedures are implemented for the safe-keeping of monies.
- F. No person shall be compensated for conducting fund-raisingfundraising activities.
- G. Priorities for fund-raisingfundraising within a school shall be determined by the principal in consultation with staff, students and parents.
- H. Principals of neighbouring schools shall confer with each other on the fund-raisingfundraising activities being conducted by each school.

ADMINISTRATIVE REGULATIONS

Title: **Fundraising and Grants**

Category: **Finance**

Number: **5040**

I. ~~Fund-raising~~Fundraising activities shall be conducted in such a way that they do not interfere with educational objectives nor infringe upon community standards.

J. ~~Fund-raising~~Fundraising activities that rely on door-to-door solicitation shall ensure that student safety and avoid annoyance of community members. Student safety shall be considered during planning of activities and maintained at all times.

K. ~~The use of school facilities shall be permitted for approved fund-raising~~fundraising activities at no cost to the school or parent organization.

~~L.K.~~ If the fund-raising~~fundraising~~ activity is a lottery or a raffle, ~~the~~The principal shall ensure that the activity is conducted in accordance with provincial applicable laws and regulations, including those related to lotteries and raffles.

M. ~~Any donations received during the course of fundraising efforts shall be in accordance with Regulation 5020 – Donations.~~The sale of classroom supplies that would otherwise be provided free of charge is prohibited.

~~L.~~

~~N.M.~~ Where educational facilities, staff and students are used in a manner that promotes the sale of services or products offered by a business agency or organization, the principal and organizers shall ensure that the school receives its fair share of the profit. The student insurance program shall be exempt from this requirement.shall adhere to Regulation 1190 - Partnerships and Corporate Sponsorship.

O. ~~If a business agency or organization is to be included in fund-raising~~fundraising activities, ~~priority shall be given to those that operate locally.~~

P. ~~Unless the principal endorses the activity, students and staff shall be protected from intrusions on their time by communications from individuals and organizations not directly connected with the schools.~~

~~Q.N.~~ No one shall represent a third party or Parent Advisory Council as part of or under the control of thehaving authority or agency related to the Board or school or school board.

III. Grant Applications:

ADMINISTRATIVE REGULATIONS

Title: **Fundraising and Grants**
 Category: **Finance**
 Number: **5040**

A. The district or schools may apply for grants from foundations and/or granting agencies by submitting an application providing that the proposed project/activity:

1. is consistent with the values, goals, directions of the school and district;
2. responds to a clearly understood educational need;
3. supports and does not undermine, either implicitly or explicitly, existing programs;
4. is beneficial to the school and/or community;
5. does not directly benefit in a material way an individual student or staff member;
6. does not require matching district funds unless prior approval from the Board has been obtained (school based funds can be used for matching requirements), and;
- ~~is subject to district procedures regarding accounting and tax receipts; and~~
- ~~7. neither exploits a captive audience nor exerts direct pressure to compel students, parents or the school community to support any commercial enterprise-aligns with Regulation 1190 - Partnerships and Corporate Sponsorship.~~

B. Principals may sign grant applications for up to \$5,000. Any grant submissions for greater than \$5,000 must ~~come to be~~ approved by the Secretary-Treasurer (or designate) for consideration.

C. Only Principals, Directors of Instruction, the Secretary-Treasurer or the Superintendent may sign grant applications on behalf of the school or the district.

D. Schools and the district will report annually on all grants received greater than \$5,000.

E. Use of the district's charity number will be limited to those grants for which the school/district is an applicant.



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F. School parent advisory councils (PAC) or the district parent advisor council (DPAC) should work with the school Principal or Superintendent prior to applying for grants that will impact the school/district. This will help ensure that if the grant is received that the school/district will support the project's implementation.

G. "Flow through" of funds is not allowed, however third parties may provide receipts and be reimbursed. Funds applied for by the school district must be held and overseen by district staff.

Received:

References:

