

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

OPERATIONS COMMITTEE AGENDA

Tuesday, February 25, 2020, 9:30 a.m.
School Board Office - Gibsons, BC
494 South Fletcher Road
Gibsons, BC

	Pages
1. Call to Order - 9:30 a.m.	
2. Enrolment Projections - 9:35 a.m.	1
3. Preliminary Budget Considerations and Discussion - 9:45 a.m.	3
4. Regulations for Review - 11:00 a.m.	
a. Reg. 5050 - Honoraria	35
b. Reg. 5090 - Travel Expenses	39
c. Reg. 5100 - Vehicle Expenses	43
5. Local Government OCP and Zoning Referrals (standing item) - 11:25 a.m.	
6. Adjourn - 11:30 a.m.	

Data Collection of Estimated Enrolments for 2020/21, 2021/22 and 2022/23

Version 1 - Revised 30/12/19

Step 1: Enter your school district number here: **46** **Sunshine Coast**
 Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

Step 2: Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2019/20 Interim Base	Estimated Enrolment						Notes
		2020/21		2021/22		2022/23		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	0		0		0		0	
Summer Learning: Grades 8-9 Course Enrolment	0		0		0		0	
Summer Learning: Grades 10-12 Course Enrolment	0		0		0		0	
Grade 8 & 9 Cross-Enrolment Courses	0		0		0		0	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	3,081.1250	3,105.0000	3,070.3416	3,120.0000	3,082.1054	3,170.0000	3,164.4517	
Continuing Education FTE (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Alternate Schools FTE (School-Age)	111.0000	110.0000	111.0000	120.0000	111.0000	115.0000	111.0000	
Distributed Learning FTE (School-Age)	77.8750	80.0000	77.8750	80.0000	77.8750	80.0000	77.8750	
Total Estimated School-Age Enrolment	3,270.0000	3,295.0000	3,259.2166	3,320.0000	3,270.9804	3,365.0000	3,353.3267	
Change from Previous Year		25.0000	-10.7834	25.0000	11.7638	45.0000	82.3463	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	4	3	4	4	4	4	4	
Level 2 Special Needs FTE	217	205	217	220	217	210	217	
Level 3 Special Needs FTE	217	205	226	210	236	220	246	
English Language Learning FTE	134	120	137	125	140	115	144	
Indigenous Education FTE	667	675	707	700	749	750	794	
Adult Education FTE (Non-Graduates only)	1.2500		1.2500		1.2500		1.2500	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	0.0000		0.0000		0.0000		0.0000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	2.5000	1.0000	2.5000	1.0000	2.5000	1.0000	2.5000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	2.0000	3.0000	2.0000	3.0000	2.0000	3.0000	2.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	15.0000	15.0000	15.0000	15.0000	15.0000	15.0000	15.0000	Include only new post-September enrolment activity
Distributed Learning FTE - Non-Graduate Adults	0.5000		0.5000		0.5000		0.5000	Do not include Graduated Adult enrolment
Level 1 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Level 2 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Level 3 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Newcomer Refugees FTE (Standard & Alternate only)	0.0000		0.0000		0.0000		0.0000	Include only new post-September enrolment activity
ELL FTE (applies to Newcomer Refugees only)	0		0		0		0	
May Enrolment Count - Continuing Education and Distributed Learning								
Continuing Education FTE - School-Age	0.0000		0.0000		0.0000		0.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	5.0000	5.0000	5.0000	5.0000	5.0000	5.0000	5.0000	Include only new post-February enrolment activity
Distributed Learning FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	

***Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2019/20 operating grant autumn recalculation

Special Needs, ELL and Indigenous Education have been estimated using five-year enrolment trends.

Continuing Education, Distributed Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2019/20 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2019/20 operating grant autumn recalculation.

Step 3: Enter estimates for the cause of your district's student movement for 2020/21. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2020 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2020/21	Comments:
Net provincial in-migration		
Net international in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)	25.0000	
Total Estimated School-Age Enrolment Movement	25.0000	

Step 4: Our district has considered all of the factors noted in the checklist provided in developing this estimate.

Yes:

No:

Step 5: Please provide a contact for follow-up questions:

Name: Nicholas Weswick

Title: Secretary-Treasurer

Email address: nweswick@sd46.bc.ca

Step 6: When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at:

<mailto:Michael.Lebrun@gov.bc.ca?subject=SD 46 Enrolment Estimates>

no later than Friday, February 14, 2020



SCHOOL DISTRICT 46
SUNSHINE COAST

2020-21 BUDGET CONSIDERATIONS

Operations Committee
February 25, 2020



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DISTRICT INFORMATION



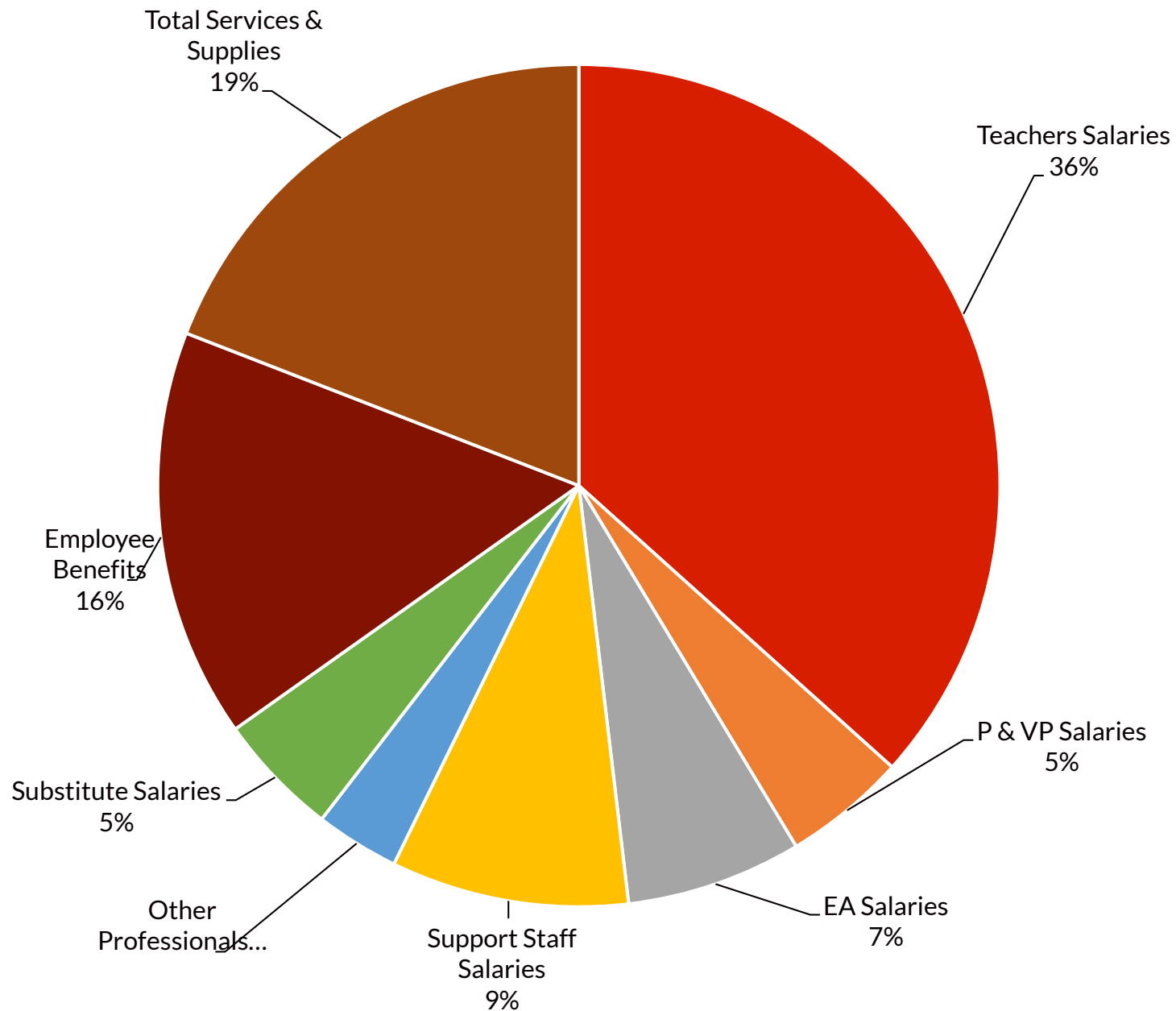
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EXPENDITURES BY TYPE

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

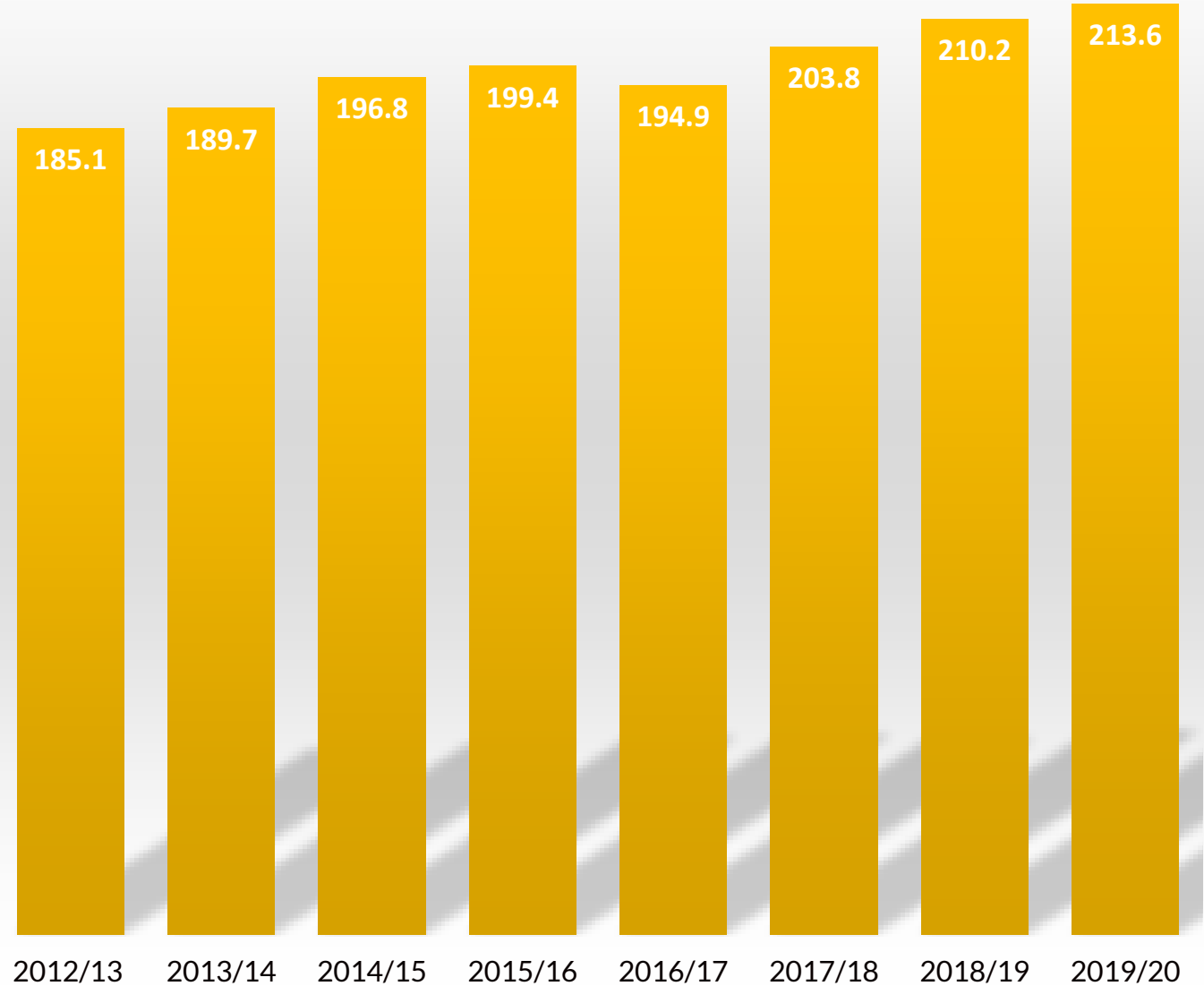




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TEACHER FTE (2003 REPORT)

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

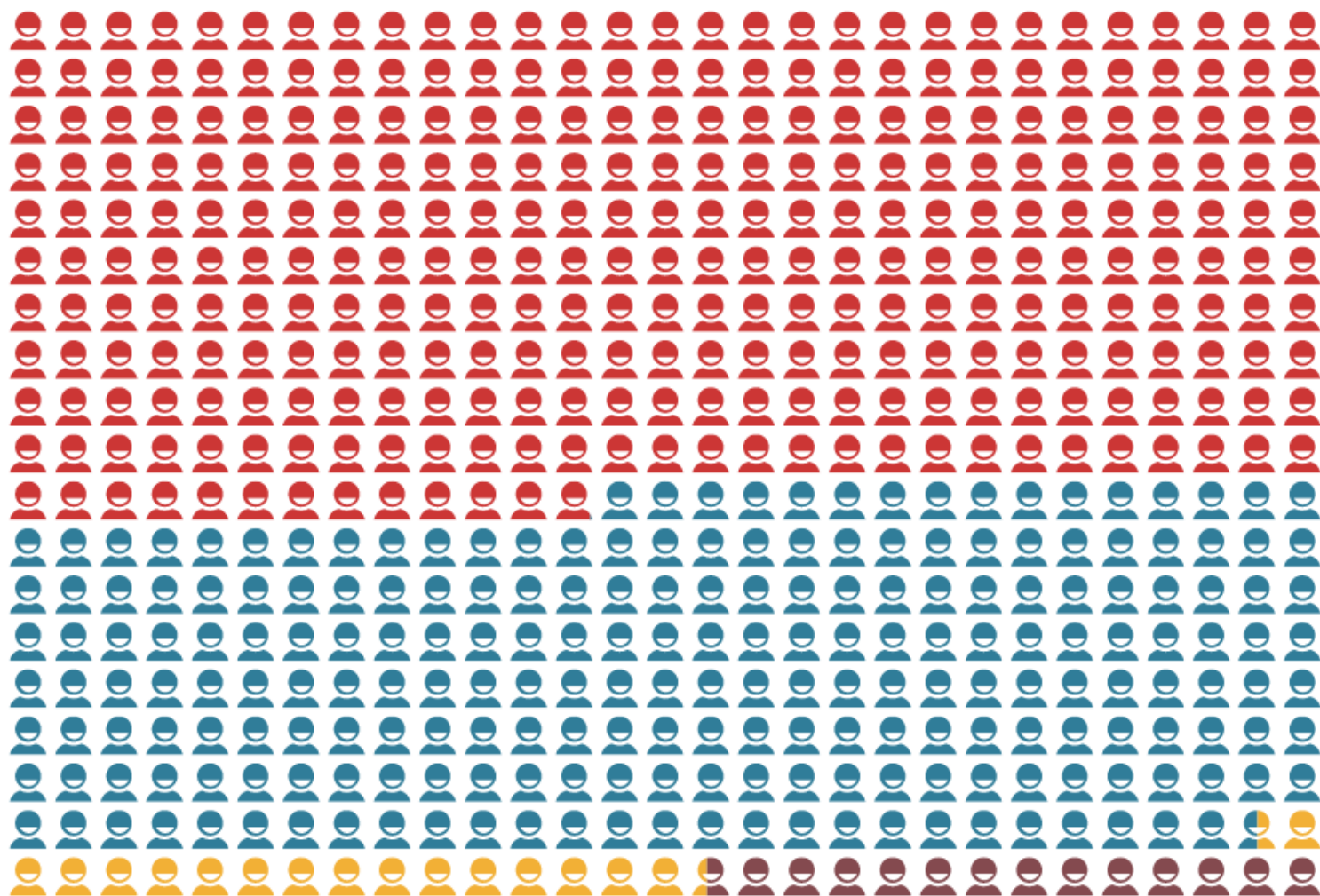
232

Principals & Vice-Principals

18

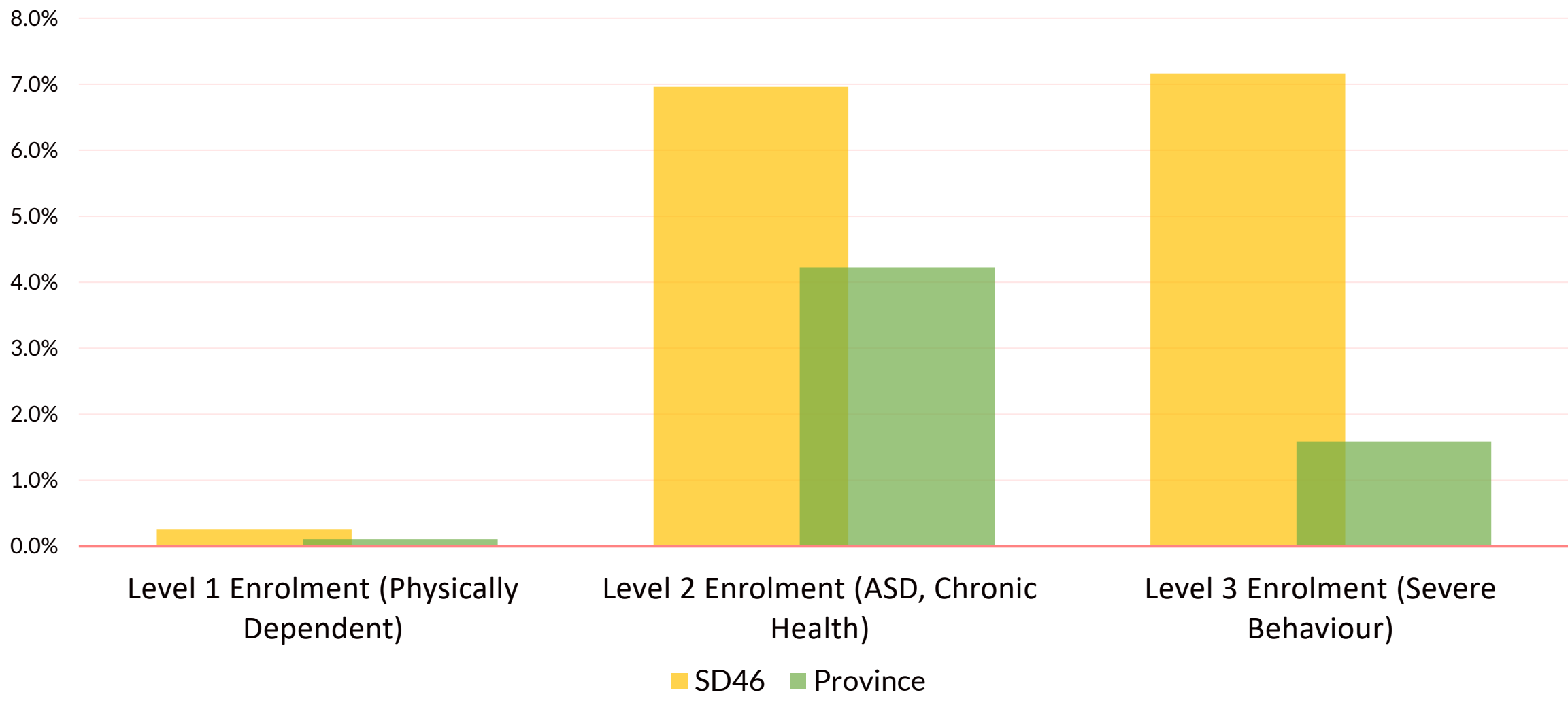
Excluded

15





INCLUSIVE EDUCATION — COMPARISON TO PROVINCE



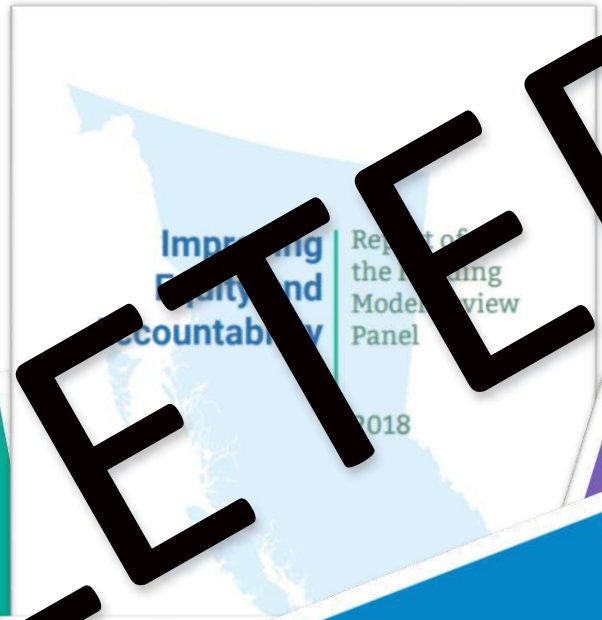
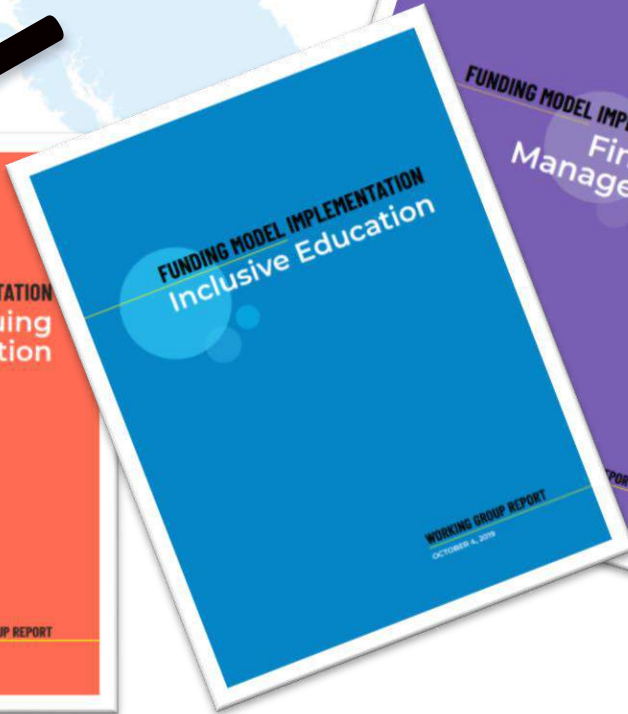
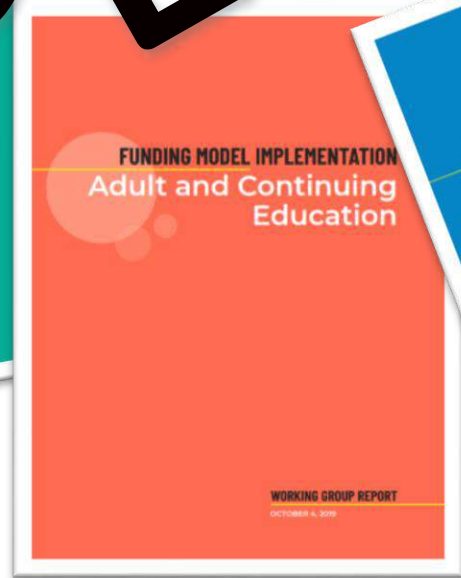


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FUNDING MODEL REVIEW

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

COMPLETED





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



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LOOKING FORWARD TO NEXT YEAR



CLASSROOM ENHANCEMENT FUND (CEF)

- \$3.1 million in annual funding
- Funding to support BCTF win at supreme court
- Internal allocation model under review
- Consideration of more equitable forms of staffing allocation between sites is a topic for discussion



PRELIMINARY CONSIDERATIONS – COST PRESSURES

- Support staff wage increase (Should be funded)
- Enrollment growth (Should be funded)
- Teacher increments (Unfunded)
- Exempt staff increases (PVP)
- Exempt staff increases (Other Professionals)
- Wage-related employee benefits on above unfunded salaries
- Incremental cost of benefits for enhanced parental leaves
- Extended health & dental
- Cyber-security
- Transportation contract increases



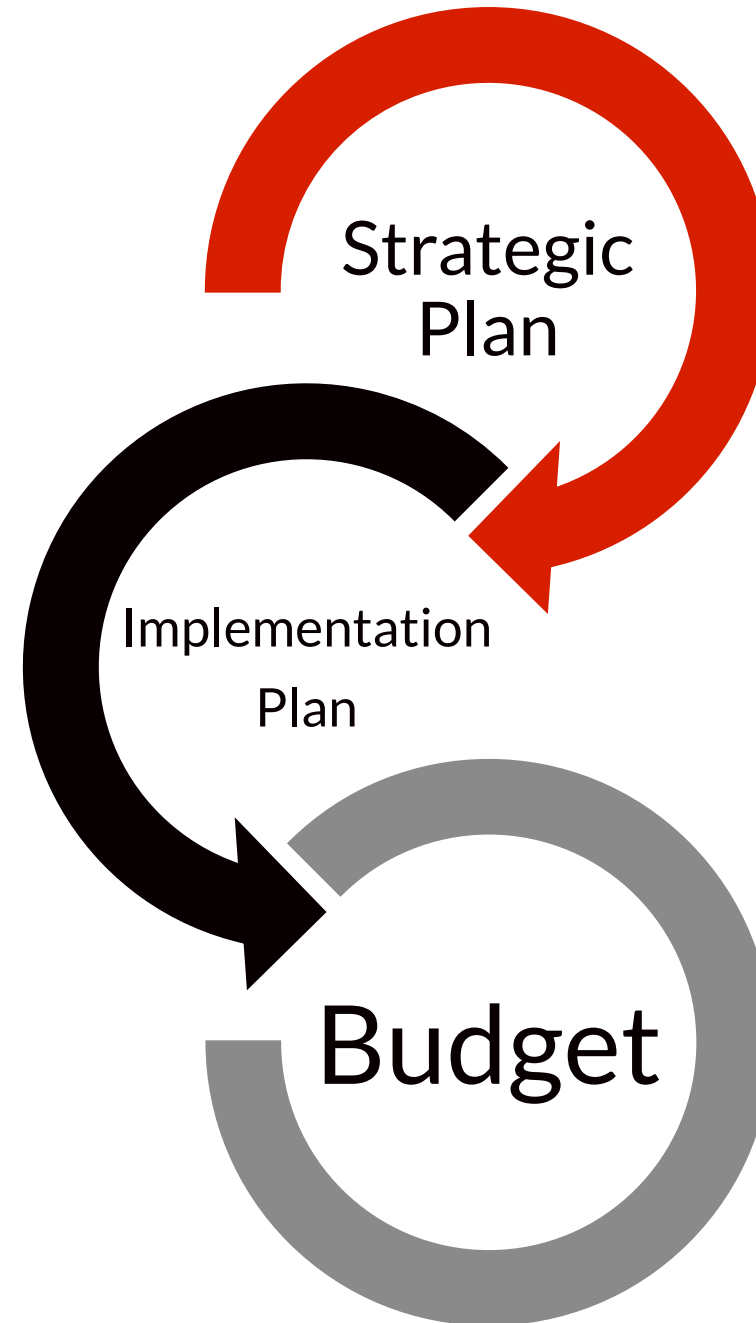


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WHAT DRIVES THE BUDGET?

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.





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2019-23 STRATEGIC PLAN

Implementation of strategic plan goals





PRELIMINARY CONSIDERATIONS – STRATEGIC DIRECTIONS

Strategic Plan Goal	Implementation	New Budget Requirement
<p>1. a. Our <u>students' voice</u> will be respectfully heard and acted upon.</p>	<p>Working with the DSLT to plan increased and improved opportunities for student collaboration and involvement in the education system.</p>	
<p>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.</p>	<p>Various grant applications to increase program delivery options without impact to operating fund.</p>	
<p>1. c. Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of <u>Core Competencies</u>.</p>	<p>Competency Based IEP- Support for Student Support Teachers, Classroom Teachers Core Competencies embedded in Curricular Competencies K-12</p>	




PRELIMINARY CONSIDERATIONS – STRATEGIC DIRECTIONS

Strategic Plan Goal	Implementation	New Budget Requirement
<p>1. d. Our students will be <u>literate</u>. They will be effective communicators, critical thinkers, and engaged citizens.</p>	<p>Combined professional development and collaboration opportunities.</p>	
<p>1. e. Our students will be <u>numerate</u>. They will have the skills and tenacity to interpret and apply mathematical understandings in flexible, functional, and creative ways.</p>	<p>Combined professional development and collaboration opportunities.</p> <p>Coaching and PD opportunities for new ways of teaching math in alignment with the curriculum</p>	





PRELIMINARY CONSIDERATIONS – STRATEGIC DIRECTIONS

Strategic Plan Goal	Implementation	New Budget Requirement
<p>1. f. Our students will apply <u>social and emotional skills</u> to successfully live, work, and play together. They will have the resilience and attitudes to deal with life's challenges and to manage their <u>mental health</u>.</p>	<p>Evaluating and improving structures and staffing levels to best support inclusive education, social/emotional skills and mental health.</p>	
<p>1. g. Our students will apply skills to support their <u>physical health</u>.</p>	<p>Working with physical health committee to support active transportation, vaping, nutrition and substance use information and initiatives, and nutrition information and initiatives.</p>	



PRELIMINARY CONSIDERATIONS – STRATEGIC DIRECTIONS

Strategic Plan Goal	Implementation	New Budget Requirement
<p>1. h. Our students will explore <u>Indigenous</u> cultures in our community and the <u>diversity of cultures</u> in the world.</p>	<p>Support for student-to-student contact experiences including student field trips to visit other nations. Working with community partners to increase inclusion and understanding. Increased opportunities to provide blanket exercise workshops for students, parents and community to deepen reconciliation.</p>	
<p>1. i. Our students will have the knowledge, skills, and attitudes to contribute to the care of <u>our planet</u> and its changing climate.</p>	<p>Implementing the district's new Environmental Action Plan.</p>	
<p>1. j. Our students will have the <u>digital literacy</u> skills to enhance and communicate their learning, and responsibly navigate technology.</p>	<p>Teacher training and opportunities for team-teaching and collaboration.</p>	




PRELIMINARY CONSIDERATIONS – STRATEGIC DIRECTIONS

Strategic Plan Goal	Implementation	New Budget Requirement
<p>1. k. Our students will actively participate in expanded <u>fine arts</u> programs.</p>	<p>Fine Arts Committee being established to support fine arts opportunities and professional development.</p>	
<p>1. l. Our students will <u>graduate</u> with specific life skills and a clear focus on their personal future directions.</p>	<p>Expansion of Skills Exploration programs and review of career programs.</p>	




PRELIMINARY CONSIDERATIONS – STRATEGIC DIRECTIONS

Strategic Plan Goal	Implementation	New Budget Requirement
<p>2. a. Our staff will be a <u>healthy and inspired team</u> in which everyone feels respected for their individual gifts, skills, and contributions.</p>	<p>Morneau Sheppel "Life Works" program implementation and support for wellness initiatives at work sites.</p>	
<p>2. b. Our staff will be <u>fully supported</u> for the work that we ask of them and that they ask of themselves through research-based professional development.</p>	<p>Developing partnerships with other schools and districts. Continued work with PD committee and other operating committees to enhance PD opportunities including mentorships. Various initiatives mentioned in other areas within this plan.</p>	




PRELIMINARY CONSIDERATIONS – STRATEGIC DIRECTIONS

Strategic Plan Goal	Implementation	New Budget Requirement
<p>2. c. Our staff will apply a deep understanding of <u>inclusive education</u> practices.</p>	<p>Evaluating and improving structures and staffing levels to best support inclusive education, social/emotional skills and mental health.</p>	
<p>2. d. Our staff will be <u>leaders</u> in their work.</p>	<p>Expanding leadership opportunities, Teacher-in-Charge training, supporting staff who are in Principal Pool. Continued growth planning with current leadership team.</p>	
<p>2. e. Our staff will engage in <u>positive partnerships</u> with students and their families.</p>	<p>Develop district wide events that includes students and parents in planning and implementing. "Check in" regarding Fresh Grade implementation. Review communications structures (Messenger, school apps, etc.)</p>	






PRELIMINARY CONSIDERATIONS – STRATEGIC DIRECTIONS

Strategic Plan Goal	Implementation	New Budget Requirement
<p>3. a. Our district will effectively <u>communicate</u> with students, staff, and the community.</p>	<p>Expanding creative ways to communicate about and assist with district initiatives. Family engagement sessions.</p>	
<p>3. b. Our district will actively engage in <u>visioning and planning</u> with local governments.</p>	<p>Coordinating with other local governments and authorities to improve fields, student health, facility use and other areas of mutual benefit.</p>	
<p>3. c. Our district will pursue opportunities that <u>enhance collaboration and deepen partnerships</u> throughout our community.</p>	<p>Exploring opportunities to involve more community members and employers in support of expanded opportunities in areas such as fine arts, environmental sustainability, and careers.</p> <p>Continue to develop opportunities with Capilano University</p>	



PRELIMINARY CONSIDERATIONS – STRATEGIC DIRECTIONS

Strategic Plan Goal	Implementation	New Budget Requirement
<p>3. d. Our district will support comprehensive <u>environmental initiatives</u>.</p>	<p>Implementing Environmental Action Plan.</p>	
<p>3. e. Our <u>district facilities</u> will be safe, engaging, and energy efficient.</p>	<p>Implement major construction initiatives. Working with Energy Manager to evaluate efficiency improvements. Cyber-security investments to protect digital assets. Exploring electric vehicles for fleet renewal.</p>	
<p>3. f. Our district will ensure safe and efficient <u>transportation strategies</u> for our students.</p>	<p>Improve active transportation participation. Initiate route review process and consult with community about improvements to student safety and overall bus system efficiency.</p>	



PRELIMINARY CONSIDERATIONS – STRATEGIC DIRECTIONS

Strategic Plan Goal	Implementation	New Budget Requirement
<p>3. g. Our district will recruit students from around the world to live and learn with us in a welcoming <u>international student program</u>.</p>	<p>Explore a student application/registration system, orientation and marketing materials. Travel to attend student fairs and make connections with international student placement agencies.</p>	



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



SCHOOL DISTRICT 46 - SUNSHINE COAST

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2020-21 BUDGET CONSULTATION

Public Budget Consultation – Nov. 19, 2019

QUESTIONS:

Where do you want to see more money going in SD46?

How will that decision help meet our goals in the Strategic Plan?

FEEDBACK:

- Staffing, teacher librarians, special education/inclusive education, EAs with full time hours. Healthy, inspired teams need time to work collaboratively with each other. The current state of staffing does not allow for that kind of collaboration.
- Climate change initiatives, aboriginal education, social and emotional learning, all these new strategic plan goals should receive extra funding. Safer healthier learning places, which support all students and staff to do the best they can.
- Staffing – more staff and longer hours to allow students to make connections with adults. Supports 2a (healthy and inspired team), 2 b (fully support for their work), 2 e (positive partnerships), 1d (effective communicators), 1f (social emotional skills)
- Supporting food programs and continuing trades programs. Supports 1g and 1.f
- Library Assistants – to support librarians, especially at high school. (More supported trained employees)
- Increase in hours for EAs, more EAs, and specialists in the classroom (not just in workshops). Recruitment and retention. Supports 2e (staff will engage in positive partnerships w/ students & their families) as well as student goals involving digital literacy, numeracy and literacy



SCHOOL DISTRICT 46 - SUNSHINE COAST

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2020-21 BUDGET CONSULTATION

District Student Leadership Team – February 20, 2020

FEEDBACK:

- Counselling for mental health issues, more than timetables
- Chatelech Secondary bathroom privacy
- Periodic reviews of maintenance
- Door matts
- Electric school buses, sustainability improvements
- Field trips and hands-on learning opportunities
- Reducing waste by re-using school supplies
- Recycling and composting initiatives



February 2020

Superintendent of Schools SD 46
Secretary Treasurer, School District 46

Board Of Education
School District #46

Re: Sunshine Coast Teachers' Association Budget Submission

First of all we would like to thank Superintendent Bocking and Secretary Treasurer Weswick for meeting with the SCTA Executive Committee (January 7, 2020) as per Article D.20: Local Association Involvement in Board Budget Process. Further the SCTA recognizes the on-going challenge Senior Staff and Trustees face in developing a budget while not being provided adequate funding. The union believes that any proposed additions or reductions in next year's budget should be guided by principles that result in direct support to students, teachers and staff in school sites.

Here are recommendations we trust that we trust will be duly considered:

Increasing Non Enrolling Staff: Teacher Librarians, Special Education, ELL/ESL, Learning Assistance, Counsellors are an integral part of a vital, healthy school culture. All of these are in desperate need on increased FTE in sunshine Coast Schools. The ratios that we are currently operating from date back to 1998 and as such it should be no surprise that they do not come close to meeting our schools needs. The union hears from teachers regularly the request for increased support from Special Education, Counsellors, Teacher Librarians, and Learning Assistance staff in their schools. The union acknowledges and understands that the construct of the CEF makes it challenging to staff beyond the ratios however would also like to suggest that making considerations outside the box could make it possible to hire more within the ratios. Specifically, the union suggests for example, that Literacy and Numeracy teachers and not Special Education Teachers and as such could not be included in the ratios. Further Teacher Librarians being relieved of providing preparation time for classes would allow for school libraries to function as such and provide the much needed, support to students that we know functioning school libraries can do.

Support For Teacher Mentorship And Early Career Teachers – the SCTA would like to acknowledge and thank the Board for their continued support of this very worthy program. Every year, as more teachers retire, there is an increased number of teachers to our district and new to teaching: 34 new hires since the Spring of 2019! Early career teachers and teachers to new assignments report regularly how much they appreciate the quality and accessibility of this valuable program.

TEACHERS' WORKING CONDITIONS ARE CHILDRENS' LEARNING CONDITIONS

Box 951 Sechelt BC V0N 3A0 • p: 604.885.7944 • f: 604.885.9837 • e: scta@dccnet.com

Spending The Money Saved from Failure to Fill- Every month there are teachers who do not receive a Teacher Teaching On Call even though one has been requested in their absence. The union refers to this as Failure to Fill. It is the union's understanding that the money saved by not replacing these teachers is placed into the districts unrestricted surplus account. On the days when Teacher Librarians and Special Education Teachers, for example are pulled to cover classes students are missing out on important services. While the union understands that on occasion it may be impossible to cover every absence we would like to suggest that the money saved by the district as a result of these unfilled absences be duly earmarked for the hiring and supporting of teachers the following year.

Intensive Behaviour Support- Our teachers are reporting exhaustion and burn out in record numbers. With our district numbers of IBI students at 4x the provincial average it is really no surprise. Students and teachers need more support. There is no room in a special education teacher's workload to add the support required for these students. The union believes that the district needs to try something new in providing that support. Teachers would like to see the hiring of Behaviour Specialist Teachers who would work intensively for short periods of time, with students and teachers to create a system of support and a plan for both the student and the teacher to successfully move forward.

Please contact me for any further clarification you may require. Thank you for your consideration and recommendations. Our collective efforts do make a difference!

Sincerely,

Jacque Shelemey
President, Sunshine Coast Teachers' Association

TEACHERS' WORKING CONDITIONS ARE CHILDRENS' LEARNING CONDITIONS

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School District 46
School Board Trustees
494 South Fletcher Rd
PO Box 220
Gibsons, BC V0N 1V0

Dear School Board Trustees of School District 46:

RE: Budget Considerations for the 2020 – 2021 School Year

One of the strategic plan goals set for students that sticks out to me is goal 1f – “Our students will develop and apply social and emotional skills to successfully live, work, and play together. They will have the resilience and attitude to deal with life’s challenges and to manage their mental health.” I believe that this goal is foundational to all other goals for students. If our students are suffering mentally, socially and emotionally, then supporting them in their reading and numeracy becomes an uphill battle.

Recently, there has been a lot of discussion and support in regards to childhood adversity and how that affects our mental and physical health. Dr. Nadine Burke Harris, Surgeon General of California, has made this research her primary priority. She speaks passionately about the exponential effects that childhood adversity has on our wellbeing. She also talks about one particular thing we can do to help alleviate the negative affect that childhood adversity has on children; having healthy adults in their lives who are practicing self-care and are therefore able to support and connect meaningfully with them.

If our goal is to instill social and emotional skills in our students so that they will be resilient, then our focus as a district should be ensuring that staff, the individuals who have the biggest impact on our students, are healthy both mentally and physically.

Strategic Plan Goal 2a. “Our staff will be a healthy and inspired team in which everyone feels respected for their individual gifts, skills, and contributions”

Mental health illnesses are on the rise across the world and the staff in School District 46 are certainly no exception. In Johann Hari’s book “Lost Connections”, he talks about nine causes of depression and anxiety. The majority of those nine causes relate to disconnection; disconnection from meaningful work, from other people, from meaningful values, from childhood trauma, from status and respect, from the natural world, and from a hopeful or secure future. Every day I meet and talk to people working in School District 46 who are struggling with many of these disconnections and those struggles are impacting their ability to be healthy and inspired in their work. If our staff are struggling, how can we ensure that students are being adequately supported in their own mental and physical health. The district’s priority should be to create a strong foundation of healthy and inspired staff so that we can, in turn, support students to reach their potential.

So how can the 2020/21 budget address the bigger picture of mental and physical wellness for our staff and students?

1. **Adequately staffing schools.** Our schools are the center of our overall purpose as a school district. When there are not enough staff in our schools to support the needs of the students, the staff that are there suffer mentally and physically trying to provide the same level of service with inadequate staffing levels. It is creating disconnection from meaningful work as there is just not enough time in the day to accomplish everything. In light of staffing shortages throughout the province, the board should

consider increasing time for existing staff already present. EA and Clerical full time hours are 35/week; providing funds to schools to ensure that there are full-time EAs and Clerical on site creates opportunities for those staff to connect with vulnerable students before and after school and additionally ensures that these employees are earning a living wage which creates a more secure future for their own wellbeing. Full-time hours for our specialists are 40/week; currently our full time specialists (SLP, OT, PT, Special Counsellors) work 35 hours a week. Increasing them to full-time hours would enhance the incredible work they already provide to our schools. Ensure that all our schools have adequate custodial time so that all are sites are clean and healthy for our students and staff who work there everyday. In addition, our strongstart facilitators have an incredibly important role in providing support to families before their students arrive in schools. Their hours have pretty much stayed the same since the program was launched and are incredibly low for the work that is asked of them. Increasing their hours would provide much needed time to collaborate together and create meaningful programming for families before their children reach school age.

2. **Staff Inclusion.** Providing special funds for schools to access so that they can include support staff in SBT meetings and IEP meetings to ensure that the support team around our most vulnerable students are as rich as they can be. Providing funds to schools specifically to support all staff attending staff meetings to create opportunities for connection and inclusion as a team. Custodians often comment of the disconnection they feel from their school staff. They are often excluded from staff social events or appreciation lunches. Providing release time for them to join their school staff events would go a long way for them to feel connected with the greater school community. We are all in this together.
3. **Health and Wellness support for staff.** Years ago, the outcome of a mediation created a health and wellness fund for CUPE employees to access for financial support for their own initiatives in their health and wellness. It was a huge success and many of our members took advantage of those funds to increase their own wellness. That fund had a finite amount of money in it and is no longer available. It was a very successful support offered to our staff and there is value in considering re-establishing that fund and opening it up for all staff in our school district to access. To provide that support to staff would send a statement that their health and wellness is a priority for the district and that there is recognition that their health is foundational for supporting all other facets of the strategic plan.
4. **Mental Health training and support.** Our district has been leading in providing training to teachers, EAs and counsellors in mental health first aid, trauma-informed practice and other specific mental health training. Please continue to provide these opportunities and consider opening it up for all staff to attend (ie. Maintenance, custodial, etc.) Next year there will be opportunity for the district to mandate pro-d days that all staff attend. Consider opportunities for whole staffs to engage in learning related to mental health.

Throughout the many board, committee, union and staff meetings that I have attended in the last few years, there has been a common theme related to mental and physical wellness of staff and students. There is a reason for that. Our society is facing a pandemic of mental health illnesses and School District 46 staff are witnessing that every day in our students. We all have a vested interest in ensuring that our staff are as healthy and inspired as they can be, as research shows if we are at our best, then we are better equipped to help others who are struggling.

I implore the board to seriously consider what can be done in the 2020/21 budget to ensure that our staff are as healthy and inspired as they can be for the better good of the district and the work that we are asked to do every day.

Sincerely,

Janice Budgell
 President
 CUPE Local 801

Erica Reimer

From: Shinkai, Miyuki
Sent: Monday, November 25, 2019 5:40 PM
To: Ruth, Pammila; Stacia Leech; Maria Hampvent; Amanda Amaral; Sue Girard; Samantha Haines; Tonya Ste. Marie
Cc: Erica Reimer
Subject: Nov/Dec correspondence

Dear Trustees,

It was such a delightful experience to be part of the public budget consultation forum presented by Mr. Nic Weswick, Secretary-Treasurer on November 19 at the Chatelech library. Thank you for promoting an inclusive and transparent process for educators and community members who are our district's stakeholders so that we have a chance to give thoughtful input for the 2020/2021 budget. We appreciate the opportunity to take part in this consultation.

To follow up on the two main questions asked by the district budget team on page 11 in presentation package, here is a summary of our recommendations:

1) Where do you want to see more money go in SD46?

We would like to see more funds allocated to Educational Assistants' working hours in 2020/2021. Extension of working hours by at least 10% and full time hours are strongly demanded by students and our passionate community. We are proud to retain highly qualified and committed EAs in this school district. Currently, we have approximately 120 part-time EAs in schools who play a vital role in special needs education by supporting inclusion within our district. However, it is a fact that our EAs are distressed by the high demand in classroom needs during the constrained work hours (4.5- 5.5hours/day average).

Full-time EA hours will enable them to enhance and achieve 'Excellence in all we do' in lifelong learning by creating consistency and the opportunity for teamwork as significant education partners.

2) How will that decision help meet our goals in the Strategic Plan?

Giving EAs full-time hours will allow them to continue to support and inspire each student. The support an EA can provide helps students to experience joy and fulfillment in achieving their goals with assurance and nurtures each student to become a contributor and resilient participant to the ever changing future global community.

Inevitably, EAs are crucial key players to our district's staff in all school locations. In order to realize the three circles of care: our students, our staff, and our community, full-time hours for EAs is essential. We encourage the board to seriously consider the positive impact that full-time hours for EAs would have on the learning environment for all students, but especially for those vulnerable students within our district.

Thank you very much for taking our input seriously. We appreciate your ongoing support and consultation with the education community. Your leadership is evident by the new Strategic Plan 2019-2023.

Should you wish more discussion on our input, please contact us directly to continue the dialogue on budget in 2020/2021. We are happy to contribute further positive input towards education excellence in SD46.

Sincerely,

Miyuki Shinkai
SD46 EA Committee Secretary
mshinkai@sd46.bc.ca

Jennifer Campbell
SD46 EA Committee Chair
jcampbell@sd46.bc.ca

ADMINISTRATIVE REGULATIONS

TITLE: HONORARIA
 CATEGORY: FINANCE
 NUMBER: 5050

I. Rationale:

School District No. 46 (Sunshine Coast) from time to time gives a small gift or payment (honorarium) in appreciation for services without a normal fee. The services involved vary, but are generally associated with presentations or guest speakers at school or district-sponsored functions.

II. Definition

A. "Honorarium" is defined as a token of appreciation (small gift or payment) given to an individual for services performed for which formal payment is not required. The arrangement between the individual and the School District is informal. It does not involve a contract and invoicing is not required. If there is an expectation of payment for goods or services received, this is not an honorarium and regulation 5060 (Purchasing) must be followed.

III. Procedure

A. In general, tokens of appreciation (i.e.: cup, pen, etc.) are the preferred method of honoraria, but it is understood that from time to time it is necessary to give a small monetary reward.

B. **Gift certificates and gift cards are not an approved form of honoraria and should not be purchased under any circumstance.** All monetary honoraria must be approved by the Administrator responsible for the program or activity and an account provided to process payment.

C. The amount of an honorarium should not be geared to lost fees or wages, expenses or other opportunity costs incurred by the service provider, but to the amount of recognition appropriate for the service provided. Honoraria are typically in the range of \$20-100 and cannot exceed \$250 for any one occurrence without the approval of the Secretary-Treasurer.

D. If monetary honorarium is to be paid to an individual, the guidelines are as follows:

1. Monetary honoraria are paid by cheque through Accounts Payable.
2. Approved requests must be made via cheque requisition to the Finance Department.
3. In order to process a request for an honorarium, the following information must be provided with the cheque requisition: the recipient's full name, mailing address,

ADMINISTRATIVE REGULATIONS

TITLE: HONORARIA
CATEGORY: FINANCE
NUMBER: 5050

postal code, and social insurance number, as well as information regarding the function for which the honorarium is required and an account number.

4. Minors who are below the legal age of work in BC are not eligible to receive monetary honoraria, subject to any exceptions in the law.
5. School district employees who have been paid honoraria during the calendar year will receive a T4A, issued by Finance, showing the income as taxable regardless of the amount received, unless exempted under the Income Tax Act or other legislation.
6. Individuals not employed by the district who have been paid honoraria during the calendar year will receive a T4A, issued by Finance, showing the income as taxable if cumulative payments received are in excess of \$500.00.

Received:

References: Board Policy 1.3. (v), 12

ADMINISTRATIVE REGULATIONS

TITLE: HONORARIA
 CATEGORY: FINANCE
 NUMBER: 5050

I. Rationale:

School District No. 46 (Sunshine Coast) from time to time gives a small gift or payment (honorarium) in appreciation for services without a normal fee. The services involved vary, but are generally associated with presentations or guest speakers at school or district-sponsored functions.

II. Definition

A. "Honorarium" is defined as a token of appreciation (small gift or payment) given to an individual for services performed for which formal payment is not required. The arrangement between the individual and the School District is informal. It does not involve a contract and invoicing is not required. If there is an expectation of payment for goods or services received, this is not an honorarium and regulation 5060 (Purchasing) must be followed.

III. Procedure

A. In general, tokens of appreciation (i.e.: cup, pen, etc.) are the preferred method of honoraria, but it is understood that from time to time it is necessary to give a small monetary reward.

B. **Gift certificates and gift cards are not an approved form of honoraria and should not be purchased under any circumstance.** All monetary honoraria must be approved by the Administrator responsible for the program or activity and an account provided to process payment.

C. The amount of an honorarium should not be geared to lost fees or wages, expenses or other opportunity costs incurred by the service provider, but to the amount of recognition appropriate for the service provided. Honoraria are typically in the range of \$20-5100 and cannot in no case should exceed \$2500 for any one occurrence without the approval of the Secretary-Treasurer.

D. If monetary honorarium is to be paid to an individual, the guidelines are as follows:

1. Monetary honoraria are paid by cheque through Accounts Payable.
2. Approved requests must be made via cheques requisition to the Accounts Payable Finance Assistant, Finance Department.

ADMINISTRATIVE REGULATIONS

TITLE: HONORARIA

CATEGORY: FINANCE

NUMBER: 5050

3. In order to process a request for an honorarium, the following information must be provided with the cheque requisition: the recipient's full name, [mailing address](#), [postal code](#), and social insurance number, as well as information regarding the function for which the honorarium is required and an account number.

~~3.4.~~ [Minors who are below the legal age of work in BC are not eligible to receive monetary honoraria, subject to any exceptions in the law.](#)—

4.5. School district employees who have been paid honoraria during the calendar year will receive a T4A, issued by Finance, showing the income as taxable regardless of the amount received, [unless exempted under the Income Tax Act or other legislation.](#)

~~5.6.~~ Individuals not employed by the district who have been paid honoraria during the calendar year will receive a T4A, issued by Finance, showing the income as taxable if cumulative payments received are in excess of \$500.00.

Received:

References: Board Policy 1.3. (v), 12

ADMINISTRATIVE REGULATIONS

TITLE: TRAVEL EXPENSES
 CATEGORY: FINANCE
 NUMBER: 5090

I. Rationale:

Opportunities for employees and trustees to learn and share outside the District enrich and deepen the work they do. Ensuring they are reimbursed for reasonable out-of-pocket expenses incurred while they are on authorized business is appropriate.

II. General:

A. Reimbursement will be made on the following basis:

1. **Travel costs:** Claim amounts for transportation and attach all receipts. Air travel is limited to economy class.
2. **Mileage costs:** Claim the prevailing B.C.S.T.A. rates. The maximum amount claimable is limited to the lowest airfare between points travelled, when air transportation is available and practical.
3. **Hotels:** Claim the prevailing Ministry of Education rates, less any personal items charged. If a government rate is not available, obtain your supervisor's approval for your hotel cost before claiming. If staying with friends or family, the individual may claim \$40.00 per night.
4. **Meals:** Claim the prevailing B.C.S.T.A. rates. Where claims exceed these rates, receipts must be submitted, although approval of excesses is at the discretion of the Secretary-Treasurer.

B. Upon request, the per diem rate shall be paid in advance.

C. For the purpose of this regulation, the term "reimbursement" also applies to purchases made on district-provided purchasing cards.

D. Meals taken outside of working hours while on authorized business within the district are an allowable expense.

E. Meals with multiple attendees must have individuals' names listed on the receipt, as well as basic rationale.

F. All claims for expenses shall be submitted on the appropriate form available from the Secretary-Treasurer.

G. The Secretary-Treasurer shall use their discretion regarding extraordinary expenses not covered in these regulations.

ADMINISTRATIVE REGULATIONS

TITLE: TRAVEL EXPENSES

CATEGORY: FINANCE

NUMBER: 5090

- H. No reimbursement shall be made for the purchase of alcoholic beverages.

Received:

References:

ADMINISTRATIVE REGULATIONS

TITLE: TRAVEL EXPENSES
 CATEGORY: FINANCE
 NUMBER: 5090

I. Rationale:

Opportunities for employees and trustees to learn and share outside the District enrich and deepen the work they do. Ensuring they are ~~Employees and trustees shall be~~ reimbursed for reasonable out-of-pocket expenses incurred while they are on authorized business is appropriate.

II. General:

~~II.A.~~ Reimbursement will be made on the following basis:

~~A.1.~~ **Travel costs:** Claim amounts for transportation and attach all receipts. Air travel is limited to economy class.

~~B.2.~~ **Mileage costs:** Claim the prevailing B.C.S.T.A. rates. The maximum amount claimable is limited to the lowest airfare between points travelled, when air transportation is available and practical.

~~C.3.~~ **Hotels:** Claim the prevailing Ministry of Education rates, less any personal items charged. If a government rate is not available, obtain your supervisor's approval for your hotel cost before claiming. If staying with friends or family, the individual may claim \$~~2040~~.00 per night.

~~D.4.~~ **Meals:** Claim the prevailing B.C.S.T.A. rates. Where claims exceed these rates, receipts must be submitted, although approval of excesses is at the discretion of the Secretary-Treasurer.

~~B.~~ Upon request, the per diem rate shall be paid in advance.

~~C.~~ For the purpose of this regulation, the term "reimbursement" also applies to purchases made on district-provided purchasing cards.

III. —

~~D.~~ Meals taken outside of working hours while on authorized business within the district are an allowable expense.

~~E.~~ Meals with multiple attendees must have individuals' names listed on the receipt, as well as basic rationale. s taken outside of working hours while on authorized business within the district are an allowable expense.

IV. —

ADMINISTRATIVE REGULATIONS

TITLE: TRAVEL EXPENSES

CATEGORY: FINANCE

NUMBER: 5090

V.F. All claims for expenses shall be submitted on the appropriate form available from the Secretary-Treasurer.

VI.G. The Secretary-Treasurer shall use his/her/their discretion regarding extraordinary expenses not covered in these regulations.

VII.H. No reimbursement shall be made for the purchase of alcoholic beverages.

Received:

References:



ADMINISTRATIVE REGULATIONS

TITLE: VEHICLE EXPENSES
CATEGORY: FINANCE
NUMBER: 5100

I. Rationale:

Mobility between sites and outside of the District is often required in order to meet the requirements of the organization. Trustees and employees shall be reimbursed or otherwise provided for vehicle costs incurred in the performance of their duties according to one of the following alternatives.

II. Reimbursement for Distance:

- A. The employee may be reimbursed for distance actually travelled for work purposes at the amount specified in regulation 5090 (Travel Expenses).
- B. The employee may be reimbursed for travel between worksites during the course of the workday if required to use their own vehicle.
- C. Except for trustee travel to and from Board meetings, reimbursements will not be paid for travelling between home and the designated office, school or other place of work.
- D. Mileage for reimbursement must be claimed on the current district form and submitted within one month of the end of the month in which the expenses were incurred.

III. Monthly Allowance:

- A. Any monthly vehicle allowance will be paid at contractually established rate based upon estimated costs of distance to be covered within the district and is deemed to include all vehicle-related expenses.
- B. An employee may claim, in addition, for the distance travelled out of the district, as provided in Section II.

IV. Provision of Vehicle:

- A. When a vehicle is to be provided to an employee, a specific agreement shall be signed.
- B. The agreement shall state whether the vehicle will be owned or leased by the district, the maximum amount the district is willing to pay, the length of the lease periods, and the amount to be reimbursed to the district for personal use.

Received:
References:

ADMINISTRATIVE REGULATIONS

TITLE: VEHICLE EXPENSES
 CATEGORY: FINANCE
 NUMBER: 5100

I. Rationale:

~~II.~~ Mobility between sites and outside of the District is often required in order to meet the requirements of the organization. General Provision:

~~A.~~ Trustees and employees shall be reimbursed or otherwise provided for vehicle costs incurred in the performance of their duties according to one of the following alternatives. Regardless of the alternative, the reimbursement shall be based on the prevailing rate paid to provincial government employees.

~~III.~~ II. Allowance Reimbursement for Distance:

~~A.~~ The employee may be reimbursed for distance actually travelled for work purposes at the amount specified in regulation 5090 (Travel Expenses).

~~B.~~ The employee may be reimbursed for travel between worksites during the course of the workday if required to use their own vehicle.

~~A.~~ The employee shall be reimbursed for distance actually travelled and claimed.

~~B.C.~~ Except for trustee travel to and from Board meetings, allowance reimbursements will not be paid for travelling between home and the designated office, school or other maintenance depot place of work. Allowances will, however, be paid for travel necessitated by changes of location called for by the job.

~~C.~~ Where an employee serves more than one location in a day, one shall be selected as the base of operation. An allowance will be paid only from and back to that location.

~~D.~~ Mileage for reimbursement must Allowances will be claimed on the official current district form and submitted within one month of the end of the month in which the expenses were incurred.

~~IV.~~ III. Monthly Allowance:

~~A.~~ The Any monthly vehicle allowance will be paid at a contractually established rate based upon estimated costs of distance to be covered within the district and is deemed to include all vehicle-related expenses.

~~B.~~ An employee may claim, in addition, for the distance travelled out of the district, as provided in Section II B.

ADMINISTRATIVE REGULATIONS

TITLE: VEHICLE EXPENSES
 CATEGORY: FINANCE
 NUMBER: 5100

~~V. — Monthly Allowance and Credit Card:~~

~~A. — The monthly allowance shall be deemed to cover all travel expenses incurred in the performance of duties both within and without the district.~~

~~VI. — Provision of Vehicle:~~

~~IV. —~~

~~A. When a vehicle is to be provided to an employee, a specific agreement shall be signed.~~

~~B. The agreement shall state whether the vehicle will be owned or leased by the district, the maximum amount the district is willing to pay, the length of the lease periods, and the amount to be reimbursed to the district for personal use.~~

~~C. — The employee may negotiate with the lessor for the subsequent purchase of the vehicle at the end of the lease period.~~

~~D. — Should the employee opt for a vehicle which is more expensive than the one offered by the district, the employee shall assume any additional costs.~~

Received:

References: