



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

**REGULAR MEETING AGENDA**

April 14, 2015 at 7:00 p.m.  
At the School Board Office, Gibsons, B.C.

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**1. Call to Order**

**2. Presentations**

- a. Celebrating Education: Health and Wellness Conference – K. Kerr

**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 – March 10, 2015 ..... Pg. 3-7  
b. Record of Closed Meeting – March 10, 2015 ..... Pg. 8

**6. Reports**

a. Executive Reports

- i. Strategic Plan Update: Environmental Education ..... Pg. 9  
ii. Superintendent's Report ..... Pg. 10-11  
iii. Secretary-Treasurer's Report ..... Pg. 12  
iv. Information Items:  
1. Larger Cheques Written in the Month of March 2015 ..... Pg. 13-14  
2. Expenditures by Object ..... Pg. 15

b. Board/Committee Reports

- i. Board Report ..... Pg. 16  
1. BCSTA Report/AGM Motions ..... Pg. 18-56  
2. Student Trustee/DSLTL Report  
ii. Committee of the Whole Notes – March 24, 2015 (*bylaw – pg 62*) ..... Pg. 57-62  
iii. Operations Committee Notes – March 26, 2015 ..... Pg. 63-66  
iv. Education Committee Notes – March 24, 2015 ..... Pg. 67-68

MOTION: "TO receive the reports."

**7. Questions and Enquiries from the Public Relating to the Board Meeting**

**8. Next Meeting**

The next public board meeting will be held on May 12, 2015.

MOTION: "TO approve the committee agendas."

**9. Adjournment**

**COMMITTEE MEETINGS  
2014 – 2015**

| MONTH     | EDUCATION<br>School Board Office<br>1:00 – 2:30 pm | OPERATIONS<br>School Board Office<br>12:30 – 2:00 pm | COMMITTEE OF THE WHOLE<br>School Board Office<br>9:30 – 11:30 am |
|-----------|--|--|--|
| September | 24   | 18   | 23   |
| October   | 22   | 30   | 28   |
| November  | 26   | -  | 25   |
| December  | -  | -  | -  |
| January   | 28   | 27   | 27   |
| February  | 26   | 19   | 12   |
| March     | 24   | 26   | 24   |
| April     | 22   | 23   | 22 & 28  |
| May       | 27   | 20   | 26   |
| June      | 24   | 18   | 23   |

**Agendas for Upcoming Meetings:**

Education Committee – April 22, 2015 from 1:00-2:30 pm at the SBO

1. Safe Schools
2. Educational Adjustments – Calendar
3. Parent Engagement

Operations Committee – April 23, 2015 from 12:30-2:00 pm at the SBO

1. Budget Summary
2. Annual Facilities Grant (AFG) Plan
3. Development Application Referral for an Official Community Plan Amendment (District of Sechelt)

Committee of the Whole – April 22, 2015 from 11:00-1:00 pm at the SBO

1. Visions for Learning – Data Review

Committee of the Whole – April 28, 2015 from 9:30-11:30 am at the SBO

1. Mind the Gap (*presentation*)
2. Visions for Learning – Strategic Plan Review



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

Held on Tuesday, March 10, 2015  
At the School Board Office, Gibsons, B.C.

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**PRESENT:** TRUSTEES: B. Baxter, L. Pratt, G. Russell, P. Ruth, C. Younghusband,  
K. Pritchard (Student Trustee)

**STAFF:** P. Bocking, Superintendent of Schools  
G. Kitchen, Assistant Superintendent of Schools  
N. Weswick, Secretary-Treasurer  
E. Reimer, Administrative Assistant (Recording Secretary)

**REGRETS:** Trustee L. Dixon, Trustee D. Mewhort

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#64. Call to Order

The meeting was called to order at 7:00 p.m.

#65. Presentations

a. Celebrating Education: International Education – G. Kitchen

Assistant Superintendent Kitchen introduced two international education students visiting from Germany, Jan Fasel and Nicole Roesser. Both students spoke to their experiences studying on the coast, highlighting nature, the coast lifestyle and proximity to Vancouver as their favorite features of the area. Both students noted their appreciation for the choice of elective courses and the smaller number of international students in the school district.

Assistant Superintendent Kitchen shared information on a new scholarship available to SD46 students who are interested in participating in a reciprocal international exchange program.

Chair Baxter opened by acknowledging that the meeting was taking place on the traditional territory of the Squamish Nation and welcomed audience members.

#66. Public Question Period

- Members of the audience presented concerns on behalf of CUPE members regarding the proposed two-week spring break.

#67. Adoption of the Agenda

**MOTION:** Pratt/Russell

“THAT the agenda of March 10, 2015 be adopted.”

Carried.

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

**MOTION:** Pratt/Ruth

“THAT the minutes of the Regular Meeting of February 10, 2015 and the Record of the Closed Meeting of February 10, 2015 be adopted as presented.”

Carried.

#69. Reports

a. Executive Reports

i. Strategic Plan Update

1. Student Support Services

Assistant Superintendent Kitchen spoke to the written report and responded to questions from trustees.

ii. Superintendent's Report

Assistant Superintendent Kitchen spoke to the written report and responded to questions from trustees.

iii. Secretary-Treasurer's Report

Secretary-Treasurer Weswick spoke to his written report.

**MOTION:** Younghusband/Russell

“THAT the Board of Education of School District No. 46 (Sunshine Coast) write a strongly worded letter to the minister of finance indicate concerns regarding the administrative savings claw back.”

Carried.

**MOTION:** Pratt/Russell

“THAT the Board of Education of School District No. 46 (Sunshine Coast) write a strongly worded letter to the minister of education indicating disappointment in the minister's lack of advocacy for boards of education.”

Carried.

1. Kinnikinnick Elementary School Crown Land Tenure (bylaw)

**MOTION:** Younghusband/Russell

“THAT School District No. 46 (Sunshine Coast) Crown Land Tenure (Lease) Bylaw No. 2015-01 be read for a first time.”

Carried.

**MOTION:** Pratt/Younghusband

“THAT School District No. 46 (Sunshine Coast) Crown Land Tenure (Lease) Bylaw No. 2015-01 be read for a second time.”

Carried.

Trustees unanimously agreed to a third reading of the land tenure bylaw.

**MOTION:** Russell/Younghusband

“THAT School District No. 46 (Sunshine Coast) Crown Land Tenure (Lease) Bylaw No. 2015-01 be read for a third time, passed and adopted.”

Carried.

iv. Information items

1. Larger Cheques Written in the Month of February 2015

The report was submitted as written.

2. Expenditures by Object

The report was submitted as written.

b. Board/Committee Reports

i. Board Report

The report was submitted as written. Chair Baxter provided an update on the Visions for Learning forum that had recently taken place. An online survey remains available until March 23, 2015 to provide input for the 2015-2019 Strategic Plan. Chair Baxter responded to questions from trustees.

1. BCSTA Report

Trustee Mewhort sent his regrets due to illness and no report was provided.

2. Student Trustee / DSLT Report

Student Trustee Pritchard reported on school based activities at the district secondary schools as well as fundraising efforts for WE Day and International Women's Day. She further reported that the DSLT is in the process of reviewing the Grad Survey and has made several suggestions, including changing the prize amounts in order to increase participants odds of winning and that prizes only be offered to those who complete the questionnaire in its entirety. The DSLT has plans to initiate a district wide fundraiser for an undecided community cause with a goal to unify the secondary schools. Student Trustee Pritchard also noted that the DSLT had identified sex and health education and financial literacy as considerations for the strategic plan.

ii. Committee of the Whole Notes – February 12, 2015

The meeting notes were submitted as written.

iii. Committee of the Whole Notes – February 24, 2015

The meeting notes were submitted as written.

1. 2015/16 School Calendar

Chair Baxter provided information on the rationale behind the recommendation to pursue a two-week spring break. These included the consideration of moral, logistical and financial pressures as motivators for recommendation. Clarification was provided regarding the discrepancy between the last day of school and the end of the provincial exam period. The local SCTA collective agreement indicates that the final Friday in June is the last teaching day for staff. Due to the way dates fall in the 2015/16 year, this date falls slightly before the end of the exam period. Invigilation and marking requirements for provincial exams taking place on Monday, June 27 will be determined.

Assistant Superintendent Kitchen provided information on the required number of instructional hours for elementary and secondary schools. It was noted that further negotiations with SCTA are required, as the shorter school year would require that the length of the school day be varied in order to meet the required number of

instructional hours and could possibly require adjustments to proposed professional days. Seeing that, a revised motion was proposed.

**MOTION:** Younghusband/Ruth

“THAT the Board of Education of School District No. 46 (Sunshine Coast) support the form of the proposed 2015/16 School Calendar.”

Trustees discussed the motion. Concerns were presented regarding the impact of the extended break on hourly staff and the uncertainty regarding the length of the school day.

Carried.  
Opposed: Pratt, Russell

**MOTION:** Younghusband/Russell

“THAT the Board of Education of School District No. 46 (Sunshine Coast) negotiate a letter of agreement with CUPE to minimize the impact of calendar changes on hourly employees.”

Trustee discussed the motion. Staff presented concerns that the motion could interfere with management rights.

Carried.  
Opposed: Pratt

iv. Operations Committee Notes – February 19, 2015

The notes were submitted as written.

v. Education Committee Notes – February 26, 2015

The notes were submitted as written.

**MOTION:** Russell/Pratt

“TO receive the reports.”

Carried.

#70. Correspondence

a. Min. Fassbender – Aboriginal Six-Year Completion Rate

**MOTION:** Russell/Younghusband

“TO receive the correspondence.”

Carried.

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

- An audience member asked how much the consultant costs were for the custodial review. Secretary-Treasurer Weswick indicated that the work is ongoing and the total is unknown at this time.
- An audience member asked if the two-week spring break would be ongoing or if the district plans to reevaluate in a year’s time. Chair Baxter indicated that historically, other districts that have implemented a two-week spring break have generally kept it. Assistant Superintendent Kitchen clarified that the ministry requires that calendar be reviewed and submitted yearly.

- An audience member indicated that other districts that reached agreements with CUPE staff surrounding the extended break used the term “letter of understanding.”
- An audience member asked if the chair was in favour of the motion regarding the letter of understanding. Chair Baxter clarified that the chair only votes if there is a draw.
- It was reported that Trustees Mewhort and Dixon were absent due to illness.

#72. Next Meeting

The next public board meeting will be held on April 14, 2015.

**MOTION:** Younghusband/Ruth

“TO approve the committee agendas.”

Carried.

#73. Adjournment

**MOTION:** Pratt/Russell

The meeting adjourned at 8:31 p.m.

Carried.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary-Treasurer

DRAFT



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

**RECORD OF CLOSED MEETING**  
Held on Tuesday, March 10, 2015  
At the School Board Office – Gibsons, B.C

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PRESENT: TRUSTEES: B. Baxter (Chair), L. Pratt (Vice-Chair),  
G. Russell, P. Ruth, C. Younghusband

STAFF: P. Bocking, Superintendent of Schools  
G. Kitchen, Assistant Superintendent of Schools  
N. Weswick, Secretary-Treasurer  
E. Reimer, Administrative Assistant (Recording Secretary)

REGRETS: L. Dixon, Trustee; D. Mewhort, Trustee

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**Call to Order**

The meeting was called to order at 5:30 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Approval of Minutes of Prior Meetings**
- **Information / Action Items**
  - Property
    - Hough Road Update
  - Legal/Liability
    - Upcoming and/or Potential Arbitrations
- **Items for Disclosure**
  - No items to disclose.

**Adjournment**

The meeting adjourned at 6:11 p.m.

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Chairperson

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Secretary-Treasurer



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

**Strategic Plan Report: Environmental Education**  
April 14, 2015

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*“Humankind has not woven the web of life.  
We are but one thread within it.  
Whatever we do to the web, we do to ourselves.  
All things are bound together.  
All things connect.  
~ Chief Seattle, 1854 ~*

**Background:**

A key value of School District No. 46 is to *promote safe and healthy learning environments that are welcoming, culturally responsive and **environmentally responsible***.

Our community expects that schools will support and include the natural world both on the Sunshine Coast and in the global community. Consequently, our students are actively engaged in a wide range of activities to address this goal. The district Environmental Education Committee is focused on removing barriers to students accessing the outdoors and to learning more about their natural world.

**Discussion:**

Environmental education continues to be an important part of education on the Sunshine Coast. Teachers are integrating the natural world into their activities on a regular basis. The emerging British Columbia curriculum allows for a more project-based approach to education that can easily flex to allow for learning outside of the classroom. The district has a number of teachers whose personal professional passion for alternative learning opportunities has brought them to be leaders in this field. Teachers from across Canada have requested more information regarding the district NEST program for their own students.

**Next Steps:**

The district will continue to develop strategies and opportunities for students and teachers that will help them to understand their natural world. The new curriculum is a particularly exciting opportunity to clearly identify options for students learning in a project-based, environmentally themed program delivery model. The district will prepare resources to further enable teachers to interact with nature and integrate the new curriculum into successful practice in the outdoors.

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

**Superintendent's Report**  
April 14, 2015

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**1. Academic Programming**

- a. The annual Association for Community Education of BC conference was a remarkable success last week at Chatelech Secondary School. Keynote speakers reviewed the importance of community and communication. Workshop presenters spoke of a wide range of supports that make a significant difference to the mental, physical and social health of our students.
- b. The Healthy Buddies Program was a finalist in the 2015 Cmolik Prize for the Enhancement of Public Education in BC. While not the winning entry, the district is proud of a program developed with School District No. 46 staff that is being utilized in other jurisdictions to support healthy and active living.
- c. **Technology**
  - i. **MyEducationBC** is the student information management system that has replaced BCeSIS. A basic level of training has taken place for staff to enter attendance data and develop secondary school timetables. Further areas of exploration included using the marks system functionality, eportfolio, and communication with parents' capacities of the system.
  - ii. The district will be installing **Next Generation** hardware next September in all schools. This hardware will significantly improve online data download capacity and spam protection.
- d. The **District Reading Committee** has committed to a standard reading assessment that will be supported across all classrooms from kindergarten to grade 9. The Early Primary Reading Assessment (EPRA) and the District Assessment of Reading Team (DART) assessments are the supported protocols in our district. Having the same assessments helps teachers to have a common language when they work with their students and with each other to optimize instruction for reading. In-depth in-service is provided to teachers to support implementation of the EPRA and the DART.
- e. The Annual **Early Years Fair** takes place on Saturday, May 2<sup>nd</sup>. This public event allows us to work with our community partners to share information with parents about early childhood learning and supports in our community.

## 2. Operational

- a. **District Parent Advisory Committee:** Thursday, April 23<sup>rd</sup> at 7:00 p.m. in the Chatelech Secondary School library.
- b. **Parent-Teacher Communication Committee** is developing strategies to more fully engage parents in the education of their children at the elementary and secondary levels.
- c. **The Joint Use Committee** meets later in April to continue exploring how to best utilize the resources of the SCR D and our schools to meet the needs of the community.

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

**Secretary-Treasurer's Report  
April 14, 2015**

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**2015/16 Preliminary Budget Consultations and Process**

The public, board and stakeholder have had several opportunities to provide feedback into the development of the 2015/16 budget:

- October 30, 2015 – Operations Committee (Preliminary Budget Timelines)
- November 19, 2015 – Public Budget Consultation
- November 20, 2014 – CUPE Budget Consultation
- November 27, 2015 – DPAC Budget Consultation
- December 8, 2014 – SCTA Budget Consultation
- January 27, 2015 – Operations Committee (Preliminary Budget Feedback)
- February 11, 2015 – Principals' Meeting - Budget Consultation
- February 19, 2015 – Aboriginal Education Budget Consultation
- February 19, 2015 – Operations Committee (Preliminary Budget Considerations)
- February 19, 2015 – Senior Management Budget Consultation
- February 27, 2015 – Maintenance Budget Consultation
- March 2, 2015 – Technology & Careers Budget Consultation
- March 3, 2015 – Student Support Services Budget Consultation
- March 26, 2015 – Operations Committee (Budget/School Allocation Rates)

The following meetings are still to come:

- April 23, 2015 – Operations Committee (Budget Summary)
- May 12, 2015 – Regular Board Meeting (2015/16 Budget Approval)

Among the many priorities flagged through the consultation process, technology improvements remain a high priority for most stakeholders and were noted as an item of priority at the public consultation. Principal feedback from the previous budget year has been considered once more as priorities for the 2015/16 budget. Those items include:

- Support for special needs students
- Transportation
- Trades & Apprenticeships
- Technology
- Support for current board priorities

The SCTA has flagged English Language Learner needs and supports for international students as potential items for expenditure, along with equitable growth in the district Specialist Non-Enrolling teacher positions, support for teacher mentorship and training, and the hiring of additional teaching staff as priorities. CUPE Local 801 has flagged additional clerical and administrative assistant support, a change in the utilization of site maintenance workers, centralized purchasing for supplies and technology, and library assistants in all schools as items of priority.

DATE 07-Apr-2015 01:31 PM

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

PAGE 1

START DATE: 01-Mar-2015 TO END DATE: 31-Mar-2015

| CHEQUE #   | BANK | MICR # | VENDOR # | VENDOR NAME                 | ISSUE DATE | AMOUNT     |
|--|------|--------|----------|-----------------------------|------------|------------|
| -----  |      |        |          |                             |            |            |
| ON-LINE CHEQUES : ISSUED BETWEEN 01-Mar-2015 AND 31-Mar-2015 |      |        |          |                             |            |            |
| 00LCET2422   | 0001 | *****  | 23290    | MUNICIPAL PENSION PLAN      | 13-Mar-15  | 54,084.25  |
| 00LCET2425   | 0001 | *****  | 28094    | RECEIVER GENERAL FOR CANADA | 18-Mar-15  | 86,487.30  |
| 00LCET2428   | 0001 | *****  | 28093    | RECEIVER GENERAL FOR CANADA | 04-Mar-15  | 349,819.73 |
| 00LCET2429   | 0001 | *****  | 28094    | RECEIVER GENERAL FOR CANADA | 04-Mar-15  | 86,663.23  |
| 00LCET2431   | 0001 | *****  | 28095    | RECEIVER GENERAL FOR CANADA | 18-Mar-15  | 10,277.70  |
| 00LCET2432   | 0001 | *****  | 28093    | RECEIVER GENERAL FOR CANADA | 18-Mar-15  | 150,000.00 |
| 00LCET2433   | 0001 | *****  | 30209    | TEACHERS' PENSION PLAN      | 12-Mar-15  | 458,639.91 |
| 00LCET2441   | 0001 | *****  | 23290    | MUNICIPAL PENSION PLAN      | 27-Mar-15  | 52,939.71  |

TOTALS FOR BANK - 0001 1,248,911.83

TOTAL NUMBER OF CHEQUES 8

TOTAL NUMBER OF CHEQUES WITH MICR 0

COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Mar-2015 AND 31-Mar-2015

|            |      |            |       |                                     |           |           |
|------------|------|------------|-------|-------------------------------------|-----------|-----------|
| 1835000046 | 0001 | 0000046027 | 12649 | WENGER CANADA                       | 06-Mar-15 | 10,867.63 |
| 1835ET0025 | 0001 | *****      | 12758 | NELSON ROOFING & SHEET METAL LTD.   | 06-Mar-15 | 23,280.30 |
| 1836000001 | 0001 | 0000046028 | 12012 | BC HYDRO & POWER AUTHORITY          | 11-Mar-15 | 32,157.91 |
| 1836000011 | 0001 | 0000046038 | 30211 | FORTIS BC-NATURAL GAS               | 11-Mar-15 | 18,109.48 |
| 1836000030 | 0001 | 0000046057 | 23268 | MINISTRY OF PROVINCIAL REVENUE      | 11-Mar-15 | 45,108.00 |
| 1836000036 | 0001 | 0000046063 | 26243 | PEBT IN TRUST                       | 11-Mar-15 | 95,283.23 |
| 1836ET0009 | 0001 | *****      | 12021 | BC TEACHERS FEDERATION              | 11-Mar-15 | 27,400.01 |
| 1836ET0010 | 0001 | *****      | 12111 | BC TEACHERS FEDERATION              | 11-Mar-15 | 27,326.95 |
| 1836ET0016 | 0001 | *****      | 13003 | C.U.P.E. - LOCAL 801                | 11-Mar-15 | 13,273.77 |
| 1836ET0035 | 0001 | *****      | 11909 | DR. DEBORAH AMARAL                  | 11-Mar-15 | 10,000.00 |
| 1836ET0078 | 0001 | *****      | 29037 | SECHELT SCHOOL BUS SERVICE LTD      | 11-Mar-15 | 80,659.01 |
| 1836ET0089 | 0001 | *****      | 29102 | SUNSHINE COAST TEACHERS ASSOCIATION | 11-Mar-15 | 10,244.52 |
| 1836ET0090 | 0001 | *****      | 29376 | SUNSHINE COAST TEACHERS ASSOCIATION | 11-Mar-15 | 12,473.78 |
| 1837ET0001 | 0001 | *****      | 26207 | PACIFIC BLUE CROSS/MSA              | 12-Mar-15 | 56,145.22 |
| 1838ET0036 | 0001 | *****      | 26026 | PENDER HARBOUR TRANSPORTATION       | 18-Mar-15 | 10,871.53 |

TOTALS FOR BANK - 0001 473,201.34

TOTAL NUMBER OF CHEQUES 15

TOTAL NUMBER OF CHEQUES WITH MICR 5

ON-LINE CHEQUES : ISSUED BETWEEN 01-Mar-2015 AND 31-Mar-2015

|            |      |       |       |                  |           |           |
|------------|------|-------|-------|------------------|-----------|-----------|
| 00LCET2416 | 0005 | ***** | 31043 | US BANK VISA     | 06-Mar-15 | 13,767.08 |
| 00LCET2418 | 0005 | ***** | 12144 | BANK OF MONTREAL | 09-Mar-15 | 42,340.26 |
| 00LCET2444 | 0005 | ***** | 12144 | BANK OF MONTREAL | 09-Mar-15 | 39,165.90 |

TOTALS FOR BANK - 0005 95,273.24

TOTAL NUMBER OF CHEQUES 3

TOTAL NUMBER OF CHEQUES WITH MICR 0

DATE 07-Apr-2015 01:31 PM

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

PAGE 2

START DATE: 01-Mar-2015 TO END DATE: 31-Mar-2015

| CHEQUE #                                | BANK | MICR # | VENDOR # | VENDOR NAME | ISSUE DATE | AMOUNT       |
|---|------|--------|----------|-------------|------------|--------------|
| -----                                   |      |        |          |             |            |              |
| GRAND TOTAL                             |      |        |          |             |            | 1,817,386.41 |
| CANCELLED TOTAL                         |      |        |          |             |            | 0.00         |
| NET GRAND TOTAL                         |      |        |          |             |            | 1,817,386.41 |
| GRAND TOTAL NUMBER OF CHEQUES           |      |        |          |             |            | 26           |
| GRAND TOTAL NUMBER OF CHEQUES WITH MICR |      |        |          |             |            | 5            |

WARNING: NUMBER OF CHEQUES DOES NOT MATCH NUMBER OF CHEQUES WITH MICR

Expenditure by Object  
As at March 31, 2015

| Objects                                 | Mar-15<br>Actual       | Mar-15<br>Budget       | ACTUAL        | KEY |
|---|------------------------|------------------------|---------------|-----|
| <b>Salaries</b>                         |                        |                        |               |     |
| 110 Teachers Salaries                   | \$8,971,738.92         | \$13,680,405.00        | 65.58%        | 68% |
| 105 Principal and Vice Principal        | \$1,299,036.23         | \$1,710,566.00         | 75.94%        | 75% |
| 123 Educational Assistant Salaries      | \$1,802,139.89         | \$2,677,426.00         | 67.31%        | 70% |
| 120 Support staff                       | \$1,344,629.84         | \$1,970,860.00         | 68.23%        | 70% |
| 120 Support staff-Mtce/Cust             | \$1,492,247.99         | \$2,023,784.00         | 73.74%        | 75% |
| 130 Other Professional                  | \$809,777.58           | \$1,114,647.00         | 72.65%        | 75% |
| 140 Substitutes                         | \$1,072,194.59         | \$2,214,790.00         | 48.41%        | 68% |
| <b>Total Salaries</b>                   | <b>\$16,791,765.04</b> | <b>\$25,392,478.00</b> | <b>66.13%</b> |     |
| 200 Employee Benefits                   | \$4,314,250.35         | \$5,881,734.00         | 73.35%        | 75% |
| <b>Total Salaries and Benefits</b>      |                        |                        |               |     |
| 310 Professional Services               | \$543,468.92           | \$776,205.00           | 70.02%        | 70% |
| 330 Transportation                      | \$741,776.74           | \$1,080,900.00         | 68.63%        | 68% |
| 340 Training and Travel                 | \$81,806.70            | \$269,364.00           | 30.37%        | 70% |
| 360 Rentals                             | \$23,165.90            | \$33,000.00            | 70.20%        | 75% |
| 370 Dues and Fees                       | \$40,808.90            | \$49,500.00            | 82.44%        | 90% |
| 390 Insurance                           | \$68,738.00            | \$83,000.00            | 82.82%        | 90% |
| 510 Supplies                            | \$1,355,978.00         | \$3,548,684.00         | 38.21%        | 70% |
| 540 Utilities                           | \$443,491.98           | \$746,000.00           | 59.45%        | 75% |
| 580 Furniture and Equipment Replacement | \$149,755.06           | \$247,855.00           | 60.42%        | 70% |
| 590 Computer Equipment Replacement      | \$84,550.18            | \$142,850.00           | 59.19%        | 70% |
| <b>Total Services and Supplies</b>      | <b>\$3,533,540.38</b>  | <b>\$6,977,358.00</b>  |               |     |
| <b>Total Expenditures</b>               | <b>\$24,639,555.77</b> | <b>\$38,251,570.00</b> | <b>64.41%</b> |     |
| Long Term Sick Account                  | \$319,624.76           | \$700,000.00           | 45.66%        | 68% |
| Short Term Sick Account                 | \$337,615.65           | \$540,883.00           | 62.42%        | 68% |
|   | \$657,240.41           | \$1,240,883.00         | 52.97%        | 68% |

Expenditure by Object  
As at March 31, 2015



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

**Board Report**  
April 14, 2015

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**March 16 – District of Sechelt:** Chair Baxter met with Mayor Bruce Milne of the District of Sechelt to discuss mutual cooperation and relationships.

**March 17 – Gibsons Chamber of Commerce:** Chair Baxter met with Donna McMahon of the Gibsons Chamber of Commerce to discuss strategic planning and relationship building.

**March 20/21 – Centre for Civic Governance Conference:** Chair Baxter and Trustee Younghusband attended the Centre for Civic Governance conference Higher Ground in Vancouver. Very worthwhile sessions on public financial accountability and addressing climate change for local governments were highlights. It was also valuable to spend some informal time with several directors from the SCR D at the conference.

**March 26 – DPAC meeting:** DPAC & PAC Constitution and Bylaws have been revised and reviewed by PAC's. The finalized version will be set for the April meeting. Information shared on the ACEbc Conference at Chatelech on April 9/10. The next meeting of Health Promoting Schools Committee is April 21<sup>st</sup> and will focus Sunshine Coast Youth Mental Health Services and Parent Resources. - DM

**April 9/10 – ACEbc Heart of the Matter Conference:** School District No. 46, the Sunshine Coast Community Schools and ACEbc hosted the **Heart of the Matter** conference at Chatelech Secondary School.

**April 14 – Student Forum:** Student forum lead by the District Student Leadership Team was held at the Sechelt Learning Centre to inform trustees and senior staff of student priorities for the 2015–19 strategic plan.

# FROM THE LEGISLATURE

## BILL 11: EDUCATION STATUTES AMENDMENT ACT, 2015

The provincial government introduced [Bill 11: Education Statutes Amendment Act, 2015](#). The Bill proposes amendments to the [School Act](#), the [Teachers Act](#), and the [Independent School Act](#). The passage of the Bill would also lead to consequential amendments to the [Advanced Education Statutes Amendment Act, 2011](#) and a housekeeping amendment to the [School \(Student Achievement Enabling\) Amendment Act, 2007](#). First reading of the Bill was completed on March 26, 2015. We will monitor the progress of the Bill and provide boards of education with further information about the proposed legislation. At this time, we have prepared a brief overview of some of the key elements of the Bill and *possible* implications for Boards.

### *School Act*

The amendments to the *School Act* cover a range of topics including the Accountability Framework, school planning councils, and special advisors/special advisory committees.

#### **Accountability Framework**

The current Accountability Framework includes:

- Annual School Plans developed by School Planning Councils (SPCs);
- Achievement Contracts supported by Aboriginal Education Enhancement Agreements;
- Reports on Student Achievement; and,
- Work of Superintendents of Achievement. (see [Ministry of Education Accountability Framework—Public Schools](#)).

If passed, the Bill would repeal various provisions of the *School Act* which are related to the current Accountability Framework. For example, the Bill would delete references to achievement contracts, school planning councils, reports on student achievement, superintendents of achievement, district literacy plans and Francophone literacy plans. These amendments will affect the manner in which Boards report on student achievement. With the removal of various provisions related to the current Accountability Framework, we anticipate that government may utilize other tools such as policies, regulations and/or ministerial orders to address district planning and reporting with respect to student achievement.

SPCs would cease to exist if the Bill is passed. Districts will continue to develop school plans and Boards will continue to review and approve school plans for every school in a school district. Some of the roles which are currently assigned to SPCs would be re-assigned to Parent Advisory Councils (PACs) if the Bill passes. For example, PACs would be involved in the process of approving the installation of video surveillance in a school

facility or on school land (Bill 11, s. 13). Similarly, Boards would consult with PACs when proposing to offer specialty academies (Bill 11, s. 15).

### **Section 11 Appeals**

The *School Act* currently provides an opportunity for a board decision or reconsideration under s. 11 to be appealed to a Superintendent of Achievement (*School Act* ss. 11.1-11.8). If the Bill passes, these appeals in respect of section 11 of the *School Act* would be directed to a Superintendent of Appeals rather than to the Superintendent of Achievement. The Minister of Education may appoint a Superintendent of Appeals.

### **Minister of Education**

The scope of the Minister of Education's authority under the *School Act* will be broadened if Bill 11 is passed. Some elements of Bill 11 which address the scope of the Minister's authority follow.

#### *Administrative Directives*

Section 79.4 of the current *School Act* authorizes the Minister of Education to issue administrative directives to a board if "the Minister believes that (a) a board is failing or has failed to meet its obligations under an achievement contract; or (b) it is in the public interest to do so." The Bill would repeal section 79.4 of the *School Act* and add new provisions which would broaden the scope of the Minister's authority to issue administrative directives to a board or francophone education authority (Bill 11, ss. 28, 29, 32, and 33)

#### *Special Advisors and Special Advisory Committees*

The *School Act* currently authorizes the Minister of Education to appoint a special advisor to a board of education or francophone education authority (*School Act* ss. 166.431 and 171.1). The Bill proposes to amend the special advisor provisions of the *School Act* to:

- provide the Minister with the ability to appoint special advisors or special advisory committees (Bill 11, s. 25 and s. 40 )
- add a provision indicating that at the request of the Minister, a report of the special advisor/special advisory committee must include recommendations about student performance and the conduct of the board/francophone education authority in respect of any educational, financial or community matters;
- add a provision indicating that the Minister, by order, may require a board/francophone education authority to implement recommendations set out in the special advisor's report within a time period specified by the Minister.
- broadens the circumstances when the Minister may appoint a special advisor or special advisory committee.

#### *Shared Services*

The Bill includes a number of provisions which relate to the implementation of shared services in the K-12 public education sector. The Bill authorizes the Minister of Education to make orders designating certain service providers who may "provide *procurement*, managerial, administrative or other services" to boards [Emphasis added] (Bill 11, s. 31). A board of education may be designated as a service provider.

The current *School Act* enables Boards to enter into agreements to purchase managerial, administrative or other services with respect to the operation of schools in a district (*School Act*, s. 86). The proposed Bill would add a provision specifying that if ordered by the Minister of Education, “a board may enter into an agreement only with a designated service provider” (Bill 11, s. 16). The Minister of Education could rely on this amendment to assert that Boards of Education are required to enter into shared service arrangements with particular service providers designated by the Minister of Education.

### ***Management of Schools and Property***

If passed, Bill 11 would amend section 74(1) of the *School Act* to specify that a Board’s responsibility for management of schools and property in the school district would now be “subject to the orders of the Minister” (Bill 11, s. 12).

### ***Student Information***

Bill 11 removes some of the *School Act*’s restrictions on the use of student information (Bill 11, ss. 34-37). In addition, the Bill would add a section which would allow disclosure of personal information contained in a student record in some circumstances such as for “a purpose authorized under the *Freedom of Information and Protection of Privacy Act*.” Bill 11 also adds the following definition of “personal information” to section 1 of the *School Act*: “recorded information about an identifiable individual”. The Minister of Education has stated that one of the objectives of Bill 11 is “modernizing the requirements related to the use of students’ personal information for consistency with the *Freedom of Information and Protection of Privacy Act*” ([Hansard, March 26, 2015, page. 7005](#)).

### ***Education Advisory Councils***

Bill 11 would replace the current education advisory council provision of the *School Act* (s. 171) with a new section. Key differences between the old and new sections include the following:

- The current section provides for an education advisory council whereas the new provision clarifies that the Minister may appoint one or more education advisory councils;
- The current section provides for the education advisory councils to meet at least twice annually whereas the new provision would enable the Minister to decide how frequently education advisory council(s) would meet (i.e. education advisory councils could meet more or less frequently than twice a year); and,
- The Bill would remove the section which requires a person representing the Ministry to preside over the education advisory council meetings.

## ***Teachers Act***

The proposed amendments to the *Teachers Act* would establish a framework for continuing professional development for teachers (Bill 11, ss. 47-49). The proposed amendments would provide the Minister of Education with the authority to make regulations:

- establishing categories of continuing education activities;
- specifying the minimum number of hours of approved continuing education activities that a certificate holder must complete each school year;
- specifying the minimum number of hours of approved continuing education activities in one or more specified categories of continuing education that a certificate holder must complete each school year;
- specifying an approved continuing education activity that a certificate holder must complete in a school year;
- exempting a class of certificate holders from all or part of the requirements for continuing professional development.

Moreover, Bill 11 enables the Director of Certification for the Teacher Regulation Branch to do the following in respect of continuing education activities:

- approve a continuing education activity as an approved continuing education activity;
- establish and administer a process by which a certificate holder may apply to have a continuing education activity approved as an approved continuing education activity;
- establish and administer a process by which a certificate holder may apply for an exemption from or a reduction in the requirements for continuing professional development;
- establish and administer a process by which completion by a certificate holder of the requirements for continuing professional development is verified.

The Bill provides that the BC Teachers' Council (the Council) may not make standards regarding continuing education activities.

If passed, Bill 11 would amend the *Teachers Act* by adding a provision stating that section 5 of the [Offence Act](#) does not apply to the *Teachers Act* or regulations (Bill 11, s. 50).

## ***Independent School Act***

If passed, Bill 11 would amend section 5 of the *Independent School Act* to provide that the Independent School Teaching Certificate Standards Committee may not make standards regarding continuing education activities (Bill 11, s. 1). The Independent School Teaching Certificate Standards Committee currently consists of members appointed by the Minister of Education. Further information about the Committee's mandate and composition is available on the [Teacher Regulation Branch's website](#).

## **ANNUAL GENERAL MEETING 2015**

### **EXTRAORDINARY MOTIONS**

- E1. BCSTA Bylaw Update
- E2. Two Year Term for BCSTA Directors

### **SUBSTANTIVE MOTIONS**

- 3. Evergreen/School Leaving Certificate
- 4. Graduation Program - Curricula Grades 10 and 11
- 5. Social Media in BC's Education Curriculum
- 6. Integrated Funding Model for Child and Youth Mental Health Services
- 7. Stronger Support for Student Mental Health at the School District Level
- 8. Stronger Supports for Student Mental Health Provincially
- 9. Advisory Group on Provincial Assessment
- 10. BCSTA Provincial Council Meetings
- 11. Changes for a More Useful Early Development Instrument
- 12. Clarifying Conflict of Interest Guidelines
- 13. Co-Governance Annual Review of Effectiveness
- 14. Territory Acknowledgement
- 15. First Nations Welcome
- 16. Representation on the Government's Rural Advisory Committee
- 17. Rural Communities
- 18. Request for School Boards to be Exempt from Canada's Anti-Spam Legislation (CASL)
- 19. BCSTA Provincial Collective Bargaining Initiative #1
- 20. BCSTA Provincial Collective Bargaining Initiative #2
- 21. Expanding the Loan Forgiveness Program to Address Staffing Shortfalls in Under Served Areas of BC
- 22. New Teacher Mentorship Program
- 23. Education Finance
- 24. Capital Funding Support
- 25. Free Ferry Travel for Students when Travelling for School Based Activities

# **EXTRAORDINARY MOTIONS**

**E1. BCSTA BYLAW UPDATE****SUBMITTED BY:** *Board of Directors***BE IT RESOLVED:**

That BCSTA amend the Bylaws of the Association by deleting each reference to "Executive Director" and replacing it with "Chief Executive Officer".

**RATIONALE:**

Boyden Global Executive Search ("Boyden"), the search firm engaged by the Association to assist with the recruitment of the Association's Executive Director, recommended that the Association change the title of Executive Director to Chief Executive Officer. According to Boyden, the CEO title is increasingly being used by not-for-profit organizations in place of the title Executive Director. In addition, Boyden advised that utilizing the CEO title may help to make the position more attractive to prospective candidates.

**Extraordinary motion.****Relates to Bylaw 1, 2, 3, 5, 7, 10, 11, 13, 15, 17, 21.**



**E2. TWO-YEAR TERM FOR BCSTA DIRECTORS****SUBMITTED BY:** *SD74 (Gold Trail)***BE IT RESOLVED:**

That Bylaw 2 be deleted and replaced with the following:

- “2. ELECTION AND DUTIES OF DIRECTORS AND OFFICERS**
- a. Elections for Directors and elected Officers will take place at the Annual General Meeting.
  - b. The Minister of Education shall be the honorary President of the Association.
  - c. The elected Officers of the Association are the President and the Vice-President.
  - d. The immediate past President, if he or she agrees to serve, will be an Officer. If the immediate past President cannot or will not serve, then this position is vacant.
  - e. There will be four (4) Directors if the immediate past President agrees to serve; five (5) otherwise.
  - f. The Executive Director will be the secretary-treasurer.
  - g. An elected Officer will serve a term of two (2) years commencing at the close of the Annual General Meeting at which such individual is elected and concluding at the close of the second Annual General Meeting held subsequent to such Officer’s election.
  - h. The term of office for Directors will normally be two (2) years. However the Board of Directors may, by resolution, determine that some or all Directors’ positions will have a term of one (1) year with the intent of ensuring that not all Director positions are up for election in the same year. For the purposes of calculating the duration of a Director’s term of office, the term will be deemed to commence at the close of the Annual General Meeting at which such Director was elected and to conclude at the close of the first or second Annual General Meeting held subsequent to such Director’s election as applicable.
  - i. No person may stand for election for President, Vice-President or Director unless he or she is a trustee serving on a member Board.
  - j. The President will call meetings of the Provincial Council at least twice in each year between Annual General Meetings and of the Board of Directors at least monthly. The President will chair meetings of the Board of Directors, and the President, or such person as he or she designates, will be chair of meetings of the Provincial Council. The President will appoint

members to the Association's standing and ad hoc committees. The President will be an ex officio member of all BCSTA committees.

- k. The Vice-President will perform all duties of the President at such times as the President is unable to perform them.
- l. Notwithstanding the requirements of subsection (i), a Director or Officer whose Board ceases to be a member solely by reason of its being abolished under the *School Act* may remain in office until the next Provincial Council meeting, or Annual General Meeting, whichever first occurs, following the abolition.

### **RATIONALE:**

Now that the term of office for school trustees is four years, a two year-term for the President, Vice-President and Directors fits in very well in that schedule, and would allow trustees elected to the Board of Directors a longer period of time to learn their roles and to accomplish their goals.

**Extraordinary motion.**

**Relates to Bylaw 2.**

# **SUBSTANTIVE MOTIONS**

**3. EVERGREEN/SCHOOL LEAVING CERTIFICATE**

**SUBMITTED BY:** *Aboriginal Education Committee*

**BE IT RESOLVED:**

That BCSTA write a letter to the Minister of Education in support of the First Nations Education Steering Committee's recommendations around Evergreen Certificates.

**RATIONALE:**

In its December 2014 Accountability Framework Discussion Paper, FNEESC recommends "that the Student Credential Order be amended to ensure only students designated special needs and on an IEP be eligible for an Evergreen Certificate. Mechanisms to monitor and support School District compliance with the new Student Credential Order should be developed as soon as possible."

The issues of graduation standards and processes are currently under review by the Ministry of Education. FNEESC is concerned about the gap between Aboriginal and non-Aboriginal student achievement; especially with respect to entry into post-secondary institutions.

The Ministry of Education's "Aboriginal Report 2009/10-2013/14 How are We Doing?" includes the following statistics regarding graduation rates and entry into post-secondary institutions:

- Graduation rate from Grade 12 within 6 years of entering Grade 8 (2013-2014)
  - Non-Aboriginal: 86%
  - Aboriginal: 62%.

School Completion/Evergreen Certificate and GED are not graduation credentials, thus limiting opportunities to enter post-secondary.

**REFERENCES:**

- FNEESC: December 2014 Accountability Framework Discussion Paper  
<http://www.fnesc.ca/resources/publications>

- Ministry of Education: Aboriginal Report 2009/10-2013-14 How Are We Doing?  
<http://www.bced.gov.bc.ca/abed/perf2014.pdf>

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

**Relates to Foundational Statement 5.3FS Aboriginal Education**

**4. GRADUATION PROGRAM – CURRICULA GRADES 10 AND 11****SUBMITTED BY:** *SD36 (Surrey)***BE IT RESOLVED:**

That BCSTA ask the Ministry of Education to publish the timeline for completion of the redesigned graduation program curricula and to release draft curricula for grades 10 and 11 by September 2015.

**RATIONALE:**

Surrey School District is encouraged by the new K-9 curriculum. We believe that teachers are being given more freedom to teach to their strengths and to students' passions. This curriculum was developed by teams of teachers working with the Ministry of Education and creating draft curricula in several subject areas.

Components of the new K-9 curriculum were made available in October 2013 and feedback has been gathered for revisions.

The issues of big ideas, core competencies and innovation which have been incorporated into the new K-9 curriculum will be challenging to incorporate into the existing grade 10-12 graduation program where subjects are discrete and not interconnected.

We hope that the opportunities and flexibility presented in the K-9 curriculum will soon be available in grades 10-12. We believe we need a new Graduation Program to connect to the strong work that has been conducted with respect to the K-9 curriculum and we welcome a chance to know the timelines for completion of that work so our teachers can be given a chance to review its progress and to move from concepts to action.

We believe that substantial work has already been completed on the grades 10 and 11 draft curricula. We also recognize that additional time and work is required to complete the draft curricula for grade 12. We therefore request that the draft curricula for grades 10 and 11 only be released by September 2015.

**REFERENCE:**

- <https://curriculum.gov.bc.ca/>

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

**Relates to Foundational Statement 5.1FS Educational Program Objectives and Policy Statement 5.1.1P Provincial Curriculum Development, Funding, and Implementation.**

## **5. SOCIAL MEDIA IN BC'S EDUCATION CURRICULUM**

**SUBMITTED BY:** *SD72 (Campbell River)*

### **BE IT RESOLVED:**

That BCSTA encourage the Ministry of Education to work with Boards of Education to co-develop and implement a social media component in the K-12 curriculum which would include, but not be restricted to, the topics of internet safety, cyber-bullying, sexting, and posting videos on social media sites.

### **RATIONALE:**

Over the past several years there have been incidents of cyber-bullying which have resulted in many young people taking their own lives. Some of the most highly publicized incidents of cyberbullying are: the Amanda Todd and Rehtaeh Parsons cases, the recent video 'How to Kill Your Teacher' posted online by two elementary students in Castlegar, and the suspension of several fourth year dental students at Dalhousie University for misogynistic posts on Facebook, to name but a few. Misogyny is "a hatred of women" (Merriam- Webster Dictionary). In addition, anecdotal evidence suggests that cyber-bullying is far more widespread than educators and parents would suspect.

It is crucial that our students understand what social media is, how it can be used appropriately and inappropriately, the power that their online posts can have, and the possible consequences, both for themselves and for those who may be victims of the inappropriate use of social media.

Our world is changing, and our schools need to address this change in a way that educates our students about the proper use of social media and the possible consequences of its inappropriate use. Further, there is a wide disparity in teacher knowledge and understanding of social media, and their abilities to provide adequate instruction in this area despite the efforts of educators in many school districts to address this serious and timely topic. For these reasons it is incumbent upon the Ministry of Education to provide a clear framework for the delivery of this information.

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

**Relates to Foundational Statement 5.1FS Educational Program Objectives, Policy Statement 5.1.1P Provincial Curriculum Development, Funding and Implementation.**



**6. INTEGRATED FUNDING MODEL FOR CHILD AND YOUTH MENTAL HEALTH SERVICES****SUBMITTED BY:** *SD44 (North Vancouver)***BE IT RESOLVED:**

That BCSTA:

Urge the provincial government to continue its work on inter-ministerial planning and supports for child and youth mental health services; and,

ask the Ministries of Children and Family Development, Education, and Health to explore the creation of 'shared-funded' centres of excellence or 'lighthouse' centres in the province where exemplars of integrated services and supports are provided to school-aged children with mental health concerns in a seamless manner.

**RATIONALE:**

The social and emotional well-being of students in our K-12 system is an essential aspect in the development of children, and contributes to the educational success of his/her pathway to graduation and beyond.

It is essential that this type of a model be directly connected to a school district as most child and youth mental health challenges are first identified in these settings, and schools have the most recent data on symptoms of challenges (e.g., attendance etc.). An additional feature that needs to be considered in such pilots is the teaching of best practices to interagency service providers such as teachers, mental health clinicians, and health providers.

A 'shared-funded' centre where parents and children have an integrated case management support minimizes wait time and procedural resistance.

Public schooling is the first point of reference for, and key access point to, concerns regarding mental illness in children and youth

Proactive and collaborative programs, designed to address mental health literacy and intervention, require the support and expertise from other Ministries outside of the Ministry of Education's jurisdiction. In order to meet all students' needs for counseling/health services, and social workers, funding needs to be integrated in building a system of care and support within our schools and communities.

To build a system that fully integrates health and community services, other Ministries play an important role, not only in developing programs but also in supporting required funding.

**REFERENCES:**

- **Healthy Minds, Healthy People**  
[http://www.health.gov.bc.ca/library/publications/year/2010/healthy\\_minds\\_healthy\\_people.pdf](http://www.health.gov.bc.ca/library/publications/year/2010/healthy_minds_healthy_people.pdf)
- **A Path Forward – BC First Nations and Aboriginal People’s Mental Wellness and Substance Use – 10 Year Plan” (BC First Nations Health Authority 2013)**  
[http://www.fnhc.ca/pdf/FNHA\\_MWSU.pdf](http://www.fnhc.ca/pdf/FNHA_MWSU.pdf)
- **The Select Standing Committee on Children and Youth Interim Report: Youth Mental Health in British Columbia – November 27 2014**  
<http://www.leg.bc.ca/cmt/40thParl/session-3/cay/reports/PDF/Rel-CAY-40-3-InterimReport-Youth-Mental-Health-in-British-Columbia-2014-NOV-27.pdf>

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

**Relates to Policy Statements 4.2.3P Preventative Health Care Program and 4.6.1P Coordination of Services.**

**7. STRONGER SUPPORT FOR STUDENT MENTAL HEALTH AT THE SCHOOL DISTRICT LEVEL**

**SUBMITTED BY:** *SD46 (Sunshine Coast)*

**BE IT RESOLVED:**

That BCSTA urge the Ministry of Education to increase financial support to school districts in BC to address student mental health issues.

**RATIONALE:**

Student emotional and mental well-being has a strong effect on their achievement. Individualized learning is a priority in the province.

Each school district has different and varied community resources available for mental health support .

Stress prevention and individualized support is a vital intervention for students who are struggling.

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

**Relates to Foundational Statement 4.2 FS Development of Student Potential, Policy Statements 2.1.2Pb Roles and Responsibilities and 4.2.2P Health-Promoting Schools.**

**8. STRONGER SUPPORTS FOR STUDENT MENTAL HEALTH  
PROVINCIALY****SUBMITTED BY:** *SD46 (Sunshine Coast)***BE IT RESOLVED:**

That BCSTA urge the Minister of Education to review mental health support and increase collaboration between all provincial ministries that work with youth.

**RATIONALE:**

Students have identified mental health as a priority issue for them.

External and school stress has a direct impact on student achievement.

Although the province has programs in different ministries and departments, the services are not always coordinated or evenly available around the province.

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

**Relates to Foundational Statements 4.1FS Purpose of Public Education, 4.2FS Development of Student Potential, and 6.1FS Teacher Education and Professional Growth.**

## 9. ADVISORY GROUP ON PROVINCIAL ASSESSMENT

**SUBMITTED BY:** *SD36 (Surrey)*

### **BE IT RESOLVED:**

That BCSTA urge the Ministry of Education to support the Advisory Group on Provincial Assessment's recommendations contained in the *Advisory Group on Provincial Assessment Final Report June 2014* by creating a standing Provincial Assessment Committee to continue the dialogue about assessment and the future of our provincial assessment program.

### **RATIONALE:**

Surrey School District believes that our provincial assessment system needs to be significantly restructured. There has been a working group that has done significant work on assessment and we believe this important work needs to continue.

In 2013, the Ministry of Education invited representatives from a broad range of stakeholders to form an Advisory Group on Provincial Assessment (AGPA).

The group was asked to provide advice on five assessment factors concerning our provincial assessment program: purpose, design, content, stage of schooling and level of reporting.

In its report, AGPA made several recommendations including creating a standing Provincial Assessment Committee which would continue the dialogue about assessment and continue to foster collaborative relationships and understandings among stakeholders.

Our hope is that the strong work of AGPA would continue to inform the future of assessment in BC.

### **REFERENCE:**

- <https://dsweb.bcsta.org/docushare/dsweb/Get/Document-75061/AGPA%20Final%20Report%20May%201%202014.pdf>

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

**Relates to Foundational Statement 4.4FS Student Assessment and Evaluation.**

## **10. BCSTA PROVINCIAL COUNCIL MEETINGS**

**SUBMITTED BY:** *SD57 (Prince George)*

### **BE IT RESOLVED:**

That BCSTA's Board of Directors reviews the February and October Provincial Council agenda preparation, time requirements and agenda topics with the intent of making the most efficient and effective use of the Saturday morning and afternoon Provincial Council sessions.

### **RATIONALE:**

This motion addresses the importance of "careful stewardship" of BCSTA's resources. Provincial Council meetings held in October and February have generally begun informally on the Friday evening with a presentation and a reception followed by the official Provincial Council business meeting on Saturday. The Saturday business meeting agenda includes both a morning and afternoon session. However, the afternoon business session has only been needed on extremely rare occasions. The Saturday business meeting agenda traditionally includes presentation and adoption of oral and written reports, tracking of AGM resolutions and provincial council resolutions, any action items and emergent motions to Provincial Council. Past experience has been that these items have been dealt with in the morning session with adjournment of Provincial Council around noon. The Saturday afternoon session has not been used recently. The question has been raised of whether there is a way in which the unused time of the afternoon business session could be used to effectively enhance and provide meaningful involvement of the Provincial Council members. Bringing all 60 Provincial Council members together for a Friday presentation and reception and a morning session on Saturday is very costly to the Association.

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

**Relates to Foundational Statement 1.4FS Stewardship.**

## **11. CHANGES FOR A MORE USEFUL EARLY DEVELOPMENT INSTRUMENT**

**SUBMITTED BY:** *SD74 (Gold Trail)*

### **BE IT RESOLVED:**

That the BCSTA Board of Directors encourage the Offord Centre to work with the Human Early Learning Partnership (HELP, UBC) in consultation with the First Nations Education Steering Committee (FNESC) to make positive changes to the Early Development Instrument (EDI) both in the survey questions and in how the results are reported and shared with school districts.

### **RATIONALE:**

Currently the EDI results do no more than to confirm the early learning / kindergarten-readiness challenges embedded in low socioeconomic districts while reaffirming that those districts in higher socioeconomic districts do not experience the same low EDI scores. The EDI results are used for political influence when they could be used to better inform practices. The EDI survey questions have not changed much since the survey was created, and although this may have some validity in consistency of tracking results, society, children, and our expectations have changed. In what has become best practice of play-based learning, we no longer expect our Kindergarten children to be proficient in the memorization skills of knowing their ABCs, counting and so on. Research has shown us that a focus on inquiry, play-based, and social and emotional learning best serves our early learners. Yet the survey questions still ask questions like “demonstrates special literacy / numeracy skills or talent”. That not only leaves the teacher wide open to subjective evaluation, but may be asking the wrong question entirely.

Many Indigenous independent schools refuse to participate in the EDI survey due to the cultural bias inherent in the questions. This is an aspect that needs careful revision in collaboration with FNESC. This is obviously of concern to public school trustees as well, if we are to assess our students in a fair and equitable manner.

School districts will greatly benefit by receiving more detailed results of the EDI in order to better inform decisions and planning to address the needs of our early learners. It would be beneficial if HELP could provide templates, or coach districts in promising practices in making informed decisions with community-based intervention strategies.

**REFERENCES:**

- **Early Development Instrument, Offord Centre for Child Studies 2014/2015**  
<http://offordcentre.com/>
- **UBC Human Early Learning Partnership (HELP):**  
<http://earlylearning.ubc.ca/edi/>

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



## 12. CLARIFYING CONFLICT OF INTEREST GUIDELINES

**SUBMITTED BY:** *SD81 (Fort Nelson)*

### **BE IT RESOLVED:**

That BCSTA develop clear and comprehensive guidelines or protocols to assist Boards of Education with addressing potential conflicts of interest, both pecuniary and non-pecuniary.

### **RATIONALE:**

Trustees, both experienced and new, are often faced with situations of apparent or potential conflict of interest that may be perceived as "grey." To protect the public interest as well as the integrity, operation, and reputations of Boards and individual Trustees, clear standardized guidelines with examples and criteria are essential.

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

### **REFERENCE:**

- **BCSTA: Conflict of Interest Under the *School Act*, February 2015**  
[https://dsweb.bcsta.org/docushare/dsweb/Get/Document-76933/2015\\_02\\_Conflict\\_of\\_Interest\\_under\\_The\\_School\\_Act%20-%20Final.pdf](https://dsweb.bcsta.org/docushare/dsweb/Get/Document-76933/2015_02_Conflict_of_Interest_under_The_School_Act%20-%20Final.pdf)

### **13. CO-GOVERNANCE ANNUAL REVIEW OF EFFECTIVENESS**

**SUBMITTED BY:** *SD42 (Maple Ridge-Pitt Meadows)*

#### **BE IT RESOLVED:**

That BCSTA involve all member Boards of Education in the annual assessment of the Co-Governance Relationship Memorandum of Understanding with the Ministry of Education by inviting Board input through BCSTA's regional branch associations and preparing a report which:

1. summarizes that input,
2. identifies key areas of the agreement which Boards and the BCSTA Board feel have been functioning well and those which have not,
3. makes recommendations to the Ministry and BCSTA on what can be improved in either the wording or implementation of the agreement going forward,
4. identifies progress made on subsidiary protocol agreements considered over the past year, and
5. identifies the subsidiary protocol agreements which are to be considered over the next year.

#### **RATIONALE:**

This motion is needed because BCSTA and the Ministry of Education have recently signed a co-governance agreement. The value of any agreement can be enhanced through ongoing monitoring of its effectiveness.

#### **REFERENCES:**

- **Co-Governance Relationship Memorandum of Understanding:**  
[https://dsweb.bcsta.org/docushare/dsweb/Get/Document-76709/2014-Co-Governance Relationship Memorandum of Understanding.pdf](https://dsweb.bcsta.org/docushare/dsweb/Get/Document-76709/2014-Co-Governance+Relationship+Memorandum+of+Understanding.pdf)

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

**Relates to Foundational Statements 2.1FS Co-governance.**

**Relates to Policy Statement 2.1.1P Co-Governance Principles, 2.1.2P Roles and Responsibilities, 2.1.3P Flexibility, and 2.1.4P Communication with Minister.**

**14. TERRITORY ACKNOWLEDGEMENT****SUBMITTED BY:** *Aboriginal Education Committee***BE IT RESOLVED:**

That BCSTA encourage all member Boards of Education to acknowledge traditional aboriginal territories when public Board meetings are held.

**RATIONALE:**

While many Boards of Education already offer recognition of traditional aboriginal territories, the practice across the province could be more consistent. Offering recognition is easy and doing so would recognize and continue to build upon respectful relationships with BC's Aboriginal communities.

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

**Relates to Foundational Statement 5.3FS Aboriginal Education.**

**15. FIRST NATIONS WELCOME****SUBMITTED BY:** *SD61 (Greater Victoria)***BE IT RESOLVED:**

That BCSTA invite a local First Nations representative to conduct a traditional welcome on their traditional territory at all provincial BCSTA conferences and academies.

**RATIONALE:**

As the provincial organization representing school trustees, BCSTA has the responsibility to be a leader in showing respect for the people upon whose territories we live and do our work. Including local First Nations in provincial-level BCSTA meetings by inviting them to conduct a traditional welcome would be a clear demonstration of BCSTA's commitment to fostering respectful relationships with the 200+ Indian Bands in BC.

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

**16. REPRESENTATION ON THE GOVERNMENT'S RURAL ADVISORY COMMITTEE**

**SUBMITTED BY:** *SD57 (Prince George)*

**BE IT RESOLVED:**

That BCSTA urge the provincial government to include equitable representation from rural communities and Boards of Education throughout the province on the "Rural Advisory Committee" as proposed in the government's February 2015 Speech from the Throne.

**RATIONALE:**

The February 2015 speech from the throne stated "In the coming weeks, your government will introduce the 'Rural Advisory Committee', which will provide independent and impartial advice on helping rural B.C. increase opportunities, manage growth, and meet its full potential in communities big and small."

It will be critical that the "Rural Advisory Committee" has representation from those on the ground in rural communities where the need for increased opportunities and the management of growth are the challenges.

A process of collaborative inquiry where rural communities can learn from each other as well as from outside through "independent and impartial advice" is needed along with a commitment from government to provide the necessary investment and support to stimulate growth and potential opportunities.

**REFERENCE:**

- **February 10, 2015 Speech from the Throne:**  
<https://www.leg.bc.ca/40th4th/4-8-40-4.htm>

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

**Relates to Foundational Statement 1.1FSc Mission, Policy Statements 1.3.4P Collective and Individual Voice of Members, and 5.1.2P Rural Education.**

## 17. RURAL COMMUNITIES

**SUBMITTED BY:** *SD57 (Prince George)*

### **BE IT RESOLVED:**

That BCSTA urge the provincial government to commit to investments in rural communities that will: increase opportunities to build careers and raise families closer to home, address the financial and educational challenges of rural schools and rural communities, and promote economic growth and stability in rural centers.

### **RATIONALE:**

In the February 2015 Throne Speech, government stated "Your government will continue to work with rural communities across the province, increasing opportunities to build careers and raise families closer to home, meaning more growth in smaller centres." Further, it stated "As opportunities increase in smaller towns, your government is committed to help them meet the challenges that growth can sometimes bring."

Year after year, Boards of Education have brought the rural issue before government with little or no response to our advocacy. Throughout the province we have rural communities that continue to struggle to survive and rural communities that are experiencing unprecedented growth. In both situations these communities face significant challenges in providing the necessary infrastructure and supports, including "equitable access to quality public education for rural students in their communities."( BCSTA Policy Statement 5.1.2P Rural Education). BCSTA must continue to press the government to address the needs of rural communities and specifically to act on its commitment as stated in the February 2015 Throne Speech:

#### *"RURAL COMMUNITIES*

*Your government will continue to work with rural communities across the province, increasing opportunities to build careers and raise families closer to home, meaning more growth in smaller centres.*

*As opportunities increase in smaller towns, your government is committed to help them meet the challenges that growth can sometimes bring.*

*In the coming weeks, your government will introduce the Rural Advisory Committee, which will provide independent and impartial advice on helping rural B.C. increase opportunities, manage growth, and meet its full potential in communities big and small."*

**REFERENCE:**

- **February 10, 2015 Speech from the Throne:**  
<https://www.leg.bc.ca/40th4th/4-8-40-4.htm>

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

**Relates to Policy Statements 5.1.2.P Rural Education and 2.1.2P Roles and Responsibilities.**



**18. REQUEST FOR SCHOOL BOARDS TO BE EXEMPT FROM CANADA'S ANTI-SPAM LEGISLATION (CASL)**

**SUBMITTED BY:** *SD44 (North Vancouver)*

**BE IT RESOLVED:**

That BCSTA request that the federal government exempt public Boards of Education from Canada's Anti-Spam Legislation (CASL) to allow Boards to continue to share the diverse information parents and guardians need to fully support their child's school and learning experience, and that BCSTA take the motion to the Canadian School Boards Association to seek national endorsement.

**RATIONALE:**

On July 1, 2014, many provisions of Canada's new anti-spam legislation came into effect. This legislation includes restrictions on the sending of commercial electronic messages without the consent of the recipients. The federal government has established some exemptions to CASL, including exemptions for federal and provincial governments and registered charities.

This motion is important due to the profound difficulties Boards face to comply with Canada's Anti-Spam Legislation (CASL). The difficulty in separating non-commercial messages from messages that may refer, or link to, a fee-based program or cost-recovering educational activity is particularly problematic. Board of Education email content is designed to ensure that parents and guardians of students, as well as third parties engaged in business with the school district, are well-informed of initiatives and opportunities that may be available and of interest to them. Some, but not all such emails, will have a commercial component to their content (i.e., a cost-recovery fee for a field trip or program), and, as such, are considered to be "Commercial Electronic Messages" (CEMs).

Even with a significant investment in technology, staff time and training, (thereby reducing funding to teaching and learning) the broad scope of CASL's directives make it unworkable for Boards to fully and consistently comply with the legislation as it stands while maintaining a vital communications channel to parents.

**REFERENCE:**

- [www.fightspam.gc.ca](http://www.fightspam.gc.ca)

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

**19. BCSTA PROVINCIAL COLLECTIVE BARGAINING INITIATIVE #1**

**SUBMITTED BY:** *SD42 (Maple Ridge-Pitt Meadows)*

**BE IT RESOLVED:**

That BCSTA request that the Ministry of Education, BCTF and BCPSEA meet on a regular basis to review the last round of bargaining and make recommendations for change to the existing provincial collective bargaining process.

**RATIONALE:**

The motion is needed because it is obvious to all, the current provincial collective bargaining process is not working for anyone; especially for the children in our schools. It is imperative we do not wait. The parties need to meet now while the experience of the last round of bargaining is fresh. The best results for a new provincial collective bargaining process will come from those who are responsible for enacting it. It is important the parties meet on a regular basis to build a better system and, in the process, respectful relationships.

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

**Relates to Foundational Statement 7.1FS Collective Bargaining, Policy Statements 7.1.1P Role of Locally Elected Boards of Education in Bargaining, 7.1.2P Collective Bargaining Objective, and 7.1.3P Teacher Bargaining.**

**20. BCSTA PROVINCIAL COLLECTIVE BARGAINING INITIATIVE #2**

**SUBMITTED BY:** *SD42 (Maple Ridge-Pitt Meadows)*

**BE IT RESOLVED:**

That BCSTA request that the Ministry of Education, BCPSEA and support staff unions meet on a regular basis to review the last round of bargaining and make recommendations for change to the existing provincial collective bargaining process.

**RATIONALE:**

The parties at the last round of bargaining would benefit by meeting now while the experience is fresh. The best results for the next collective bargaining process will come from those who are responsible for enacting it. It is important the parties meet on a regular basis to create a process that builds respectful relationships and is beneficial for all.

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

**Relates to Foundational Statement 7.1FS Collective Bargaining, Policy Statements 7.1.1P Role of Locally Elected Boards of Education in Bargaining and 7.1.2P Collective Bargaining Objective.**

**21. EXPANDING THE LOAN FORGIVENESS PROGRAM TO ADDRESS STAFFING SHORTFALLS IN UNDER-SERVED AREAS OF BC**

**SUBMITTED BY:** *SD81 (Fort Nelson)*

**BE IT RESOLVED:**

That BCSTA actively urge the provincial government to expand the BC Loan Forgiveness Program to include all teachers and specialist instructors who relocate to under-served areas of BC.

**RATIONALE:**

Currently the loan forgiveness program is available to recent graduates of programs such as nursing, medical professions, midwifery and pharmacy programs, who are employed at a publicly-funded facility in an underserved BC community.

Within the educational domain, speech language pathology, occupational therapy, audiology and physiotherapy graduates, teachers for the deaf and hard of hearing, teachers for the visually impaired, school psychologists, and technology education teachers that are employed at a publicly-funded facility or school district in BC are also eligible for student loan forgiveness if they agree to work at publicly-funded facilities in British Columbia.

Those qualifying for the program will see the government of BC forgive outstanding BC Student Loan debt at a rate of 33 1/3 per cent of the total loans per year, and all related interest, discharging the BC Student Loan after three years of service.

The proposed expansion of the program would provide critical assistance to rural and remote districts currently experiencing a high level of difficulty in recruiting and retaining quality staff, in order to provide service to students.

**REFERENCE:**

- <https://studentaidbc.ca/repay/repayment-help/bc-loan-forgiveness-program#What is available?>

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

## 22. NEW TEACHER MENTORSHIP PROGRAM

**SUBMITTED BY:** *SD36 (Surrey)*

### **BE IT RESOLVED:**

That BCSTA ask the Ministry of Education to: commit to providing ongoing funding for the New Teacher Mentorship Program (NTMP) to allow for the continuation and expansion of the program; and, share the findings of the NTMP research with Boards of Education across BC as this information will assist with the development of sustainable models of teacher mentorship across the province.

### **RATIONALE:**

Surrey School District believes that quality teachers are the backbone of our education system. Research consistently confirms that the quality of the teacher is the main factor in student success and achievement.

Knowing the importance of teachers and their training, school districts across BC and the Ministry of Education continually invest in the quality of teacher training programs.

Since 2013, the Ministry of Education, the BCTF, UBC and the BCSSA have an established New Teacher Mentorship Program (NTMP) with the support of provincial grants.

We believe that effective teacher mentorship programs are a sound investment both in the short and long term and can benefit both rural and urban districts.

Funding for the NTMP is secured for two years ending in 2016.

Surrey School District believes this is a rich and important program and we welcome ongoing funding and support to benefit all districts.

### **REFERENCE:**

- <https://www.bctf.ca/NewTeacherMentoringProject.aspx>

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

**Relates to Foundational Statement 6.1FS Teacher Education and Professional Growth and Policy Statement 6.1.1P Teacher Development.**

## **23. EDUCATION FINANCE**

**SUBMITTED BY:** *SD42 (Maple Ridge-Pitt Meadows)*

### **BE IT RESOLVED:**

That BCSTA

- a. work with all Boards of Education in the Province, the BC Association of School Business Officials, the BC School Superintendents Association and the Ministry of Education each year to establish the level of funding required to meet the needs of students attending public schools in British Columbia;
- b. make recommendations to the Province (through the Ministries of Finance and Education) on the level of funding and required revenues including taxation required to meet those needs;
- c. make recommendations on the funding formula and the budget process including the practice of holding back funding.

### **RATIONALE:**

Many Boards of Education in BC have experienced significant funding shortfalls over several years resulting in substantial cuts to educational resources and programs.

The Provincial government wishes to achieve a balanced annual budget without increasing taxes.

The amount included in the annual provincial education budget is not based on the needs of the system identified by local Boards of Education but instead on an amount required to reduce costs necessary to balance the provincial budget without consideration for increasing tax revenues.

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

**Relates to An Act to Incorporate the British Columbia School Trustees Association, section 3, objects a,b and f and Foundational Statement 8.1FS Government Support for Education.**

## **24. CAPITAL FUNDING SUPPORT**

**SUBMITTED BY:** *Kootenay Boundary Branch*

### **BE IT RESOLVED:**

That BCSTA urge the Ministers of Education and Finance to review the state of the schools and buildings in all school districts and request funding for Boards of Education to upgrade or replace existing buildings for the health and safety, and use of students and staff.

### **RATIONALE:**

Annual Facility Grants are no longer adequate. Some Board of Education facilities are 60-70 years old. It takes many years for a request for capital funding to proceed through the Ministry of Education approval process for a new school or large capital upgrade project. In addition, every district is unique and has its own environmental challenges.

The purpose of the additional capital funding would be for repairing/replacing/upgrading school buildings, as was done with coastal schools for seismic upgrades. The health and safety of our students and staff are a top priority for all boards of education.

It is imperative that our schools be repaired or replaced to meet the ongoing needs of our students and their education.

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

**Relates to Foundational Statement 9.1FS School Premises, Facilities, Services.**

**25. FREE FERRY TRAVEL FOR STUDENTS WHEN TRAVELLING FOR SCHOOL BASED ACTIVITIES**

**SUBMITTED BY:** *South Coast Branch*

**BE IT RESOLVED:**

That BCSTA urge the Ministry of Transportation to adopt a province-wide policy of free travel on BC Ferries for all BC students travelling for school functions.

**RATIONALE:**

This motion was brought forth by the South Coast Branch at AGM 2010. Since that time, there has been some movement by the Ministry of Transportation to rearrange the fee schedule on select routes to subsidize student travel. However, the revised fee schedule is not equitable to all school districts. For example, all SD46 (Sunshine Coast) students are able to travel free of charge for school events using a voucher system which has now been extended to all non-school sports teams (e.g. hockey and soccer teams that travel to the Lower Mainland for games). In contrast, SD47 (Powell River) students are still charged for travel to Vancouver Island, which is SD47's zone for BC School Sports.

**REFERENCES:**

- [http://www.bcferrys.com/files/fares/pdf\\_format/BCF\\_Fares.pdf](http://www.bcferrys.com/files/fares/pdf_format/BCF_Fares.pdf)
- <http://prpeak.com/articles/2014/11/09/news/doc5453cd9d6dec7972334457.txt>
- [https://dsweb.bcsta.org/docushare/dsweb/Get/Document-61866/Report\\_of\\_Proceedings\\_2010.pdf](https://dsweb.bcsta.org/docushare/dsweb/Get/Document-61866/Report_of_Proceedings_2010.pdf), Resolution #21

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





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

**COMMITTEE OF THE WHOLE NOTES  
Held on Tuesday, March 24, 2015 at 9:30 a.m.  
At the School Board Office, Gibsons, B.C.**

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PRESENT: TRUSTEES: Betty Baxter, Chair; Lori Dixon; Dave Mewhort; Greg Russell; Pammila Ruth; Lori Pratt; Christine Youngusband  
STAFF/OTHERS: Patrick Bocking, Superintendent; Greg Kitchen, Assistant Superintendent; Nicholas Weswick, Secretary-Treasurer; Erica Reimer, Recording Secretary; Louise Herle

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

1. Appeals Bylaw Review

Trustees discussed changes to the appeals bylaw. The committee highlighted several housekeeping items to be updated. The committee agreed that further discussion on more substantive changes were required. Chair Baxter reminded trustees to submit suggestions for revisions of the bylaw to the agenda setting committee for consideration.

**Recommendation:**

“To update the Appeals Bylaw as attached.”

2. Visions for Learning Update

Chair Baxter presented suggested revisions to the Value Statements for consideration and discussion. The committee discussed the revisions, including the pros and cons of brief value statements, and made additional recommendations. Further discussion to take place after the data from the forum and survey is received.

Superintendent Bocking reviewed discussion materials from the *Visions for Learning* forum and presented visual charts that highlighted trends in stakeholder input for learning opportunities. Trustees were invited to provide their own input. A preliminary review of the survey data was presented to trustees as well as reflections on the general themes discussed at the forum. Early analysis of the combined data identified key areas as experiential education/environmental education, closely followed by socio-emotional learning and trades/careers. Additional input will be gathered from students and the educational leadership team in coming weeks.

Trustees agreed to a second Committee of the Whole on April 22<sup>nd</sup> from 11-1pm to review additional data. Trustee feedback from that meeting will help to form the draft Strategic Plan, to be presented at the April 28<sup>th</sup> Committee of the Whole for recommendation at the May regular board meeting. Trustees requested that the draft plan be provided with sufficient time to review prior to the April 28<sup>th</sup> meeting.

The meeting adjourned at 11:30 a.m.

**Next Meeting(s):**

- Wednesday, April 22 from 11:00 a.m. to 1:00 p.m. at the School Board Office.
- Tuesday, April 28 from 9:30 a.m. to 11:30 a.m. at the School Board Office.

DRAFT

## RECOMMENDED UPDATES TO BYLAW

### 70 APPEALS BYLAW

The *School Act* requires that the Board set up a procedure enabling a student or his/her parents/guardians to appeal any decision made by a Board employee that significantly affects the education, health or safety of the student. The Board expects its employees to make any necessary decisions regarding students but appreciates that those affected may not always agree, hence the need to provide for appeals. For the purpose of this bylaw, the failure to make a decision may be considered as a decision in that a non-decision may have a significant effect on a student.

#### Objectives

- To provide a means of appealing decisions.
- To safeguard the rights of students and their parents and to ensure their fair treatment.
- To ensure that procedural and administrative fairness and **due process have been** is adhered to and conforms to Board policy.

- 70.1 The Board requires that an appeal of any decision made by its employees which significantly affects the education, health or safety of a student be heard first at the school level and then, if necessary, at the district administrative level on a consultative basis **per administrative regulations**. ~~If the matter cannot be resolved to the satisfaction of the student and/or the student's parents, the Board will then listen to the appeal.~~
- 70.2 If the Administrative Regulation **5350 (How to Communicate with Us) No. 1750 Appeal Process** fails to satisfy the student and/or parent/guardian bringing the appeal, he/she/they may appeal to the Superintendent of Schools. The basis of the appeal to the Superintendent is to be filed in writing.
- 70.3 If the appeal to the Superintendent cannot be resolved to the satisfaction of the complainant, the Board will then listen to the appeal within a reasonable time limit.
- 70.4 The Superintendent or designate will prepare a report for the School Board concerning the matter and will provide a copy to the complainant.
- 70.5 The appeal will be heard in-camera at the next Closed Meeting of the Board.
- 70.6 The complainant and/or his/her advocate have the right to appear before the Board. At least forty-eight (48) hours prior to the meeting the complainant must notify the Superintendent of who will be attending the meeting.
- 70.7 The Board may request the presence of the complainant or any person who was involved in the matter giving rise to the appeal before the Board or in the dispute resolution efforts to date. At least forty-eight (48) hours prior to the meeting the complainant will be advised who will be attending the meeting.
- 70.8 The scope of the review shall be based on the criteria that:
- (a) the policies of the School Board have been followed;
  - (b) the administrative regulations of the school district have been followed;
  - (c) relevant information was considered by administration **and the decision under appeal has been based on that evidence**;
  - ~~(d) the current evidence being presented to the Board supports the decision under appeal;~~
  - (de)** the procedures followed have been fair to the complainant.
- 70.9 The Board will deliberate in the absence of all persons who were involved in the dispute or dispute resolution efforts to date.

**Amended Appeals Bylaw No. 70**

- 1) Motion:  
“THAT the Board of Education of School District No. 46 (Sunshine Coast) amended Appeals Bylaw No. 70 be read for a first time.”
  
- 2) Motion:  
“THAT the Board of Education of School District No. 46 (Sunshine Coast) amended Appeals Bylaw No. 70 be read for a second time.”

*Requires unanimous approval before third reading.*

- 3) Motion:  
“THAT the Board of Education of School District No. 46 (Sunshine Coast) amended Appeals Bylaw No. 70 be read for a third time, passed and adopted.”



## APPEALS BYLAW NO. 70

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

The *School Act* requires that the Board set up a procedure enabling a student or his/her parents/guardians to appeal any decision made by a Board employee that significantly affects the education, health or safety of the student. The Board expects its employees to make any necessary decisions regarding students but appreciates that those affected may not always agree, hence the need to provide for appeals. For the purpose of this bylaw, the failure to make a decision may be considered as a decision in that a non-decision may have a significant effect on a student.

#### Objectives

- To provide a means of appealing decisions.
- To safeguard the rights of students and their parents and to ensure their fair treatment.
- To ensure that procedural and administrative fairness and due process have been adhered to and conform to Board policy.

- 70.1 The Board requires that an appeal of any decision made by its employees which significantly affects the education, health or safety of a student be heard first at the school level and then, if necessary, at the district administrative level on a consultative basis per administrative regulations.
- 70.2 If the Administrative Regulation 5350 (How to Communicate with Us) fails to satisfy the student and/or parent/guardian bringing the appeal, he/she/they may appeal to the Superintendent of Schools. The basis of the appeal to the Superintendent is to be filed in writing.
- 70.3 If the appeal to the Superintendent cannot be resolved to the satisfaction of the complainant, the Board will then listen to the appeal within a reasonable time limit.
- 70.4 The Superintendent or designate will prepare a report for the School Board concerning the matter and will provide a copy to the complainant.
- 70.5 The appeal will be heard in-camera at the next Closed Meeting of the Board.
- 70.6 The complainant and/or his/her advocate have the right to appear before the Board. At least forty-eight (48) hours prior to the meeting the complainant must notify the Superintendent of who will be attending the meeting.
- 70.7 The Board may request the presence of the complainant or any person who was involved in the matter giving rise to the appeal before the Board or in the dispute resolution efforts to date. At least forty-eight (48) hours prior to the meeting the complainant will be advised who will be attending the meeting.
- 70.8 The scope of the review shall be based on the criteria that:
- (a) the policies of the School Board have been followed;
  - (b) the administrative regulations of the school district have been followed;
  - (c) relevant information was considered by administration and the decision under appeal has been based on that evidence;
  - (e) the procedures followed have been fair to the complainant.
- 70.9 The Board will deliberate in the absence of all persons who were involved in the dispute or dispute resolution efforts to date.

- 70.10 The Board shall make a decision on the matter in question as soon as feasible after listening to the appeal and shall give written reasons for the decision to the complainant. Such decision shall be final.
- 70.11 No person shall penalize or otherwise discriminate against a person who brings a complaint, gives evidence or otherwise assists in the investigation, inquiry or reporting of a complaint to the administration or Board.
- 70.12 Information about the appeals procedure provided to a complainant and/or their advocates shall contain information about how to access the office of the Ombudsman and when it is appropriate to do so.
- 70.13 The Board shall conduct an annual review of this bylaw.

Date of first reading: April 14, 2015

Date of second reading: April 14, 2015

Date of third reading and adoption: April 14, 2015

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Chairperson of the board

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Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 46 (Sunshine Coast) Appeals Bylaw No. 70 adopted by the Board the 14<sup>th</sup> day of April, 2015.

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Secretary-Treasurer



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

**OPERATIONS COMMITTEE**

**Held on Thursday, March 26, 2015 at 12:30 p.m.**  
At the School Board Office, Gibsons, B.C.

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**PRESENT:** TRUSTEES: Dave Mewhort, Chair; Betty Baxter, Greg Russell  
STAFF/OTHERS: Greg Kitchen, Assistant Superintendent; Nicholas Weswick, Secretary-Treasurer; Phil Luporini, District Principal of Careers and Technology; Rob Collison, Manager of Facilities and Transportation; Tara Sweet, Human Resources Manager; Diane Wagner, Recording Secretary; Marnie Baba

**REGRETS:** Lori Pratt, Trustee; Patrick Bocking, Superintendent

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The meeting was called to order at 12:30 p.m.

1. Staffing Timelines

Tara Sweet, Human Resources Manager, spoke to the staffing following timelines:

- March 27<sup>th</sup>: information sent to schools.
- March 31<sup>st</sup>: deadline for teachers to apply for leave.
- April 7<sup>th</sup>: list of approved leaves to principals.
- April 9<sup>th</sup>: elementary schools staffing plans and budgets sent to Human Resources.
- April 10<sup>th</sup>: secondary school staffing plans and budgets to Human Resources.
- April 20<sup>th</sup>: CUPE Staff adjustments finalized – notices to CUPE staff.
- April 29<sup>th</sup>: teacher placement posting process started.

2. 2015/16 Carbon Neutral Capital Funding Program

Rob Collision, Manager of Transportation and Facilities, provided an update on the Carbon Neutral Program, indicating that it is unclear if the program will continue in the future. He clarified that because our school district is not carbon neutral, the district must purchase carbon offsets. The school district is able to withdraw funds contributed through carbon offsets within a five-year period. This amounts to approximately \$180,000 for our school district.

Secretary-Treasurer, Nicholas Weswick provided additional information on the district's contributions. He further reported that the school district did not receive funding from the CNCP program for the 2015/16 year, but will reapply in December should the program continue into the next funding year.

3. Budget - School Allocation Rates

Secretary-Treasurer Weswick presented information regarding the provincial revenue updates and how they will impact the district's overall budget. Information regarding school allocation rates will be distributed to schools on March 27<sup>th</sup> to allow them to plan for the next school year. A summary of changes was reviewed and is attached to these notes.

The committee reviewed the 2015/16 preliminary budget, based on estimates and anticipated enrolment, as compared to the 2014/15 amended budget (attached). Secretary-Treasurer Weswick highlighted the increase in per pupil funding (\$7,158 in 2015/16) and reported that the labour settlement funding has been incorporated into the per pupil amount. Despite this increase, the district expects to be in funding protection for the coming school year.

The school district must provide a savings plan for administrative savings of \$205,044. It is anticipated that savings will come from Maintenance (\$120,000), Administration (\$65,000) and Transportation (\$40,000).

Expenditures were discussed and it was noted that the school district plans to tender bus contracts for the next school year. Restricted surplus funds may be used to cover costs for curriculum implementation next year (\$120,000).

The committee discussed process and next steps. The board will review the 2015/2016 budget at its next Operations Committee meeting, prior to it being presented to the board at their May public meeting for approval.

Chair Dave Mewhort indicated that he would provide a brief overview of the 2015/16 budget at the DPAC meeting tonight.

The meeting adjourned at 1:28 p.m.

**Next Meeting:** April 16, 2015 from 12:30 to 2:00 pm at the School Board Office.



Operations Committee Notes – March 26, 2015

|                        | 2014/15<br>Amended Annual Budget |               |                   |              | 2015/16<br>Preliminary Annual Budget |               |                   |                |
|------------------------|----------------------------------|---------------|-------------------|--------------|--------------------------------------|---------------|-------------------|----------------|
|                        | Enrolment                        | Funding/level | Total Funding     | Net Change   | Enrolment                            | Funding/level | Total Funding     | Net Change     |
| School Age             | 2,819,7500                       | 6,900         | 19,456,275        | 550,275      | 2,801,0000                           | 7,158         | 20,049,558        | 599,283        |
| Alternative            | 130,0000                         | 6,900         | 897,000           | (59,000)     | 120,0000                             | 7,158         | 808,900           | (39,040)       |
| DL                     | 77,5000                          | 5,851         | 453,453           | 73,138       | 75,0000                              | 6,030         | 452,250           | (1,203)        |
| Home School            | 2,0000                           | 250           | 500               | 250          | 2,0000                               | 250           | 500               | -              |
| Level 1 Spec Needs     | 4                                | 36,600        | 146,400           | -            | 4                                    | 37,700        | 150,800           | 4,400          |
| Level 2 Spec Needs     | 229                              | 18,800        | 4,190,700         | 164,700      | 225                                  | 18,800        | 4,241,250         | 50,550         |
| Level 3 Spec Needs     | 179                              | 9,200         | 1,646,800         | 82,800       | 170                                  | 9,500         | 1,615,000         | (31,800)       |
| English Language Le    | 119                              | 1,340         | 159,460           | 18,760       | 125                                  | 1,380         | 172,500           | 13,040         |
| Aboriginal Ed          | 513                              | 1,160         | 595,080           | 3,480        | 515                                  | 1,195         | 615,425           | 20,345         |
| Adult Education        | 13,1875                          | 4,430         | 58,421            | 31,841       | 8                                    | 4,565         | 36,520            | (21,901)       |
| Salary Differential    |                                  |               | 98,129            | (303,853)    |                                      |               | 96,952            | (1,177)        |
| Unique Features        |                                  |               | 5,326,571         | -            |                                      |               | 5,358,251         | 31,680         |
| Enrolment Decline      | (82,25)                          | 29,45         | -                 | (231,836)    | 31,25                                | 30,27         | 3,498             | 3,498          |
| Transportation         |                                  |               |                   | -            |                                      |               |                   | -              |
| Holdback               |                                  |               | 233,098           | 233,098      |                                      |               |                   | (233,098)      |
| Summer Learning        |                                  |               | 6,400             | 6,400        |                                      |               | 6,562             | 162            |
| Feb Recount            |                                  |               | 58,596            | 3            |                                      |               | 37,730            | (20,866)       |
| May Recount            |                                  |               | 27,834            | -            |                                      |               | 22,655            | (5,179)        |
| Education Plan         |                                  |               | 60,853            | -            |                                      |               | 60,545            | (308)          |
| Administrative Savings |                                  |               |                   |              |                                      |               | (705,044)         |                |
| Funding Protection     |                                  |               | 116,262           | (555,879)    |                                      |               | 112,354           | (3,909)        |
| Ministry Operating     |                                  |               | 44,541,841        | 4,156        |                                      |               | 44,688,256        | 146,415        |
| Min-Pay Equity         |                                  |               | 510,481           | -            |                                      |               | 510,381           | -              |
| Min Misc.              |                                  |               | 38,819            | -            |                                      |               | 8,696             | (30,123)       |
| Min-ITA                |                                  |               |                   |              |                                      |               | 40,000            | 40,000         |
| Carbon Tax Rebate      |                                  |               |                   |              |                                      |               | 40,000            | 40,000         |
| Offshore Tuition       |                                  |               | 130,000           | -            |                                      |               | 119,000           | (11,000)       |
| SDSS-CSF               |                                  |               | 495,000           | -            |                                      |               | 455,000           | -              |
| Miscellaneous Revenue  |                                  |               | 7,700             | -            |                                      |               | 7,700             | -              |
| Rentals and Leases     |                                  |               | 60,000            | -            |                                      |               | 60,000            | -              |
| Investment Income      |                                  |               | 80,000            | -            |                                      |               | 110,000           | 30,000         |
| <b>Total Funding</b>   |                                  |               | <b>34,853,731</b> | <b>4,156</b> |                                      |               | <b>35,077,073</b> | <b>223,342</b> |

| Calculator:       |       |          |          |              |
|-------------------|-------|----------|----------|--------------|
| CSPE              | Hours | 2014/15  | 2015/16  | Change       |
| EA 1              | 25    | \$16,907 | \$16,000 | (\$907.14)   |
| EA 2              | 25    | \$16,907 | \$17,396 | (\$488.99)   |
| Library Asst      | 7     | \$8,167  | \$8,855  | (\$688.34)   |
| Elem Admin Asst 1 | 35    | \$33,108 | \$32,067 | (\$1,041.47) |

| Teachers        | 2014/15  | 2015/16  | Change       |
|-----------------|----------|----------|--------------|
| Average Teacher | \$73,900 | \$72,225 | (\$1,675.00) |
| Benefits        | 24.50%   | 27.50%   | 3.00%        |
| Total Cost      | \$91,308 | \$97,087 | \$5,779      |

|                            | Kindergarten Funding | Grade 1-3 Funding | Grade 4-7 Funding | Grade 8-10 Funding | Grade 11 & 12 Funding | Level 1 Special Ed | Level 2 Special Ed | Level 3 Special Ed |
|----------------------------|----------------------|-------------------|-------------------|--------------------|-----------------------|--------------------|--------------------|--------------------|
| Proposed Per Pupil Amounts | 5896                 | 4998              | 4386              | 4579               | 4931                  | 39500              | 13750              | 8200               |
| Prior Year Amounts         | 6010                 | 5127              | 4494              | 4604               | 4884                  | 39000              | 13500              | 8000               |
| Net Change                 | -114                 | -117              | -108              | -65                | -63                   | 500                | 250                | 200                |
| Percent Change             | -1.9%                | -2.3%             | -2.4%             | -1.4%              | -1.3%                 | 1.3%               | 1.9%               | 2.5%               |

\*\*SCAS funding is based on the average per pupil amount - Currently \$4,725



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

**EDUCATION COMMITTEE NOTES  
Held on Tuesday, March 24, 2015 at 1:00 pm  
At the School Board Office, Gibsons, B.C.**

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**PRESENT:** TRUSTEES: Christine Younghusband, Chair; Lori Dixon; Pammila Ruth; Betty Baxter

STAFF/OTHERS: Patrick Bocking, Superintendent; Greg Kitchen, Assistant Superintendent; Vanessa White, District Principal; Erica Reimer, Recording Secretary; Louise Herle

**REGRETS:** Carolyn Spence; Lenora Joe

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The meeting was called to order at 1:08 p.m.

1. Environmental Education

Greg Kitchen provided an update on a recent Environmental Education committee meeting during which the committee looked at potential partnerships and grants to “green” the school grounds. School district staff are pursuing grants in a coordinated effort to maximize potential. The Environmental Education committee plans to create a document that lists environmental educational opportunities by grade and specific curricular objectives, which teachers can access as a resource to bring environmental education into the classroom. The Environmental Education committee continues to consider the feasibility of offering specific environmental course offerings at the secondary level. The committee is also considering other opportunities, including incorporating environmental learning opportunities into existing courses at the secondary level rather than offering specific courses that might reduce enrolment in other areas. The impetus to move environmental education forward and expanding focus at secondary level continues to grow.

The committee discussed the size and makeup of the NEST program, barriers to nature programs, and the value of district resources.

2. Grad Survey Update

Superintendent Bocking provided an update, indicating that the survey has been an ongoing topic of discussion with the District Student Leadership Team (DSLTL). The DSLTL have suggested embedding the survey within the graduation transition program at the end of a grade 12 year. Those same graduates would then have an opportunity to reevaluate their survey responses in future years based on where their educational path leads them. The committee discussed the potential of partnering with a local banking institution in this endeavor. The conversation moved to financial literacy workshops that had been provided by the Sunshine Coast Credit Union in previous years.

3. Satisfaction Survey Update

Superintendent Bocking provided an update. The Satisfaction Survey is offered annually through the ministry to all staff, as well as students, and parents of students, in grades 4, 7,

10 and 12. The survey remains open until the end of April. Survey results form discussion points for key topics, such as student safety.

4. Foundational Skills Assessment (FSA) Update

Superintendent Bocking reported that FSA testing has been completed for the current school year. The results of the assessment, along with classroom based assessment, are used to provide data to support the Achievement Contract that is provided to the Ministry in July of each year.

The committee discussed the value of the assessment and the quality of information provided to parents. Comments were heard regarding the political nature of the use of the data by the Fraser Institute in ranking schools. Other comments indicated that the tool is generally regarded as a good instrument that accurately reflects assessment. The recommendations of the Advisory Group on Provincial Assessment were shared.

5. Parent Engagement

DPAC is meeting on March 26<sup>th</sup>. District Principal Vanessa White will be attending. Trustee Baxter commented on the strong engagement of parents at the many PAC meetings that she and Superintendent Bocking has recently attended.

The meeting adjourned at 2:28 p.m.

**Next Meeting:** April 22, 2015 from 1:00 to 2:30 pm at the School Board Office.