



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

**OPERATIONS COMMITTEE  
AGENDA**

February 16<sup>th</sup>, 2016 from 12:30-2:00 pm  
School Board Office – Gibsons, BC

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- 1) Strategic Plan: 2.h. Safe and Healthy Schools (Operational)
- 2) Preliminary Budget Considerations
- 3) Transportation Review
- 4) Regulation 1250 – Communicating through the Media (revised)
- 5) Regulation 1360 – Distribution of Union Materials (revised)

# Safe and Healthy Schools

Report to Operations Committee

February 17, 2017

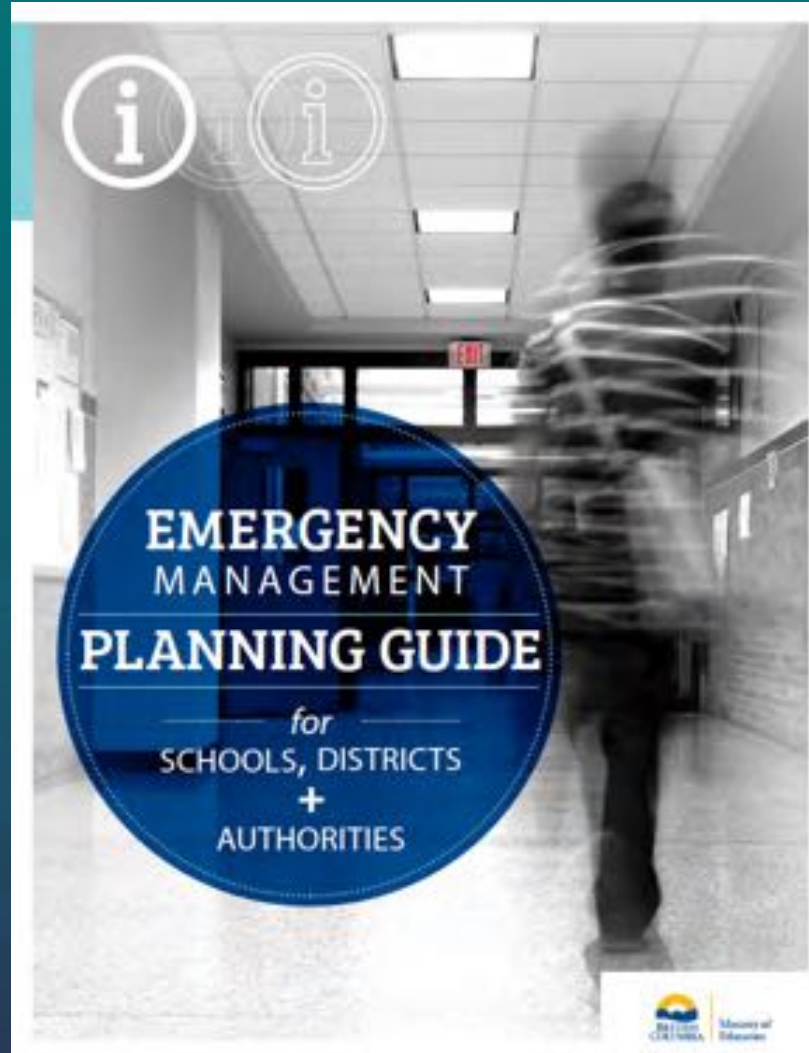


*Goal 2. h. Our staff will thrive with their students in safe and healthy schools where everyone feels respected for their individual gifts and contributions.*

# Current initiatives

- ✿ Emergency Procedures:
  - ✿ Emergency training for Principals and Teachers-in-Charge
  - ✿ Drills – lockdown training and police simulations at secondary schools

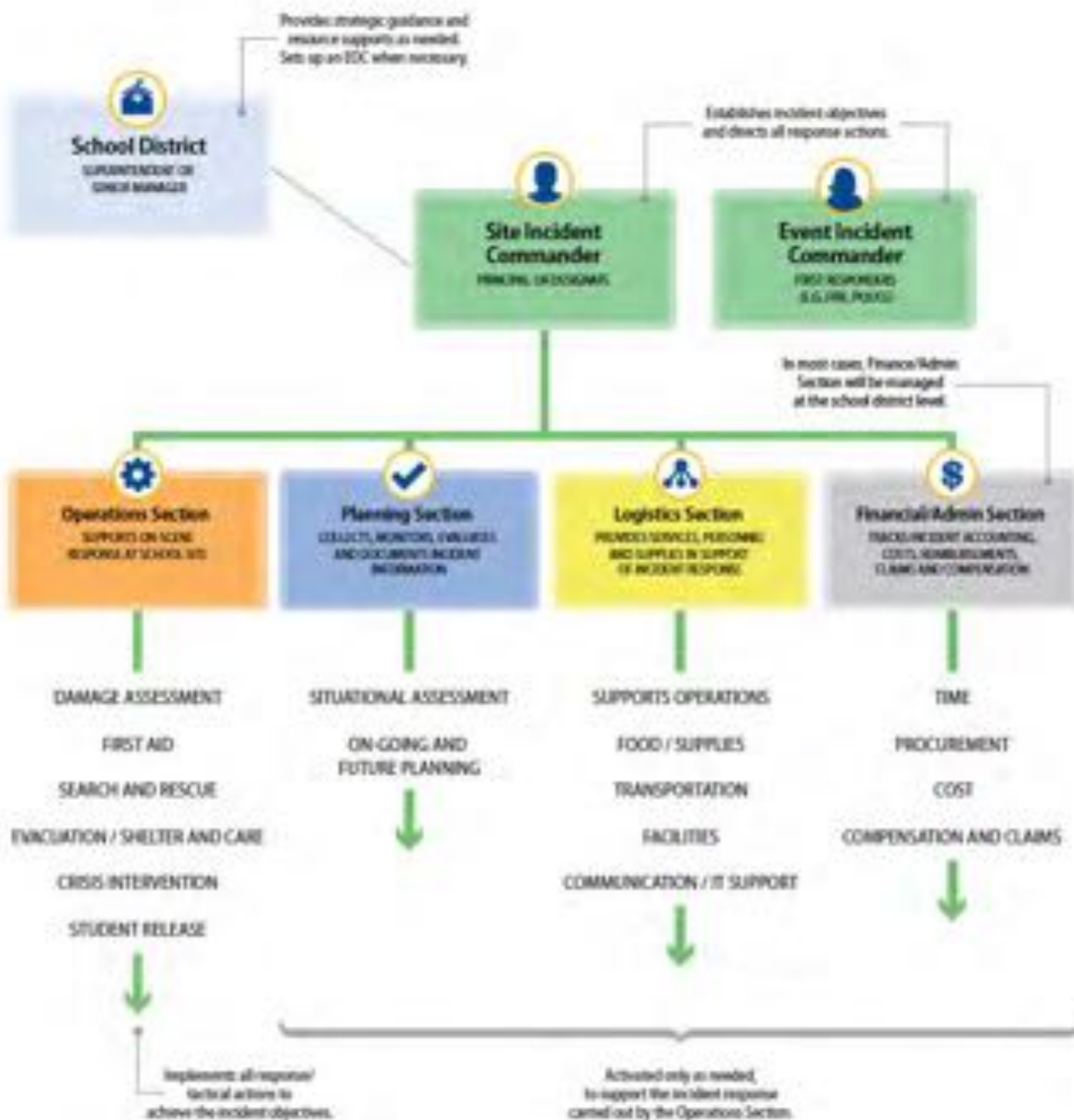
# Ministry of Education Planning Guide



BCERMS has four operational levels of response as shown in the diagram.



# THE INCIDENT COMMAND STRUCTURE



## The Four Commanders



# Current initiatives

- ❁ Custodial and Maintenance:
  - ❁ 95% elimination of toxic cleaning supplies
  - ❁ Custodial training planned, including outbreak management
  - ❁ HVAC upgrades at Langdale Elementary and Madeira Park Elementary



# Current initiatives

- ❁ District Health and Safety:
  - ❁ District structure for health and safety committee
  - ❁ Reviews school reports
  - ❁ Planning and training



## **CUPE LOCAL 801**

### **BUDGET SUBMISSION NOVEMBER 2016**

#### **Considerations when budgeting for the 2017/2018 school year .**

**CUPE work supports students, teachers, staff, parents and the community every day. Our work ensures that schools are vibrant, safe, clean and welcoming. In these times it makes good sense to not only look at the cost of our support, but the cost to those groups when our support is reduced or eliminated. It also makes sense to spend the money that is available as cost-effectively as possible.**

**CUPE support workers work every day in libraries supporting teacher-librarians in their role to support students to “read at or beyond their grade level” . Every library needs a full-time teacher-librarian as well as a full-time library assistant.**

**CUPE support workers work every day in classrooms to support student learning. EA’s, Childcare Workers and Aboriginal Support Workers work with teachers and need the time to be able to consult with them to “be a healthy, highly skilled, professional and inspired team” . The union would like to see a movement towards creating EA positions that are more than bell-to-bell.**

**CUPE support workers work every day to keep schools safe and clean. The maintenance department works hard to maintain school buildings and grounds. “Sustainable Practices” need to be put into place if School District 46 is going to be a leader in this area. To do this it will be imperative to ensure the level of staffing is sufficient to install and maintain things like solar panels, composting bins etc.. Custodial hours need to be increased to allow our students to thrive in “safe and healthy schools” where there are “exceptional facilities that are efficient and attractive” . Many sites have had custodial cuts which has resulted in a lower level of cleanliness. Please restore hours that were cut at schools.**

**CUPE support workers** work every day to support technology in our schools. The Tech Department has seen many changes and challenges over the past few years. Technology in the delivery of education has grown exponentially and requires some investment for the Systems Technologists to be effective. This staff needs to be increased to allow for the students to have the **“technologies to enrich their learning”**

**CUPE support workers** work every day to be the person that the students, staff, parents and Principals rely on to ensure everything runs smoothly. It is important that each school is staffed with a 35 hour per week Administrative Assistant. The Administrative Assistants share information with all stakeholders **“through effective communication”** and if these people are not available because of shorter hours this communication cannot take place.

**CUPE work supports students, teachers, staff, parents and the community every day.** Every year in the Spring, budget decisions are made to balance school and district budgets by cutting CUPE hours. This leaves employees feeling undervalued and uncertain about their future. In a school district where the goals include valuing **“a healthy, highly skilled, professional and inspired team”** our members need the security to know that they won't be laid off in the Spring when the budget needs balancing. Please don't lay off CUPE staff.

Thank you for the opportunity to present our submission

Carolyn Smith



President, CUP Local 801

Pc: all Trustees



#301 - 5710 Teredo Street, Sechelt, BC VON 3A0

January 11, 2017

Superintendent, Secretary Treasurer  
School District No. 46

Dear Mr. Patrick Bocking and Mr. Nicholas Weswick:

Re: Sunshine Coast Teachers' Association Budget Submission 2016/17

Thank you for meeting with us (January 5, 2017) as per Article D.20: Local Association Involvement in Board Budget Process. Teachers appreciated the opportunity to ask questions and learn more about the District Budget process.

Pursuant to the November 10, 2016 Supreme Court of Canada Ruling, the SCTA first and foremost expects that you will fully implement the restored language and bring all classes, specialist ratios, caseload and processes into compliance with the Collective Agreement (see attached quick reference sheet: Comparison of Class Size, Composition & Specialist Teacher Rates). We recognize that this is a budget matter.

Here are recommendations that we trust will be duly considered:

**Support Teacher Mentorship and Early Career Teachers** - this effective program provides great value for minimal expenditure. The SCTA acknowledges and thanks the Board for the current \$10,000 budget allocation for Mentorship. Every year, as more teachers retire, there is an increased number of teachers new to our district. Most of these are teachers in the five first years of their career. Our records show: 14 new hires so far this school year, last year 2015/16 there were 25, 2014/15 = 24, 2013/14 = 22. *That's 85 total in the past four years!* At the end of last June, when all the TTOC costs came in, we spent \$40,000 total for Teacher Mentorship (\$10,000 Board + \$30,000 SCTA). The Union respectfully requests that this matching amount be increased to \$20,000 for the 2017/18 Budget and, that the Board consider increasing the allocation for this year from \$10,000 to \$15,000 to help cover the costs (to date about \$13,500).

**Provide Funding for Teacher Training and Resources** - for the implementation of the new curriculum. Teachers have requested time to collaborate as well as funding for resources. We acknowledge and thank you for the support last year \$156,988!

**Hire more teachers** – despite increased student enrollment as well as the Educational Fund allocations our records show 200 Teacher FTE last year and 197 Teacher FTE this year. Teacher FTE has declined again!

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TEACHERS' WORKING CONDITIONS ARE CHILDRENS' LEARNING CONDITIONS

Box 951 Sechelt BC VON 3A0 • p: 604.885.7944 • f: 604.885.9837 • e: seta@decnet.com

We recognize that each employee has a valuable role to play however there is an imbalance of growth and decline of positions in the District. The Union recommends that more teachers be hired and when cuts are made, they should be made equally to all SD 46 employees: Management, School Board Office Staff, CUPE and SCTA. It appears that there are routine cuts to teaching positions in the spring then rehiring in the fall. No real, new Teacher FTE despite the Education Fund.

**Address English Language Learner needs** – immigrant families from all over the world have discovered the Sunshine Coast (Philippines, Egypt, Greece, Turkey, China, Japan, Morocco, Chili). An increase in Teacher FTE in this department is needed now to help address the necessary paperwork, assessment, support for transitions and service for ELL students K-12 as well as their families. The ELL Teachers (both part-time) are only able to work with students directly once every two weeks. The budget for ELL student resources is not adequate to buy bilingual dictionaries!

**Review Management and School Board Office Staff Positions** –

It is the position of the SCTA that school budgets be prioritized. Money is urgently needed at the school level for services to students. We request that there be a moratorium on creating new management positions, increasing the SBO staff positions and the hiring of retired principals to perform management work while teacher FTE continues to decline. The SCTA again encourages the Board to seriously consider different ways of distributing school and district principal / vice-principal assignments to more than one worksite and removal of administrator teaching responsibilities. This would achieve a cost saving by having fewer administrators, while maintaining the same FTE of school-based “administration work”. Employing Teachers-in-Charge or Head Teachers in small schools could help achieve a cost savings and build capacity for the future.

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

Sincerely,



Louise Herle  
Sunshine Coast Teachers' Association President

Cc: Paul Bishop, Director of Instruction  
Vanessa White, Director of Instruction  
SD #46 School Board Trustees  
SCTA Executive Committee  
Carolyn Smith, President CUPE 801

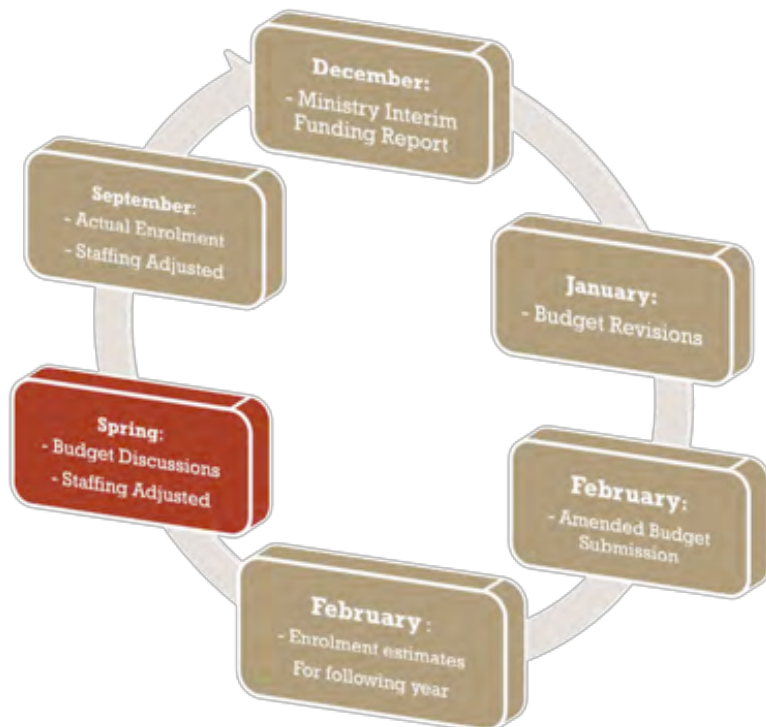


### Comparison of Class Size, Composition & Specialist Teacher Rates

CLASS SIZE	2002 SUNSHINE COAST CONTRACT LANGUAGE	SCHOOL ACT LANGUAGE
Kindergarten	20	22
Grade 1	22	24
Grade 2-3	22	24
Grade 4-7	30	30
Grade 8-12	30	30
Science, Home Economics	26	30
Industrial Education	*26	30
<b>CLASS COMPOSITION</b>	No more than two "Low Incidence"	No requirement
<b>SPECIALIST TEACHERS</b>		No requirement
Teacher Librarians	1 for 400	
Secondary Counsellors	1 for 300	
Learning Assistance Teachers	1 for 504	
Special Ed. Resource teachers	1 for 342	
ESL Teacher	74	
School Psychologist	Unknown	
Speech Language Pathologist	Unknown	
Total Secondary Student Load	190	

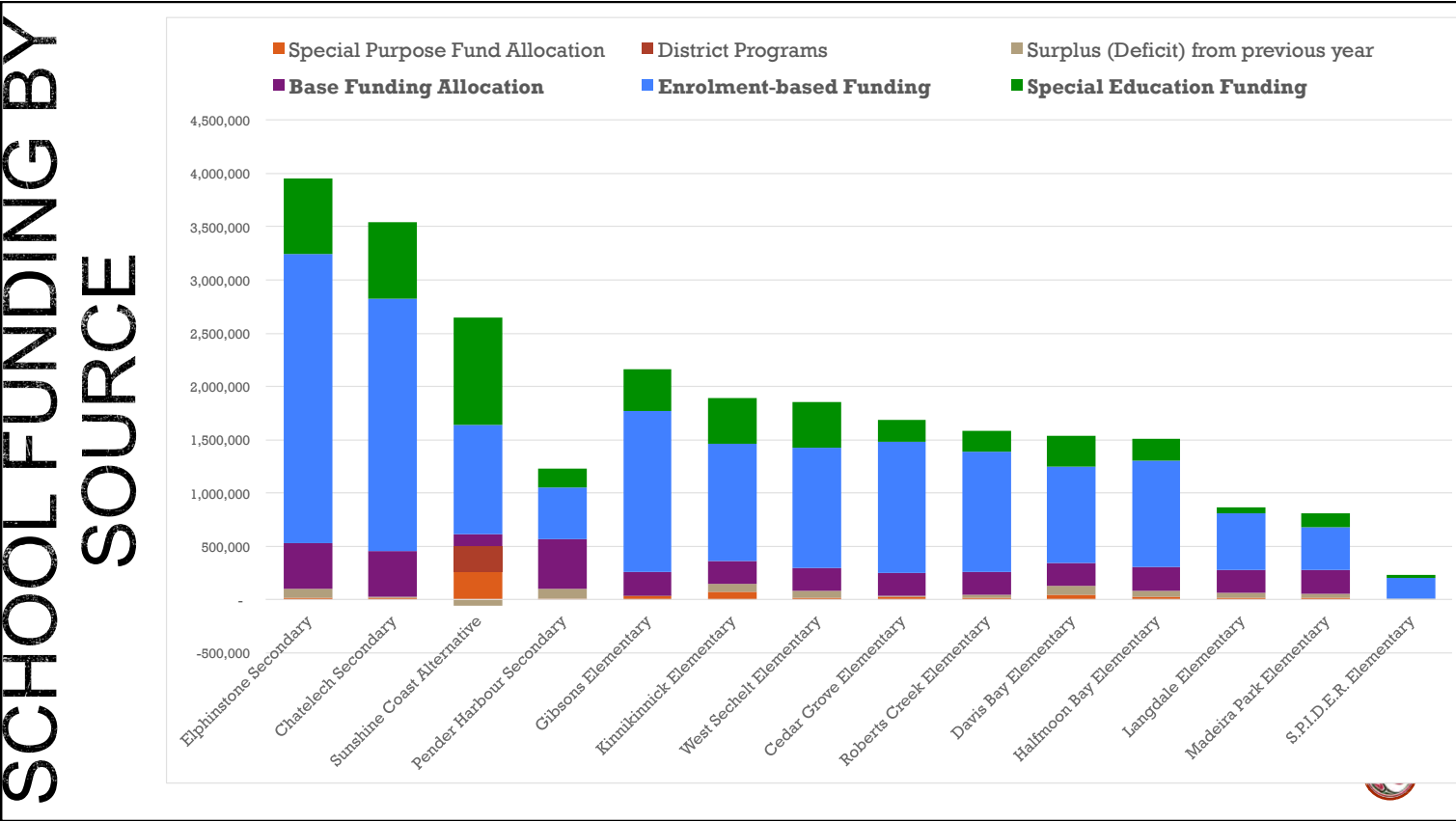
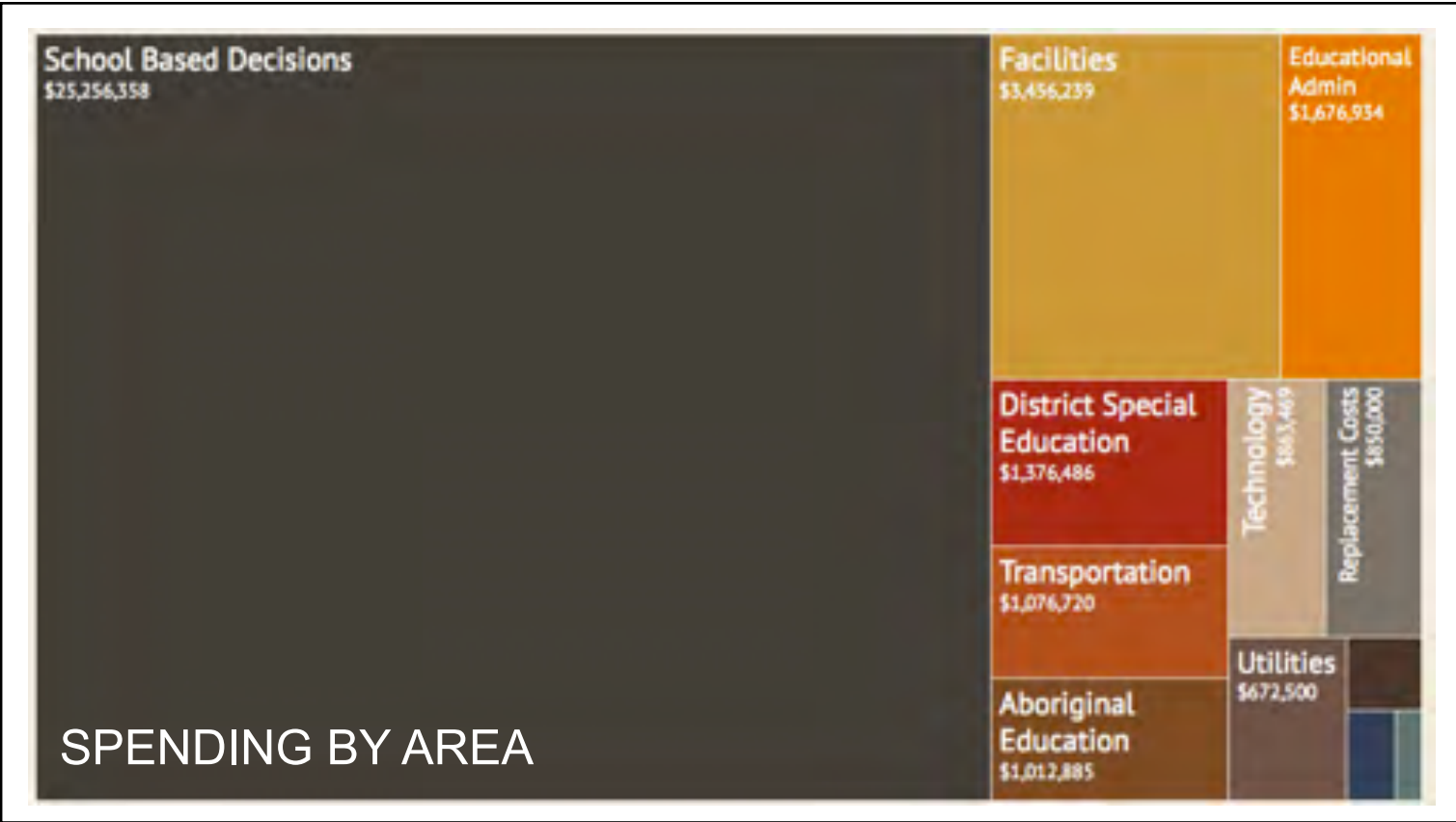
\* BCTEA 'Best Practices' guide states 45 school districts in BC had 20-24 students as of 2002 language. SD46 had a 24 student maximum before 2002.

# BUDGET CONSIDERATIONS 2017-18



## BUDGET CYCLE









## WHAT DRIVES THE BUDGET



A close-up photograph of a young child's face. The child has bright blue eyes and is looking directly at the camera. Their hands are raised to their forehead, with fingers spread, and are covered in thick, colorful paint in shades of green, blue, and yellow. The child's forehead and hair are also visible, with some paint smudges.

## STRATEGIC PLAN

Three Pillars:

1. Students
2. Staff
3. Community

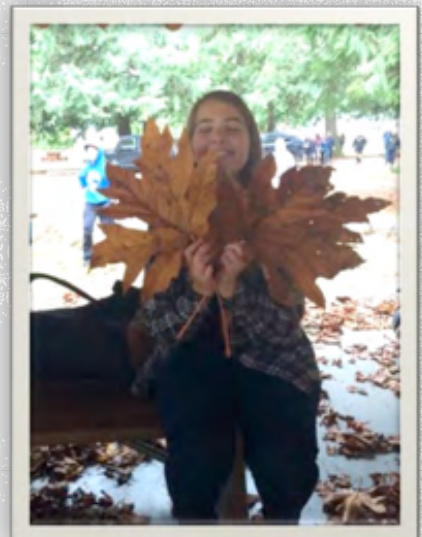




# IMPLEMENTATION PLAN

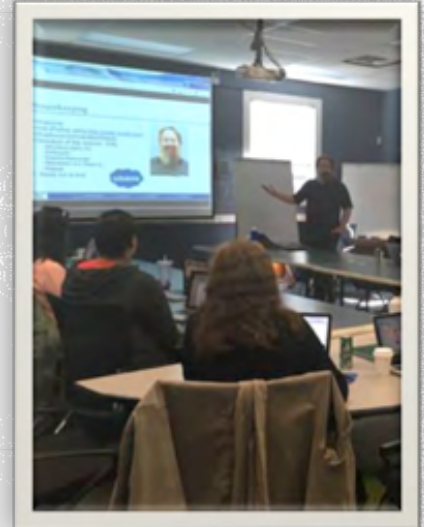
<b>STRAT PLAN SUPPORT</b>	<b>ACTIONS</b>
1a. Early Learning	Investigate Options For Vulnerable Children
1b. Reading	In-service/Collaboration For Secondary Teachers - 1/2 Day
1c. Math	In-service/Collaboration For Teachers
1d. Social/Emotional	Additional Counselor, Inservice
1e. Mental and Physical Health	In-service (2 Days Per Secondary)
1f. Music and Fine Arts	Review & Adjust Programs As Necessary
1g. Sustainable Practices And Outdoor Education	Implement Sustainability Plan
1h. Experiential Learning And Personalized Inquiry	Embed UDL Principles In All In-service
1i. Technology Skills	Maker Spaces & Coding, Library Technology, Carts
1j. Indigenous Culture	Aboriginal Student Forum, Parent Engagement
1k. Graduate	Review MyBlueprint, Specific Lifeskills, Consider Careers Support/Structure

## PILLAR 1: STUDENTS



<b>STRAT PLAN SUPPORT</b>	<b>ACTIONS</b>
2a. Professional Development	See 1b, 1c, 1e, etc
2b. Reading Teachers	See 1b
2c. Communication	New District Website, Email Addresses, School Websites
2d. Parent Communication	Review Freshgrade Pilot Project
2e. Healthy, Skilled, Inspired	Wellness Initiatives
2f. Leaders in our work	TIC / New PR Support and Training
2g. Pride & Celebration	Funding to Support Retirement Dinner and other Celebrations
2h. Safe & Healthy Schools	Gender-neutral/safe Bathrooms - Develop Plan for all bathrooms, all sites, Funding for Safe Student Transportation
2i. Exceptional Facilities	Implementing Facilities Plan - Advocate for WSES Expansion, Review DBES Capacity Needs
2j. Sustainable Practices	AFG - PV Solar Matching Grants, Transportation Review

## PILLAR 2: STAFF



<b>STRAT PLAN SUPPORT</b>	<b>ACTIONS</b>
3a. Communicate & Celebrate	Community Celebrations; Staff Celebrations
3b. Collaboration	Careers - Community Steering Committee
3c. International Program	Invest in recruitment and exchange programs
3d. Planning with Local Gov't	Implement Joint Use Agreement
3e. Community Schools	Implement plans for community garden spaces
3f. Cultural Relationships	Build on relationships with aboriginal communities & art communities
3g. Advanced Ed Relationships	Expand dual credit offerings

## PILLAR 3: COMMUNITY



- Counselling Support
- Technology – Both hardware & training
- Work Experience / Careers support
- Extended Experiences – Learning in the community
- Teacher training and collaboration time

## PRINCIPAL & VICE-PRINCIPAL FEEDBACK

- In response to implementation plan initiatives
- High-level summary of what is most important to this group of educational leaders



Strategic Plan Support	Actions	2017/18
2d. Parent Communication	Freshgrade Reporting Project	\$3,000
2g. Pride & Celebration	Funding to Support Retirement Dinner and other Celebrations	5,000
1d. Social/Emotional	Additional Counselor	95,000
1f. Music and Fine Arts	Potential staffing/supplies allocation to support District fine arts programs	10,000
1g. Sustainable Practices And Outdoor Education	Implement Sustainability Plan	10,000
1k. Graduate	MyBlueprint, Specific Lifeskills, Consider Careers Support/Structure	25,000
2c. Communication	New District Website, Email Addresses, School Websites	25,000
2f. Leaders in our work	TIC/ New PR Support and Training	5,000
<b>Strategic Plan Support Total</b>		<b>\$178,000</b>

## PRIORITY FUNDING ITEMS

- Arranged in loose priority sequence
- Other items to utilize existing budget lines, where possible
- Balance between central department services and school budget allocations is central to decision-making





Teacher Librarian FTE	\$397,100
Maintain Existing Counselling services, currently provided by LIF	145,000
Maintain Support for KES Social Development	95,000
Portable Classrooms - Renovations, Purchase, Delivery	?

## SUPREME COURT DECISION IMPACTS

- Estimates based on old collective agreement language
- Much is uncertain and will depend on March 15<sup>th</sup> budget announcement



## OTHER BUDGET ITEMS

Return of Admin Savings Clawback	(182,000)
Average Teacher Cost Increase	200,000
Employee Future Benefits Service/ Interest Costs	195,000
Exempt/PVP Compensation	156,000
Compassionate Care Top-up - Teachers	30,000
Spring Break - EA Training & Compensation	12,800
<b>Total - Other Items</b>	<b>411,800</b>

- Not driven by strategic plan, although may have impact on its initiatives



# UNRESTRICTED SURPLUS \$538,000

### Priorities:

- Ensure current year budget is balanced
- Allocations to school-based budgets
- Unforeseen/Extraordinary Events
- Support for one-time programs and purchases



# Administrative Regulations

## ADMINISTRATION

1250

### COMMUNICATION THROUGH THE MEDIA

1. The Board Chair and the Superintendent are the official spokespersons for the school district.
2. News releases which involve matters concerning the district as a whole or more than one school are the responsibility of the Chair, the Superintendent or their designates.
3. News releases which pertain to only one school shall be the responsibility of the Ppprincipal, with a copy provided to the Superintendent.—
4. Clearance shall be obtained from the Superintendent before any story is released which the Ppprincipal suspects may be controversial or which may have an impact on other schools in the district.
5. All statements made to the media by other staff members shall first be approved by the Superintendent and/or designate for the district and approved by the Principal for the school.—

**Date adopted:** January 1996

**Revised:** Aug 15/08

**Reference:**

**Supt. Signature:**



School District No. 46 (Sunshine Coast)

# Administrative Regulations

## ADMINISTRATION

1360

### DISTRIBUTION OF UNION/POLITICAL MATERIALS

**Purpose:**

~~The Board recognizes that respectful debate about educational issues is important. In that regard,~~ Judicial and arbitral jurisprudence has clarified that teachers have the right to engage in political discussion and the freedom to express their views to parents on such educational issues under Section 2(b) of the *Charter of Rights and Freedoms* (the Charter). Any restrictions on expression have to be justified under Section 1 of the Charter.

~~Administrative regulations for distributing union/political information on educational matters to parents must be considered within the established legal framework.~~

The right of teachers and support staff to further the debate with parents must be valued, but it must also be balanced with society’s interest in an effective and efficient school system, which maintains the confidence of students, parents and the public.

~~The Board requires t~~Teachers and support staff ~~to must~~ obtain prior approval of the Superintendent when distributing union/political information on educational matters on school property to parents or through students.

**Practices:**

1. Prior to distribution of any material ~~the Board of Education requires teachers and support staff to must~~ obtain approval of the Superintendent of Schools when distributing union/political information on educational matters on school property to parents or through students.
2. The ~~school or district administration~~superintendent will review the information for its accuracy and relevance to educational matters. ~~Further, the review undertaken will determine the appropriateness of sending the information from the school to parents, taking into account the “pressing and substantial” objectives of the public school system.~~
3. ~~In determining the appropriateness of the materials for distribution, there must be a consideration of the balancing of rights and measures that may be taken to minimally impair~~

**Date adopted:** January 12, 2010  
**Revised:** November 2013

**Reference:**  
Board Policy 11.1, 11.4

**Supt. Signature:**





School District No. 46 (Sunshine Coast)

# Administrative Regulations

## ADMINISTRATION

1360

~~the teacher's right of free speech while at the same time achieving the objectives of the school district.~~

- 4.3. Approval will be given or denied in writing within ~~48 hours~~4 working days of receipt of the proposed material ~~proposed (not including weekends or holidays).~~
- ~~5.4.~~ Should a union/political communication ~~on an educational matter~~ not be approved for any reason, the ~~employer superintendent or designate~~ will raise the matter with the local union president or designate.
- 6. ~~With respect to the accuracy, the content of the information must be accurate so that the expression is not misleading such that confusion and/or conflict are created. If the content or a portion of the communication is inaccurate/misleading, the employer will identify and request that the employee/union amend the inaccurate/misleading information. If the employee/union refuses to remove or amend the inaccurate/misleading portions as identified, the employer would then ban the entire distribution of the communication.~~
- ~~7.5.~~ Any approved communication ~~by the school district~~ must be placed in a sealed envelope and clearly marked/addressed to the parent/guardian. ~~Further, in order to ensure there is no confusion regarding from whom this communication is coming, t~~The document itself shall clearly indicate the author of the materialship.

**Date adopted:** January 12, 2010  
**Revised:** November 2013

**Reference:**  
Board Policy 11.1, 11.4

**Supt. Signature:**