

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



REGULAR MEETING AGENDA

Wednesday, February 13, 2019, 7:00 pm
School Board Office, Gibsons, B.C.

	Pages
1. <u>Call to Order</u>	
2. <u>Celebrating Education: Changing Results for Young Children (CR4YC) - K. Deasey</u>	
3. <u>Public Question Period (10 minutes in total)</u>	
4. <u>Adoption of the Agenda</u>	
RECOMMENDATION: "THAT the agenda of February 13, 2019 be adopted."	
5. <u>Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings</u>	1
a. Regular Meeting Minutes - January 9, 2019	
b. Record of Special Closed Meeting - January 22, 2019	
RECOMMENDATION: "THAT the minutes of the Regular Meeting of January 9, 2019 and the Record of the Special Closed Meeting of January 22, 2019 be adopted."	
6. <u>Reports</u>	
a. Superintendent's Report	6
b. Strategic Plan Reports	
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5. Reg 1330 - Summer School (to be repealed)	19
6. Reg 2010 - Assignment of a SETA or Teacher to a Home Site (to be repealed)	20
7. Reg 2100 - Procedure for Filling Principal and Vice-Principal Vacancies	21
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1.	BCSTA Report	47
2.	BCPSEA Report	48
3.	Student Trustee Report	
g.	Committee of the Whole Notes - January 22, 2019	53
h.	Education Committee Notes - January 23, 2019	55
i.	Operations Committee Notes - January 17, 2019	58
	RECOMMENDATION: "That the board approve the Amended Budget Bylaw, as presented to the Operations Committee on January 17, 2019."	
1.	2018-19 Amended Budget Bylaw	64
	RECOMMENDATION: "THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2018/2019 in the amount of \$49,454,340, be read for a first time." (See full motion on page 80.)	
j.	Policy Committee - January 22, 2019	81
	RECOMMENDATION: "That the revisions to <i>Policy 3 – Role of the Trustee</i> be approved"	
k.	Receipt of Reports	
	RECOMMENDATION: "TO receive the reports."	
7.	<u>Questions and Enquiries from the Public Relating to the Board Meeting</u>	
8.	<u>Correspondence</u>	85
a.	Sunshine Coast Principals and Vice-Principals Association	
9.	<u>Next Meeting</u>	
	The next public board meeting will be held on March 6, 2019.	
a.	Committee Agendas	87
	RECOMMENDATION: "TO approve the committee agendas."	
10.	<u>Adjournment</u>	



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

Wednesday, January 9, 2019, 7:00 pm
School Board Office, Gibsons, B.C.

TRUSTEES: P. Ruth, Chair, S. Leech, A. Amaral, M. Hampvent, S. Haines, S. Girard,
T. Ste. Marie, N. Davis (Student Trustee)

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

1. Call to Order

The meeting was called to order at 7:00 pm.

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

2. Celebrating Education: North vs. South Charity Hockey Game

Vice-Principal Sauer and Student Trustee Davis reported on the third annual North vs South Hockey Game. The game, sponsored by the District Student Leadership Team, is a great opportunity to unite the school district with participation from staff and students from across the district. The board chair traditionally drops the puck to begin the game and this year Chair Ruth was pleased to take up the annual tradition. The hockey game also acts as a fundraiser for the Sunshine Coast Food Bank. Over the course of three years, the DSLT has raised close to \$6,000.

3. Public Question Period (10 minutes in total)

- There were no questions from the public.

4. Adoption of the Agenda

Moved: Amaral

Seconded: Hampvent

MOTION: "THAT the agenda of January 9th, 2019 be adopted."

Carried

5. Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings

Moved: Ste. Marie

Seconded: Hampvent

MOTION: "“THAT the minutes of the Regular Meeting of December 12th, 2018 and the Record of the Closed Meeting of December 12th, 2018 be adopted.”"

Carried

6. Reports

a. Superintendent's Report

Superintendent Bocking shared a presentation that highlighted items from his written report, including:

- Nutcracker ballet school program,
- Winter celebrations at schools,
- SPARK!10 program,
- Activities taking place on the January non-instructional day (reported by Directors White and Bishop),
- Teacher laptop replacement,
- Competency-based Individual Education Plan (IEP) implementation (reported by Director White),
- District Parents' Advisory Council (DPAC),
- "Parenting Your Teen" program.

b. Administrative Regulations in Circulation

Additional information on revisions can be found in the Committee of the Whole meeting notes of December 18, 2018.

1. Reg. 1120 - Educational Heritage

c. Administrative Regulations to be Received

The following regulations have completed the circulation phase.

1. Reg.1130 - Extended Experiences
2. Reg. 2060 - Distribution of Union Materials
3. Reg. 2110 - Reference Checks and Search of Criminal Records
4. Reg. 3240 - Student Substance Use
5. Reg. 4100 - Natural Gas Leaks (repealed)
6. Reg. 5045 - Grant Applications
7. Reg. 5070 - School Funds

d. Secretary-Treasurer's Report

Secretary-Treasurer Weswick noted that recommendation 6 (changes to funding for Inclusive Education) and 8 (elimination of the Classroom Enhancement Fund) from the Report of the Funding Model Review Panel could present the largest impact to the district.

1. Larger Cheques Written in the Month of December 2018

The report was submitted as written.

e. Board Report

Chair Ruth spoke to her written report, highlighting the success of the North vs South hockey game and a positive Women in Politics lunch.

1. BCSTA Report

Trustee Hampvent indicated that she would be attending two BCSTA events prior to the next board meeting.

2. BCPSEA Report

Trustee Amaral indicated that she would be attending the BCPSEA AGM at the end of January, alongside Director Bishop.

3. Student Trustee Report

Student Trustee Davis reported that, in addition to the hockey game, students have been involved in:

- Successful toy drives and food drives at secondary schools,
- Talent shows at several high schools
- New environment club starting at Elphinstone Secondary to raise awareness about environmental issues.

f. Committee of the Whole Notes - December 18, 2018

The notes were submitted as written.

g. Receipt of Reports

Moved: Amaral

Seconded: Girard

MOTION: "TO receive the reports."

Carried

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

- A member of the audience asked for clarification on an item in the cheque report. Secretary-Treasurer Weswick indicated that the payment related to asbestos remediation.

- A member of the press requested clarification on the impact of the recommendations from the Independent Funding Model Review Panel. Secretary-Treasurer Weswick provided a response, noting that the full impact of the panel's recommendations remain unknown.

8. Next Meeting

The next public board meeting will be held on February 13, 2019.

a. Committee Agendas

Superintendent Bocking requested Regulation 1350 (Swimming) be removed from the January Education Committee agenda, as the regulation requires no changes, and that Regulation 2100 (Procedure for Filling Principals and Vice-Principal Vacancies) be added to the agenda.

Moved: Girard

Seconded: Amaral

MOTION: "TO approve the committee agendas, including requested changes to the Education Committee agenda."

Carried

9. Adjournment

There being no further business, the meeting adjourned at 7:53 pm.

Moved: Amaral

Seconded: Hampvent

MOTION: "TO adjourn."

Carried

Pammila Ruth - Board Chair

Nicholas Weswick - Secretary-Treasurer



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

RECORD OF SPECIAL CLOSED MEETING

Held on Tuesday, January 22nd, 2019
At the School Board Office – Gibsons, B.C.

PRESENT:	TRUSTEES:	P. Ruth (Chair), S. Leech (Vice-Chair), A. Amaral, S. Girard, S. Haines, M. Hampvent, T. Ste. Marie
	STAFF:	P. Bocking, Superintendent of Schools P. Bishop, Director of Instruction V. White, Director of Instruction N. Weswick, Secretary-Treasurer E. Reimer, Executive Assistant (Recording Secretary)

The meeting was chaired by Vice-Chair Leech.

Call to Order

The meeting was called to order at 1:10 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Information / Action Items**
 - Personnel
 - Staff Update
- **Items for Disclosure**
 - There were no items for disclosure

Adjournment

The meeting adjourned at 1:38 p.m.

Pammila Ruth
Board Chair

Nicholas Weswick
Secretary-Treasurer

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

Superintendent's Report

Submitted by Superintendent Patrick Bocking
February 13th, 2018

1. Students

- a. Kindergarten Registration begins February 19th. Parents are invited to register anytime, but we emphasize this time so that our principals know how many children are coming so that they can prepare their schools for our newest students' arrival in September. (1a)
- b. Early Years Fair 2019 is coming soon to the Sechelt Learning Centre! The Fair this year is based on the children's book, "The Best Part of Me" and takes place beginning at 10 a.m. on March 9th. (1a)
- c. Pink Shirt Day is February 27th. The 2019 focus is cyberbullying. Wear pink to show everyone that we will not stand by when others are bullied in any way. (1d)
- d. Author Robin Stevenson is presenting to several of our schools on reading and inclusion. We very much appreciate the partnership of the Sunshine Coast Festival of the Written Arts to bring wonderful authors like Robin to our students. (1d)
- e. February is kindness month. Students and staff actively reflect on kindness, inclusion and friendship. (1e)
- f. Fiddler on the Roof is coming to the Chatelech theatre on February 22nd and 23rd at 7 pm, February 24th at 2 pm as well as February 28th and March 1st and 2nd at 7 pm. This show is sure to be a sell out! Information regarding tickets will be out soon! (1f)
- g. There are mixed feeling when the snow comes, but our students and teachers take full advantage of the opportunity that cold and snow brings! (1h)
- h. Lisa Bains, a web developer and mentor for the Girls Learning Code and Kids Lab for Digital Arts workshops, is facilitating coding workshops using Scratch and Sphero for Grades 5-7 student's across the district throughout February. (1i)
- i. We are pleased to celebrate two of our student apprentices who have won \$1000 awards from the Industry Training Authority for completing 1000 hours of work as part of their trades training. (1k)

2. Staff

- a. District Day is February 15th. The SCTA has developed a wonderful program of professional learning including highly relevant, and entertaining keynote speaker Shelley Moore who will speak about inclusion. (2a)
- b. Strategic Plan consultations are taking place with PACs, school staffs, students and committees. (2c)
- c. The District Parent Advisory Council's next meeting will be on Thursday, February 24th at 7:00 p.m. at Chatelech Secondary School. VCH Dietician Meghan Molner will be speaking about, "Building Healthy Body Image in Youth". (2d)

- d. Our Facebook page actively shares information to support parents with their children on new and special events in our schools, articles on inclusion (Shelley Moore), talking to your child about substance abuse, and more. (2c)
3. Community
 - a. A celebration of the community partnerships that enable our students to succeed and thrive takes place at Chatelech Secondary School on Thursday, March 7th at 5:00 p.m. Staff, partners and student presentations on “inclusion” will follow a chance to view table displays by our community partners. All are welcome! (3b)

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

Strategic Plan Report: Early Learning

Submitted by Superintendent Bocking

February 13, 2019

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

~ Albert Einstein

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

Background:

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

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

Discussion:

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

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

Recent and Next Steps:

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

week Circle of Security and Positive Discipline classes for parents of young children.

- A group of Kindergarten Teachers, StrongStart and Community Early Childhood Educators are participating in 'Changing Results for Young Children,' a cross-district provincial initiative designed to support quality practices associated with improving the social and emotional well-being of young children.
- This year, all Kindergarten Teachers participated in a mid-year Kindergarten Survey to monitor the progress of Kindergarten students across the district.
- A team of StrongStart and Kindergarten educators have engaged in the 'Pedagogy of Play' initiative, and are leading a strategy to support creativity, play and literacy. These leaders have created loan banks of materials and many resources to support innovative practices in the early years.
- A pilot program to provide increased transitioning support for vulnerable families with complex needs was launched this year.
- Outdoor, imaginative and place-based learning has been supported through a focus on developing natural playscapes in StrongStart.
- Alternative School students also participate in the Circle of Security program, and visit StrongStart weekly in order to support secure attachment, and to engage in reflective practice.
- StrongStart facilitators are receiving training in Motivational Interviewing Level II, which focuses on learning strategies to support parents in making positive changes in their lives.
- KinderSPARK! facilitators and Kindergarten Teachers are working together to create a 'redesigned' KinderSPARK! program. This update introduces families to the redesigned curriculum, though a child-centred and personalized approach.

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

Strategic Plan Report: Social Emotional Learning

Submitted by Director White

February 13, 2019

“Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

- CASEL (Collaborative for Academic, Social and Emotional Learning) www.casel.org

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

Discussion:

We know that SEL instruction is crucial to student success. A 2011 meta-analysis of 213 studies involving school-based universal SEL programs including over 270,000 students in K-12 revealed an increase in social emotional skills, improved attitudes about self, others and school, positive behaviour and an **11% increase in percentile points on standardized achievement tests**. It also showed a decrease in conduct problems and emotional distress. It is estimated that for every dollar invested equally across the 6 SEL interventions, there is a return of eleven dollars.

Our district has worked hard this year to create a systemic plan for social emotional learning. We have begun to weave together the work of our school counsellors and universal delivery of self-regulation lessons with staff training on Positive Discipline and parenting sessions through our Early Learning Team on Circle of Security. Many schools have been engaged in specific training on ACE’s (Adverse Childhood Experiences) and Trauma during this past year. Secondary school staff are in the process of being trained in Mental Health Literacy and will be bringing this valuable program to their students in the Spring. We are grateful to our community partners who provide assistance and intervention when the needs of an individual student become more intensive and require specialized support.

The attached graphic is an overview of all of the work being done in this area.

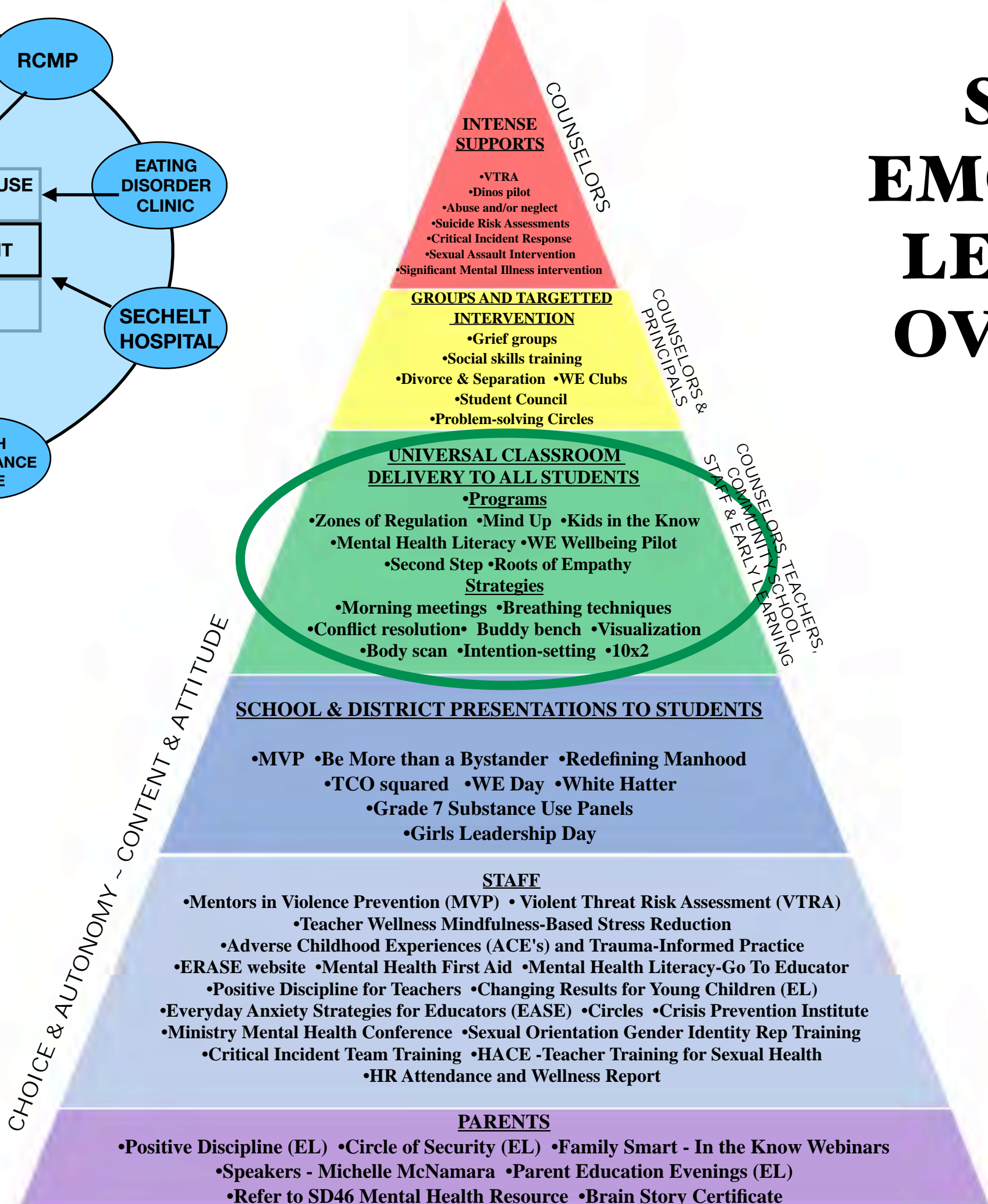
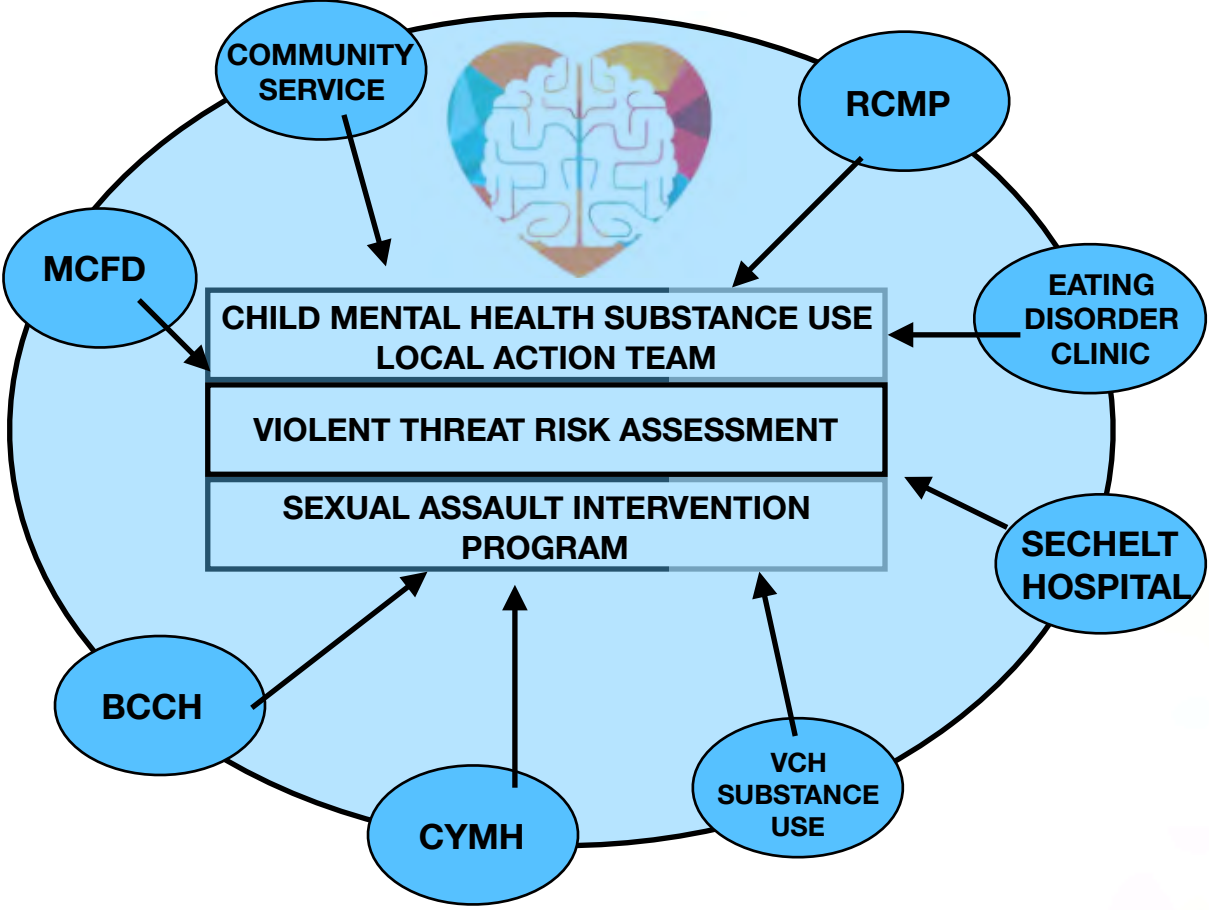
Next Steps:

- MHL training for PHSS staff on Feb. 26th
- ACE’s training in May
- MHFA training in April
- ACE’s seminar April 9th
- Counsellors learning session on Trauma interventions – Feb 28th, March 1st.

Strategic Plan Report: Social Emotional Learning

- EASE (Everyday Anxiety Strategies for Educators) training for 30 staff on Feb. 6th and 7th
- McCreary Report Launch March 13th in Vancouver

SOCIAL EMOTIONAL LEARNING OVERVIEW



DATA:

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MDI (Middle Years Development Instrument):
<http://earlylearning.ubc.ca/mdi/>

.....

McCreary Centre Society
<https://www.mcs.bc.ca/>

.....

EDI (Early Years Development Instrument):
<http://earlylearning.ubc.ca/edi/>

.....

CASEL: The Collaborative for Academic, Social, and Emotional Learning

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 District Support Services
 PO Box 2148
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 Sechelt, BC, V0N 3A5
 (604) 885-6782
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**REPORT TO THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO.46 (SUNSHINE COAST)**

Strategic Plan Report: Professional Development

Submitted by Superintendent Bocking

February 13, 2019

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

- Mark Twain

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

Background:

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

Discussion:

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

Next Steps:

- Support Grade 11 and 12 teachers to implement the revised provincial curriculum over the next two years.
- Share our many professional learning activities through reports on our strategic goals in all areas of the strategic plan.
- Adjust our priorities in line with the 2019/ 2023 Strategic Plan.

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

Strategic Plan Report: Collaborations

Submitted by Superintendent Bocking

February 13, 2019

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

- Amit Ray

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

Background:

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

Discussion:

The board’s Strategic Plan prioritizes community collaboration as one of the keys to improving student achievement and life skills success. One example of our work is the Joint Use Agreement with the Sunshine Coast Regional District. This agreement allows greater access to facilities for our students and for community activities. Another exciting project is the partnership with the United Way of the Lower Mainland and the Sunshine Coast Community Schools group. Together we are building opportunities for out of school activities for our elementary students. A third highlight is our very active partnership with a variety of community supports for our careers programs. Properly preparing our students for their career aspirations requires their being present in workplaces to fully explore their aptitudes and skills sets for different possibilities.

Next Steps:

- Staff continue to work with community partners to meet the needs of our district and our community. Staff will report on collaborative structures in the context of the goals as they are presented.
- The *Partners in Learning* celebration takes place on Thursday, March 7th at Chatelech Secondary School.

ADMINISTRATIVE REGULATIONS

Title: **Copyright**

Category: **Education**

Number: **1090**

Circulating until April 1, 2019

I. **Rationale:**

Copyright legislation ensures fair returns on investment for the producers of copiable and mass showing commercially produced work. School districts have an obligation to support these fair practices.

II. **General:**

- A. Teachers are expected to follow the guidelines of copyright as outlined at <http://www.fairdealingdecisiontool.ca/>.
- B. The Executive Assistant to the Superintendent is the Copyright Officer for the district.
- C. District equipment, material or services shall not be used to infringe copyright as per the *Copyright Act of Canada* and the *Copyright Modernization Act*.
- D. The Copyright Officer shall distribute annually information to site managers on the provisions of the *Copyright Act of Canada* and the *Copyright Modernization Act*.
- E. Principals and other site managers shall ensure that appropriate notices are placed on or near equipment which could be used to make copies of copyrighted materials. These notices shall include a warning on copyright infringement and the responsibility of the individual.
- F. School libraries are exceptions to the *Copyright Act*.

Received:

References: <http://www.fairdealingdecisiontool.ca/>





Scho (last)

TO BE REPEALED
Circulating until March 4, 2019

Administrative Regulations

EDUCATION

1140

FIRST NATIONS EDUCATION

1. Schools with a significant First Nations population shall design and deliver programs for First Nations students that focus on cultural awareness, aboriginal language instruction and support services.
2. Programs, including the budget and staffing decisions, shall be developed through a process of consultation.
3. Consultation shall extend to representative(s) of the Education Committee of the appropriate First Nations authority.
4. Recommendations for the distribution of funding in the following fiscal year shall be submitted to the school district from each school by April 1st.
5. Funding approval shall be given based on the number of First Nations students enrolled in programs that meet Ministry requirements.
6. Funding acquired in partnership shall be distributed based on the funding source requirements and upon the joint recommendation of the principal and the appropriate First Nations authority.
7. Where required or agreed by the school district, funding shall be transferred to the First Nations authority for program requirements, and the First Nations authority shall be required to report as per Ministry and/or school district direction.

Page 1 of 1

Date adopted: January 1996
Revised:

Reference:

Supt. Signature:



School District (last)

TO BE REPEALED
Circulating until March 4, 2019

Administrative Regulations

Education

1200

PASSPORT TO EDUCATION

The Ministry of Education gives awards to the top students in each of grades 10, 11 and 12. These are in the form of stamps, which are redeemable for tuition credits at post-secondary institutions. They have no cash value. The number of stamps we may award is determined by the Ministry from our September enrollment. Awards are given as follows based on the number of students who are enrolled in five or more courses in one school calendar year in a graded secondary school program:

Grade 12 (worth \$500): The calculation will be based on the best five provincially authorized and/or Board Authorized (BAA) courses completed during the student's Grade 12 year. The calculation will use the final school mark as of June 29th (not the blended mark in the case of Provincially Examinable Courses). To earn the passport in Grade 12, the student must receive their Dogwood Certificate or School Leaving Certificate.

Grade 11 (worth \$250): The calculation will be based on the best six provincially authorized and/or Board Authorized (BAA) courses completed during the student's Grade 11 year. The calculation will use the final school mark as of June 29th (not the blended mark in the case of Provincially Examinable Courses).

Grade 10 (worth \$250): The calculation will be based on the best seven provincially authorized and/or Board Authorized (BAA) courses completed during the student's Grade 10 year. The calculations will use the final school mark as of June 29th (not the blended mark in the case of Provincially Examinable Courses). In addition, eligible students must pass Planning 10.

Further to the above, work habits and/or school community involvement could be used to determine up to 1/3 of the criteria, as per individual school criteria. For students registered in a regular school and a Distance Learning (DL) school in September, the two schools will discuss with each other whether the student in question has met all the criteria (of both schools) before being awarded a stamp by the "School of Record" (priority school for funding).

Page 1 of 1

Date adopted: January 10, 2012
Revised:

Reference:

Supt. Signature:



Scho

TO BE REPEALED
 Circulating until March 4, 2019

ast)

Administrative Regulations

EDUCATION

1220

POLICY FOR EARNING CREDITS FOR OTHER LEARNING

Refer to policy and procedures in:

- 1) **Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies.** This policy is available at www.bced.gov.bc.ca/policy/policies/earning_credit_through.htm. This policy supports students to earn credits for other learning in the 1995, 2004 and Adult Graduation Programs.
- 2) **Handbook of Procedures for the Graduation Program,** Chapter 2, British Columbia Ministry of Education.

Date adopted: January 25,
2006

15, 2000

Reference: Handbook of Procedures for the
Graduation Program (Min. of Ed.)

Supt. Signature:

Page 1 of 1



School Board (District 46 Board of Education) (last)

TO BE REPEALED
Circulating until March 4, 2019

Administrative Regulations

EDUCATION

1330

SUMMER SCHOOL

1. Registration priority will be given to students who have received a failing grade in the course in the immediate year preceding summer school. Students with other circumstances may be considered for enrolment with a written request from the school administration.
2. The duration of instruction per day will be 133.6 minutes (the equivalent of a 0.5 F.T.E. teacher) for four weeks.
3. Class size will not exceed twenty (20) students per teacher on any one day.
4. Teacher's salaries will be 1/200TH of their categories and experience, prorated for F.T.E. worked. Time-in-lieu will not be provided. Payment will occur through a normal payroll and will be added to the teacher's total salary for the year.
5. The establishment and continuation of a summer school each year is subject to minimum enrolments.

Page 1 of 1

Date adopted: August 15,
2000

Reference: Board Policy 4.3, 4.4

Revised:

Supt. Signature:



Scho

TO BE REPEALED
Circulating until March 4, 2019

ast)

Administrative Regulations

PERSONNEL

2010

ASSIGNMENT OF A SETA OR TEACHER TO A HOME WORKSITE

The Board recognizes that, when it is necessary to provide students with educational programs at their homes, the safety and health of its employees is a priority.

1. No SETA or Teacher shall be given a long-term assignment to a home worksite at a student's home without the completion of the following:
 - a. An inspection of the home by the school's health and safety committee;
 - b. The correction of any safety or health hazards noted by the health and safety committee;
 - c. The development of a protocol to be used by the SETA when he/she plans to visit a home worksite. The protocol is to include the how (eg. cell phone) and when the SETA will confirm with his/her supervisor when entry to the work site is occurring.
 - d. Written agreement by the parent/guardian that either he/she or another responsible adult will always be in the home when the SETA or Teacher is present and that such adult is the person responsible for the student and home during the time the SETA or Teacher is present.
2. The SETA is required to phone his/her supervisor immediately prior to entering a home worksite.
3. Should a SETA or Teacher assigned to a home worksite either find the student at the home without a responsible adult present or should the responsible adult leave while the SETA or Teacher is present, the SETA or Teacher is to leave as well.
4. Should a SETA or Teacher assigned to a home worksite become aware of a threat to his/her immediate safety or health, he/she shall leave the home worksite immediately and then inform the principal. If any other safety or health concerns should arise, the SETA or Teacher shall inform the principal.
5. In the case of a SETA being assigned to a home worksite, the special education activities shall be assigned by a special education teacher.

Page 1 of 1

Date adopted: November 9, 1999
Revised: December 14, 2010

Reference:

Supt. Signature:

Title: **Filling Principal and Vice-Principal Vacancies**

Category: **Personnel**

Number: **2100**

Circulating until April 1, 2019

I. Rationale:

Should a vacancy be likely, the Superintendent shall request the completion of the Principal Profile from the Parent Advisory Committee, the school staff, and from students in secondary schools. The form details the knowledge, skills and experiences desired for their Principal based on the specific needs of the school.

II. Definition:

The “Principal Pool” is a group of successful applicants from the selection process. Successful applicants are placed in the Pool for two years at which time, should they not be in a permanent Principal or Vice-Principal position, they may be asked to re-apply for the Pool.

III. Procedures:

A. Process for school leadership positions to be filled:

1. Principals and Vice-Principals will be invited to inform the Superintendent of their interest in transferring to potential vacancies. All qualified Principals and Vice-Principals will be considered for the position.
2. Should it be necessary for the needs of the school and the district, available positions will then be filled through the Principal Pool process (defined below).
3. If a vacancy is not filled by internal transfer or from the Principal Pool, the position will be advertised internally and externally.
4. The Superintendent will advise the Board of the anticipated transfers prior to the placement of the Principal or Vice-Principal at the school.

B. Principal Pool Process:

1. The Superintendent or designate will invite qualified applicants to apply for the Principal Pool.
2. The posting will be advertised within the district. Should there be a need for additional applicants, the posting may be advertised externally.
3. A Principal Pool hiring committee will be established including:
 - a) Superintendent (or designate) and Director of Human Resources
 - b) Trustees (2)
 - c) Principals (2 – one elementary, one secondary)



ADMINISTRATIVE REGULATIONS

Title: **Filling Principal and Vice-Principal Vacancies**

Category: **Personnel**

Number: **2100**

Circulating until April 1, 2019

4. Applicants will be shortlisted. Consideration shall be given to the following traits:

- a) Evidence of successful teaching experience
- b) Evidence of successful educational leadership experience
- c) Academic preparation/ Postgraduate work
- d) Other Professional preparation
- e) Possession of, or eligibility for, a BC teaching certificate.

5. Short listed candidates will be invited to attend an interview process with the Principal Pool Committee.

- a) The Selection Committee shall prepare a set of interview questions. These questions will be asked of all candidates and will form the core of the interview. The interviewers may ask questions for clarification or elaboration.
- b) All members of the Selection Committee must normally be present for all interviews.
- c) References will be required. Applicants' current supervisor must be the first reference.
- d) The Director of Human Resources will notify candidates of their status on the Pool at the conclusion of the process.

Received:

References: Policy 11.11



ADMINISTRATIVE REGULATIONS

Title: **Arson, Vandalism, and Forced Entry**

Category: **Health and Safety**

Number: **3030**

Circulating until April 1, 2019

I. Rationale:

Student and staff safety is our main priority when dealing with issues in schools. It is essential to have good communication amongst staff and between schools and facilities managers. The RCMP should be notified if there is any concern for staff or student safety.

II. General:

A. The line of authority in carrying out this regulation shall be the principal, the vice-principal, a custodian, a teacher or delegate as authorized by the principal..

B. Following detection of any signs of arson, or attempted arson, vandalism or forced entry the Manager of Facilities shall be advised immediately. The RCMP will be notified after consultation with the Manager of Facilities.

C. When an employee suspects that a forced entry has been made to a building, he/she shall not enter the building but shall notify the Manager of Facilities and then the RCMP immediately, and maintain a watch on the building until the RCMP arrives and assumes control.

D. Any damage shall be reported to the Manager of Facilities, who shall make written report on the extent of damage to the Secretary-Treasurer.

E. Where immediate repairs are necessary, the Manager shall receive clearance from the RCMP before beginning.

F. Where it appears that the repairs or replacement required should exceed the deductible amount allowed for by the insurance policy, the Secretary-Treasurer shall refer the matter to the insurance agent.

G. Students willfully causing such significant damage to school district property shall be suspended from their school and shall provide restitution before being re-admitted to any school in the district.

Received:

References:





School District No. 46 (Sunshine Coast)

Admin **TO BE REPEALED** ions

HEALTH AND SAFETY

3160

PERSONAL SAFETY (continued)

A. Definition of Bullying (continued)

- 4. Bullying involves a desire to hurt + hurtful action + a power imbalance + an unjust use of power + (typically) repetition.

It is characteristic of bullying that the perpetrator enjoys the domination that is being demonstrated and the victim feels oppressed.

Bullying involves a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim.

B. The Means of Bullying

- 1. The ways people bully can be classified (with examples) as follows:

	Direct	Indirect
Verbal abuse	<ul style="list-style-type: none"> • Verbal insults • Unfair criticism • Name calling 	<ul style="list-style-type: none"> • Persuading another person to criticize or insult someone • Spreading malicious rumours • Anonymous phone calls and e-mails
Gestural abuse	<ul style="list-style-type: none"> • Threatening or obscene gestures • Menacing stares 	<ul style="list-style-type: none"> • Deliberate turning away or averting one’s gaze to ignore someone
Relational bullying	<ul style="list-style-type: none"> • Forming coalitions against someone 	<ul style="list-style-type: none"> • Persuading people to exclude someone

Page 2 of 7

Date adopted: January 15, 2008
Revised:

Reference: Board Policy 4.2
Focus on Bullying – Ministry of Education
 • Bullying Incident Reports (pgs 82&83)

Supt. Signature:



School District No. 46 (Sunshine Coast)

Administrations

TO BE REPEALED

HEALTH AND SAFETY

3160

PERSONAL SAFETY (continued)

B. The Means of Bullying (continued)

- 2. For all groups of persons--students, teachers and parents--**verbal means** are the most common form of bullying. The means may vary in sophistication or subtlety, from crude name-calling and up-front insults more common among children, to the use of cruel sarcasm, innuendo and rational-sounding (but knowingly unfair) criticism employed by older students and adults. **Indirect verbal bullying** may occur when the perpetrator seeks to hurt someone without revealing his or her identity. **Gestural bullying**, again, may vary in subtlety from finger signs and tongue poking to rolling of the eyes and a deliberately inappropriate poker face. In most school communities, **physical means** are the least commonly practised, but occur more frequently among boys and among younger students. Although not physically hurtful, the continual removing of belongings is common in many schools. The effectiveness of **relational bullying** depends on deliberately reducing the enjoyment a victim may have through satisfying personal relationships, and appears to be practised more among girls.
- 3. A further distinction is between bullying perpetrated by **individuals** and bullying by **groups**. The distinction is sometimes difficult to make because individual bullies are often sustained by groups or associates. But some bullying is exclusively one to one, while another type may consist of group against an individual who may be a student, a teacher or a parent.
- 4. In practice, bullying may involve several or all of these means, but remember that it is not just the actions themselves that constitute bullying. One must also take into account the power imbalance and whether the actions were justified or not.

C. Rights and Responsibilities of Individuals in the School Community

- 1. All members of the school community - students, teachers, other workers and parents have the right to be free of bullying and if they are bullied, to be provided with help and support.
- 2. All members of the school community - students, teachers, other workers and parents have the responsibility to abstain personally from bullying others in any way, to actively discourage bullying when it occurs and to give support to those who are victimized.

Page 3 of 7

Date adopted: January 15, 2008

Revised:

Reference: Board Policy 4.2
Focus on Bullying – Ministry of Education
• Bullying Incident Reports (pgs 82&83)

Supt. Signature:



School District No. 46 (Sunshine Coast)

Adm **TO BE REPEALED** tions

HEALTH AND SAFETY

3160

PERSONAL SAFETY (continued)

D. Program Support

- 1. Every school in the district must have a means of teaching/supporting social responsibility, including the use of the social responsibility performance standard.

E. Administrative Procedures

- 1. When a principal is informed about an act of bullying that has occurred within the jurisdiction of the school, the principal shall conduct a thorough investigation or the circumstances, documenting all pertinent details. The severity and seriousness of the bullying will be assessed and appropriate action taken. this may include the use of counselling practices, the imposition of sanctions, interviews with parents and, in extreme cases, suspension from school.
- 2. When a principal has suspended a student for an act of bullying and considers the offence to be of exceptional severity, the principal shall make an oral report of the situation immediately to the Superintendent or designate.

F. Review

- 1. This administrative regulation will be reviewed on an annual basis.

G. What Students Can Do About Bullying

These are suggestions to show how students can actively participate:

- 1. **Take part in the development of the school policy against bullying.** Student representatives can make useful contributions and help to evaluate suggestions.
- 2. **Speak up at school assemblies against bullying.** Students who take a stand against bullying are far more influential than staff members who may simply make speeches.
- 3. **Form a welcoming committee** for new students when they start school.

Page 4 of 7

Date adopted: January 15, 2008

Revised:

Reference: Board Policy 4.2
Focus on Bullying – Ministry of Education
• Bullying Incident Reports (pgs 82&83)

Supt. Signature:



School District No. 46 (Sunshine Coast)

Adm **TO BE REPEALED** tions

HEALTH AND SAFETY

3160

PERSONAL SAFETY (continued)

G. What Students Can Do About Bullying (continued)

4. **Help in the development of an orientation package for new students.**
5. **Visit feeder schools to reassure students** who will be coming to their school that they can count on being helped if they encounter any troublesome students.
6. **Help in publicizing anti-bullying policies** by designing posters and writing about bullying in school magazines.
7. **Make it known that they will help fellow students** who have problems related to bullying. Students may be informed about how particular student-helpers can be contacted.
8. **Give advice to students** on how they might handle conflict constructively, avoid being bullied and get help if needed.
9. **Look out for students** who are having problems in their relationships with others and offer them support.
10. **Provide staff with information** about ongoing bully/victim problems, for example, where problems may be arising, and which students are involved.
11. **Help directly in the resolution of bully/victim problems.** Depending on the readiness of the school to approve the involvement of students in counselling or dispute resolution roles, selected students may act to resolve bully/victim problems under the general supervision of a staff member. For such work, the school may decide to provide special training and access appropriate resources.
12. **Help monitor changes in student behaviour** as a consequence of anti-bullying initiatives.

Page 5 of 7

Date adopted: January 15, 2008
Revised:

Reference: Board Policy 4.2
Focus on Bullying – Ministry of Education
 • Bullying Incident Reports (pgs 82&83)

Supt. Signature:



School District No. 46 (Sunshine Coast)

Adm **TO BE REPEALED** tions

HEALTH AND SAFETY

3160

PERSONAL SAFETY (continued)

H. What Parents Can Do to Support Their Children

1. Children learn how to get along by watching adults.
 - a) Model appropriate ways of getting along with others: showing empathy for others, managing angry feelings, accepting differences, and coping with peer pressure.
 - b) Monitor your child’s television watching and video/electronic game use. Discourage TV programs and video/electronic games that model antisocial and aggressive behaviour.
 - c) Help your child find ways to express anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child and talk about it.

2. Children learn by doing.
 - a) Help your child develop interpersonal skills by providing opportunities for practice.
 - b) Help your child think of and practice quick verbal comebacks to use when peers are teasing or being verbally abusive.
 - c) Teach your child how to stick up for herself through assertive, not aggressive, behaviour.
 - d) Encourage and expand your child’s interests and abilities.
 - e) Involve your child in group activities that will enhance her or his interpersonal skills. Invite your child’s friends to your home and have lots for them to do. Boredom can breed bullying.
 - f) Discuss with your child examples of bullying that he or she notices on television, in video games, or in the neighbourhood. Help your child understand the consequences of bullying.
 - g) Teach your child problem-solving skills. Acknowledge your child when he or she follows through.
 - h) Help your child understand the value of accepting and celebrating individual differences.

3. Children need adults.
 - a) Ask your child about his or her relationships with friends and peers.
 - b) Encourage your child to tell you or another adults if she or he is bullied or sees another child is being bullied.

Page 6 of 7

Date adopted: January 15, 2008
Revised:

Reference: Board Policy 4.2
Focus on Bullying – Ministry of Education
 • Bullying Incident Reports (pgs 82&83)

Supt. Signature:



School District No. 46 (Sunshine Coast)

Adm **TO BE REPEALED** tions

HEALTH AND SAFETY

3160

PERSONAL SAFETY (continued)

H. What Parents Can Do to Support Their Children (continued)

3. Children need adults (continued).
 - c) Keep lines of communication open with your child. Encourage your child to always let you know where and with whom he or she will be. Get to know your child’s friends.
 - d) Intervene in bullying incidents. Make it clear to all the children involved that bullying will not be tolerated. Ensure that those being bullied are safe.
 - e) Inform school staff if your child tells you about bullying happening at school.
 - f) Learn more about the topic of bullying and share your knowledge with your child. There is a wealth of information for parents and children on bullying. Check your local library.
 - g) Talk with other parents.
 - h) Get involved in bullying-prevention efforts at your child’s school.
 - i) Foster your child’s self-esteem. A strong sense of self-worth can be a good defence against being pressured or bullied by peers.
 - j) Be alert to signs that your child is being bullied or may be bullying others, such as torn clothing, mysterious bruises, falling behind in school work, returning home to use the washroom, changes in behaviour (e.g. angry outbursts, fighting, behaviour problems at school and in the neighbourhood, lack of friends). Get help for your child. Talk with a school counselor or teacher.
 - k) Talk with your child about the school’s discipline policy and the school plan for bullying prevention. Talk to your child about what she or he is learning in school about bullying.

I. Where Bullying is Found to Have Occurred

1. If considered appropriate by the principal, the parent(s) of every child found to be responsible for bullying shall be notified, and the parent(s) of every child found to have been a victim of bullying shall be notified.

Attachments:

- *Bullying Incident Report: Steps Taken to Support Student(s) Being Bullied*
- *Bullying Incident Report: Steps Taken to Intervene with Student(s) Responsible for the Bullying Behaviour*

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Page 7 of 7

Date adopted: January 15, 2008

Revised:

Reference: Board Policy 4.2
Focus on Bullying – Ministry of Education
 • Bullying Incident Reports (pgs 82&83)

Supt. Signature:

Title: **Student Fees**

Category: **Finance**

Number: **5080**

Circulating until April 1, 2019

I. Rationale:

Education programs are provided free of charge to every student of school age resident on the Sunshine Coast. Some elective programs may benefit from additional parent support.

II. Student fees:

A. Examples of fees that may be charged include, but are not limited to:

1. Materials used in goods that are intended for the student to take home or for personal use, or as a gift;
2. The rental of musical instruments for the student’s personal use;
3. Expenses associated with field trips, sports teams or other special events, such as transportation, tournament fees, accommodation, meals, entrance fees and equipment rental;
4. Fees for graduation activities;
5. Tuition and related fees for non-resident students;
6. Tuition and related fees for students who have already met the general requirements for graduation.

III. School fees:

A. Each school is required to publish a schedule of all student fees and deposits annually prior to the beginning of a school year. Prior to publication, the schedule of fees shall be provided to the Superintendent.

IV. Inability to Pay:

A. Individual schools must provide a fair process for students and parents to have fees waived because of inability to pay or family economic circumstances, with the exception of non-resident students and students who have already met the general requirements for graduation.

Received:

References: Board of Education Fees M236/07, *School Act* (S.82)



Title: **Home Schooling**
 Category: **Education**
 Number: **1160**

I. Rationale:

Parents have many options available to them in order to provide an educational program for their child. Under the School Act, a parent may choose to provide their child with an education outside of a public or an independent school. Homeschooling allows children to work at their own pace and parents to blend family, life and schoolwork into their own schedule. Homeschooling is the full responsibility of the parent, is not supervised by a British Columbia certified teacher, is not required to meet provincial standards, and is not inspected by the Ministry of Education.

II. Definition:

Homeschool means that a person having guardianship of a minor between six (6) and eighteen (18) years of age accepts the responsibility for providing the education of such student at home in accordance with law instead of having the minor attend a public or independent school. The Ministry of Education's policy on Home School Education can be found at <https://www2.gov.bc.ca/gov/content/education-training/ways-to-learn/homeschooling>.

III. Parent Responsibilities:

A parent, guardian, or other person having custody over a school-age student who resides in School District No. 46 and who wishes to homeschool must inform their local school of their intent to homeschool their school-age child and register with that school by September 30th of each school year.

IV. Board and District Responsibilities:

School District No. 46 will register the child as a homeschooler. The school will provide free of charge:

A. Evaluation and assessment services to determine the child's educational progress in relation to students of similar age and ability

B. The loan of educational resource materials authorized and recommended by the Minister of Education, and which, in the school district's opinion, are sufficient to enable the child to pursue his/her educational program. Replacement costs will be charged for resources that are damaged or not returned to the school at the end of the school year. Parents may choose to purchase the necessary textbooks and other materials from available suppliers.

Title: **Home Schooling**
 Category: **Education**
 Number: **1160**

C. It is important to note that homeschooled students are not eligible to receive a British Columbia Dogwood Graduation Certificate.

V. Reentry to District Schools

In the interest of determining an appropriate replacement and curriculum, students who have been involved in home-schooling who choose to reenter the public schools of School District No. 46 will be admitted under the same entrance requirements as other students entering the district schools. The student will be placed by the school principal after consulting with parents. These requirements apply to all entering students whether part-time or full-time.

A. At the principal's discretion, the principal may use placement tests, parent consultation and other evidence of student progress to assist in proper grade level placement and placement in specialized programs. Appeals will be handled by the regular district appeal process.

B. Credit requests for home instruction will be evaluated by the district in accordance with regular acceptance criteria.

Received:

References:



Title: **Volunteers in Schools**
 Category: **Personnel**
 Number: **2130**

I. Rationale:

The active involvement of parents and the appropriate use of volunteers benefits the intellectual and social development of our students, the enjoyment of school and the enrichment of the school climate. In addition, the participation of volunteers increases communications and positive relationship between the school, parents and the community. Volunteers must be supported by appropriate safeguards respecting the selection and use of volunteers.

II. Practices:

A. Role of Volunteers

1. A volunteer may provide services at or for a school, provided it does not result in the displacement of an employee.
2. Volunteers will perform tasks only under the supervision and/or guidance of appropriate employees and shall be subject to the authority of the principal and the staff member with whom they are working. The degree of supervision, direct or indirect, to be provided by the staff member shall be determined by the staff member and the volunteer, subject to the approval of the principal.
3. The principal is to advise the superintendent or designate of any new initiatives that are to be heavily dependent on volunteer support. The superintendent or designate will undertake appropriate communication with unions representing employees.
4. Volunteers must not be assigned tasks that would violate the privacy of students or their families, and will not be provided access to student records, except that contact information may be provided where required, e.g. for call back programs.

B. Recruitment, Selection and Training of Volunteers

1. The Principal shall be responsible for:
 - a) The screening and selection of volunteers
 - b) Ensuring that all volunteers potentially having unsupervised access to children authorize the local RCMP office to conduct a criminal record check (see Regulation 2110 for additional details).
 - c) The orientation and training of volunteers.

ADMINISTRATIVE REGULATIONS

Title: **Volunteers in Schools**
 Category: **Personnel**
 Number: **2130**

- d) Decisions regarding the continuation or discontinuation of a volunteer's services.
 - e) The overall supervision of volunteers.
- C. Assistance for Volunteers
1. Orientation for volunteers will be provided by the Principal and could include, but is not limited to:
 - a) A general orientation to the school, including an explanation of the conduct expected of volunteers when working with students.
 - b) Processes for signing-in by volunteers.
 - c) Staff responsibilities with respect to volunteers.
 - d) Review of school confidentiality requirements for volunteers.
 - e) Emergency procedures, including emergency evacuation and accident procedures.
 - f) School Code of Conduct
 2. Volunteers will be covered by School Protections Program Insurance while engaged in activities authorized by the School District or a school principal.
 3. Volunteers who use a private vehicle in the transportation of students will be covered by School Protections Program Special Excess Third Party Legal Liability Insurance coverage while engaged in activities authorized by the School District or a school.
- D. Conduct of Volunteers
1. Volunteers are required to:
 - a) Maintain a standard of conduct expected of school and district staff when working with students.
 - b) Keep confidential information received or personal observations regarding students and staff obtained while working as a volunteer.
 - c) Direct questions and concerns either to the employee with whom the volunteer is working or to the principal of the school.

Received:
References:



ADMINISTRATIVE REGULATIONS

Title: **Accident and Illness: Students and Staff**
Category: **Health and Safety**
Number: **3010**

I. Rationale:

Student and staff safety is paramount to our work in schools. Prevention of accidents will be our first priority, however, first aid and access to emergency medical services will be provided when required.

II. Procedures:

A. In case of an accident to, or illness of, a student or staff member, the principal or site supervisor shall:

1. Treat as an emergency any loss of consciousness or breathing difficulty.
2. Judge what first aid measures if any are to be taken;
3. Immediately notify the parent or guardian in the case of a student and, if necessary, arrange for pick-up of the student by the parent. Call for an ambulance or arrange for transportation to medical services by school staff when circumstances require.

B. When school personnel request an ambulance on behalf of a student, the service shall be advised that all costs for the ambulance will be borne by the district. If an ambulance is requested by the parent, the costs for the ambulance shall be borne by the parent.

C. The principal or designate shall not permit a student to be sent or taken home until the parent or guardian has been notified of the circumstances, and shall appoint an adult to accompany a child until a parent or guardian can assume care.

D. An accident report on the prescribed form shall be filed with the Human Resources Department within 24 hours.

E. Principals shall notify staff of these procedures and shall designate a line of authority from the principal to the other persons who shall assume authority as circumstances require.

F. Principals and managers will advise employees that, because of confidentiality issues, they should refrain from public conversations about any accidents or illnesses occurring on school district premises or at school functions off of the premises.



ADMINISTRATIVE REGULATIONS

Title: **Accident and Illness: Students and Staff**
Category: **Health and Safety**
Number: **3010**

G. Vancouver Coast Health requires that schools communicate any *unusual* clusters of illness such as a diarrhea outbreak, “rash-like- illnesses”, or anything else that may be of concern. Schools are not required to inform Vancouver Coastal Health when absenteeism is generally higher than normal (i.e. in excess of 10%). The school will advise the Superintendent when making a report to Vancouver Coastal Health.

H. First Aid:

1. A first aid attendant for staff will be identified at each site with their name placed on the Health and Safety board visible for all staff.
2. Principals, Vice Principals and Managers will maintain list of whom is up to date on their first aid training qualifications.
3. First Aid Kits will be located in a central, well-marked and accessible area at each site in the District. The principal shall ensure that the First Aid Attendant understands their responsibility for reviewing the contents of their first aid kit and keeping it stocked with up to date supplies.
4. A stretcher shall be available in each school in marked, accessible location.
5. Site supervisors will inform staff of the location of first aid kits and the name of the first aid staff member on site.

Received:

References:



Title: **Fire Safety**
Category: **Health and Safety**
Number: **3070**

I. Rationale:

Fire safety is the responsibility of all employees. School principals will work with the Manager of Facilities to ensure that all sites are safe from fire hazards.

II. Fire Drills:

- A. Principals shall review fire drill plans annually to ensure they are appropriate for current conditions and shall revise them as needed.
- B. Fire drills shall take place on at least six occasions at reasonable intervals throughout the school year.
- C. Fire drills shall include details of alternate routes of egress.
- D. Each school shall develop and maintain a fire safety plan. The fire plan must be updated annually. Current copies of fire plans shall be sent to the District Health and Safety Officer in October of each year.
- E. Each employee shall be assigned a role in the drill.
- F. Special provision in drills shall be made for the evacuation of handicapped or disabled persons.
- G. A space on the school grounds shall be allocated for each class in fire drills.
- H. Teachers shall carry a class registry document (register, seating plan, class list, etc.) for the class under their jurisdiction at the time of the alarm.
- I. All members of staff and all students shall remain at least fifteen (15) metres from all buildings until the “all clear” signal is sounded.
- J. Fire drills shall include provision for checking that all washrooms, health rooms, and change rooms have been vacated.
- K. All fire alarm systems and firefighting equipment in schools shall be maintained in proper working order.
- L. Evacuation procedures shall be posted in a notice of standard format in each classroom and other rooms frequented by staff and/or students. The procedure shall be specific for each location and shall clearly indicate two separate and independent means of egress.

Title: **Fire Safety**
Category: **Health and Safety**
Number: **3070**

III. Fire Prevention:

- A. Fire extinguishers shall be serviced annually and so tagged with the date recorded.
- B. Any extinguisher which has been used shall be reported at once to the Manager of Facilities for recharging.
- C. No fire extinguisher shall be used for any other purpose than for fire protection.
- D. The Manager of Facilities shall work with principals and other site supervisors to ensure that all employees are trained in the use of fire extinguishers.
- E. The Manager of Facilities is responsible to ensure safety checks are done at all sites, including emergency lights, fire extinguishers and fire alarm systems.
- F. Electricians shall test fire alarm systems once a month and shall document the test in a record book kept for that purpose.
- G. Covered metal refuse cans shall be used to hold cleaning and waxing rags.
- H. No accumulation of refuse shall be permitted.
- I. Decorations may be used in schools if precautions are taken to minimize the risk of fire.
- J. If the school building is to be used for anything other than teaching students the schools must ensure approval by the appropriate authority: Building Inspector, Fire Inspector, Department of Health. For example, if a community group wishes to use kitchen facilities, they must be in compliance with public health standards.
- K. Renters of facilities must be advised of proper fire escape routes and procedures and sign that they are aware and have been advised.
- L. No "sleep-overs" are permitted unless the fire alarm system includes smoke detectors in areas occupied.
- M. No commercial kitchen may operate without the Health Inspector's approval.

Received:
References:



Title: **Student Interviews Conducted by the RCMP**
Category: **Health and Safety**
Number: **3230**

I. Rationale

There may be situations when it is necessary for the R.C.M.P. to interview students during the school day. It is important for school principals to be aware of their roles and responsibilities with regard to these interviews taking place on school grounds.

II. Procedures

A. If the R.C.M.P. requests an interview with a student who is under the school's supervision, the principal or the R.C.M.P., whichever is appropriate, shall seek permission from the parent or guardian. If the parent grants permission for the interview with the principal present, the parent must speak directly to the principal or, if deemed necessary, give written permission.

B. There may be occasions when the principal feels that another staff member may be more appropriate to attend the interview. If the parent gives permission, the principal may delegate the duty to the appropriate staff member.

C. If the R.C.M.P. claims the right by federal or provincial statute to interview the student without a parent or guardian present, the principal shall consent but keep a written record of the circumstances, preferably signed by the attending R.C.M.P. officer.

Received:

References:

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

Secretary-Treasurer's Report

Submitted by Secretary-Treasurer Nicholas Weswick
February 13th, 2019

Amended Budget Bylaw Amount

On Friday, February 1st, 2019, the ministry reported that, due to an error with the educator salary data, the Supplement for Salary Differential had been recalculated. For our district, this resulted in an increase in revenue of \$12,307. The Amended Budget has been adjusted and recalculated as a result of this change, with the difference added to the recommended school-level allocation.

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

DATE 01-Feb-2019 11:01 AM SUMMARY - ISSUED CHEQUE REPORT - CHEQUE LIMIT : 10,000.00 PAGE 1
 START DATE: 01-Jan-2019 TO END DATE: 31-Jan-2019

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

ON-LINE CHEQUES : ISSUED BETWEEN 01-Jan-2019 AND 31-Jan-2019						
00LCET3726	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-Jan-19	10,650.00
00LCET3737	0001	*****	28095	RECEIVER GENERAL FOR CANADA	04-Jan-19	14,422.90
00LCET3738	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	31-Jan-19	14,700.00
00LCET3739	0001	*****	30209	TEACHERS' PENSION PLAN	10-Jan-19	493,405.69
00LCET3740	0001	*****	28093	RECEIVER GENERAL FOR CANADA	04-Jan-19	190,989.58
00LCET3741	0001	*****	23290	MUNICIPAL PENSION PLAN	16-Jan-19	52,746.96
00LCET3743	0001	*****	28094	RECEIVER GENERAL FOR CANADA	17-Jan-19	101,899.48
00LCET3744	0001	*****	28094	RECEIVER GENERAL FOR CANADA	17-Jan-19	16,894.75
00LCET3746	0001	*****	33038	WORKERS' COMPENSATION BOARD	16-Jan-19	49,541.57
00LCET3747	0001	*****	28093	RECEIVER GENERAL FOR CANADA	24-Jan-19	150,000.00
00LCET3751	0001	*****	23290	MUNICIPAL PENSION PLAN	25-Jan-19	56,286.77
TOTALS FOR BANK - 0001						1,151,537.70
TOTAL NUMBER OF CHEQUES						11
TOTAL NUMBER OF CHEQUES WITH MICR						0
COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-Jan-2019 AND 31-Jan-2019						
2079ET0003	0001	*****	12021	BC TEACHERS FEDERATION	02-Jan-19	28,931.60
2079ET0004	0001	*****	12111	BC TEACHERS FEDERATION	02-Jan-19	32,144.79
2079ET0039	0001	*****	23257	MORNEAU SHEPELL LTD.	02-Jan-19	49,692.87
2079ET0041	0001	*****	26207	PACIFIC BLUE CROSS/MSA	02-Jan-19	80,716.80
2079ET0059	0001	*****	29102	SUNSHINE COAST TEACHERS ASSOCIATION	02-Jan-19	11,792.36
2080000001	0001	0000052428	12012	BC HYDRO & POWER AUTHORITY	09-Jan-19	42,042.97
2080ET0012	0001	*****	30172	THIRDWAVE BUS SERVICES	09-Jan-19	59,750.73
2081ET0004	0001	*****	12108	BARAGAR ENTERPRISES LTD.	16-Jan-19	15,225.00
2083ET0004	0001	*****	11050	APPLE CANADA INC. C3120	30-Jan-19	347,491.20
2083ET0030	0001	*****	11909	DR. DEBORAH AMARAL	30-Jan-19	13,950.00
TOTALS FOR BANK - 0001						681,738.32
TOTAL NUMBER OF CHEQUES						10
TOTAL NUMBER OF CHEQUES WITH MICR						1
ON-LINE CHEQUES : ISSUED BETWEEN 01-Jan-2019 AND 31-Jan-2019						
00LCET3753	0005	*****	12144	BANK OF MONTREAL	09-Jan-19	41,989.50
TOTALS FOR BANK - 0005						41,989.50
TOTAL NUMBER OF CHEQUES						1
TOTAL NUMBER OF CHEQUES WITH MICR						0
GRAND TOTAL						1,875,265.52
CANCELLED TOTAL						0.00
NET GRAND TOTAL						1,875,265.52
GRAND TOTAL NUMBER OF CHEQUES						22

GRAND TOTAL NUMBER OF CHEQUES WITH MICR

1

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

Expenditures By Object
January 2019

Page 1

	Jan-19 Actual	Jan-19 Budget	Jan-19 Difference	2018/19 Amended Budget	%	KEY
Salaries						
110 Teachers Salaries	7,058,467	7,264,995	206,528	14,529,989	48.58%	50%
105 Principal and Vice Principal	1,231,343	1,221,684	(9,659)	2,106,352	58.46%	58%
123 Educational Assistant Salaries	1,681,170	1,800,329	119,159	3,462,172	48.56%	52%
120 Support staff	1,037,301	1,022,893	(14,408)	1,929,986	53.75%	53%
120 Support staff-Mtce/Cust	1,153,076	1,228,508	75,432	2,047,514	56.32%	60%
130 Other Professional	852,287	872,097	19,810	1,453,495	58.64%	60%
140 Substitutes	478,545	648,774	170,229	1,297,548	36.88%	50%
143 Short and Long Term Sick	469,227	635,703	166,476	1,271,405	36.91%	50%
Total Salaries	13,961,416	14,694,983	733,567	28,098,461	49.69%	52.3%
200 Employee Benefits	3,030,244	3,594,724	564,480	6,912,930	43.83%	52%
Total Salaries and Benefits	16,991,660	18,289,706	1,298,047	35,011,391	48.53%	52.2%
310 Professional Services	336,368	335,445	(923)	670,890	50.14%	50%
330 Transportation	595,888	688,192	92,304	1,376,384	43.29%	50%
340 Training and Travel	81,014	83,425	2,411	166,850	48.55%	50%
360 Rentals	21,852	20,100	(1,752)	40,200	54.36%	50%
370 Dues and Fees	51,601	56,500	4,899	56,500	91.33%	100%
390 Insurance	76,702	78,413	1,711	87,125	88.04%	90%
510 Supplies	1,350,349	1,656,302	305,953	3,312,603	40.76%	50%
540 Utilities	318,762	411,154	92,392	708,886	44.97%	58%
580 Furniture and Equipment Replaceme	149,441	238,834	89,393	298,542	50.06%	80%
590 Computer Equipment Replacement	157,227	245,731	88,504	307,164	51.19%	80%
Total Services and Supplies	3,139,204	3,814,095	674,891	7,025,144	44.69%	54.3%
Total Expenditures	20,130,864	22,103,801	1,972,937	42,036,535	47.89%	52.6%

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

Board Report

Submitted by Chair Pammila Ruth

February 13th, 2019

Trustees were pleased to take part in **School Tours** last month over a three-day period. Generally, one half hour was spent touring each school, as well as the maintenance building and Sechelt Learning Centre. Principals shared their school growth plans and discussed key features that make their schools unique. Most of the actual tours were student-led, further impressing us with their knowledge and school pride.

A culinary delight was laid out for the guests and those celebrating **the Trade-In-Trades Pro-Cook** graduation. Congratulations to our students, and of course a big thanks to Chef Barry!

As Amanda will speak to, the **BCPSEA AGM** took place on January 23rd and 24th. This was followed by a two-day **BCSTA/BCPSEA Trustee Orientation** joint venture to help trustees learn more about their roles in respect to bargaining, as well as providing a refresher on board basics. There was a 46% turn-over in trustees at the last election.

Strategic Plan consultations are taking place with all stakeholders between now and March: staff, parents and PACs, student focus groups, DSLT, district committees, Aboriginal Advisory Circle and community members through an online survey. There are a series of questions being asked at these consultations:

1. Tell a one sentence story of something that stands out for you in your K to 12 education.
2. What do you think makes for an amazing education for students?
3. What are the implications for staff?
4. What are the implications for community?
5. What are the implications for budget priorities?
6. With these ideas in mind, take a look at our current Strategic Plan. What goals do you feel absolutely need to stay?
7. What goals do you feel should be added to our new plan?

We look forward to working together on this very important project.

The **Amended 2018/2019 Budget** approval will be considered tonight and Preliminary Budget Consideration for 2019/2020 will be discussed next week at the Operations Committee.

Last week, Vice-Chair Leech, Trustee Hampvent, Secretary-Treasurer Weswick and I went to the **BCSTA Leadership Workshop**. The two day workshop focused on Strategic Planning and Budget. Nic was thrilled that we were all able to take an extensive look through our budget,

and was more than happy to answer every detailed question we had as we scrutinized it for our workshop. BCSTA has allotted \$1500 to each district to help fund this workshop.

The Board has been invited to **District Day** on Feb 15th, a day chock-full of pro-d workshops and topped off with Shelley Moore speaking. If you have time, check out Shelley's "Five Moore Minutes" on YouTube. Shelley is an amazing speaker and we can't wait to attend. We appreciate the invite!

One more up and coming event is the musical theatre production of **Fiddler on the Roof**. Performance dates have been announced. (I'm almost positive Superintendent Bocking will have already spoken to this!) We are all very excited to see the performance and are over-the-moon proud of our theatre troop!

BCSTA WEEKLY



Reminder: AGM Motion Timelines and Resources

Please note that **February 14, 2019** is the deadline for motion sponsors (BCSTA member boards of education, branches, the Professional Learning Committee and Indigenous Education Committee) to submit extraordinary motions for consideration at the 2019 BCSTA Annual General Meeting. An extraordinary motion is submitted to change or add to BCSTA's Bylaws or the Foundational Statements within BCSTA's Policy Book.

February 24, 2019 is the deadline to submit substantive motions for consideration at the 2019 BCSTA AGM. A substantive motion may call on BCSTA to take a particular action or adopt a policy that defines the long-term objectives, positions or beliefs of the Association. Most motions which are submitted to AGM are substantive motions.

Motions must be sent to motions@bcsta.org on the appropriate BCSTA motion form which is available in the [BCSTA HUB](#).

Please refer to BCSTA's *Motion Guide* for information about submitting motions to BCSTA. You may also wish to refer to the presentation materials from the plenary session on motion writing which BCSTA's Legislative Committee led during the 2018 Trustee Academy which are available on the [HUB](#) under the events page, along with other important motion materials.

If your board or branch has questions about BCSTA motions or would like further assistance with motion-writing (such as having someone attend a branch meeting to provide training and support) please contact Audrey Ackah (aackah@bcsta.org), Mike Roberts (mroberts@bcsta.org), Rick Price (rprice@sd48.bc.ca) or Carolyn Broady (cbroady@bcsta.org).

(excerpted from 2019-01-24 BCSTA WEEKLY)

2019-01

January 31, 2019

By E-mail: Five Pages

Conference Report: Annual General Meeting

The 25th Annual General Meeting (AGM) of the BC Public School Employers' Association (BCPSEA) was held January 23-24, 2019 at the Sheraton Vancouver Airport Hotel in Richmond, BC.

Wednesday, January 23, 2019

The AGM opened Wednesday morning at 8:30 am with reports from BCPSEA Board Chair Alan Chell, BCPSEA CEO Renzo Del Negro, and greetings from BC School Trustees Association President Gordon Swan. Alan noted that this AGM marks two significant anniversaries:

- the 25th anniversary of the establishment of BCPSEA
- the first anniversary of the return of Trustee Directors to the BCPSEA Board of Directors.

Business Session

❖ Finance Matters

The business session opened with the report of the 2017-2018 audited financial statements. Following presentation and the opportunity to ask questions, the members adopted the following motion:

BE IT RESOLVED that KPMG be appointed auditors to the British Columbia Public School Employers' Association for the 2018-2019 fiscal year.

Carried

In accordance with the BCPSEA bylaws, the session then moved into a Representative Council for review of the proposed 2019-2020 BCPSEA budget. Following presentation of the budget, which included an update on the current fiscal year (year ending March 31, 2019), the members adopted the following motion:

BE IT RESOLVED that the membership approve the proposed BCPSEA budget for April 1, 2019 through March 31, 2020 as presented.

Carried

❖ Proposed Resolutions

The assembly moved back into the AGM business session to debate resolutions proposed by the members.

- **Ordinary Resolution O-1** submitted by School District No. 44 (North Vancouver)
Two amendments to the original motion were proposed — one was defeated, one was carried. The following motion was then voted on and adopted by the members:

BE IT RESOLVED that the Board of Directors of the BC Public School Employers' Association write a letter to the Minister of Finance to request that:

The Provincial Government fully fund any increases to the principal/vice principal and exempt staff salaries and benefits due to PSEC-approved salary adjustments, and

Fair and reasonable changes in compensation for exempt staff be permitted in a similar pattern to the unionized staff arising from the conclusion of the upcoming round of collective bargaining, and

The Provincial Government continue to fully fund principal/vice principal and district-based exempt staff salary increases and benefits within the PSEC-approved salary structures on an ongoing basis.

Carried

- **Ordinary Resolution O-2** submitted by the BCPSEA Board of Directors
An amendment was proposed to the motion, which was carried. The following motion was then voted on and adopted by the members:

BE IT RESOLVED that BCPSEA staff engage in non-binding discussions with representatives of the BC Principals' and Vice Principals' Association to establish a structure and process to identify the key terms and conditions of employment and report back to the BCPSEA board and membership on their findings, and further, that

After reporting back and consulting with boards of education, and receiving direction from the membership, BCPSEA may create templates of contract language that boards of education may choose to implement for their principal and vice principal staff contracts on a voluntary basis.

Carried

BCPSEA will provide boards with further information as we proceed with the members' direction to engage in discussion to identify a possible structure, process, and key terms and conditions in order to report back to the BCPSEA Board of Directors and members. That reporting will likely occur at AGM 26 in January 2020. We have connected with the BC Principals' and Vice Principals' Association informally to advise of the motion and the additional discussions/exploration required, and also advised of the likely timing for further consideration by the BCPSEA members. In the meantime, school districts should continue their normal processes for discussion of terms and conditions of employment with principals and vice principals in their districts.

❖ **Nominations from the Floor**

The members were advised prior to AGM that they would be electing one Trustee Director from each of the following regions based on the staggered three-year election cycle as set out in Schedule 3 of the BCPSEA Bylaws:

- Kootenay Boundary
- Thompson Okanagan
- Northwest
- Northern Interior (arising from a vacancy on the Board for this region).

Candidates MUST be a trustee from one of the boards of education in the specific region as noted above.

The candidates nominated through the pre-nomination process in the Thompson Okanagan, Northwest, and Northern Interior regions were acclaimed. As there was no pre-nominated candidate for the Kootenay Boundary region, two candidates accepted nomination from the floor, with elections to be held the following morning (please see page 4 of this bulletin for the full listing of the BCPSEA Board of Directors).

❖ **Sessions: Preparation for Bargaining 2019**

Michael Hancock, Partner at Harris and BCPSEA Board Chair Alan Chell presented a session on the Role of the Trustee/Corporate Board as Employer, and the Role of the BCPSEA Trustee Representative.

Following that session, the AGM moved into a panel discussion facilitated by BCPSEA Chief Operating Officer Janet Stewart. Dr. Sara Slinn, Osgoode Hall Law School; Christina Zacharuk, President and CEO, Public Sector Employers' Council (PSEC) Secretariat; and Renzo Del Negro, CEO, BCPSEA discussed *Our Context: Where We've Been — A Brief History of Teacher Collective Bargaining; and Understanding the Public Sector Employers' Council Bargaining/Compensation Mandate*.

After lunch, the AGM program resumed with consecutive sessions presented by BCPSEA CEO Renzo Del Negro and BCPSEA COO Janet Stewart on *Preparation for Collective Bargaining with the BC Teachers' Federation*. Renzo and Janet discussed in detail the extensive BCPSEA two-year bargaining consultation process with trustees, boards of education, and school district senior staff to understand and articulate districts' bargaining priorities; specifically, to review what we heard from our members to ensure that the BCPSEA bargaining objectives and desired outcomes align with board of education efforts to optimize both student learning and employee engagement.

❖ **Guest Speaker and Dinner**

We were pleased to be joined by Eric Harris, QC, of Harris, who shared his observations on public sector collective bargaining, the current political environment, and the 2019 round of collective bargaining with the BCTF. Attendees closed out the day with a buffet dinner.

Thursday, January 24, 2019

Elections

The business session opened with speeches by nominated candidates as well as those Trustee Directors who were acclaimed the previous day. Elections were held for the Kootenay Boundary region, with voting conducted by weighted ballot in accordance with the bylaw requirements.

The Trustee Directors on the 2019 BCPSEA Board are:

Kootenay Boundary Region

Dawn Lang, School District No. 8 (Kootenay Lake)

Northern Interior Region

Sharel Warrington, School District No. 57 (Prince George)
acclaimed

Metro Region

Terry Allen, School District No. 36 (Surrey)

Fraser Valley Region

Shirley Wilson, School District No. 34 (Abbotsford)

Northwest Region

Margaret Warcup, School District No. 82 (Coast Mountains)
acclaimed

Thompson Okanagan Region

Alan Chell, School District No. 19 (Revelstoke)
acclaimed

Vancouver Island/Coastal Region

Eve Flynn, School District No. 69 (Qualicum)

The Government Representatives to the BCPSEA Board remain unchanged:

- Christina Zacharuk, President and CEO, PSEC Secretariat
- Scott MacDonald, Deputy Minister, Ministry of Education
- Keith Godin, Deputy Minister, Ministry of Education
- Michael Marchbank, who recently retired from Fraser Health and previously served as the BCPSEA Public Administrator.

Thanks were expressed to members of the BC Association of School Business Officials who acted as scrutineers for voting at the AGM.

A motion to destroy all ballots was adopted by the members.

Preparation for Bargaining 2019

The AGM program continued with Trustee Representatives rotating through three consecutive interactive sessions facilitated by BCPSEA staff. Trustee Representatives signed for and received one copy per board of the Teacher Bargaining 2019 Bargaining Plan to facilitate review, discussion, and clarification of three of the key themes identified by boards through the consultation process and the development of bargaining objectives process for this round of collective bargaining. Further feedback was sought through written questions of clarification submitted to the session facilitators at the close of each of the three sessions.

After lunch, attendees heard two plenary presentations on Local Bargaining Toolkits (both teacher and support staff), as well as a session on Bargaining, Messaging, and the Media with Alyn Edwards, Partner, Peak Communicators.

Arising from the consecutive discussion sessions earlier in the day, BCPSEA CEO Renzo Del Negro and COO Janet Stewart provided attendees with collated feedback received during the three sessions and answered any further questions to ensure clarity on the BCPSEA bargaining objectives as articulated by boards of education.

Attendees were advised that preliminary discussions with the BCTF on protocol matters would begin on Monday, January 28.

Closing and Adjournment

Alan Chell thanked all attendees and particularly BCPSEA Trustee Representatives for their engagement and participation in the AGM events, and expressed appreciation for the members' support of the ongoing work of BCPSEA.

A motion to adjourn the AGM was carried.



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

COMMITTEE OF THE WHOLE NOTES

Held on January 22nd, 2019 from 9:30-11:30 p.m.

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

PRESENT: TRUSTEES: Pammila Ruth (Committee Chair), Tonya Ste. Marie, Samantha Haines, Maria Hampvent, Sue Girard, Stacia Leech, Amanda Amaral

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of Instruction; Nicholas Weswick, Secretary-Treasurer; Jacquie Shelemey, SCTA President; Melissa Bell, SCTA Professional Development Chair; Sharon MacKenzie; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Vanessa White, Director of Instruction

The meeting was called to order at 9:36 a.m.

1. Goal 2.a. - Professional Development

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

Melissa Bell, SCTA Professional Development Chair, provided a report on teacher professional development. Ms. Bell reported on local professional development day planning, professional day funds and general use, Local Specialist Associations (LSAs) and the success of the Mentorship Program. Ms. Bell invited trustees to take part in the District Day scheduled for February 15th at Elphinstone Secondary.

Sharon MacKenzie provided a verbal report on the CUPE professional development model and highlighted:

- \$15,000 available annually to CUPE for professional development activities,
- CUPE members can apply for up to \$500 per year,
- Professional development funds are often utilized by Educational Assistants for First Aid Certification,
- District offered professional development opportunities offered over the spring break are well received and often have waiting lists.

Superintendent Bocking reported on professional development and training opportunities provided by the district during the 2018-19 school year.

A copy of presented materials have been included in the meeting's agenda package at <http://www.sd46.bc.ca/files/18-19 BoardMeetings/cmtes/20190122-COW Agenda.pdf>

2. Strategic Plan: Key Questions and Direction

Superintendent Bocking spoke to a presentation describing the intended process for development of the 2019-2023 Strategic Plan, including a timeline and consultation meeting dates. The committee discussed the “key questions” being considered in the consultation process and suggested an open ended question be included in the online survey.

A copy of the timeline is attached to these notes for reference.

3. Goal 3.d. - Local Governments

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

Chair Ruth and Superintendent Bocking shared the following information:

- The Town of Gibsons is working to include a student on their council. The process for appointment will be shared with the SCR D and the District of Sechelt when completed.
- An intergovernmental meeting is being planned and will be hosted by the District of Sechelt. Discussion topics at that meeting will include an overview of each governments’ strategic plan and ways to support each other moving forward

4. Draft School Calendar Review

Director Bishop shared a draft copy of the 2019-2020 school calendar that included dates for scheduled breaks and statutory holidays. The district will work with the SCTA professional development committee to determine the placement of professional development days throughout the year. The calendar will be brought back to the February Committee of the Whole for approval at the March Regular Meeting.

5. School Visit Debrief

Trustees shared their impressions of the school visits taking place earlier in the month and noted their appreciation for the materials provided in the Trustee Visit binders.

6. Communication (standing item)

The committee reviewed the communication plan and no changes were suggested.

The meeting adjourned at 11:39 a.m.



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

EDUCATION COMMITTEE NOTES

Held on January 23rd, 2019 from 2:30-4:00 p.m.
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Pammila Ruth (Committee Chair), Sue Girard, Tonya Ste. Marie

STAFF/OTHERS: Patrick Bocking, Superintendent; Vanessa White, Director of Instruction; Carolyn Spence, Principal; Kirsten Deasey; District Principal; Coordinator; Sharon MacKenzie; Stephanie Murawsky, Executive Assistant; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Amanda Amaral, Trustee; Paul Bishop, Director of Instruction; Jacquie Shelemey, SCTA President

The meeting was called to order at 2:34 p.m. and agenda items were reordered.

1. Goal 1.a. – Early Learning

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

District Principal Deasey reported to the committee and shared information on the various early learning programs and supports offered through the district, including:

- Prenatal courses;
- SPARK! and the Imagination Library;
- StrongStart Centres;
- Parenting Programs, including Circle of Security, Positive Discipline, Happily Ever After, and Parenting Teens;
- Early Years Fair;
- WonderWheels Bookmobile outreach program;
- KinderSPARK; and
- SPARK!10.

The district is pleased to be a provincial leader in early years language and cognitive development.

A copy of District Principals Deasey’s presentation has been added to the agenda package at [http://www.sd46.bc.ca/files/18-19 BoardMeetings/cmtes/20190123-Ed_Agenda.pdf](http://www.sd46.bc.ca/files/18-19_BoardMeetings/cmtes/20190123-Ed_Agenda.pdf).

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

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

Director White spoke to the benefits of social and emotional learning, including improved student academic achievement in schools where social emotional skills are taught. Director White described social and emotional supports and interventions available to students at various levels of need. District counsellors have moved to a universal classroom delivery model to provide a base of knowledge for all students, not just those at risk. The district uses data from the MDI, EDI and McCreary Report to inform decision making and determine areas of need.

Director White's presentation materials have been included in the agenda package at http://www.sd46.bc.ca/files/18-19_BoardMeetings/cmtes/20190123-Ed_Agenda.pdf.

3. Goal 3.b. – Collaboration

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

Superintendent Bocking reported on successful collaborations with several organizations, including, but not limited to, the RCMP, Rotary Clubs, Lions Clubs, Vancouver Coastal Health and local municipal libraries. The district appreciates the support of many local businesses for providing work placements for students. The Joint-Use agreement with the SCRCD continues to provide additional benefits to students.

The district is organizing the *Partners in Learning* event for March 7, 2019 at Chatelech Secondary, the theme for the evening is transitions.

4. Regulation for Review:

a. Regulation 1190 – Copyright

Superintendent Bocking, supported by Stephanie Murawsky, Executive Assistant and Communications officer, spoke to additional revisions which serve to further simplify the regulation by directing staff to the Fair Dealing Decision Tool when considering the use of copyright materials.

b. Regulation 2100 – Procedure for Filling Principal and Vice-Principal Vacancies

Superintendent Bocking addressed changes to the regulation, including the addition of a definition of the "principal pool" and a description of shortlisting and requirements.

c. Regulation 2010 – Assignment of SETA or Teacher to a Home Worksite (to be repealed)

The regulation has been deemed redundant as students are no longer serviced at home by district staff. The regulation will be repealed following the circulation phase.

d. Regulation 3160 – Personal Safety (to be repealed)

The regulation is being repealed, following a circulation phase, as the majority of the information is also included in Regulation 1080 – Codes of Conduct.

e. Regulation 1140 – First Nations Education (to be repealed)

The district has confirmed with the district principal of aboriginal education that the regulation is outdated and that a more collaborative model is currently in place. The regulation will be repealed following the circulation phase.

The meeting adjourned at 3:59 p.m.



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

OPERATIONS COMMITTEE NOTES

Held on January 17th, 2019 from 12:30-2:00 pm
At the School Board Office – Gibsons, B.C.

PRESENT: TRUSTEES: Maria Hampvent (Committee Chair), Stacia Leech, Samantha Haines, Pammila Ruth

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of Instruction; Nicholas Weswick, Secretary-Treasurer; Phil Luporini, District Principal of Technology; Rob Collison, Manager of Facilities and Transportation; Janice Budgell, CUPE Local 801 President; Jacquie Shelemey, SCTA President; Tracy Bond; Erica Reimer, Executive Assistant (Recording Secretary)

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

1) Amended Budget

Secretary-Treasurer Weswick presented the 2018-19 Amended Budget and reported that:

- Revenue, including funding received from the ministry and other operating revenue, is higher than originally projected – by approximately 1.6 million dollars. The increase funding is attributed to higher enrolment, in addition to increases in Special Needs Level 2 and 3 funded students.
- School allocations have increased by approximately \$2 million compared to the preliminary budget.
- The Operating Fund had a net surplus after additional allocations, per internal formulas. Mid-year changes include funding for teacher laptops, SOGI supports and disaster recovery initiatives, along with a mid-year allocation to schools in the amount of \$302,161.

A copy of the presentation is attached to these notes for reference.

RECOMMENDATION:

“That the board approve the Amended Budget Bylaw, as presented to the Operations Committee on January 17, 2019.”

2) Joint Use Update

Secretary-Treasurer Weswick provided a brief history on the Joint Use Agreement and reviewed the guiding principles document that framed the master agreement, which was implemented in March of 2018. The agreement provides a mechanism to allow for greater use of both SCRD and SD46 facilities, including cost-free access to facilities where no additional staffing is required.

Secretary-Treasurer Weswick indicated that he would contact the SCRD to initiate a staff to staff meeting, with the goal of arranging a full Joint-Use Committee meeting with elected officials from both organizations.

3) Regulations for Review:

a. Regulation 3030 – Arson, Vandalism and Forced Entry

Director Bishop reviewed changes to the regulation.

b. Regulation 3120 – Health and Safety

Director Bishop reported that the existing regulation had been updated to match the new format. As no substantial changes were made, the regulation will not require circulation.

c. Regulation 5080 – Student Fees

Superintendent Bocking reviewed changes to the regulation and highlighted the district's intention to provide school supplies to students at no cost to parents. The committee discussed costs related to instrument rentals and the availability of instruments through the district's instrument bank.

d. Regulation 1200 – Passport to Education (to be repealed)

The regulation is no longer required as the Ministry of Education no longer supports the Passport to Education program.

e. Regulation 1220 – Summer School (to be repealed)

The regulation is being repealed as the district does not offer summer school programming.

4) Local Government OCP and Zoning Referrals (standing item)

There were no referrals received prior to the meeting.

The meeting adjourned at 1:35 pm.

2018/19 Amended Budget

Presentation to Operations Committee
January 17, 2019



"Block" Revenue

	2018/19 Preliminary Budget			2018/19 Amended Budget			Change
	Enrolment	Per Pupil	Funding	Enrolment	Per Pupil	Funding	
School Age	3,000.0000	7,423	22,269,000	3,059.7500	7,423	22,712,524	443,524
Alternative	115.0000	7,423	853,645	122.0000	7,423	905,606	51,961
DL	60.0000	6,100	366,000	74.3125	6,100	453,306	87,306
Home School	2.0000	250	500	-	250	-	(500)
Course Challenges	-	228	-	-	228	-	-
Level 1 Spec Needs	6	38,800	232,800	8	38,800	310,400	77,600
Level 2 Spec Needs	187	19,400	3,627,800	213	19,400	4,132,200	504,400
Level 3 Spec Needs	190	9,800	1,862,000	219	9,800	2,146,200	284,200
English Language Learning	135	1,420	191,700	159	1,420	225,780	34,080
Aboriginal Ed	590	1,230	725,700	663	1,230	815,490	89,790
Adult Education	0	4,696	-	1.75	4,696	8,218	8,218
Salary Differential			514,692			553,093	38,401
Unique Features			5,401,495			5,401,495	-
Enrolment Decline	(18.06)	31.57	-	(99.13)	31.57	-	-
Transportation							-
Feb Recount			73,684			73,684	-
May Recount			77,879			77,879	-
Education Plan			63,139			63,139	-
Administrative Savings							-
Funding Protection							-
MOE Operating Grants			36,260,034			37,879,015	1,618,981





Other Operating Revenue

	2018/19 Preliminary Budget			2018/19 Amended Budget			Change
	Enrolment	Per Pupil	Funding	Enrolment	Per Pupil	Funding	
MOE Operating Grants			36,260,034			37,879,015	1,618,981
MOE-Pay Equity			510,381			510,381	-
MOE-Transportation Supp			380,465			380,465	-
Admin Savings Subsidy							-
MOE-Misc.			8,696			8,696	-
MOE-Grad Adult	1.75	4,696	8,218	1.125	4,696	5,283	(2,935)
MOE-ITA			35,000			35,000	-
Carbon Tax Rebate			20,000			20,000	-
Offshore Tuition			98,175			106,208	8,033
SD#93-CSF			575,000			583,000	8,000
Miscellaneous Revenue			202,876			202,876	-
Rentals and Leases			60,000			60,000	-
Investment Income			80,000			140,000	60,000
Total Operating Funding			38,238,845			39,930,923	1,692,078

Page 1

Revenue

	2018/19 Preliminary Budget			2018/19 Amended Budget			Change
	Enrolment	Per Pupil	Funding	Enrolment	Per Pupil	Funding	
Special Purpose Grants Included in Operating Departments							
Strong Start			192,000			192,000	-
Ready Set Learn			22,050			22,050	-
Community LINK (Part)			249,000			249,000	-
Priority Interim Measures			-			-	-
Education Fund (Tch LIF)							-
Classroom Enhancement Fund			3,081,976			3,139,711	57,735
AFG - Staffing Costs			161,022			161,022	-
Special Purpose - Included			3,706,048			3,763,783	57,735
Special Purpose Grants NOT Included in Operating Departments							
French OLEP			5			5	-
Ready Set Learn							-
Comm LINK (Comm Schools)			244,656			247,707	3,051
Education Fund (EA LIF)			142,174			140,534	(1,640)
AFG - Balance (196,588)			38,548			38,548	-
SPF-Other (Uway-SSAP)			90,000			90,000	-
School Generated Funds			900,000			900,000	-
Scholarships			77,000			77,000	-
Special Purpose - NOT Included			1,492,383			1,493,794	1,411
Surplus			1,015,704			2,093,304	515,113
Capital Revenue Recognized			1,693,043			1,710,105	74,664
TOTAL FUNDING			46,146,023			48,991,909	2,659,910



Summary & Bylaw Total

	2018/19 Preliminary	2018/19 Amended	Change vs. Preliminary
Operating Fund Revenue	38,238,845	39,930,923	1,692,078
Surplus Utilization			-
Utilization of Restricted - District Depts	29,704	556,913	527,209
Utilization of Restricted - School Surplus	236,000	786,391	550,391
Utilization of PY Unrestricted Surplus	750,000	750,000	-
Special Purpose Fund Revenue (INCL)	3,706,048	3,763,783	57,735
Special Purpose Fund Revenue (OTHER)	1,492,383	1,493,794	1,411
Total Revenue	44,452,980	47,281,804	2,828,824
Expenditures & Allocations			
School Allocations	28,144,476	30,218,063	2,073,587
District Departments	14,816,121	15,267,787	451,666
Mid-Year Funding Distribution to Schools		302,161	302,161
Special Purpose Fund Spending	1,492,383	1,493,794	1,411
Total Expenditures & Allocations	44,452,980	47,281,805	2,828,825
Net Contribution To Surplus	0	(0)	(1)
Total Expenditures & Allocations (Above)	44,452,980	47,281,805	2,828,825
Capital Fund Expense (Amortization)	2,118,225	2,160,228	42,003
TOTAL BUDGET BYLAW	46,571,205	49,442,033	2,870,828



District Departments

Enrolment-Based		
Aboriginal Education - Targeted		91,000
English Language Learning/ESD		2,500
Mid-Year Adjustments/Discretionary		
Teacher Laptops		25,000
SOGI Support		10,000
Disaster Recovery Technology		10,000
Recruitment and Training of Specialists		20,000
Other		
Restricted Surplus Utilization (Net)		527,000
Utilities		-25,000
Reallocation of TLC To School Budgets		-150,000
Reallocation of Music FTE to Schools		-60,000
Total		450,500



School Allocations



	Preliminary	Amended	Change
Cedar Grove	1,944,364	1,979,376	35,012
Davis Bay	1,590,203	1,749,969	159,766
Gibsons	2,604,309	2,815,525	211,216
Halfmoon Bay	1,622,943	1,857,994	235,051
Kinnikinnick	2,154,371	2,258,522	104,151
Langdale	964,267	1,116,815	152,548
Madeira Park	810,842	843,719	32,877
Roberts Creek	1,778,182	2,055,358	277,177
West Sechelt	2,169,714	2,475,176	305,461
Pender Harbour	1,153,967	1,136,554	-17,413
Chatelech Sec.	3,893,155	4,133,210	240,056
Elphinstone Sec.	4,228,781	4,451,924	223,144
Spider DL/ CE	422,896	567,437	144,542
SCAS	2,476,794	2,776,483	299,689
Balancing School	329,690	0	-329,690
Total	28,144,476	30,218,063	2,073,587

Summary & Bylaw Total

	2018/19 Preliminary	2018/19 Amended	Change vs. Preliminary
Operating Fund Revenue	38,238,845	39,930,923	1,692,078
Surplus Utilization			-
Utilization of Restricted - District Depts	29,704	556,913	527,209
Utilization of Restricted - School Surplus	236,000	786,391	550,391
Utilization of PY Unrestricted Surplus	750,000	750,000	-
Special Purpose Fund Revenue (INCL)	3,706,048	3,763,783	57,735
Special Purpose Fund Revenue (OTHER)	1,492,383	1,493,794	1,411
Total Revenue	44,452,980	47,281,804	2,828,824
Expenditures & Allocations			
School Allocations	28,144,476	30,218,063	2,073,587
District Departments	14,816,121	15,267,787	451,666
Mid-Year Funding Distribution to Schools		302,161	302,161
Special Purpose Fund Spending	1,492,383	1,493,794	1,411
Total Expenditures & Allocations	44,452,980	47,281,805	2,828,825
Net Contribution To Surplus	0	(0)	(1)
Total Expenditures & Allocations (Above)	44,452,980	47,281,805	2,828,825
Capital Fund Expense (Amortization)	2,118,225	2,160,228	42,003
TOTAL BUDGET BYLAW	46,571,205	49,442,033	2,870,828



Amended Annual Budget

School District No. 46 (Sunshine Coast)

June 30, 2019

School District No. 46 (Sunshine Coast)

June 30, 2019

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 46 (SUNSHINE COAST) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2018/2019 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for fiscal year 2018/2019.
3. The attached Statement 2 showing the estimated revenue and expense for the 2018/2019 fiscal year and the total budget bylaw amount of \$49,454,340 for the 2018/2019 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2018/2019.

READ A FIRST TIME THE _____ DAY OF _____, 2019;

READ A SECOND TIME THE _____ DAY OF _____, 2019;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2019;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw 2018/2019, adopted by the Board the _____ DAY OF _____, 2019.

Secretary Treasurer

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2019

	2019 Amended Annual Budget	2018 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,256,063	3,181,938
Adult	2,875	4,125
Total Ministry Operating Grant Funded FTE's	3,258,938	3,186,063
Revenues	\$	\$
Provincial Grants		
Ministry of Education	43,006,724	41,047,259
Other	35,000	35,000
Tuition	106,208	78,408
Other Revenue	1,845,876	1,840,700
Rentals and Leases	60,000	30,000
Investment Income	147,000	87,000
Amortization of Deferred Capital Revenue	1,710,105	1,635,441
Total Revenue	46,910,913	44,753,808
Expenses		
Instruction	38,781,644	36,134,310
District Administration	2,432,511	2,257,716
Operations and Maintenance	6,669,462	6,481,130
Transportation and Housing	1,570,723	1,916,295
Total Expense	49,454,340	46,789,451
Net Revenue (Expense)	(2,543,427)	(2,035,643)
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,093,304	1,578,191
Budgeted Surplus (Deficit), for the year	(450,123)	(457,452)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(450,123)	(457,452)
Budgeted Surplus (Deficit), for the year	(450,123)	(457,452)

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2019

	2019 Amended Annual Budget	2018 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	42,036,535	39,454,418
Special Purpose Funds - Total Expense	5,257,577	5,242,140
Capital Fund - Total Expense	2,160,228	2,092,893
Total Budget Bylaw Amount	49,454,340	46,789,451

Approved by the Board

Signature of the Chairperson of the Board of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer Date Signed

School District No. 46 (Sunshine Coast)

Statement 4

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

Year Ended June 30, 2019

	2019 Amended Annual Budget	2018 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(2,543,427)	(2,035,643)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Deferred Capital Revenue	(2,319,766)	(2,800,000)
Total Acquisition of Tangible Capital Assets	(2,319,766)	(2,800,000)
Amortization of Tangible Capital Assets	2,160,228	2,092,893
Total Effect of change in Tangible Capital Assets	(159,538)	(707,107)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(2,702,965)	(2,742,750)

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2019

	Operating Fund	Special Purpose Fund	Capital Fund	2019 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	4,551,145		7,589,840	12,140,985
Changes for the year				
Net Revenue (Expense) for the year	(2,093,304)		(450,123)	(2,543,427)
Net Changes for the year	(2,093,304)	-	(450,123)	(2,543,427)
Budgeted Accumulated Surplus (Deficit), end of year	2,457,841	-	7,139,717	9,597,558

School District No. 46 (Sunshine Coast)Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2019

	2019 Amended Annual Budget	2018 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	38,816,147	36,872,119
Other	35,000	35,000
Tuition	106,208	78,408
Other Revenue	785,876	780,700
Rentals and Leases	60,000	30,000
Investment Income	140,000	80,000
Total Revenue	39,943,231	37,876,227
Expenses		
Instruction	33,723,637	31,088,758
District Administration	2,232,941	2,061,128
Operations and Maintenance	4,605,931	4,467,014
Transportation and Housing	1,474,026	1,837,518
Total Expense	42,036,535	39,454,418
Net Revenue (Expense)	(2,093,304)	(1,578,191)
Budgeted Prior Year Surplus Appropriation	2,093,304	1,578,191
Budgeted Surplus (Deficit), for the year	-	-

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2019

	2019 Amended Annual Budget	2018 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	37,891,322	35,762,423
Other Ministry of Education Grants		
Pay Equity	510,381	510,381
Funding for Graduated Adults	5,283	8,082
Transportation Supplement	380,465	380,465
Return of Administrative Savings		182,072
Carbon Tax Grant	20,000	20,000
FSA Scorer	8,696	8,696
Total Provincial Grants - Ministry of Education	38,816,147	36,872,119
Provincial Grants - Other	35,000	35,000
Tuition		
International and Out of Province Students	106,208	78,408
Total Tuition	106,208	78,408
Other Revenues		
Other School District/Education Authorities	583,000	575,000
Miscellaneous		
Miscellaneous	202,876	205,700
Total Other Revenue	785,876	780,700
Rentals and Leases	60,000	30,000
Investment Income	140,000	80,000
Total Operating Revenue	39,943,231	37,876,227

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2019

	2019 Amended Annual Budget	2018 Amended Annual Budget
	\$	\$
Salaries		
Teachers	14,483,619	13,462,280
Principals and Vice Principals	2,106,352	2,105,257
Educational Assistants	3,297,498	3,146,264
Support Staff	4,201,060	3,792,263
Other Professionals	1,453,495	1,436,195
Substitutes	2,395,543	2,188,563
Total Salaries	27,937,567	26,130,822
Employee Benefits	6,862,729	6,511,255
Total Salaries and Benefits	34,800,296	32,642,077
Services and Supplies		
Services	809,990	666,337
Student Transportation	1,376,384	1,356,469
Professional Development and Travel	166,850	136,255
Rentals and Leases	40,200	40,200
Dues and Fees	56,500	56,500
Insurance	87,125	87,125
Supplies	4,015,304	3,764,969
Utilities	683,886	704,486
Total Services and Supplies	7,236,239	6,812,341
Total Operating Expense	42,036,535	39,454,418

School District No. 46 (Sunshine Coast)

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

Year Ended June 30, 2019

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	11,809,791	284,815		698,277		2,181,695	14,974,578
1.03 Career Programs	94,692					80,000	174,692
1.07 Library Services	132,600			65,286			197,886
1.08 Counselling	338,520			128,369			466,889
1.10 Special Education	1,494,078	118,487	3,134,170	454,375	130,014	100,848	5,431,972
1.30 English Language Learning	156,000						156,000
1.31 Aboriginal Education	457,938	125,253	163,328			8,000	754,519
1.41 School Administration		1,577,797		445,398			2,023,195
1.62 International and Out of Province Students							-
1.64 Other				43,639			43,639
Total Function 1	14,483,619	2,106,352	3,297,498	1,835,344	130,014	2,370,543	24,223,370
4 District Administration							
4.11 Educational Administration					420,643		420,643
4.40 School District Governance					113,774		113,774
4.41 Business Administration				128,954	604,742	25,000	758,696
Total Function 4	-	-	-	128,954	1,139,159	25,000	1,293,113
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				47,047	162,104		209,151
5.50 Maintenance Operations				2,054,361			2,054,361
5.52 Maintenance of Grounds				123,656			123,656
5.56 Utilities							-
Total Function 5	-	-	-	2,225,064	162,104	-	2,387,168
7 Transportation and Housing							
7.41 Transportation and Housing Administration					22,218		22,218
7.70 Student Transportation				11,698			11,698
Total Function 7	-	-	-	11,698	22,218	-	33,916
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	14,483,619	2,106,352	3,297,498	4,201,060	1,453,495	2,395,543	27,937,567

School District No. 46 (Sunshine Coast)

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

Year Ended June 30, 2019

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2019 Amended Annual Budget	2018 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	14,974,578	3,275,521	18,250,099	2,722,678	20,972,777	18,832,086
1.03 Career Programs	174,692	24,620	199,312	20,750	220,062	312,763
1.07 Library Services	197,886	52,756	250,642	63,212	313,854	265,662
1.08 Counselling	466,889	123,958	590,847	500	591,347	573,459
1.10 Special Education	5,431,972	1,725,226	7,157,198	299,593	7,456,791	6,989,604
1.30 English Language Learning	156,000	40,560	196,560	112,158	308,718	268,800
1.31 Aboriginal Education	754,519	210,334	964,853	189,523	1,154,376	1,184,411
1.41 School Administration	2,023,195	453,559	2,476,754	71,600	2,548,354	2,489,163
1.62 International and Out of Province Students	-	-	-	33,000	33,000	29,747
1.64 Other	43,639	12,219	55,858	68,500	124,358	143,063
Total Function 1	24,223,370	5,918,753	30,142,123	3,581,514	33,723,637	31,088,758
4 District Administration						
4.11 Educational Administration	420,643	100,991	521,634	48,056	569,690	526,026
4.40 School District Governance	113,774	1,138	114,912	122,000	236,912	196,441
4.41 Business Administration	758,696	197,593	956,289	470,050	1,426,339	1,338,661
Total Function 4	1,293,113	299,722	1,592,835	640,106	2,232,941	2,061,128
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	209,151	53,675	262,826	85,000	347,826	346,683
5.50 Maintenance Operations	2,054,361	547,681	2,602,042	763,897	3,365,939	3,212,863
5.52 Maintenance of Grounds	123,656	34,624	158,280	50,000	208,280	202,982
5.56 Utilities	-	-	-	683,886	683,886	704,486
Total Function 5	2,387,168	635,980	3,023,148	1,582,783	4,605,931	4,467,014
7 Transportation and Housing						
7.41 Transportation and Housing Administration	22,218	4,999	27,217	-	27,217	27,217
7.70 Student Transportation	11,698	3,275	14,973	1,431,836	1,446,809	1,810,301
Total Function 7	33,916	8,274	42,190	1,431,836	1,474,026	1,837,518
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	27,937,567	6,862,729	34,800,296	7,236,239	42,036,535	39,454,418

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2019

	2019 Amended Annual Budget	2018 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	4,190,577	4,175,140
Other Revenue	1,060,000	1,060,000
Investment Income	7,000	7,000
Total Revenue	5,257,577	5,242,140
Expenses		
Instruction	5,058,007	5,045,552
District Administration	199,570	196,588
Total Expense	5,257,577	5,242,140
Budgeted Surplus (Deficit), for the year	-	-

School District No. 46 (Sunshine Coast)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2019

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	22,367		20,989	519,565	575,283			15,230	
Add: Restricted Grants									
Provincial Grants - Ministry of Education	199,570	140,534				192,000	22,050	5	496,707
Other				70,000	900,000				
Investment Income				7,000					
	199,570	140,534	-	77,000	900,000	192,000	22,050	5	496,707
Less: Allocated to Revenue	199,570	140,534	-	77,000	900,000	192,000	22,050	5	496,707
Deferred Revenue, end of year	22,367	-	20,989	519,565	575,283	-	-	15,230	-
Revenues									
Provincial Grants - Ministry of Education	199,570	140,534				192,000	22,050	5	496,707
Other Revenue				70,000	900,000				
Investment Income				7,000					
	199,570	140,534	-	77,000	900,000	192,000	22,050	5	496,707
Expenses									
Salaries									
Teachers									
Principals and Vice Principals									69,891
Educational Assistants		100,000				116,130			
Support Staff	125,798								124,672
Substitutes									
	125,798	100,000	-	-	-	116,130	-	-	194,563
Employee Benefits	35,224	40,534				45,870			54,374
Services and Supplies	38,548			77,000	900,000	30,000	22,050	5	247,770
	199,570	140,534	-	77,000	900,000	192,000	22,050	5	496,707
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2019

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing and Remedies	Coding and Curriculum Implementation	Other	TOTAL
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			23,464	105,440	1,282,338
Add: Restricted Grants					
Provincial Grants - Ministry of Education	143,938	2,995,773			4,190,577
Other				90,000	1,060,000
Investment Income					7,000
	143,938	2,995,773	-	90,000	5,257,577
Less: Allocated to Revenue	143,938	2,995,773	-	90,000	5,257,577
Deferred Revenue, end of year	-	-	23,464	105,440	1,282,338
Revenues					
Provincial Grants - Ministry of Education	143,938	2,995,773			4,190,577
Other Revenue				90,000	1,060,000
Investment Income					7,000
	143,938	2,995,773	-	90,000	5,257,577
Expenses					
Salaries					
Teachers		2,267,521			2,267,521
Principals and Vice Principals					69,891
Educational Assistants					216,130
Support Staff	112,435				362,905
Substitutes		134,258		90,000	224,258
	112,435	2,401,779	-	90,000	3,140,705
Employee Benefits	31,503	593,994			801,499
Services and Supplies					1,315,373
	143,938	2,995,773	-	90,000	5,257,577
Net Revenue (Expense)	-	-	-	-	-

School District No. 46 (Sunshine Coast)

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2019

	2019 Amended Annual Budget			2018 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Amortization of Deferred Capital Revenue	1,710,105		1,710,105	1,635,441
Total Revenue	1,710,105	-	1,710,105	1,635,441
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,063,531		2,063,531	2,014,116
Transportation and Housing	96,697		96,697	78,777
Total Expense	2,160,228	-	2,160,228	2,092,893
Net Revenue (Expense)	(450,123)	-	(450,123)	(457,452)
Net Transfers (to) from other funds				
Total Net Transfers	-	-	-	-
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(450,123)	-	(450,123)	(457,452)

School District No. 46 (Sunshine Coast)
Amended Annual Budget Bylaw for fiscal year 2018/2019

1) **MOTION:**

“THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2018/2019 in the amount of \$49,454,340, be read for a first time.”

2) **MOTION:**

“THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2018/2019 in the amount of \$49,454,340, be read for a second time.”

Requires unanimous approval before third reading.

3) **MOTION:**

“THAT School District No. 46 (Sunshine Coast) Amended Annual Budget Bylaw for the fiscal year 2018/2019 in the amount of \$49,454,340, be read for a third time, passed and adopted.”



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

POLICY COMMITTEE NOTES

Held on January 22nd, 2019 from 11:30-1:00 p.m.

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

PRESENT: TRUSTEES: Tonya Ste. Marie (Committee Chair), Samantha Haines, Maria Hampvent, Sue Girard, Stacia Leech, Pammila Ruth

STAFF/OTHERS: Patrick Bocking, Superintendent; Paul Bishop, Director of Instruction; Nicholas Weswick, Secretary-Treasurer; Sharon MacKenzie; Erica Reimer, Executive Assistant (Recording Secretary)

REGRETS: Amanda Amaral, Trustee; Vanessa White, Director of Instruction

The meeting was called to order at 11:51 a.m.

1. Role of the Trustee

The committee discussed trustee participation on external boards and volunteerism at schools in light of the policy. Secretary-Treasurer Weswick reported that trustees should consider avoiding situations where a perception of favoritism or conflict could occur, so as to ensure future decision making is perceived as being free from bias.

Trustees discussed their roles as liaisons to PACs and agreed that their continued attendance is meaningful. Trustees agreed to attend PAC meetings whenever possible. Superintendent Bocking agreed to include information in the DPAC brochure to clarify the role of the trustee as liaison to PACs.

The committee suggested the following changes to the subsections 6, 7 and 11:

- 3.6 *Endeavour to fairly, impartially and equitably ensure that the district and schools are administered by the most qualified and appropriate personnel.*
- 3.7 *Be loyal and accessible to the community at large, ~~superseeding~~. This supersedes any conflicting loyalties to employee, advocacy or interest groups; political parties; other councils or boards; individual employees, schools, electoral areas or communities; or personal interests.*
- 3.11 *Refrain from getting involved in or expressing judgments on any school-level disputes or concerns, but listen to complainants and refer them to the district's "How to Communicate with Us", Regulation ~~5350~~ 2070.*

RECOMMENDATION:

"That the revisions to Policy 3 – Role of the Trustee be approved"

2. Appeals Bylaw

The item was tabled to a future meeting due to time constraints.

The meeting adjourned at 1:04 p.m.

3 ROLE OF THE TRUSTEE

The Board and Trustees shall operate in an ethical, respectful and professional manner. This policy shall be recognized as the Board's Code of Conduct. Consequently, trustees shall:

- 3.1 Be prepared for the work of the Board by devoting time, thought and study to meeting agendas, policies and bylaws, rules of order, provincial educational issues, community issues, the Board strategic plan and other relevant information.
- 3.2 Attend all Board meetings, working sessions, and meetings of all committees of which they are Board-appointed members, except when absence is necessary.
- 3.3 Work harmoniously with all other trustees in the spirit of openness, cooperation and trust; respect and encourage the free and appropriate expression of opinions by other trustees.
- 3.4 Immediately share with the Board and/or senior administration, through the Board Chair, any significant information that may impact the Board or School District No. 46 (Sunshine Coast), and not withhold from the Board any information necessary to make an informed decision.
- 3.5 Be knowledgeable and respectful of the roles of those who work with and for the Board.
- 3.6 Endeavour to fairly, impartially and equitably ensure that the district and schools are administered by the most qualified and appropriate personnel.
- 3.7 Be loyal and accessible to the community at large. This supersedes any conflicting loyalties to employee, advocacy or interest groups; political parties; other councils or boards; individual employees, schools, electoral areas or communities; or personal interests.
- 3.8 Respect and maintain the confidentiality of confidential business of the Board and School District No. 46 (Sunshine Coast), including individual statements and opinions expressed in closed sessions.
- 3.9 Conduct themselves in a manner that represents the Board and School District No. 46 (Sunshine Coast) in a positive light, taking no action that compromises, or will compromise, the Board and its decisions.
- 3.10 Recognize that any interactions they have as individuals with staff, the public, press or other entities lack board authority; and always clarify, within reason, that personal, individual opinions do not reflect the corporate position of the Board.
- 3.11 Refrain from getting involved in or expressing judgments on any school-level disputes or concerns, but listen to complainants and refer them to the district's "How to Communicate with Us", Regulation 2070.
- 3.12 When appointed to a liaison position, faithfully keep apprised of any concerns or circumstances of the particular school, PAC or external organization that are relevant to the Board, and report them to the Board Chair for the arrangement of appropriate discussion, decision or delegation.
- 3.13 Share any materials or ideas gained from external professional development activities with the Board.

- 3.14 Subject to the provisions of 3.16, and if in attendance, carry out their fiduciary duty to vote either positively or negatively on every motion before the Board, expressing their opinions during Board debate, but always abiding by majority decisions of the Board.
- 3.15 Make no disparaging remarks or accusations, in or out of Board meetings, about other members of the Board or their opinions, nor about Board employees.
- 3.16 Disclose the nature of any conflict of interest to the Board, and avoid exerting any influence on any school district issue when in conflict of interest—as defined by legislation, policy or personal declaration— by leaving the meeting and not taking part in the discussion and vote on issues when in a conflict of interest.
- 3.17 Refrain from sitting on the board or executive of any corporation or organization that receives funding from School District No. 46 (Sunshine Coast).
- 3.18 Refrain from sitting on any specific school-related or program-related group in the district, including Parent Advisory Councils except as a liaison from the Board.

Board Policy: December 2010

Revised: November 2013, November 2014, February 2016, April 2016



Sunshine Coast Principals'
& Vice-Principals' Association
c/o Madeira Park Elementary School
Box 151, Madeira Park, B.C.
V0N 2H0

January 18, 2019

Dear Pamm,
Chair of Board of School Trustees,

As members of the Sunshine Coast Principals' and Vice-Principals' Association (SCPVPA) we greatly value the supportive relationship that we have with our Board of Education, our Superintendent and Senior Management to co-create positive learning environments for all of our students.

As members of the SCPVPA we are also members of the BC Principals' and Vice-Principals' Association. The BCPVPA is our professional organization that supports the professional and employment interests of 2,535 principals and vice-principals in the province. The BCPVPA, with the support of its members, is seeking to be voluntarily recognized as the provincial negotiating representative for all principals and vice-principals in the province on a limited number of terms of employment. A survey last spring of all 60 school districts found that 97% of all BCPVPA members voted in favour of having the BCPVPA recognized as the negotiating representative for principals and vice-principals. The BCPVPA is not seeking the right to strike or to withdraw services, nor is the BCPVPA seeking to negotiate terms of employment that would impede the ability of school districts to hire or fire their Principals or Vice-Principals.

At the upcoming BCPSEA Annual General Meeting January 23 – 24, 2019 a resolution has been proposed that would grant voluntary recognition to the BCPVPA as the negotiating representative to enter non-binding terms of employment discussions with BCPSEA. *As members of the SCPVPA we hope that you, as our Board of Education and employer, will vote to support this important resolution.*

The goal of negotiation representation is guided by five core objectives that we believe are shared by government and Boards of Education around the province:

- A primary focus on student achievement;
- Positive and collaborative relationships at both the provincial and district levels;
- Recruitment and retention of outstanding educators in the roles of principal and vice-principal;
- Efficient and cost-effective contract administration; and
- Appropriate and equitable terms of employment for school leaders

The SCPVPA strongly believes that an effective provincial negotiation framework will allow BC's principals and vice-principals to be better supported collectively as key instructional leaders responsible for cultivating and sustaining a high-performing public education system.

The members of the SCPVPA believe that establishing common provincial language and processes which will be negotiated between the BCPVPA as the provincial association and BCPSEA as the employer's representative will ensure fairness and equity; we also recognize that local context is important, and that maintaining autonomy for local Boards of Education to negotiate on locally-relevant items is critical.

Please let us know if we can provide any additional information and thank you very much for your consideration.

Duncan Knight, Vice-President, SCPVPA

Deborah Luporini, Past President, SCPVPA

p.c. Patrick Bocking, Superintendent



BOARD COMMITTEE MEETINGS 2018 – 2019

MONTH	EDUCATION COMMITTEE	OPERATIONS COMMITTEE	POLICY COMMITTEE	COMMITTEE OF THE WHOLE
September	26 from 2:30-4 pm	20 from 12:30-2 pm	Cancelled	25 from 9:30-11:30 am
October	24 from 2:30-4 pm	18 from 12:30-2 pm	Cancelled	Cancelled
November	28 from 2:30-4 pm	22 from 12:30-2 pm	Cancelled	27 from 9:30-11:30 am
December	Cancelled	Cancelled	Cancelled	18 from 9:30-11:30 am
January	23 from 2:30-4 pm	17 from 12:30-2 pm	22 from 11:30-1 pm	22 from 9:30-11:30 am
February	27 from 2:30-4 pm	27 from 12:30-2 pm	26 from 11:30-1 pm	26 from 9:30-11:30 am
March	13 from 2:30-4 pm	14 from 12:30-2 pm	12 from 11:30-1 pm	12 from 9:30-11:30 am
April	24 from 2:30-4 pm	18 from 1:30-3 pm (SLC)	23 from 11:30-1 pm	23 from 9:30-11:30 am
May	22 from 2:30-4 pm	23 from 12:30-2 pm	28 from 11:30-1 pm	28 from 9:30-11:30 am
June	26 from 2:30-4 pm	20 from 12:30-2 pm	25 from 11:30-1 pm	25 from 9:30-11:30 am
FEBRUARY AGENDAS:	<ol style="list-style-type: none"> 1. Math (1.c.) 2. Leaders (2.f.) 3. Board / Authority Authorized Courses <ol style="list-style-type: none"> a. Psychology 11 b. Psychology 12 c. Applications for Learning 11 d. Application for Learning 12 4. Regs for review: <ol style="list-style-type: none"> a. 2020 - Cell Phone Use b. 1310 - Student Reporting c. 3290 - Weapons 	<ol style="list-style-type: none"> 1. Safe and Healthy Schools/Operational (2.h.) 2. Preliminary Budget Considerations and Discussion 3. Enrolment Projections 4. Review of Internal Funding Allocation Model 5. ISO 50001 Certification 6. Rural Education Enhancement Fund 7. Regs for review: <ol style="list-style-type: none"> a. 3040 - Bomb Threats b. 3060 - Emergencies 8. Local Government OCP and Zoning Referrals (standing item) 	<ol style="list-style-type: none"> 1. Appeals Bylaw Review 2. Role of the Chair 	<ol style="list-style-type: none"> 1. School Calendar Recommendation 2. Risk Management 3. Regs for review: <ol style="list-style-type: none"> a. 2040 - Communication through the Media b. 2070 – How to Communicate with Us 4. Communication (standing item)

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