

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



REGULAR MEETING AGENDA

Wednesday, June 12, 2019, 7:00 pm
School Board Office, Gibsons, B.C.

	Pages
1. <u>Call to Order</u>	
2. <u>Celebrating Education: Aboriginal Education Month - K. Mahlman</u>	
3. <u>Public Question Period (10 minutes in total)</u>	
4. <u>Adoption of the Agenda</u>	
MOTION: "THAT the agenda of June 12, 2019 be adopted."	
5. <u>Approval of Minutes of Prior Meetings and Receipt of Records of Closed Meetings</u>	2
a. Regular Meeting Minutes - May 8, 2019	
b. Record of Closed Meeting - May 8, 2019	
MOTION: "THAT the minutes of the Regular Meeting of May 8, 2019 and the Record of the Closed Meeting of May 8, 2019, be approved."	
6. <u>Reports</u>	
a. Superintendent's Report	12
b. Strategic Plan Reports	
1. Goal 1.h. - Experiential Learning	14
2. Goal 1.j. - Indigenous Learning / Goal 3.f. - Sechelt and Squamish Nations	16
3. Goal 2.g. - Celebrations	18
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c. Administrative Regulations in Circulation	
1. Reg. 3020 - Anaphylaxis	22
2. Reg. 5010 - Decentralized Decision Making	28
d. Administrative Regulations to be Received	
1. Reg. 1040 - Board / Authority Authorized Courses	30
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3. Reg. 4070 - Hazardous Materials	34
4. Reg. 4090 - Naming of Schools	38

e.	Secretary-Treasurer's Report	42
	1. Larger Cheques Written in the Month of May 2019	44
	2. Expenditures by Object - May 2019	46
f.	Board Report	48
	1. BCSTA Report	50
	2. BCPSEA Report	
	3. Student Trustee Report	
	4. Trustee Honorarium Committee Notes - May 28, 2019	60
	MOTION: "THAT the board recommend an increase of 8% to the trustee stipend, effective September 1, 2019, to offset the impacts of federal taxation changes."	
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g.	Committee of the Whole Notes - May 28, 2019	64
	1. 2019-23 Strategic Plan	68
h.	Education Committee Notes - May 22, 2019	72
	1. District Report to the Ministry (https://sd46studentexcellence.ca/)	
i.	Operations Committee Notes - May 16, 2019	76
	1. 2020-21 Five-Year Capital Plan	80
	2. 2019-20 Budget	82
	MOTION: "THAT School District No. 46 (Sunshine Coast) Annual Budget Bylaw for fiscal year 2019/2020, in the amount of \$49,821,951, be read for a first time."	
	MOTION: "THAT School District No. 46 (Sunshine Coast) Annual Budget Bylaw for fiscal year 2019/2020, in the amount of \$49,821,951, be read for a second time."	
	MOTION: "THAT School District No. 46 (Sunshine Coast) Annual Budget Bylaw for fiscal year 2019/2020, in the amount of \$49,821,951, be read for a third time, passed and adopted."	
j.	Receipt of Reports	
	MOTION: "TO receive the reports."	
7.	<u>Correspondence</u>	98
	a. C. Cooper - Purchasing of School Supplies / Band Equipment - May 2, 2019	
	b. M. Shinkai - 2019/20 Preliminary Budget - May 3, 2019	
	c. SCTA - Joint Trustee/Teacher Liaison Committee - June 4, 2019	
	MOTION: "TO receive the correspondence."	
8.	<u>Questions and Enquiries from the Public Relating to the Board Meeting</u>	

9. Next Meeting

The next public board meeting will be held on September 11, 2019.

a. Committee Agendas

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MOTION: "TO approve the committee agendas."

10. Adjournment



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

Wednesday, May 8, 2019, 7:00 pm
School Board Office, Gibsons, B.C.

TRUSTEES: P. Ruth (Chair), S. Leech (Vice-Chair), 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 7:02 p.m. by Vice-Chair Leech.

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

2. Celebrating Education: Me to We Ecuador Trip - A. Kennelly

Sunshine Coast Alternative School teacher, Alyssa Kennelly, and several students involved in the 2019 Me to We Ecuador Trip shared their experiences with trustees, including a slide show documenting their experiences. The group took part in sight seeing adventures as well as service work digging a foundation for a computer lab at a school site.

3. Public Question Period (10 minutes in total)

- A member of the public shared concerns regarding the lack of speech pathology / speech therapy for students. Superintendent Bocking reported that the district has had difficulty filling the position.
- A member of the public asked if the district has addressed cell phone use while driving elsewhere in the district's regulations. Director White indicated that the district's transportation safety manual, along with BC legislation, indicates that the use of cell phones while driving is prohibited.
- A member of the public asked if the district has considered developing a policy that would provide guidelines for cell phone use in schools. Superintendent Bocking

responded that teachers have autonomy in setting guidelines regarding the use of cell phones in the class room.

- A member of the public asked if a private therapist could pick up a student during school hours for therapy. Superintendent Bocking advised them to discuss the matter with their school principal and Director White as each situation is different for our students.

4. Adoption of the Agenda

Superintendent Bocking requested Regulation 2050 - Conflict of Interest be removed from the agenda.

Moved: Haines

Seconded: Girard

MOTION: "THAT the agenda be adopted with item number 6.c.2 (Reg. 2050 - Conflict of Interest) struck from the agenda, on the request of the Superintendent, and the remainder of the items renumbered."

Carried

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

Moved: Haines

Seconded: Ste. Marie

MOTION: "THAT the Regular Minutes of April 10, 2019 and the Record of Closed Meeting of April 10, 2019, be approved."

Carried

6. Reports

a. Superintendent's Report

Superintendent Bocking shared two student poems from the Coastal Voices anthology and highlighted the following items:

- The *SD46's Got Talent 3* student talent show
- *Students on Shorelines (SOS)* for Earth Week
- The *Student Leadership Forum*
- Student participation in the *April Tools* event at Madeira Park
- Student participation in the *Skills Canada Provincials* competition
- Staff use of the *Teaching, Learning and Collaborating (TLC)* Fund
- Scholarship and bursary recognition event to recognize the support of our donors
- International students took part in a paddling activity

- Community schools coordinators and district staff met to develop strategies to support students.

b. Strategic Plan Reports

1. Goal 1.f. - Music

Superintendent Bocking spoke to his written report, highlighting the success of the district's efforts to improve music programs across all schools.

2. Goal 1.k. - Graduation

Director Bishop spoke to his written report and highlighted changes to academic programs for students in grades 11 and 12, as well as changes to graduation requirements.

3. Goal 2.i. - Facilities

Secretary-Treasurer Weswick spoke to his written report, noting the efforts that Facilities Manager Rob Collison has made to improve overall building efficiency.

c. Administrative Regulations in Circulation

Details regarding the administrative regulations in circulation can be found in the committee notes of meetings taking place in April 2019. New and revised regulations will circulate for an eight (8) week period and regulations being repealed will circulate for a four (4) week period.

1. Reg. 1210 - Patriotic Protocols

2. Reg. 3050 - Child Protection

d. Administrative Regulations to be Received

The following regulation(s) completed the circulation phase and were received as part of the reports provided at the board meeting.

1. Reg. 1310 - Student Reporting

2. Reg. 2040 - Communicating through the Media

3. Reg. 3060 - Emergencies

4. Reg. 2020 - Cell Phone Use (repealed)

5. Reg. 3040 - Bomb Threats (repealed)

6. Reg. 3290 - Weapons (repealed)

e. Secretary-Treasurer's Report

The report was submitted as written.

Secretary-Treasurer Weswick spoke to compensation and average hours of work for Educational Assistants, as described in his written report.

1. Larger Cheques Written in the Month of April 2019

The report was submitted as written.

2. Expenditures by Object - April 2019

The report was submitted as written.

Secretary-Treasurer Weswick indicated that the district expects to see a surplus at the end of the fiscal year, additional information will be provided to the board in the June and September board meetings.

f. Board Reports

1. Chair's Report

Vice-Chair Leech spoke to the written report and highlighted:

- Trustee involvement on both the SCTA and CUPE bargaining committees,
- Trustees participation at the *Student Leadership Forum*
- Concerns regarding the abolishment of school boards in Nova Scotia and movement towards the same in Manitoba,
- Statistics shared at the BCSTA AGM regarding indigenous students entering the workforce,
- The South Coast Branch, which includes the Sunshine Coast, Powell River and Sea-to-Sky school districts, have agreed to meet more frequently.

2. BCSTA Report

Trustee Hampvent shared her impressions of the BCSTA AGM and reported that the South Coast Branch has committed to meet in the fall at an event hosted by the board.

3. BCPSEA Report

There were no items to report.

4. Student Trustee Report

Student Trustee Davis reported:

- That the DSLT has met to discuss the selection process for members for the next school year, the DSLT intends to select the 2019-20 school trustee in June so that the trustee can be sworn in at the September regular meeting.
- That the student council at Elphinstone has presented student survey data to staff to request that their lunch hour be lengthened in order to allow for more involvement in clubs and activities,

- That the award ceremony at Elphinstone will be a different format than in years' past.
- That a number of Grad activities, including games and events are starting to take place.
- On the DSLT's involvement in the Scholarship and Bursary recognition event.
- That he had attended the BCSTA AGM with fellow trustees.

g. Committee of the Whole Notes - April 23, 2019

The notes were submitted as written.

h. Education Committee Notes - April 24, 2019

The notes were submitted as written.

i. Operations Committee Notes - April 18, 2019

The notes were submitted as written.

j. Policy Committee - April 23, 2019

The notes were submitted as written.

Moved: Ste. Marie

Seconded: Girard

MOTION: "THAT the board approve revisions to sections 5.4 and 5.8.v. of Policy 5 (Role of Board Committees)."

Carried

k. Receipt of Reports

Moved: Amaral

Seconded: Ruth

MOTION: "THAT the reports be received."

Carried

7. Correspondence

Secretary-Treasurer Weswick reported that the ministry's changes to the Long Range Facilities Plan requirements will allow for a more meaningful report for the board and staff.

Moved: Haines

Seconded: Hampvent

MOTION: "TO receive the correspondence"

Carried

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

- A member of the audience asked for clarification on an item in Secretary-Treasurer's written report, in particular if the hours of work performed by Educational Assistants was calculated including lunch and breaks. Secretary-Treasurer Weswick responded that they were included in the total hours.
- A member of the audience suggested that board committee meetings take place outside of school hours to allow broad participation by the general public. Vice-Chair Leech reported that scheduling challenges prevented any shift to the committee schedule in the current year.
- A member of the audience noted a correction to those present at the Committee of the Whole meeting. The correction was noted and will be reflected in the meeting's notes.
- A member of the audience asked if further solar initiatives were being planned in light of the significant energy savings at Langdale Elementary School. Secretary-Treasurer Weswick reported that a number of changes helped to improve efficiency at Langdale and indicated that the district intends to continue to seek funding for solar initiatives at other sites.
- A member of the audience asked how regulations in circulation are shared with and how the public could provide feedback during that phase. Superintendent Bocking reported that regulations are distributed to schools, Community Schools, DPAC, the SCTA and CUPE, as well as posted to the district website. Feedback on regulations is received via a form sent to the Superintendent.
- A member of the audience asked for clarification on board process during meetings. Secretary-Treasurer referred to the board's procedural bylaws for clarification.
- A member of the audience asked if students involved in climate strikes were seeing any outcomes from their actions and what the benefits of participating are. Student Trustee Davis and Director White described the interest generated from the protests, students connecting on a common issue, and learning about advocacy and protest. Superintendent Bocking reported that a goal specific to student learning and climate change has been included in the 2019-23 strategic plan.
- A member of the audience asked for information on a motion to the BCSTA AGM that was listed in April agenda package. Vice-Chair Leech requested that questions during this period relate to the current board meeting's agenda.

9. Next Meeting

The next public board meeting will be held on June 12th, 2019.

a. Committee Agendas

The June Policy Committee will be rescheduled so as not to conflict with the Pender Harbour Graduation Ceremony.

A correction to the date of the Trustee Honorarium Committee meeting was noted.

Moved: Amaral

Seconded: Girard

MOTION: "TO approve the committee agendas."

Carried

10. Adjournment

There being no further business, the meeting adjourned at 8:41 pm.

Moved: Ruth

Seconded: Ste. Marie

MOTION: "TO adjourn."

Carried

Pammila Ruth - Board Chair

Nicholas Weswick - Secretary-Treasurer



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

RECORD OF CLOSED MEETING

Wednesday, May 8, 2019, 5:30 pm
School Board Office, Gibsons, B.C.

TRUSTEES: S. Leech (Vice-Chair), A. Amaral, S. Girard, M. Hampvent, S. Haines,
T. Ste. Marie

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

REGRETS: P. Ruth, Chair

The meeting was chaired by Vice-Chair Leech.

Call to Order

The meeting was called to order at 5:33 p.m.

- **Motion to Exclude**
- **Adoption of the Agenda**
- **Approval of Minutes of Prior Meetings**
- **Information / Action Items**
 - Personnel
 - Bargaining Update (Trustee Haines recused herself for the report on bargaining)
 - Staff Update
 - Exempt Benefits Review
 - Ad Hoc Trustee Honorarium Committee Notes – April 23, 2019
 - Property
 - Property Update
- **Items for Disclosure**
 - **MOTION:** "THAT the notes of the Ad Hoc Trustee Honorarium Committee meeting taking place on April 23, 2019 be disclosed."

Adjournment

The meeting adjourned at 6:00 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
June 12th, 2019

1. Students

- a. The Coastal Voices celebration on Thursday, June 6th highlighted the superb authors we have amongst our students. Students, teachers and parents were impressed and moved by the quality of writing. Many thanks to the Festival of the Written Arts for their support. (1b)
- b. Seven elementary schools wrapped up the ultimate season with a fun day of game play, clinics, and a mixed school game. Clinics were instructed by players from high school junior teams. (1e)
- c. The concert and jazz bands participated in the Sun Peaks Con Brio Festival. The concert band earned a gold medal and the jazz band earned a silver. (1f)
- d. The District Student Leadership Team coordinated the, "SD46's Got Talent" show at 6:30 p.m. on May 22nd at Chatelech Secondary School. Many of our students displayed their talent and energy to an enthusiastic audience. (1f)
- e. The Environmental Education Committee organized a modest "mini-grant" program to further develop school gardens. (1g)
- f. Ten grade 3 classes have participated in a learning program from the Nicholas Sonntag Marine Education Centre (NSMEC). A combination of classroom and MEC visits worked successfully together to keep costs reasonable and learning exceptional. Many thanks to the NSMEC for their partnership on behalf of our students. (1h)

2. Staff

- a. The next DPAC meeting takes place on September 26th at 7:00 p.m. Topics: The 2019 – 2023 Strategic Plan and the new Website (2d)
- b. The Educational Leadership Team visited the Sea to Sky District for a day of collaboration on moving our schools and districts forward. The focus was on data interpretation. (2f)
- c. The Aboriginal Education Team hosted the annual *Nurturing the Learning Spirit* event. Principals and students with aboriginal ancestry paddled to Porpoise Bay while sharing their thoughts about their learning journeys. (1j)

3. Community

- a. The district partnered with local community libraries to offer viewings of the documentary 'Angst'. A film that raises awareness around anxiety. (3b)
- b. Families are making summer plans for their children. The district Facebook page shares community postings of options for student workshops. (3b)

- c. The district shared our strategic plan overview at this year's annual Intergovernmental Meeting held in Sechelt. (3d)

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

Strategic Plan Report: Experiential Learning

Submitted by Superintendent Bocking

June 12th, 2019

Goal 1.k.: Our students will encounter, challenge, explore and pursue interests, and develop core competencies through experiential learning and personalized inquiry.

I hear and I forget
I see and I remember
I do and I understand
- Confucius

Background:

Inquiry and Project-Based learning have been used by teachers in a variety of forms for many years. “Personalized learning” can be defined in many ways, but is a key feature of our Individualized Learning Plans and Universal Design for Learning.

Discussion:

The redesigned British Columbia curriculum highlights the “Core Competencies” of Communication, Creative and Critical Thinking, Positive Personal and Cultural Identity, Personal Awareness and Social Responsibility. These competencies are self-assessed with varying levels of support through the grades and are a key feature of the renewed curriculum. “Competencies come into play when students are engaged in “doing” in any area of learning” (Ministry of Education Core Competencies Curriculum page) Experiential learning can occur in the classroom, in the community and at special locations such as the Nicholas Sonntag Marine Education Centre and the longhouse belonging to the Sechelt Nation.

Highlights:

Elementary

- Teachers are continuously developing new and exciting lessons that involve outdoor and site-based learning, indoor activities designed to stimulate students’ creativity and continual conversations about meta-cognition: the thinking about thinking that ensures our students understand their learning processes.

Secondary

- Train in Trades (ACE IT) and Work in Trades (Apprenticeships): Students currently work as apprentices in the following trades: Auto Service Technician, Carpenter, Cook, Hair Stylist, Automotive Refinishing, Sheet Metal Worker. Students are gaining work experience in the following careers: Teaching, Nursing, Mechanical Engineer, Marine Science, Early Childhood Education, Librarian, Dance Instructor, Clerical Assistant.

- Expanded Skills Exploration options for students in Grades 10-12 across the District.
- Collaboration between elementary and secondary students on woodworking projects.
- “Skills Exploration” Courses are offered at CSS and PHSS. Supported through the Industry Training Authority as the “Youth Explore the Trades” program. Students participate in hands on activities to learn more about Carpentry, Electrical, Mechanical and “Core” Employability skills. Students at PHSS, for example, are building sheds that incorporate both carpentry and electrical skills.

Next Steps:

- Teachers are deepening their understanding of teaching strategies for the Core Competencies and the curriculum as it is introduced in grades 11, and 12 over the next year.
- The Teaching, Learning Collaborating (TLC) project supports principals and teachers to deepen their understanding of the curriculum, particularly the Core Competencies. The will be continued through 2019/ 2020.

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

Strategic Plan Report: Aboriginal Education

Submitted by Superintendent Bocking
June 12th, 2019

Goal 1.j.: Our students will explore indigenous cultures in our community and the diversity of cultures in the world through experience, instruction and language learning.

Goal 3.f.: Our district will enhance relationships with the shíshálh Indian Band, the Skwxwú7mesh Nation and other cultural groups.

“For over 100 years, Aboriginal children were removed from their families and sent to institutions called residential schools. The government-funded, church-run schools were located across Canada and established with the purpose to eliminate parental involvement in the spiritual, cultural and intellectual development of Aboriginal children. The last residential schools closed in the mid-1990s.”

- trc.ca

Background:

The schools of Sunshine Coast are honoured to operate on the unceded lands of the shíshálh and Skwxwú7mesh Nations. Out of respect and appreciation for the rich history and culture, and in partnership with local indigenous people, our district has established a comprehensive Aboriginal education program for all of our students.

Discussion:

The district is pleased to work closely with the Sechelt Indian Band for their children and youth’s cultural, social and learning needs.

Many of our students are also from other Indigenous groups. Representatives from those groups are invited to the Aboriginal Education Advisory Circle to discuss priorities for the education of all children of both Aboriginal and non-aboriginal descent. Further, there are many intersections of the aboriginal education efforts with the strategic plan including social emotional learning, participating in outdoor/place based learning and sustainable practices, collaborating with other associations, being a healthy, highly skilled, professional and inspired team, embracing community schools, effective communication and, of course, graduating with a clear focus on their futures.

The Aboriginal Education Team continually hones the delivery of programming with their students and always in consultation with the Indigenous community.

Next Steps:

- The Aboriginal Education team will continue to enhance program offerings, including incorporating the new B.C. curriculum into supports for teachers. In partnership with the shíshálh Nation and the Ministry of Education, Indigenous Language division, the she

sháshishálhem Language and Culture program will continue to be transformed in order to more closely reflect Indigenous ways of learning and strengthen language and culture revitalization.

- District staff anticipate working with other districts that are also on the territory of the *Skwúwú7mesh* Nation to develop common Enhancement Agreement elements to meet the needs of all *Skwúwú7mesh* people.
- District staff are monitoring the BCTEA implementation process and will develop local plans appropriately:
 - *The BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA) sets the foundation for further growth and changes to support the growth of our BC First Nations education system. Those changes include new funding commitments, new First Nations education commitments from Canada and BC, Language and Culture funding for First Nation Schools, continuation of our Special Education Program, and important Nominal Roll changes. (<http://www.fnesc.ca/bctea/>)*

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

Strategic Plan Report: Communicate and Celebrate

Submitted by Superintendent Bocking

June 12th, 2019

Goal 3.a.: Our district will communicate and celebrate the superb learning that is public education and particularly the work of our schools in our community and the world

“Celebrate what you want to see more of.”

- Tom Peters

Background:

Our students, our staff, and our community contribute remarkable energy and joy to education on the Sunshine Coast. Our district believes in a philosophy of sharing and celebrating as a goal and value to be cherished to truly achieve, “Excellence in all we do!”

Discussion:

The board and district staff do their very best to model communication and celebration. To that end we communicate in many ways:

- Facebook: very steady sharing of relevant upcoming, current and past events around our district by students, staff, and the community.
- Twitter: sharing and celebrating highlights of what we do.
- Staff receives a monthly edition of the *EduCoaster* to keep us all informed of district events and initiatives.
- Newsletters from our schools to their communities.
- Radio: children/youth convey messages of information and celebration (graduation, holiday starts and ends, etc.).
- PAC / DPAC: sharing school and district information and ensuring a voice for parents.
- *Annual Report to the Community* in the Coast Reporter.
- Professionally prepared materials to inform and encourage learning about the Board’s Strategic Plan, Core Competencies, and student excellence website.
- Regular “Education Matters” column in the Local by members of the Board.
- Synrevoice phone and messaging system is quick and current. Used by all schools and the district.
- The retirement celebration deeply honours careers in education.
- Grade 7 Band Blast and other musical presentations celebrate the accumulated musical learning in our schools.

- Scholarship and Bursary Community Donors are celebrated at the annual Scholarship and Bursary Donor Recognition Tea at Chatelech Secondary School.
- *ENGAGE!*, an electronic sharing site, was launched last year and is developing as a user friendly online place for communication within the district.
- The Superintendent's Blog posts videos a number of times per year on *ENGAGE!* celebrating our staff and students.
- Celebrating student voice and our student trustee at the provincial level through BCSTA meetings and conferences and the success of the motions at BCSTA.
- Improved the Partners in Learning Celebration to ensure that we are celebrating our partners in the best way possible.

Next Steps:

- 2019 – 2023 Strategic Plan publication and sharing throughout the community.
- Launching new SD 46 website.
- Family Engagement Committee developing DPAC/ PAC/ Parent support sessions
- We will continue to encourage a culture of sharing and celebrating all that we do!

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

Strategic Plan Report: International Education Programs

Submitted by Director Paul Bishop

June 12, 2019

Goal 3.c.: "Our district will actively recruit students from around the world to live and learn with us in a welcoming international student program that showcases the beautiful, natural environment of the Sunshine Coast"

Background:

The program has developed over the past four years beginning with input from a consultant to help provide direction and ensure that it meets Ministry requirements. Our goal is to ensure that it demonstrates the quality of service expected by students and agents overseas along with our International partners across British Columbia and national affiliates across Canada. The program should also benefit our local students by providing global awareness and cross-cultural learning opportunities.

Discussion:

Our student headcount for this year is 20 students, representing approximately 13 FTE. The headcount next year is currently 9 students, representing approximately 7 FTE. We also host small student groups for short visits from a variety of countries. The International Program will continue to grow slowly as we look to provide the best supports for students, both local and international, to see the benefit from their experiences here and overseas.

Highlights:

- Activities for students happen throughout the year to provide them with a good understanding of the Sunshine Coast and the metro region.
- Our agent base has expanded to seventeen different companies representing countries across Europe, Latin America and Asia.
- We have a website: Learninbc.ca to promote our programs through the internet.
- [@learninbc](https://twitter.com/learninbc) is the official Twitter account of the program
- Marketing materials for parents and agents overseas have been created.
- We have full membership with the Canadian Association of Public Schools-international (CAPS-i) which represents Canadian programs around the world.
- This school year the Director of Instruction participated in an agent recruitment fair with ICEF (International Consultants for Education and Fairs).

Next Steps:

- We will continue to develop our relationships with agents overseas to further diversify the agents and countries with which we work.
- Continuing to develop more marketing materials in the form of student testimonials.
- Investigate opportunities to work with the Sea to Sky School District.

Title: **Anaphylaxis**
 Category: **Health and Safety**
 Number: **3020**

Circulating until August 9, 2019

I. Rationale:

The Board of Education of School District No. 46 (Sunshine Coast) believes it has a responsibility to provide a safe environment for children with life-threatening allergies. The goal of the administrative regulation is to provide a safe environment for children with life-threatening allergies. While it is recognized that it is not possible to reduce the risk to zero, it is the intent of this policy to minimize the risk and to allow the anaphylactic child to attend school with relative confidence.

II. Practices:

A. Definition:

“Anaphylaxis”: Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken.

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from attack to attack in the same person.

An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

- Skin: hives, swelling, itching, warmth, redness, rash
- Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing
- Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea
- Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females

Because of the unpredictability of reactions, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the



Title: **Anaphylaxis**
 Category: **Health and Safety**
 Number: **3020**

Circulating until August 9, 2019

past. It is important to note that anaphylaxis can occur without hives. If an allergic student expresses any concern that a reaction might be starting, the student should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the student's Anaphylaxis Emergency Plan. The cause of the reaction can be investigated later.

The most dangerous symptoms of an allergic reaction involve:

- breathing difficulties caused by swelling of the airways and
- a drop in blood pressure indicated by dizziness, lightheadedness or feeling faint/weak.

Both of these symptoms may lead to death if untreated.

B. Information and Awareness:

1. Identification of Anaphylactic Students to School Authorities.
 - a) It is the responsibility of the principal to advise all parents and students at the beginning of each school year that an anaphylactic condition must be brought to the attention of the school.
 - b) It is the responsibility of parents of children with anaphylaxis to identify their children to the school principal and provide information on a Request for Administration of Medication Form regarding:
 - (1) the foods or allergen which trigger the reaction;
 - (2) a treatment protocol signed by the child's physician;
 - (3) any changes in the child's condition from previous years or since last reported;
 - (4) permission to post photographs and medical information in key locations (e. g. school bus and classroom) and wherever the child's epinephrine auto-injector (i.e. epipen) is stored.
2. Our district will follow the guidelines and policies set out in the Ministry document "*BC Anaphylactic and Child Safety Framework*" available at https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/healthyschools/anaphylaxis/bc_anaphylactic_child_safety.pdf
3. Identification of Anaphylaxis Students to Staff

Title: **Anaphylaxis**
 Category: **Health and Safety**
 Number: **3020**

Circulating until August 9, 2019

- a) As soon as the child is identified, all teaching and non-teaching staff will be made aware that a child with anaphylaxis is attending their school. In addition:
- (1) instructions on the use of the auto injector along with the list of symptoms and emergency procedures should be posted in the classroom and the medical emergency room;
 - (2) the student should wear a medic-alert bracelet which identifies specific allergens;
 - (3) at the elementary level it is suggested that the medical alert symbol be posted on the classroom door indicating the presence of a child with a medical alert;
 - (4) information about the anaphylactic student's allergies and emergency procedures shall be kept in a visible location.
4. Inservice for Teachers and Other School Staff
- a) The superintendent or his/her designate or the principal should ensure that inservice is provided annually to all school personnel including TOCs on how to recognize and treat anaphylactic reaction,
 - b) All teachers and other staff who may be in a position of responsibility for children with anaphylaxis (including bus drivers, noon hour supervisors, etc.) should receive personal training in the use of auto-injector.
 - c) Public Health nurses should be contacted to develop and deliver an in-service on anaphylaxis to school staff.
 - d) It is recommended that identification of students with anaphylaxis to their peers in the school setting should not take place without consultation with the student with anaphylaxis and their family..
5. Sharing Information with Parents and Parent Organization
- a) The school should develop a communication policy to inform parents of the presence of a student with life-threatening allergies in their child's school and the measures that are being taken to protect the student.
 - b) Letters should be sent home encouraging parents' cooperation to avoid including the allergen in school lunches and snacks.

Title: **Anaphylaxis**
 Category: **Health and Safety**
 Number: **3020**

Circulating until August 9, 2019

c) Teachers will ensure reminders are provided around the time of special occasions when food is being provided from home.

d) Parents and other members of the school community should be encouraged to bring any concerns to the principal, NOT to the parents of the children with anaphylaxis.

6. Staff who become aware of an anaphylactic student whose parents parent/guardian fails to make or refuses to make adequate or appropriate provisions for the student, shall report the same to Ministry of Children and Family (see Child Abuse).

C. Prevention of Anaphylaxis

Each school will develop prevention strategies for the purpose of meeting a school's duty of care in a reasonable manner. These strategies will be appropriate to the age and maturity of the students involved. At the elementary level, it may be necessary to impose a complete ban of the allergen. The *British Columbia Anaophylactic and Child Safety Framework* (https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/healthyschools/anaphylaxis/bc_anaphylactic_child_safety.pdf) is a resource that may be obtained. Special consideration should be given to the following:

1. Field Trips

The likelihood of an anaphylactic reaction is greater when children are out of the controlled environment of the school. In addition to the usual school safety precautions applying to field trips, it is suggested that in order to protect the child with anaphylaxis a photocopy of all pertinent medical information and epinephrine/anaphylaxis kit or any medication for treatment will be taken on the field trip. In addition, all supervisors, staff and parents should be made aware of the identity of the child with anaphylaxis, the allergens, symptoms and treatment.

2. Insect Venom

The school cannot take responsibility for possible exposure to bees, hornets, wasps and yellowjackets, however, the following precautions are recommended to reduce the risk of exposure:

Title: **Anaphylaxis**
 Category: **Health and Safety**
 Number: **3020**

Circulating until August 9, 2019

- a) ensure that garbage is properly covered;
- b) the presence of bees and wasps, especially nesting areas should be reported immediately to the maintenance department for removal; and
- c) immediately remove a child with an allergy to insect venom from the room if a bee or wasp gets in.

D. Emergency Response Protocol

A separate emergency plan should be developed and reviewed annually for each child with anaphylaxis in conjunction with the child's parents and physician and kept in the emergency medical binder located in a designated location. Schools should be aware of local ambulance regulations and take them into account when developing their procedures. Plans should include immediate transport of the child to a hospital facility after administration of the auto injector. In addition the hospital should be informed that the child is en route and why.

E. Record Keeping – Monitoring and Reporting

1. The school principal has a responsibility for keeping accurate records for each student at-risk of life-threatening allergies. That record shall include the student's emergency response plan.
2. In accordance with the Anaphylaxis Protection Order, the anaphylaxis policy established and maintained by each board must include processes for:
 - a) identifying anaphylactic students; and
 - b) keeping a record with information relating to the specific allergies for each identified anaphylactic student to form part of the student's Permanent Student Record, as defined in the Permanent Student Record Order; and
 - c) school principals to monitor and report information about anaphylactic students to the board in aggregate form (to include number of at-risk anaphylactic students and number of anaphylactic incidents). Aggregate data is required to ensure student privacy and to ensure alignment with privacy legislation.
3. Boards of Education are required to report to the Ministry of Education annually with respect to anaphylaxis policy and implementation.

ADMINISTRATIVE REGULATIONS

Title: **Anaphylaxis**
Category: **Health and Safety**
Number: **3020**

Circulating until August 9, 2019

Form Attached:

Request for Administration of Medication

Received:

References: Board Policy 11.6; Ministerial Order M232-07



Title: **Decentralized Decision Making**

Category: **Finance**

Number: **5010**

Circulating until August 9, 2019

I. **Rationale:**

The Board of Education of School District No. 46 (Sunshine Coast) realizes that the needs of students are diverse and, because of that, school operating decisions generally should be made at the school level rather than at the district level. This also allows for greater input into operating decisions by staff, students, parents and members of the public who are actively involved in the school community and are aware of a community's needs and can be called upon to assist in the local decisions.

II. **Procedures:**

A. Funding at the school level will include provisions for:

1. administrative costs
2. all school-based teaching staff
3. all school-based support staff, excluding school custodians
4. short-term staff absences
5. all instructional supplies
6. equipment replacement
7. office operating costs
8. learning resources

B. Based on estimated enrolments, a school will be expected to develop an operating budget, including staffing needs, prior to April 15th of each year. To facilitate this, funding allocations will be made available to schools as soon as practicable after ministry funding announcements -- generally around March 31st. As part of this process, principals should consult with school staff and parents regarding budget priorities for the subsequent year.

C. In developing the budgets, schools are expected to consult and get advice from staff, students, parents and members of the public. Preliminary budgets will be reviewed by district staff to ensure sufficient funds have been allocated to comply with collective agreements, ministry directives and targets and the school's operating needs. Budgets will be recalculated based on September 30th enrolments and finalized prior to October 31st of each year. Once completed, and prior to the end of November, principals should share and discuss with school staff and parents the budget showing final staffing and supply/operating budgets.



Title: **Decentralized Decision Making**

Category: **Finance**

Number: **5010**

Circulating until August 9, 2019

D. A school having a surplus at the end of a school year will be able to carry this forward into the subsequent school year. A school may not incur a deficit without the approval of the Secretary Treasurer, and any deficits so approved will be applied to the next school year's operations with the intent that they be fully retired during that year.

E. Senior Management will consult with principals and stakeholders regularly regarding the internal allocation system and recommend changes to the Board as part of its budget cycle.

F. Schools will be able to expend funds within their budgets subject to the district's internal controls and policies.

Received:

References:



ADMINISTRATIVE REGULATIONS

Title: **Board / Authority Authorized Courses**
 Category: **Education**
 Number: **1040**

I. **Rationale:**

Board Authorized Courses are Grade 10, 11, or 12 courses offered by School Boards to meet student needs and interested. They are authorized by Boards according to requirements set by the Ministry of Education. There is no limit to the number of Board/ Authority Authorized Courses (BAA Courses) that may be used as a part of the 28 credits of electives needed to fulfill the graduation requirements.

II. **Procedures:**

A. The Ministry of Education requirements are listed in the document Board/Authority Authorized Courses: Requirements and Procedures. The requirements for BAA Courses define the structure, components, and rigor of a course. They consist of the following:

1. Course title
2. Grade level
3. Number of credits
4. Course synopsis
5. Goals and Rationale
6. Aboriginal Worldviews and Perspectives
7. Organizational structure
8. Recommended Instructional Component
9. Recommended Assessment component
10. Learning resources

B. Boards are required to submit to the Ministry of Education the course name of each BAA Course they plan to offer in the following school year on Form 1526 by April 30th of each year. BAA Courses should be received from schools by November 15th.

C. BAA Courses may be developed to meet the needs of diverse students as long as they are not adapted or modified versions of a Ministry course.

D. The Board must maintain copies of all BAA Courses for review purposes. The Ministry may request a review of any BAA Course on a periodic basis.

Received:
References:



ADMINISTRATIVE REGULATIONS

Title: **Environmental Sustainability**
 Category: **Facilities**
 Number: **4060**

I. Rationale:

The Board of Education of School District No. 46 (Sunshine Coast) expects consideration of environmental impact in the planning of all operational and educational programs and school-based leadership in environmental education at each school. School District No. 46 (Sunshine Coast) will endeavour to work with community and government agencies in supporting good environmental practices.

II. General:**A. Purchasing:**

1. Where feasible, products shall be purchased that are manufactured from recycled materials.
2. Where products are similar in function, the one that is the least harmful to the environment shall be purchased, provided all requirements in regulation #5060 (Purchasing) have been met.

B. Waste Management:

1. The District shall minimize paper waste, utilizing technological solutions wherever possible
2. The District shall foster environmental practices based on the concepts: reduce, reuse, and recycle.
3. Where feasible, waste products shall be recycled.
4. The District shall encourage the participation of staff, students and parents in the recycling program.

C. Facilities Management:

1. The District shall practice responsible energy usage in all its operations.
2. The District shall use, where feasible, environmentally friendly products for all facilities, equipment and grounds.
3. In all instances when purchasing custodial products, the District will purchase the product that is biodegradable and eliminate the use of cleaners that contain toxins and ecological damaging products.
4. The District shall encourage the participation of students, staff and community in fostering sustainable practices.

D. Educational and Other Initiatives:

1. The District shall respond to identified environmental education needs as resources permit, including such measures as:
 - a) Providing appropriate environmental resources to schools;



ADMINISTRATIVE REGULATIONS

Title: **Environmental Sustainability**
Category: **Facilities**
Number: **4060**

- b) Providing instructional assistance and in-service to school personnel;
 - c) Coordinating appropriate Community-District environmental initiatives.
2. School District No. 46 will work with community and government agencies in supporting good environmental practices such as anti-idling.

Received:
References:



ADMINISTRATIVE REGULATIONS

Title: **Hazardous Materials**
 Category: **Facilities**
 Number: **4070**

I. **Rationale:**

The Board of Education of School District No. 46 (Sunshine Coast) recognizes the need to ensure the safety and wellbeing of its staff and students with respect to hazardous materials in its schools and work sites.

II. **General:**

A. Responsibilities

1. The Manager of Facilities is responsible for the district's Hazardous Materials Program.
2. Each site supervisor is responsible for ensuring compliance with the district's program at their respective sites.
3. Each staff member is responsible for assisting to identify hazardous waste/substance and to review and follow procedures.

B. Tracking, Inventory, and Safety Data Sheets (SDS)

1. Safety Data Sheets (SDS) are maintained and updated through use of the MSDSFetch system. Login information can be found in the Employee Handbook.
2. Purchase orders for hazardous materials shall include a requirement that the shipment of any such materials include SDS with any order or portion of the order. Purchase orders also shall note that failure to provide SDS with the shipment may result in either refusal to accept the shipment or refusal to pay for it until the SDS are provided.
3. The District does not accept donated hazardous materials, unless approved in writing in advance by the Manager of Facilities.

C. Hazardous Materials Which Have Been Declared Waste and Are Being Held for Disposal

1. The Manager of Facilities shall establish a central storage area and may, if deemed appropriate, designate storage areas at each separate location.
2. When a site has a substance qualifying as hazardous material for disposal, the Manager of Facilities shall be contacted to arrange for storage, transfer or disposal. Materials no longer needed at one location may be available for transfer within the district to other programs or locations.
3. Storage of hazardous materials shall be in compliance with provincial and federal laws. Hazardous materials shall be separated and labeled



ADMINISTRATIVE REGULATIONS

Title: **Hazardous Materials**
Category: **Facilities**
Number: **4070**

according to hazardous characteristics and stored safely in storage areas appropriate to the risk posed by the materials. Where appropriate, storage cabinets may be locked and access to students or non-authorized staff limited.

4. Containers for hazardous material shall be labeled to show date of receipt, shelf life and expiry date, along with SDS requirements. Where space permits, materials shall be stored so that the oldest materials are used first.

D. Disposal of Hazardous Materials

1. When a site supervisor believes that he/she has materials which may qualify as hazardous and there is no immediate need, he/she shall contact the Manager of Facilities regarding disposal.

2. Only the Manager of Facilities shall be authorized to declare materials to be waste, excess or surplus, and to order their disposal.

3. When materials are determined to be ready for disposal, they will be disposed of in a manner that complies with applicable provincial and federal legislation.

E. Transportation of Hazardous Materials

1. Transportation of hazardous materials shall meet provincial and federal requirements and shall be coordinated by the Manager of Facilities. Once a hazardous material is under district control, each location controlling the material shall be responsible for the material until it is passed to the control of another district location. The Manager of Facilities shall verify that the transportation used meets district, provincial and federal requirements.

2. Students shall not be permitted to transport hazardous material owned by or attributed to the district.

F. Emergency Response Plan

1. The District will maintain an emergency response plan to be followed in the event there is an incident involving hazardous materials. This plan shall comply with applicable laws and regulations and shall be coordinated with the district's emergency plans.

2. External communications must be coordinated through the Office of the Superintendent, per Board Policy #11 (Role of the Superintendent).

3. If an evacuation is required, the Staff Emergency Procedures document will be followed.



ADMINISTRATIVE REGULATIONS

Title: **Hazardous Materials**
Category: **Facilities**
Number: **4070**

G. Training of Staff and Students

1. Staff members and volunteers handling hazardous materials shall receive training in responding to hazardous materials incidents.

2. When hazardous materials are used in the classroom, both staff and students shall be trained in the techniques of handling, storage and use appropriate to the materials used as part of the curriculum. Staff shall also be instructed in emergency procedures, including evacuation.

H. Prohibited Substances

1. Lead glazes, mercury and asbestos shall not be used in any program, including fine arts.

2. Herbicides shall not be used on school properties.

Received:
References:



Title: **Naming of School Facilities**
 Category: **Facilities**
 Number: **4090**

I. **Rationale:**

The naming of facilities recognizes that schools are a focus in our communities for activities and identity. Preference in the naming of schools should be given to names that relate to the location of the school. Consideration may also be given to names of persons who have made outstanding contributions to the country, the community or to public service on behalf of children and have significant meaning to students and members of that community.

II. **Practices:**

A. Naming of School Facilities

1. Preference shall be given to names that relate to the area and/or community served by the school. Consideration may be given to an alternative name when:
 - a) The name may conflict/be confused with existing schools in the same area;
 - b) The school is located in an area or neighbourhood which does not have a distinct name;
 - c) The name of a deceased person who has made an outstanding contribution to the country, community or to public service on behalf of children is recommended by the school community, the residents of the attendance area, or the community at large as having significant meaning to students and the community.
2. The name of the school shall apply to the main building, detached buildings on the property and outdoor spaces.
3. Heritage buildings, whether standing alone or annexed to a school, shall be known by their historical names.
4. Where the School District leases a facility or part of a facility to a partner or another educational institution, the lessee may temporarily rename the leased facility with the approval of the Board of Education.
5. The process of naming a school will provide for student, staff, parent and community input. The Superintendent of Schools or designate will manage the process. Recommendations regarding the naming of new facilities

ADMINISTRATIVE REGULATIONS

Title: **Naming of School Facilities**
 Category: **Facilities**
 Number: **4090**

shall be brought forward by the Superintendent of Schools for a final decision to the Board of Education

B. Management of the School Naming Process.

1. If the construction of a new facility involves more than one school, the Superintendent of Schools or designate will coordinate the process of recommending names, for the new facility.

a) This Superintendent or designate will establish a Name-Selection Committee, with membership consisting of himself/herself and:

- (1) Two principals;
- (2) Two parents, selected from by the Parent Advisory Council;
- (3) Two students;
- (4) Two staff (one SCTA employee and one CUPE Local 801 employee);
- (5) Other individuals representative of the community, to be determined by the Superintendent or Designate.

C. Procedures for the Name-Selection Committee

1. The committee's working timeline shall consider an appropriate period for public input, the school calendar, and the Board of Education meeting schedule.

2. The name-selection committee will design a process for taking input from the general public.

3. The Superintendent will provide the board with the recommendations of the committee. The Board may accept or not the recommendation and shall have sole responsibility for naming the school.

D. Dedication of Schools and District Facilities

1. When new, permanent school facilities are built, an official public opening/dedication ceremony shall be held.

a) Trustees' names inscribed on a dedication plaque shall be those in office when the construction contract was awarded.



ADMINISTRATIVE REGULATIONS

Title: **Naming of School Facilities**
Category: **Facilities**
Number: **4090**

- b) The official public opening/dedication ceremony for each new permanent school facility shall be held at a time determined by the Superintendent of schools in consultation with the Board of Education, staff, students and Parent Advisory Council.

Received:

References: Board Policy 11.4



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

Secretary-Treasurer's Report

Submitted by Secretary-Treasurer Nicholas Weswick
June 6th, 2019

2020/21 Five-Year Capital Plan

The five-year capital plan has been updated since it was presented to Operations Committee on May 16, based on conversations with Ministry of Education staff. In particular, the costing has been updated per Ministry guidelines for Gibsons Elementary School and the Sunshine Building. As well, the building replacement project for the Sunshine Building is now only listed as a seismic remediation project. Previously, the Sunshine Building was also listed as a building replacement project, while waiting for guidance from Ministry staff.

Radon Testing

As reported to the board in December 2018, the district participated in a radon study led by Vancouver Coastal Health (VCH). The study identified one classroom that tested within the Canadian standard but slightly higher than the World Health Organization recommended action levels. A new ventilation system has since been installed and recent tests, over a 4 month period, have confirmed that the radon levels are now well below both guidelines at that site.

Special Education Resources

The district has benefited from an increase in Special Education Funding relating to the February enrolment count related to students with funded special needs. \$5600 has been allocated to each school to spend on special education resources by year-end.

This additional funding may be used for items such as:

- Specialized equipment for special needs students,
- Technology to support Universal Design for Learning (UDL) practice,
- Self-regulation and sensory equipment,
- Licenses for specific software to increase communication for a non-verbal child or reading for a learning disabled student.

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

DATE 31-May-2019 10:22 AM

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

PAGE 1

START DATE: 01-May-2019 TO END DATE: 31-May-2019

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

ON-LINE CHEQUES : ISSUED BETWEEN 01-May-2019 AND 31-May-2019						
00LCET3849	0001	*****	28093	RECEIVER GENERAL FOR CANADA	03-May-19	401,515.24
00LCET3850	0001	*****	28095	RECEIVER GENERAL FOR CANADA	03-May-19	17,965.37
00LCET3851	0001	*****	30209	TEACHERS' PENSION PLAN	08-May-19	441,662.30
00LCET3852	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-May-19	14,325.00
00LCET3853	0001	*****	23268	MEDICAL SERVICES PLAN OF BC	15-May-19	11,217.50
00LCET3855	0001	*****	23290	MUNICIPAL PENSION PLAN	07-May-19	55,688.44
00LCET3856	0001	*****	28094	RECEIVER GENERAL FOR CANADA	10-May-19	16,670.58
00LCET3858	0001	*****	28094	RECEIVER GENERAL FOR CANADA	10-May-19	81,954.66
00LCET3859	0001	*****	30209	TEACHERS' PENSION PLAN	22-May-19	11,189.24
00LCET3860	0001	*****	28095	RECEIVER GENERAL FOR CANADA	22-May-19	21,252.85
00LCET3861	0001	*****	28093	RECEIVER GENERAL FOR CANADA	22-May-19	150,000.00
00LCET3862	0001	*****	28094	RECEIVER GENERAL FOR CANADA	24-May-19	29,048.68
00LCET3863	0001	*****	28094	RECEIVER GENERAL FOR CANADA	24-May-19	89,096.75
00LCET3866	0001	*****	23290	MUNICIPAL PENSION PLAN	17-May-19	61,067.82

TOTALS FOR BANK - 0001 1,402,654.43

TOTAL NUMBER OF CHEQUES 14

TOTAL NUMBER OF CHEQUES WITH MICR 0

COMPUTER PREPARED CHEQUES : ISSUED BETWEEN 01-May-2019 AND 31-May-2019

2097000027	0001	0000052944	29095	SOFTCHOICE LP	08-May-19	18,749.23
2097ET0005	0001	*****	12021	BC TEACHERS FEDERATION	08-May-19	31,999.79
2097ET0006	0001	*****	12111	BC TEACHERS FEDERATION	08-May-19	31,694.90
2097ET0051	0001	*****	12957	MINISTER OF FINANCE	08-May-19	24,480.00
2097ET0056	0001	*****	26207	PACIFIC BLUE CROSS/MSA	08-May-19	80,832.60
2097ET0070	0001	*****	29102	SUNSHINE COAST TEACHERS ASSOCIATION	08-May-19	11,550.93
2097ET0072	0001	*****	30172	THIRDWAVE BUS SERVICES	08-May-19	50,003.29
2098ET0047	0001	*****	12391	MLI HOMESTAY INC.	15-May-19	10,975.00
2098ET0048	0001	*****	23257	MORNEAU SHEPELL LTD.	15-May-19	52,265.43
2099ET0011	0001	*****	13429	CDW CANADA INC.	22-May-19	21,139.69
2099ET0041	0001	*****	14991	MINISTER OF FINANCE	22-May-19	19,267.50
2100000001	0001	0000053015	12012	BC HYDRO & POWER AUTHORITY	29-May-19	31,676.40
2100000004	0001	0000053018	14045	DISTRICT OF SECHELT	29-May-19	19,382.00
2100000031	0001	0000053045	32066	VANCOUVER ISLAND UNIVERSITY	29-May-19	10,123.60
2100ET0002	0001	*****	11050	APPLE CANADA INC. C3120	29-May-19	111,552.00

TOTALS FOR BANK - 0001 525,692.36

TOTAL NUMBER OF CHEQUES 15

TOTAL NUMBER OF CHEQUES WITH MICR 4

ON-LINE CHEQUES : ISSUED BETWEEN 01-May-2019 AND 31-May-2019

00LCET3867	0005	*****	12144	BANK OF MONTREAL	09-May-19	84,034.27
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TOTALS FOR BANK - 0005 84,034.27

TOTAL NUMBER OF CHEQUES 1

TOTAL NUMBER OF CHEQUES WITH MICR 0

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

DATE 31-May-2019 10:22 AM

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

PAGE 2

START DATE: 01-May-2019 TO END DATE: 31-May-2019

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

GRAND TOTAL						2,012,381.06
CANCELLED TOTAL						0.00
NET GRAND TOTAL						2,012,381.06
GRAND TOTAL NUMBER OF CHEQUES						30
GRAND TOTAL NUMBER OF CHEQUES WITH MICR						4

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

Expenditures by Object
May 2019

Page 1

	May-19 Actual	May-19 Budget	May-19 Difference	2018/19 Amended Budget	%	KEY
Salaries						
110 Teachers Salaries	12,906,669	13,095,950	189,281	14,551,056	88.70%	90%
105 Principal and Vice Principal	1,977,399	1,937,844	(39,555)	2,106,352	93.88%	92%
123 Educational Assistant Salaries	2,886,441	3,165,437	278,996	3,517,152	82.07%	90%
120 Support staff	1,688,474	1,759,927	71,453	1,933,986	87.31%	91%
120 Support staff-Mtce/Cust	1,830,319	1,780,257	(50,062)	1,935,062	94.59%	92%
130 Other Professional	1,373,630	1,337,215	(36,414)	1,453,495	94.51%	92%
140 Substitutes	780,417	1,149,735	369,318	1,277,483	61.09%	90%
143 Short and Long Term Sick	881,065	1,145,735	264,670	1,273,039	69.21%	90%
Total Salaries	24,324,413	25,372,101	1,047,687	28,047,625	86.73%	90.5%
200 Employee Benefits	5,591,002	6,282,659	691,657	6,904,021	80.98%	91%
Total Salaries and Benefits	29,915,415	31,654,760	1,739,344	34,951,646	85.59%	90.6%
310 Professional Services	508,351	624,051	115,700	693,390	73.31%	90%
330 Transportation	1,040,803	1,238,746	197,943	1,376,384	75.62%	90%
340 Training and Travel	138,415	150,165	11,750	166,850	82.96%	90%
360 Rentals	34,406	36,180	1,774	40,200	85.59%	90%
370 Dues and Fees	57,730	56,500	(1,230)	56,500	102.18%	100%
390 Insurance	76,069	78,413	2,344	87,125	87.31%	90%
510 Supplies	2,139,167	3,001,409	862,242	3,334,899	64.14%	90%
540 Utilities	558,198	629,175	70,977	683,886	81.62%	92%
580 Furniture and Equipment Replaceme	204,218	313,688	109,470	348,542	58.59%	90%
590 Computer Equipment Replacement	232,064	276,448	44,384	307,164	75.55%	90%
Total Services and Supplies	4,989,421	6,404,774	1,415,353	7,094,940	70.32%	90.3%
Total Expenditures	34,904,836	38,059,533	3,154,697	42,046,586	83.01%	90.5%

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

Chair's Report

Submitted by Chair Ruth

June 12th, 2019

I'm afraid I don't have a lot to report in regards to May. I would like to thank Vice-Chair Leech for taking over the helm whilst I was away for the better half of the month. During that time the District of Sechelt hosted the Intergovernmental meeting, to which we were a part. It is always good to be able to share ideas, and to keep the lines of communication open with our fellow elected officials.

I was back in time for a Committee of the Whole meeting, where we were able to further discuss the strategic plan and make it ready for final approval. We are excited to get the ball rolling, as June is steadily moving forward and before we know it, the school year will be at an end.

June. A time for both endings and new beginnings. We will be rolling out the new Strategic Plan, introducing our 2019/20 Budget, approving our 2020/21 Five-Year Capital Plan and submitting our Student Excellence website to the Ministry of Education. We will be saying goodbye to our seniors, students making their way out into the world to begin their adult lives and to our retiring staff, some of whom have devoted over 40 years to SD46, ready to once again embrace their well-deserved freedom to travel and/or just relax. Our elementary schools will be saying farewell to their senior classes as well, as they make their way up to the highschools in September. And we will be welcoming a whole new crop of kindergarten children. Goodbye and hello all in the same breath. Regardless, June is a time to celebrate.

AGM 2019 Disposition of Motions

EXTRAORDINARY MOTIONS		
E1. Honorary Life Membership	<p>That BCSTA amend Bylaw 1(b) and (c) as follows:</p> <p>b. Honorary Life Membership – Honorary Life Members are current or former British Columbia school trustees who:</p> <ul style="list-style-type: none"> i. have been elected to the office of President of the Association; ii. <u>the Board of Directors has decided to honor by conferring honorary life membership. A trustee must have accumulated at least 20 years of service as a trustee for a public Board of Education that is a current member in good standing of the Association in order to be considered by the Board of Directors for this honor</u>; or, iii. The Association has decided to honor for distinguished service within the Association by conferring on such person honorary life membership in the Association by extraordinary resolution in accordance with the provisions of Bylaw 10. <p>Registration fees for general meetings shall be waived for Honorary Life Members <u>who are no longer holding office as school trustees</u>.</p> <p>All who are conferred life memberships prior to the close of the 2018 Annual General Meeting shall have one (1) vote, but not in addition to his/her vote as a delegate of a member Board, and not in addition to the full quota of votes cast by any Board of which he/she may be a member. All who are conferred life memberships after the close of the 2018 Annual General Meeting will not be entitled to vote unless they are entitled to vote as school trustee delegates of member Boards of Education.</p>	Carried

	<p><u>c. Rescission of Honorary Life Membership – the Board of Directors may rescind the Honorary Life Membership of any individual for conduct which, in the opinion of the Board of Directors, is not in the best interest of the Association, or which brings the Association into disrepute. A life member whose status is rescinded no longer has the rights set out in Bylaw 1(b).</u></p>	
<p>E2. Removal of Minister of Education as Automatic Honorary President in Bylaw</p>	<p>That BCSTA amend Bylaw 2 (a) as follows:</p> <p>2. Officers</p> <p>a. The officers of the Association are:</p> <ul style="list-style-type: none"> i. The Minister of Education who shall be the honorary President of the Association; ii. the President; iii. the Vice-President; iv. the immediate past President, but only for a term of one year following the election of a new President v. the Directors, who shall be four (4) in number for those years the immediate past President is an officer of the Association, and five (5) in number otherwise; vi. the Chief Executive Officer, who shall be the secretary-treasurer. <p>Each officer, other than the honorary President, the Chief Executive Officer and the immediate past President, shall be elected at the Annual General Meeting, shall take office at the conclusion of that Annual General Meeting, and shall hold office until his/her successor takes office at the conclusion of the next Annual General Meeting thereafter, or until he/she ceases to be a trustee serving on a member Board, whichever occurs earlier. In the event that the immediate past President becomes unable to serve on the Board of Directors, or ceases to be a trustee of a member Board, the position shall be deemed vacant.</p>	<p>Defeated</p>

<p>E3. Special Needs Advisory Committee</p>	<p>That BCSTA establish a Special Needs Advisory Committee by amending Bylaw 11 by inserting the following section after 11(g):</p> <p>The President shall appoint a Special Needs Advisory Committee within thirty (30) days of the President assuming office. The Committee shall consist of nine (9) voting members appointed by the President, one of whom shall be a member of the Board of Directors (other than the Chief Executive Officer) who shall also act as a liaison between the Committee and the Board of Directors.</p> <p>The mandate of the Committee would encompass issues affecting the education of all students with special needs.</p> <p>The duties of the Special Needs Advisory Committee shall include:</p> <ul style="list-style-type: none"> i. to represent the interests of Boards of Education in special education matters; ii. to support Boards of Education with knowledge, awareness and understanding of the complexity of students with special needs to enhance their learning; iii. to identify and address matters related to provincial policy and implementation processes that have an impact on special education; and, iv. to develop recommendations on special education matters, including inclusion, funding, training and resources, for action by the Professional Learning Committee, Provincial Council and/or Board of Directors, as appropriate. 	<p>Referred to BCSTA Board of Directors</p>
<p>E4. Bylaw 19 Amendment to Move SD35 (Langley) from Fraser Valley Branch to Metropolitan Branch</p>	<p>That BCSTA amend Bylaw 19 (District Branch Associations) by (a) deleting “SD35 (Langley)” from 19(1) Fraser Valley Branch; and, (b) adding “SD35 (Langley)” to 19(3) Metropolitan Branch.</p>	<p>Defeated</p>

SUBSTANTIVE MOTIONS		
5. Rename Evergreen Certificate	That BCSTA urge the Ministry of Education to rename the certificate currently known as the “Evergreen Certificate” to the “Pathway Diploma.”	Defeated
6. Student Success and Graduation Rates	That BCSTA urge the Ministry of Education to acknowledge the value of students’ success in graduating with an Evergreen/Pathway Diploma by including them when calculating the six-year completion (graduation) rates.	Defeated
7. Anti-Racism Component for ERASE Bullying BC	That BCSTA urge the Ministry of Education to work with school districts and Indigenous, Métis and Inuit partners to create an anti-racism component to ERASE Bullying BC that is specific to Indigenous, Métis and Inuit students.	Carried
8. Mental Health Supports for Students with Intellectual Disabilities and/or Autism	That BCSTA advocate to the Ministry of Education, the Ministry of Advanced Education, the Ministry of Health and the Ministry of Mental Health and Addictions to provide professional development and expertise in the field of mental health for school-based counsellors and educators to help support students living with intellectual disabilities, neurological disorders and/or autism.	Carried as Amended
9. Funding for Mental Health and Wellness Initiatives for Districts	That BCSTA call on the Ministries of Health, Mental Health and Addictions, Children and Family Development and Education to create new, sustained and targeted funding for school districts to work with local representatives of these Ministries to develop action plans and support the delivery of mental health promotion, mental illness prevention and early intervention in BC schools.	Carried

<p>10. Funding to Install and Supply Free Tampon and Pad Dispensers in BC Schools</p>	<p>That BCSTA request the Ministry of Education, the Ministry of Finance and the Parliamentary Secretary for Gender Equity provide funding to all school districts to purchase and supply free tampons, pads and other menstrual products in girls' and universal bathrooms in schools throughout the province, and to purchase, install and maintain dispensers and disposal bins. Be it further resolved that BCSTA commend the Minister of Education for the April 5, 2019 Ministerial Order requiring all BC public schools to provide free menstrual products for students in school washrooms by the end of 2019. And that BCSTA acknowledge the advocacy work of Dr. Selena Tribe and the United Way's Period Promise campaign.</p>	<p>Carried as Amended</p>
<p>11. School Bus Safety</p>	<p>That BCSTA urge the Ministry of Education and Ministry of Transportation to fully fund the implementation of any changes proposed by the Federal Minister of Transportation's Task Force on School Bus Safety so that school districts can fully comply with the requirements.</p>	<p>Carried</p>
<p>12. BCSTA Indigenous Education Committee – Elected Branch Representatives</p>	<p>That BCSTA direct the BCSTA President to consult with appropriate Branches, committees and individuals to determine the desirability of establishing a process whereby BCSTA's eight Branches each elect a member to represent that Branch on the Indigenous Education Committee.</p>	<p>Defeated</p>
<p>13. Length of Term for BCSTA Officers</p>	<p>That BCSTA establish an <i>ad hoc</i> committee to develop a proposal to amend the Association's Bylaws to increase the term of office for BCSTA's elected officers from one year to two years.</p>	<p>Carried</p>

14. Trustee Harassment and Discrimination	That BCSTA develop guidelines and templates that boards of education can use to assist them in preventing and/or addressing discrimination, harassment of trustees and poisoned work environments of boards of education.	Carried
15. AGM/Trustee Academy Minister Meetings	That BCSTA invite BC government ministers to BCSTA Annual General Meetings and/or BCSTA Trustee Academies and assist with arranging short meetings between boards of education and the attending ministers.	Carried
16. Funding for Staff Salary Increases	That BCSTA advocate to the Minister of Education and Minister of Finance for their continued commitment to provide additional funding to school districts' allocations equal to the authorized increased amount resulting from all negotiated contract settlements with teachers and support staff.	Carried
17. Funding for Exempt Staff Compensation	That BCSTA advocate for exempt staff compensation to be fully funded by the Ministry of Education.	Carried
18. Recruitment and Retention Strategy	That BCSTA work with the Ministry of Education, Ministry of Advanced Education and the Union of BC Municipalities to create a strategy for recruitment and retention of those interested in working in the educational field; and that the strategy could include such things as loan forgiveness, housing, travel allowance and other measures to encourage people to stay within the community.	Carried
19. Support for Recruitment, Retention and Succession Planning of Indigenous Workers -- Both Teachers and Support Staff	That BCSTA request the Ministry of Education provide targeted funding to recruit, retain and support Indigenous workers in our schools as education assistants or other support staff positions that work directly with children.	Carried

<p>20. Eligibility Requirements for Teacher Training</p>	<p>That BCSTA urge the Minister of Education and Minister of Advanced Education, Skills and Training to work with the BC Teachers' Council to undertake a full review of the eligibility requirements for postsecondary teacher education programs.</p>	<p>Carried</p>
<p>21. Indigenous Mental Health Training for School Counsellors</p>	<p>That BCSTA advocate to the Teacher Regulation Branch to require all counsellors to take a course that addresses complex trauma and cultural competency; and,</p> <p>That BCSTA encourage member boards of education to schedule regular in-service training co-created with local Indigenous communities on issues of complex trauma and cultural competency.</p>	<p>Carried</p>
<p>22. Education Assistants Regulatory Body</p>	<p>That BCSTA advocate to the Ministry of Education to establish a provincial Education Assistants Regulation Branch that would oversee the appropriate standard of qualification, designation and requirements for ongoing professional development and support once the standards have been established.</p> <p>Be it further resolved that Education Assistants be consulted and fully included in the implementation and oversight of the standards agreed upon by BCPSEA and CUPE.</p>	<p>Carried as Amended</p>
<p>23. Transparency in Funding Models and the Ability to Adequately Prepare for Change</p>	<p>That BCSTA request that by September 1, 2019 the Ministry of Education make available the new funding model(s) being considered for implementation in 2020 with sufficient detail to allow districts to provide feedback on the content and implications of the new funding model recommendations rather than only on the implementation plan.</p>	<p>Carried</p>

<p>24. Funding Model Review – Transparency</p>	<p>That BCSTA write to the Ministry of Education requesting that all minutes of the K-12 Public Education Funding Model Implementation Working Groups be publicly released in a timely manner so that the work of the Working Groups is transparent before a final decision on a specific funding model is made and implemented.</p>	<p>Carried</p>
<p>25. Reimbursement of Costs due to Enbridge Pipeline Explosion</p>	<p>That BCSTA request the Ministry of Education and the Ministry of Energy, Mines and Petroleum Resources conduct an analysis of the additional natural gas costs incurred by school districts due to the October 2018 explosion of the Enbridge gas pipeline and reimburse those districts for, at a minimum, the Provincial Sales Tax collected on the higher costs.</p>	<p>Defeated</p>
<p>26. Ministry Review of Area Standards for School Construction</p>	<p>That BCSTA request that in consultation with BCSTA, the Ministry of Education undertake a review of currently restrictive Ministry Area Standards to ensure that we are investing in and building school facilities that support the revised curriculum and fully support and promote the development of educated citizens.</p>	<p>Carried</p>
<p>27. Capital Funding to Eliminate Sources of Lead in Water in Schools</p>	<p>That BCSTA request the Ministry of Education immediately provide additional capital funding through the School Enhancement Program to enable all school districts to, for example, re-plumb copper lines, install new fixtures and/or add new water bottle filling stations to ensure all schools have access to drinking water with measurable lead levels that do not exceed 5 parts per billion (ppb) by 2020.</p>	<p>Carried</p>

<p>28. Implementing CleanBC Plan in School Districts</p>	<p>That BCSTA urge the Minister of Education and Minister of Environment and Climate Change Strategy to uphold the mandated standards set by CleanBC by implementing aligned capital funding for new school construction and the retrofiting of district buildings and facilities; and,</p> <p>That BCSTA request the Ministries develop and provide, in a timely manner, operational guidelines to help school districts to meet CleanBC's 2032 standards to reduce emissions.</p>	<p>Carried</p>
<p>LATE MOTIONS</p>		
<p>L29. E-cigarettes and Vapour Products</p>	<p>That BCSTA urge the provincial and federal governments to support tougher regulations on the sale to minors of e-cigarettes and vapour products, for example as outlined in the proposed <i>Vulnerable Adolescents Protection from E-Cigarettes (VAPE) Act 2019</i>, including the banning of the sale of products which are marketed specifically to young people.</p>	<p>Carried as amended</p>



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)
TRUSTEE HONARARIUM COMMITTEE NOTES**

Tuesday, May 28, 2019, 12:00 p.m.
School Board Office - Gibsons, BC

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

STAFF: P. Bocking, Superintendent, N. Weswick, Secretary-Treasurer,
P. Bishop, Director of Instruction, J. Budgell, CUPE Local 801
President, S. Mackenzie, CUPE Local 801, E. Reimer, Executive
Assistant (Recording Secretary)

1. Call to Order

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

2. Review of Trustee Honoraria Due to Change in Tax Rules

Secretary-Treasurer Weswick reviewed the notes from the prior meeting as well as a document that compared the impact of a recent taxation change that impacts trustee stipends. The committee discussed a past motion relating to trustee stipend and noted that the intention of the current discussion was to offset changes to the *Income Tax Act* which have effectively changed the post-tax value of the trustee stipend.

RECOMMENDATION: "To recommend an increase of 8% effective September 1, 2019 to offset impacts of federal taxation changes."

3. Adjourn

The meeting adjourned at 12:49 p.m.



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)
AD HOC TRUSTEE HONORARIUM COMMITTEE NOTES**

Tuesday, April 23, 2019, 1:00 p.m.
School Board Office - Gibsons, BC

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

1. Call to Order

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

2. Trustee Honorarium/Stipend

Secretary-Treasurer Weswick provided a summary of the potential impact of changes to taxation of trustee stipends. The shift in tax policy is the result of a federal government initiated change to the way in which non-accountable expense allowances would be treated for the 2019, and subsequent, tax years. Previously, a portion of a trustee's remuneration (1/3) was treated as a non-accountable expense allowance for which trustees were not required to provide details or receipts.

Trustees debated if, and how, trustee remuneration should be adjusted to account for the changes to the previously non-taxable component and choose to schedule a second meeting to allow for further consideration before coming to a recommendation.

A copy of Secretary-Treasurer Weswick's analysis is attached to these notes for reference.

3. Adjourn

The meeting adjourned at 1:45 p.m.

Trustee Stipend - Impacts of Taxation Changes

Scenario 1: Trustees making no other income

Role	Stipend	1/3 - Previously non- taxable	2019 Basic Provincial Exemption	2019 Basic Federal Exemption	Pre-Change Tax	Post-change Tax	Tax Impact
Chair	19,717.17	6,572.39	10,682.00	12,069.00	124.62	1,604.41	1,479.79
Vice-Chair	17,274.07	5,758.02	10,682.00	12,069.00	42.20	1,114.32	1,072.12
Trustee	15,524.85	5,174.95	10,682.00	12,069.00	-	763.43	763.43

Scenario 2: Trustees making a variety of other incomes

Role	1/3 - Previously non- taxable	20.06% first \$40,707	22.70% over \$40,707 up to \$47,630	28.20% over \$47,630 up to \$81,416	31.00% over \$81,416 up to \$93,476	32.79% over \$93,476 up to \$95,259	38.29% over \$95,259 up to \$113,506	Average - Including Scenario 1
Chair	6,443.52	1,292.57	1,462.68	1,817.07	1,997.49	2,112.83	2,467.22	2,202.54
Vice-Chair	5,645.12	1,132.41	1,281.44	1,591.92	1,749.99	1,851.03	2,161.52	1,909.24
Trustee	5,073.48	1,017.74	1,151.68	1,430.72	1,572.78	1,663.59	1,942.64	1,697.71

Analysis

Role	Minimum Impact	Maximum Impact	Average	over \$47,630 up to \$81,416
Chair	1,479.79	3,208.87	2,202.54	1,817.07
Vice-Chair	1,072.12	2,811.27	1,909.24	1,591.92
Trustee	763.43	2,526.59	1,697.71	1,430.72

Role	Minimum Impact	Maximum Impact	Average	over \$47,630 up to \$81,416
Chair	7.5%	16.3%	11.2%	9.2%
Vice-Chair	6.2%	16.3%	11.1%	9.2%
Trustee	4.9%	16.3%	10.9%	9.2%



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)
COMMITTEE OF THE WHOLE NOTES**

Tuesday, May 28, 2019, 9:30 a.m.
School Board Office - Gibsons, BC

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

STAFF: P. Bocking, Superintendent, N. Weswick, Secretary-Treasurer,
P. Bishop, Director of Instruction, V. White, Director of Instruction,
J. Budgell, CUPE Local 801 President, S. Mackenzie, CUPE Local 801, E.
Reimer, Executive Assistant (Recording Secretary)

1. Call to Order

Chair Ruth called the meeting to order at 9:33 am. The committee took five minutes to practice a mindfulness exercise before moving to the first agenda item.

2. Strategic Plan - Final Review

The committee reviewed a final draft document. Superintendent Bocking sought the committees' feedback on the value comments, in particular if trustees thought it beneficial to include an action statement in each value. The committee indicated a preference for action statements to be included in the board's value statements.

The committee reviewed goals and suggested edits to the document, as well as provided feedback for the final design. The committee asked to review the final document at the June board meeting before making a recommendation for approval.

3. Celebrations (2.g.)

Goal 2.g. Our staff will feel our pride in them through public recognition and celebrations.

Superintendent Bocking reported on several annual celebrations, including:

- The Scholarship and Bursary Donour Appreciation event,
- Annual Retirement Ceremony,
- Long Standing Service Awards,
- The annual Partners in Learning event,
- Superintendent visits to schools at Winter break, World Teacher Day and at the end of the year to recognize the hard work of staff,

- Social media exposure that celebrates the work of students and staff,
- Graduation ceremonies at secondary schools,
- Informal completion ceremonies Train in Trades students
- Celebrations for international students at the end of their term.

4. International Students (3.c.)

Goal 3.c. Our district will actively recruit students from around the world to live and learn with us in a welcoming international student program that showcases the beautiful, natural environment of the Sunshine Coast.

Director Bishop spoke to a presentation explaining the district's international education program and reported that:

- Homestay placements are coordinated by an external agency
- The availability of homestay families can cause a barrier to the expansion of the district's international program,
- The district partners with several recruiting agencies in order to attract a diverse range of international students,
- The Learninbc.ca website is developed specifically as a marketing site to inform agencies,
- International program fees are some of the lowest in the province, despite a modest increase in the 2018-19 school year,
- The program provides an opportunity for intercultural learning and global awareness, benefiting our students as well as those visiting from other countries.
- Rotary exchanges differ from international students placements and are funded by the ministry.

5. Regulation Process Review

Superintendent Bocking reviewed Regulation 1230, which outlines the process for the development and circulation of administrative regulations, and shared the process for the overarching regulation review that has been taking place since 2017.

6. Trustee/Board Evaluation Process

Chair Ruth suggested that the board use BCSTA's self evaluation process for the current year as a starting point. Chair Ruth will contact BCSTA to initiate the process.

7. Regulations for Review:

a. Reg. 5010 – Decentralized Decision Making

Secretary-Treasurer Weswick reported on the changes to the regulation, which include updates to procedures that reflect current practices:

- Inclusion of a rationale
- Update to indicate that custodial costs are budgeted at the district level,
- Update to indicate use of MyBudgetFile
- Changes to provide greater flexibility in timelines

- A process for consulting for the internal model
- Section F was deemed redundant as the information is outlined in the purchasing regulation (5060).

b. Reg. 2120 – Selection and Appointment of Senior Executive

Superintendent Bocking spoke to the changes and highlighted:

- Inclusion of the word "normally" to allow for situations where appointments are made,
- Removed requirement for short listed applicants to meet the board,
- Changes to reflect current ministry requirements in section F.1

The committee reviewed the changes and made several suggestions:

- Improve language on external postings,
- Provide clarity on the role of the board,
- Separate selection and appointment process for the superintendent from senior executive members, and to
- Define who is a senior staff member.

Superintendent Bocking agreed to consider the committees' suggestions and bring Regulation 2121 back to the June Committee of the Whole for a second look.

8. Communication Plan (standing item)

The committee reviewed the plan and noted that the Board Retreat has been postponed to a future date.

9. Adjourn

The meeting adjourned at 12:12 p.m.

Strategic Plan Draft Goals (2019-2023)
Excellence in All We Do

Vision: We are a community engaged in lifelong learning and educational excellence.

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

The Board of School District No. 46 affirms its commitment to Indigenous Peoples and Reconciliation by building relationships and deepening understanding of Indigenous history, worldviews, and ways of knowing.

Values

Ethics: We ensure an environment of mutual trust and respect through integrity and transparent processes.

Inclusion: We strive to be a diverse and dynamic community through welcoming and inclusive practices.

Collaboration and Equity: We create meaningful connections through our work together.

Innovation: We aspire to creativity and excellence through risk-taking in personal and collective actions.

Respect and Responsibility: We support a culture of mutual respect and shared responsibility through individual and shared growth.

Celebration: We build unity, add depth, and bring joy to our work together through celebrating the contributions of students, staff, and the community.

Goals

Students:

1(a): Our **students' voices** will be respectfully heard and acted upon.

1(b): Our students will thrive in their **early years, and throughout their education**, within schools, families, and communities that inspire learning, respect, and connection.

1(c): Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of the **Core Competencies**.

1(d): Our students will be **literate**. They will be effective communicators, critical thinkers, and engaged citizens.

1(e): Our students will be **numerate**. They will have the skills and tenacity to interpret and apply mathematical understandings in flexible, functional, and creative ways.

1(f): Our students will develop and apply **social and emotional skills** to successfully live, work, and play together. They will have the resilience and attitude to deal with life's challenges and to manage their **mental health**.

1(g): Our students will develop and apply skills and habits to support their **physical health**.

1(h): Our students will explore **Indigenous** cultures in our community and the **diversity of cultures** in the world.

1(i): Our students will have the knowledge and skills to contribute to the care **of our planet and its changing climate**.

1(j): Our students will have the **digital literacy** skills to enhance and communicate their learning, and to responsibly navigate technology.

1(k): Our students will actively participate in expanded **fine arts** programs.

1(l): Our students will **graduate** with specific life skills to enable them to navigate their personal future directions.

Staff:

2(a): Our staff will be a **healthy and inspired team** in which everyone feels respected for their individual gifts, skills, and contributions.

2(b): 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**.

2(c): Our staff will apply a deep understanding of **inclusive education** practices.

2(d): Our staff will be **leaders** in their work.

2(e): Our staff will engage in **positive partnerships** with students and their families.

Community:

3(a): Our district will effectively **communicate** with students, staff, and the community.

3(b): Our district will actively engage in **visioning and planning** with local governments.

3(c): Our district will pursue opportunities that **enhance collaboration and deepen partnerships** throughout our local and global community.

3(d): Our district will support comprehensive **environmental initiatives**.

3(e) Our **district facilities** will be safe, engaging, and energy efficient.

3(f): Our district will ensure safe and efficient **transportation strategies** for our students.

3(g): Our district will recruit students from around the world to live and learn with us in a welcoming **international student program**.

This strategic plan is supported with an implementation plan that details how the goals will be achieved. Public reports on strategic plan goals are presented regularly to the Board of Education. The board report minutes can be found at www.sd46.bc.ca.



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

Wednesday, May 22, 2019, 2:30 p.m.
School Board Office - Gibsons, BC

TRUSTEES: P. Ruth (Committee Chair), S. Girard

STAFF: V. White, Director of Instruction, P. Bishop, Director of Instruction, K. Mahlman, District Principal of Aboriginal Programs and Services, K. Deasey, District Principal of Learning and Innovation, M. Smart, Teacher, E. Reimer, Executive Assistant (Recording Secretary)

REGRETS: A. Amaral, Trustee, T. Ste. Marie, Trustee, P. Bocking, Superintendent

1. Call to Order

Chair Ruth called the meeting to order at 2:33 am.

2. Early Learning – K. Deasey & M. Smart

District Principal Deasey and West Sechelt Elementary Teacher Michelle Smart reported back on a recent Reggio Emilia Study tour in Italy. They reported that the Reggio method involves:

- Student environments that are thoughtfully designed, with a variety of spaces and items to provide opportunities for discovery.
- Collaborative model with two educators or more in a classroom. Collaboration teams includes all staff.
- Students come together in a mini-community with values on shared governance and democratic participation. Discord provides an opportunity for learning.
- Students are encouraged to discover different perspectives and ways of seeing.
- Documentation that communicates student learning through photographs, descriptions provided in the students' own voices

A copy of their presentation is included in the agenda package.

3. Experiential Learning (1.h.)

Goal 1.h. Our students will encounter, challenge, explore and pursue interest, and develop core competencies through experiential learning and personalized inquiry.

Director Bishop reported on the ways in which teachers engage students in different learning environments, for instance French lessons taking place outdoors on Keats Island, math being taught in the woodshop as building takes place, and outdoor education that combines math and science content.

4. Indigenous Learning (1.j.)

Goal 1.j. Our students will explore indigenous cultures in our community and the diversity of cultures in the world through experience, instruction and language learning.

District Principal Mahlman reported on indigenous programs in the district and noted the following items:

- The exploration of indigenous cultures allows all students an opportunity to feel that they belong and improves academic success,
- Increased Elder visits to schools have been successful,
- Hands on learning takes place in small groups,
- Teaching students about the medicinal properties of native plants and drum making,
- Graduation rates continue to improve on a steady trajectory.
- Student interest in learning *she shashishalhem* continues to rise. Chatelech is considering opening a second section.

A copy of District Principal Mahlman's presentation is included in the agenda package.

5. shíshálh Nation / Squamish Nation (3.f.)

Goal 3.f. Our district will enhance relationships with the shíshálh Indian Band, the Skwxwú7mesh Nation and other cultural groups.

District Principal Mahlman reported on:

- Aboriginal Education Advisory Committee, co-chaired by Terry Aleck, meets 5 times a year to review district initiatives and provide feedback,
- Paddling trips allow students and staff to connect in a different environment and fosters a sense of belonging,
- Welcome poles at Gibsons Elementary and Pender Harbour Secondary are a point of pride,
- An entrance pole project is in the works at Kinnikinnick Elementary School,
- Artist Bill Jamieson has agreed to work with Elphinstone students to create a glass fusion piece that highlights the Squamish coast line,
- District involvement in the *syiyaya* reconciliation movement,
- Blanket exercises provide a deeper understanding of history.

A copy of District Principal Mahlman's presentation is included in the agenda package.

6. District Report to Ministry

Director White shared the district's report to the ministry, in the form of the website www.sd46studentexcellence.ca, with the committee. The website provides accessible information on several of the district's goals, including early learning, reading,

mathematics, graduation, student belonging and aboriginal education. The website is updated throughout the year with new videos describing various programs and initiatives and updated yearly with relevant data.

7. Regulations for Review:

a. Reg. 1340 – Supervision of Students

Director White indicated that the regulation is still being considered and will be discussed at an upcoming principals' meeting.

b. Reg. 3020 - Anaphylaxis

Director White reported that the regulation had been updated to reflect the BC *Anaphylactic and Child Safety Framework*. Director White noted that:

- Parents must inform schools if a student is in danger of an anaphylactic reaction and a care plan is put in place. Plans are developed in consultation with the student and family.
- In-service training is provided in September for staff working with students with anaphylaxis.
- Prevention is key and emergency plans must be in place for field trips, etc.
- Staff are taught hand over hand delivery for epi-pens,
- Students are able to carry epi-pens at schools and parents must keep medication up to date

9. Adjourn

The meeting adjourned at 4:02 p.m.



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

Thursday, May 16, 2019, 12:30 p.m.
School Board Office - Gibsons, BC

TRUSTEES: M. Hampvent (Committee Chair), S. Leech, S. Haines

STAFF: P. Bocking, Superintendent, N. Weswick, Secretary-Treasurer, V. White, Director of Instruction, P. Bishop, Director of Instruction, R. Collison, Manager of Facilities and Transportation, Kate Kerr, Principal Chatelech Secondary, Phil Luporini, District Principal of Technology, J. Budgell, CUPE Local 801 President, S. Mackenzie, CUPE Local 801, E. Reimer, Executive Assistant (Recording Secretary)

1. Call to Order

The meeting was called to order at 12:34 p.m. by Trustee Hampvent.

2. Annual Facilities Grant (AFG) Plan

Manager Rob Collison described the Annual Facilities Grant plan which includes:

- Roofing project at Sechelt Learning Centre,
- Air conditioner installation in server room at Gibsons Elementary to prevent hardware from overheating,
- Flooring replacement in kindergarten classroom at Halfmoon Bay Elementary School,
- New flooring to be installed at Esprit Daycare over the winter break
- Replacing a cracked heat exchanger at the Sechelt Learning Centre
- If required, building envelope upgrades at the Sechelt Learning Centre
- Additional funding for dust collector replacements at Elphinstone and Chatelech Secondary
- Contribution to move forward with ISO 50001 certification,
- Gym floor resurfacing at Chatelech Secondary, Elphinstone Secondary and Roberts Creek Elementary,
- Interior renovations to begin at the Sunshine Building and Halfmoon Bay Elementary School.
- Refurbishing a portable and moving to Gibsons Elementary School,
- Upgrades to school grounds and fields
- Consultant reports for capital projects,
- Davis Bay Elementary School power factor correction.

3. Five-Year Capital Plan (2020/21)

A summary was provided at the meeting and will be attached to these notes for reference. Secretary-Treasurer Weswick highlighted the following items:

- Request for funding to move forward with expansion of West Sechelt Elementary School with a 6 classroom addition and expand Gibsons Elementary School with a 4 classroom addition.
- Under the School Enhancement Plan, items include the replacement of dust collectors at Pender Harbour Secondary School, replacing ventilators at Halfmoon Bay Elementary School as well as addressing the perimeter drainage and flooring issues at Kinnikinnick Elementary School, among other items.
- The district has also included a request for funding for photovoltaic solar arrays.

RECOMMENDATION: “That the board approve the 2020/21 Capital Plan”

4. 2019/20 Budget Summary

Secretary-Treasurer Weswick spoke to his presentation included in the agenda package and reported:

- Unrestricted surplus allocation includes funds to expand the Train in Trades programs to include a plumbing program; a \$150,000 allocation to the TLC (Teaching, Learning, Collaborating) professional development program; funds to support implementation of the strategic plan; an allocation to expand the musical instrument library; an allocation to support district purchasing of school supplies; and an allowance to purchase band uniforms for district bands.
- The Shine Program is staffed centrally at the district level,
- A reduction to District Governance budget, as the prior year’s budget was increased due to the general election, with available funding to purchase technology for trustees,
- Increase to the Special Education budget to improve services, including elementary counselling, occupational therapy, physical therapy and speech and language pathology,
- Additional school based funds to further support elementary counselling,
- The district is not asking for Classroom Enhancement Funding for counselling as the district will be exceeding the minimum numbers necessary for a CEF application,
- The replacement of the WonderWheels bus has been included in transportation funding.

The committee discussed items in the budget and sought clarification on the differences between restricted and unrestricted surpluses.

RECOMMENDATION: “That the 2019-/20 Budget be moved to the board meeting in June”

5. Regulations for Review:

The remainder of the agenda items were tabled to the June meeting due to time restrictions.

- a. 4050 - Earthquakes
 - b. 4120 - Rental of School Facilities
 - c. 3190 – Scent Considerate Environment
6. Local Government OCP and Zoning Referrals (standing item)
7. Adjourn

The meeting adjourned at 2:15 p.m.

**2020/21 Capital Plan
School District Number 46 (Sunshine Coast)**

Program Name	Project Priority	Facility or Project Name	Project Description	Total/Estimated Project Cost
Addition	1	West Sechelt Elementary	6 classroom addition with NLC Space	\$10,406,249.00
Addition	2	Gibsons Elementary	4 classroom addition	\$3,955,000.00
Seismic	1	SLC - Sunshine Building	Seismic Remediation - Replacement	\$4,554,159.00
SEP	1	Pender Harbour Secondary	Replace dust collection system for woodshop	\$500,000.00
SEP	2	Halfmoon Bay Elementary	Replace unit ventilators. Add solar PV to metal roof.	\$500,000.00
SEP	3	Kinnikinnick Elementary	Replace 19 gas fired roof top units with electric heat pumps and PV solar.	\$725,000.00
SEP	4	Kinnikinnick Elementary	Excessive moisture in slab. Repair perimeter drainage before replacing flooring.	\$1,000,000.00
SEP	5	Elphinstone Secondary	Replace single glazed windows. Install solar PV.	\$500,000.00
SEP	6	Langdale Elementary	Roofing replacement	\$250,000.00
SEP	7	Cedar Grove Elementary	Remove and replace asbestos flooring	\$250,000.00
SEP	8	Elphinstone Secondary	Roofing replacement	\$500,000.00
SEP	9	Gibsons Elementary	Add Solar PV to offset running costs of ASHP as primary heat source. Add solar hot water panels to pre-heat heating water and domestic hot water.	\$650,000.00
SEP	10	Roberts Creek Elementary	Add Air source heat pump (ASHP). Add PV solar.	\$600,000.00
SEP	11	Chatelech Secondary	Roofing replacement	\$600,000.00
SEP	12	Chatelech Secondary	Add PV solar. Add solar domestic hot water.	\$300,000.00
CNCP	1	Kinnikinnick Elementary	Replace 19 gas fired roof top units with ASHP's. Add PV solar.	\$725,000.00
PEP	1	Davis Bay Elementary	Limited existing playground equipment and no accessible facilities	\$105,000.00
PEP	2	Langdale Elementary	Limited existing playground equipment and no accessible facilities	\$105,000.00
Total				\$26,225,408.00

Annual Budget

School District No. 46 (Sunshine Coast)

June 30, 2020

School District No. 46 (Sunshine Coast)

June 30, 2020

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 46 (SUNSHINE COAST) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2019/2020 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 Annual Budget adopted by this bylaw.
- 2. This bylaw may be cited as School District No. 46 (Sunshine Coast) Annual Budget Bylaw for fiscal year 2019/2020.
- 3. The attached Statement 2 showing the estimated revenue and expense for the 2019/2020 fiscal year and the total budget bylaw amount of \$49,821,951 for the 2019/2020 fiscal year was prepared in accordance with the *Act*.
- 4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2019/2020.

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) Annual Budget Bylaw 2019/2020, adopted by the Board the _____ DAY OF _____, 2019.

Secretary Treasurer

School District No. 46 (Sunshine Coast)

Annual Budget - Revenue and Expense

Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,281,000	3,256,063
Adult	2,625	2,875
Total Ministry Operating Grant Funded FTE's	3,283,625	3,258,938
Revenues	\$	\$
Provincial Grants		
Ministry of Education	43,791,982	43,006,724
Other	35,000	35,000
Tuition	88,358	106,208
Other Revenue	1,771,694	1,845,876
Rentals and Leases	60,000	60,000
Investment Income	147,000	147,000
Amortization of Deferred Capital Revenue	1,751,936	1,710,105
Total Revenue	47,645,970	46,910,913
Expenses		
Instruction	39,304,299	38,781,644
District Administration	2,312,149	2,432,511
Operations and Maintenance	6,653,890	6,669,462
Transportation and Housing	1,551,613	1,570,723
Total Expense	49,821,951	49,454,340
Net Revenue (Expense)	(2,175,981)	(2,543,427)
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,806,026	2,093,304
Budgeted Surplus (Deficit), for the year	(369,955)	(450,123)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(369,955)	(450,123)
Budgeted Surplus (Deficit), for the year	(369,955)	(450,123)

School District No. 46 (Sunshine Coast)

Annual Budget - Revenue and Expense

Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	42,779,875	42,036,535
Special Purpose Funds - Total Expense	4,920,185	5,257,577
Capital Fund - Total Expense	2,121,891	2,160,228
Total Budget Bylaw Amount	49,821,951	49,454,340

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

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(2,175,981)	(2,543,427)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Deferred Capital Revenue	(1,474,766)	(2,319,766)
Total Acquisition of Tangible Capital Assets	(1,474,766)	(2,319,766)
Amortization of Tangible Capital Assets	2,121,891	2,160,228
Total Effect of change in Tangible Capital Assets	647,125	(159,538)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(1,528,856)	(2,702,965)

School District No. 46 (Sunshine Coast)

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	39,934,046	38,816,147
Other	35,000	35,000
Tuition	88,358	106,208
Other Revenue	716,445	785,876
Rentals and Leases	60,000	60,000
Investment Income	140,000	140,000
Total Revenue	40,973,849	39,943,231
Expenses		
Instruction	34,472,867	33,723,637
District Administration	2,223,396	2,232,941
Operations and Maintenance	4,615,161	4,605,931
Transportation and Housing	1,468,451	1,474,026
Total Expense	42,779,875	42,036,535
Net Revenue (Expense)	(1,806,026)	(2,093,304)
Budgeted Prior Year Surplus Appropriation	1,806,026	2,093,304
Budgeted Surplus (Deficit), for the year	-	-

School District No. 46 (Sunshine Coast)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2020

	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	38,704,496	37,891,322
Other Ministry of Education Grants		
Pay Equity	510,381	510,381
Funding for Graduated Adults	4,773	5,283
Transportation Supplement	380,465	380,465
Carbon Tax Grant	15,000	20,000
FSA	8,696	8,696
Employer Health Tax	310,235	
Total Provincial Grants - Ministry of Education	39,934,046	38,816,147
Provincial Grants - Other	35,000	35,000
Tuition		
International and Out of Province Students	88,358	106,208
Total Tuition	88,358	106,208
Other Revenues		
Other School District/Education Authorities	550,873	583,000
Miscellaneous		
Miscellaneous	165,572	202,876
Total Other Revenue	716,445	785,876
Rentals and Leases	60,000	60,000
Investment Income	140,000	140,000
Total Operating Revenue	40,973,849	39,943,231

School District No. 46 (Sunshine Coast)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2020

	2020	2019 Amended
	Annual Budget	Annual Budget
	\$	\$
Salaries		
Teachers	15,372,986	14,483,619
Principals and Vice Principals	2,209,435	2,106,352
Educational Assistants	2,906,455	3,297,498
Support Staff	4,164,422	4,201,060
Other Professionals	1,552,739	1,453,495
Substitutes	2,150,944	2,395,543
Total Salaries	28,356,981	27,937,567
Employee Benefits	6,772,256	6,862,729
Total Salaries and Benefits	35,129,237	34,800,296
Services and Supplies		
Services	688,700	809,990
Student Transportation	1,372,602	1,376,384
Professional Development and Travel	179,750	166,850
Rentals and Leases	40,200	40,200
Dues and Fees	56,500	56,500
Insurance	88,000	87,125
Supplies	4,541,069	4,015,304
Utilities	683,817	683,886
Total Services and Supplies	7,650,638	7,236,239
Total Operating Expense	42,779,875	42,036,535

School District No. 46 (Sunshine Coast)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2020

	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	12,571,458	313,331		677,693		1,928,511	15,490,993
1.03 Career Programs	96,513					80,000	176,513
1.07 Library Services	63,600			63,339			126,939
1.08 Counselling	651,900			110,720			762,620
1.10 Special Education	1,377,365	125,443	2,746,246	431,363	198,656	108,133	4,987,206
1.30 English Language Learning	151,050						151,050
1.31 Aboriginal Education	461,100	127,565	160,209			8,000	756,874
1.41 School Administration		1,643,096		443,286			2,086,382
1.62 International and Out of Province Students							-
1.64 Other				42,344			42,344
Total Function 1	15,372,986	2,209,435	2,906,455	1,768,745	198,656	2,124,644	24,580,921
4 District Administration							
4.11 Educational Administration					440,624		440,624
4.40 School District Governance					114,618		114,618
4.41 Business Administration				127,411	609,065	26,300	762,776
Total Function 4	-	-	-	127,411	1,164,307	26,300	1,318,018
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				47,793	166,541		214,334
5.50 Maintenance Operations				2,084,535			2,084,535
5.52 Maintenance of Grounds				124,592			124,592
5.56 Utilities							-
Total Function 5	-	-	-	2,256,920	166,541	-	2,423,461
7 Transportation and Housing							
7.41 Transportation and Housing Administration					23,235		23,235
7.70 Student Transportation				11,346			11,346
Total Function 7	-	-	-	11,346	23,235	-	34,581
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	15,372,986	2,209,435	2,906,455	4,164,422	1,552,739	2,150,944	28,356,981

School District No. 46 (Sunshine Coast)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2020

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2020 Annual Budget	2019 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	15,490,993	3,346,634	18,837,627	3,233,630	22,071,257	20,972,777
1.03 Career Programs	176,513	24,128	200,641	120,750	321,391	220,062
1.07 Library Services	126,939	33,635	160,574	58,212	218,786	313,854
1.08 Counselling	762,620	193,977	956,597	500	957,097	591,347
1.10 Special Education	4,987,206	1,527,571	6,514,777	280,759	6,795,536	7,456,791
1.30 English Language Learning	151,050	37,763	188,813	45,638	234,451	308,718
1.31 Aboriginal Education	756,874	199,909	956,783	159,973	1,116,756	1,154,376
1.41 School Administration	2,086,382	446,861	2,533,243	68,650	2,601,893	2,548,354
1.62 International and Out of Province Students	-	-	-	33,000	33,000	33,000
1.64 Other	42,344	11,856	54,200	68,500	122,700	124,358
Total Function 1	24,580,921	5,822,334	30,403,255	4,069,612	34,472,867	33,723,637
4 District Administration						
4.11 Educational Administration	440,624	100,796	541,420	26,000	567,420	569,690
4.40 School District Governance	114,618	1,146	115,764	102,000	217,764	236,912
4.41 Business Administration	762,776	195,400	958,176	480,036	1,438,212	1,426,339
Total Function 4	1,318,018	297,342	1,615,360	608,036	2,223,396	2,232,941
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	214,334	53,508	267,842	85,000	352,842	347,826
5.50 Maintenance Operations	2,084,535	556,130	2,640,665	728,359	3,369,024	3,365,939
5.52 Maintenance of Grounds	124,592	34,886	159,478	50,000	209,478	208,280
5.56 Utilities	-	-	-	683,817	683,817	683,886
Total Function 5	2,423,461	644,524	3,067,985	1,547,176	4,615,161	4,605,931
7 Transportation and Housing						
7.41 Transportation and Housing Administration	23,235	4,879	28,114	-	28,114	27,217
7.70 Student Transportation	11,346	3,177	14,523	1,425,814	1,440,337	1,446,809
Total Function 7	34,581	8,056	42,637	1,425,814	1,468,451	1,474,026
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	28,356,981	6,772,256	35,129,237	7,650,638	42,779,875	42,036,535

School District No. 46 (Sunshine Coast)

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2020

	2020	2019 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	3,857,936	4,190,577
Other Revenue	1,055,249	1,060,000
Investment Income	7,000	7,000
Total Revenue	4,920,185	5,257,577
Expenses		
Instruction	4,831,432	5,058,007
District Administration	88,753	199,570
Total Expense	4,920,185	5,257,577
Budgeted Surplus (Deficit), for the year	-	-

School District No. 46 (Sunshine Coast)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2020

	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	141,298		16,805	582,996	560,260				
Add: Restricted Grants									
Provincial Grants - Ministry of Education	196,588	145,285				192,000	22,050	10,000	499,917
Other				70,000	895,249				
Investment Income				7,000					
	196,588	145,285	-	77,000	895,249	192,000	22,050	10,000	499,917
Less: Allocated to Revenue	196,588	145,285	-	77,000	895,249	192,000	22,050	10,000	499,917
Deferred Revenue, end of year	141,298	-	16,805	582,996	560,260	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	196,588	145,285				192,000	22,050	10,000	499,917
Other Revenue				70,000	895,249				
Investment Income				7,000					
	196,588	145,285	-	77,000	895,249	192,000	22,050	10,000	499,917
Expenses									
Salaries									
Teachers									
Principals and Vice Principals									73,350
Educational Assistants		104,751				116,171			
Support Staff	127,795								126,698
Substitutes									
	127,795	104,751	-	-	-	116,171	-	-	200,048
Employee Benefits	35,783	40,534				45,829			52,146
Services and Supplies	33,010			77,000	895,249	30,000	22,050	10,000	247,723
	196,588	145,285	-	77,000	895,249	192,000	22,050	10,000	499,917
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 46 (Sunshine Coast)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2020

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Other	Coding and Curriculum Implementation	TOTAL
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			186,968	6,888	1,495,215
Add: Restricted Grants					
Provincial Grants - Ministry of Education	216,728	2,575,368			3,857,936
Other			90,000		1,055,249
Investment Income					7,000
	216,728	2,575,368	90,000	-	4,920,185
Less: Allocated to Revenue	216,728	2,575,368	90,000	-	4,920,185
Deferred Revenue, end of year	-	-	186,968	6,888	1,495,215
Revenues					
Provincial Grants - Ministry of Education	216,728	2,575,368			3,857,936
Other Revenue			90,000		1,055,249
Investment Income					7,000
	216,728	2,575,368	90,000	-	4,920,185
Expenses					
Salaries					
Teachers		2,060,108			2,060,108
Principals and Vice Principals					73,350
Educational Assistants					220,922
Support Staff	118,403				372,896
Substitutes	65,040		90,000		155,040
	183,443	2,060,108	90,000	-	2,882,316
Employee Benefits	33,285	515,260			722,837
Services and Supplies					1,315,032
	216,728	2,575,368	90,000	-	4,920,185
Net Revenue (Expense)	-	-	-	-	-

School District No. 46 (Sunshine Coast)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2020

	2020 Annual Budget			2019 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Amortization of Deferred Capital Revenue	1,751,936		1,751,936	1,710,105
Total Revenue	1,751,936	-	1,751,936	1,710,105
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,038,729		2,038,729	2,063,531
Transportation and Housing	83,162		83,162	96,697
Total Expense	2,121,891	-	2,121,891	2,160,228
Net Revenue (Expense)	(369,955)	-	(369,955)	(450,123)
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	(369,955)	-	(369,955)	(450,123)

May 5, 2019

Board of Education
School District No. 46
494 South Fletcher Road
PO Box 220
Gibson's, BC V0N 1V0

To: Board of School Trustees
c/o Pammilla Ruth – Board Chair

Dear Ms. Ruth:

In a review of the current proposed budget I noticed that there is a proposal to allocate \$375, 000 of the unrestricted surplus towards the purchase of school supplies/band instruments for students in SD46. Seeing this initiative prompted me to write to you with my concerns about the districts priorities in terms of how it proposes to spend these monies.

As an Education Assistant with SD46, It is my understanding that a significant portion of this unrestricted surplus came from the inability of the district to replace CUPE staff when they are absent due to illness etc. This personnel includes Education Assistants, Aboriginal Support Workers, Custodians and/or Clerical Staff. At my school site alone, from Sept 2018 to today, approximately 57 shifts (about 340 hours) of CUPE staff were not replaced due to lack of personnel. This is of huge concern to me for several reasons but the biggest being the health and safety of our school staff and students. When Custodians are not replaced schools are not cleaned to the standard of which they should be. The consequences to this goes without saying. When an EA or ASW is not replaced then our students and teachers do not receive the required support needed to learn or teach effectively. The lack of replacement staff puts an extra burden and stress on those employees who are working as they have to take the load of those who are absent. Lack of replacement staff has a huge impact on each school community and I would suggest leads to greater risk of stress and anxiety amongst staff and students, higher absenteeism and longer term negative effects regarding the health and safety of staff, students and the greater school community at large.

I understand there are restrictions to budgets and certain monies must be directed to certain endeavours. However, if a large portion of the unrestricted surplus comes off the backs of CUPE staff and the lack of replacement personnel would it not be a priority for our district to review this issue and ensure those monies are directed towards recruitment, training and retention of additional CUPE support staff? As one of the largest employers on the Sunshine Coast it is difficult to understand that we have a shortage of replacement personnel. You would think that there would be an influx of people wanting to work for our School District. Perhaps for some of these support positions, i.e. an EA, the lack of fulltime hours provided (average hours per week for an EA is 25) curtails that desire of many to pursue employment in this field? While the wages and benefits of an EA are comparable to other school districts, the part time hours and 9 month of employment do not make it desirable as it is not a livable wage. Imagine the benefit of the investment of \$375,000 into this issue! Perhaps recruitment and retention of support staff would be easier to attain? Perhaps providing Education Assistants with fulltime hours and therefore a livable annual salary would encourage more applicants to pursue this profession thus alleviating the shortage of on-call replacements?

As an Education Assistant with SD 46 since 2007 and a parent of three children who attended school in this district, I personally have never seen a student who has been without school supplies. I understand that there is diversity amongst family incomes and for some families financing the cost of these supplies is challenging. I was in that position myself as a single parent of 3 children. However, I have never seen a child sitting at a desk without the school supplies needed to complete their school work! Why, at this particular point in time, and with a shortage or replacement personnel was priority given to using \$375,000 of this unrestricted surplus towards purchase of school supplies/band instruments? What is the rationale behind that decision? Would it not be a better investment to direct the expenditure of these surplus funds towards the hiring, training and retention of support personnel? Is that not an immediate need in terms of priority?

Another point to consider with the purchase of school supplies is to bring your attention to Administrative Regulation 4060 Environmental Sustainability. The Rationale as stated, *"The Board of Education expects consideration of environmental impact in the planning of all operational and educational programs at each school"*. The motto is Reuse, Reduce, Recycle! I have difficulty understanding that the purchase of \$175,000 of school supplies supports that mandate? I can assure you that over the years that I was parenting school aged children, I have seen that there are many, many supplies that can be carried over to the next year. The "expectation" of needing brand new school supplies is not how we should be encouraging our students. Instead, let us foster the ideology of reduce, reuse, recycle and come up with a plan where this "mindful, environmental thinking" is common and expected amongst our youth! Let's start a new initiative regarding the "recycling" and "reusing" of supplies in our classrooms!

I conclude my letter by bringing your attention to a portion of the 2015/2019 SD46 Strategic Plan. Under the section Our People Inspire, it states in part: *"Our staff will be a healthy, highly skilled, professional and inspired team"* and *"thrive with students in safe and healthy schools."* I respectfully state that with our current and consistent shortage of support staff and no aforementioned plan to negate this circumstance, this portion of the Strategic is plan is in jeopardy of being fulfilled. Thank you for the time given to reading this letter. I am hopeful that this letter will be the catalyst for discussion amongst the Board of Trustees regarding shortage of support staff replacements and allocation of funds to remedy the situation.

Respectfully

Catherine Cooper
Education Assistant
CUPE Shop Steward
CUPE Health and Safety Rep

Erica Reimer

From: Shinkai, Miyuki
Sent: May 3, 2019 11:22 PM
To: Ruth, Pammila
Cc: Stacia Leech; Amanda Amaral; Sue Girard; Samantha Haines; Maria Hampvent; Tonya Ste. Marie; Erica Reimer
Subject: May Correspondence

May 3, 2019

Dear SD46 Board of School Trustees Chair,

The proposed preliminary budget in 2019/2020 caught our Educational Assistant committee's attention lately. We are writing to you to express our concern.

In the current preliminary budget, the district is proposing to commit \$380,000 from the unrestricted surplus to provide school supplies and band instruments to students. In regards to this proposal, we would like to point out the fact that a large portion of that unrestricted surplus came from not replacing Educational Assistants in 2017/2018 and yet there is no commitment to address the crisis we are facing with the lack of EA support for students in the classroom.

Needless to say, a professional EA supporting students in a school environment is far more important than school supplies and equipment. Recent studies such as Positive Disciplines, Circle Security, and Mental Health First Aid clearly show how valuable for students to have highly trained trusting adults in the learning community in order to achieve a foundation of students' wellness, resiliency, and empathy while attaining academic goals.

We would like to see our district put back the unrestricted fund to EA's secured and increased work hours in 2019/2020.

Please consider our request seriously and investigate this matter on behalf of the public and our school district.

Sincerely,

Miyuki Shinkai

SD46 EA Committee Member

Jennifer Campbell

SD46 EA Committee Chair



June 4, 2019

Pammila Ruth, Board Chair
 Stacia Leech, Vice-Chair
 School District 46

Dear Stacia and Pammila,

Thank you for your response to The Sunshine Coast Teachers' invitation to reinstate the Joint Trustee/Teacher Liaison Committee. I have attached for your interest and recollection, your answers to this specific question when you were running for your elected position to the School Board 2018. Teachers were disheartened by your response and here are some of the reasons why:

In your letter you state that,

"As governors of the Board of Education we are bound by formal meeting rules that do not allow us to meet in private except for official closed meeting business. All meetings where trustees are present and discussing SD46 business must be advertised prior to and the agenda made public."

Teachers wonder if citizens of the Sunshine Coast understood this to be the case when they voted for you to represent them and their concerns. The language in your letter makes it sound as though you are a corporate, hands off, appointed board as opposed to a duly elected, representative board, responsible to their individual constituents. Would you not find it beneficial to communicate directly with your Teacher stakeholders? We would like to share information and ideas with you directly.

The SCTA fully understands the need for limits and the distinction between operational issues within a district and the work of the Board. However, to view documents like the School Act and Collective Agreements with the word "Superintendent" being synonymous with the words "The Board" would seem to not only take this approach too far but also create a detached, perfunctory culture for the Board. We understand that the language in these documents was written with intent to have elected Trustees be the ultimate overseer of the district and its stakeholders.

Teachers of the Sunshine Coast are very aware that the current governance model that the School District Trustees have seemingly embraced is not experienced throughout the province. In fact, it is the scenario in very few districts. SCTA executive members often sit and listen with envy, to teachers from other districts talk about the access they have to their elected officials and the great relationships and work they do together. It is

TEACHERS' WORKING CONDITIONS ARE CHILDRENS' LEARNING CONDITIONS

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also disheartening to note that at one time it was School District 46 teachers that bragged about their relationships with our elected Board of Trustees.

We will continue to make every effort to see a return to that culture. For example, in the past the SCTA President had regular coffee meetings with Trustees and of course the SCTA/Trustee Liaison committee. Both parties expressed that it was beneficial to hear ideas, concerns and ask questions directly to each other.

Teacher's would like to have access to the School Board Trustees. Could we set up a meeting for you and I to discuss this matter further in September?

Thank you for taking the time to read and respond to our letters.

Sincerely,

Jacquie Shelemey

President, Sunshine Coast Teacher's Association

Cc: Patrick Bocking, Superintendent SD 46
Erica Reimer, Executive Assistant to the Secretary Treasurer SD 46

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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	Cancelled	12 from 9:30-12:00 pm
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	16 from 12:30-2 pm	-	28 from 9:30-11:30 am
June	-	18 from 12:30-2 pm	-	25 from 9:30-11:30 am
JUNE AGENDAS:	<i>The June meeting has been cancelled.</i>	<ol style="list-style-type: none"> 1. Emergency Preparedness 2. Gibsons Elementary Enrollment Review 3. Regs for review: <ol style="list-style-type: none"> a. 3190 – Scent Considerate Environment b. 4050 – Earthquakes c. 4110 – Renovations d. 4120 – Rental of Facilities e. 5030 – Financial Reporting 4. Local Government OCP and Zoning Referrals (standing item) 	<i>The June meeting has been cancelled.</i>	<ol style="list-style-type: none"> 1. 2019-23 Strategic Plan: Communications Plan 2. 2015-19 Strategic Plan: Term in Review 3. Regs for review: <ol style="list-style-type: none"> a. 2120 – Selection and Appointment of Senior Executive 4. Communication (standing item)

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