

SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)

A G E N D A

REGULAR OPEN SCHOOL BOARD MEETING

SCHOOL BOARD OFFICE

Tuesday, April 10, 2018- 7:00 P.M.

1. **Adoption of Agenda**
2. **Presentation(s):**
 - 2.1 Mikael Russell – Spain and Morocco Trip
3. **Approval of the Minutes of the**
 - 3.1 Open Board Meeting held March 6, 2018 (p. 4)
4. **Necessity of Closed Meeting and Agenda**
 - 4.1 Approval of Agenda
 - 4.2 Approval of Minutes of the In-Camera Meeting held March 6, 2018
 - 4.3 Human Resources Report
 - 4.4 Secretary-Treasurer's Report
 - 4.5 Other
 - 4.6 Legal Items
 - 4.7 Information Items
 - 4.8 Old Business
 - 4.9 Items for Release
5. **Correspondence**
 - 5.1 Addressed to the Board
 - 5.1.1 Student Access to Public Education
 - 5.1.1.1 PRDTU, March 2, 2018 (p. 12)
 - 5.2 Copied to the Board
 - 5.2.1 Commercial Business License
 - 5.2.1.1 School District No. 43, February 6, 2018 (p. 13)
 - 5.2.2 Funding Model Review
 - 5.2.2.1 School District No. 46, February 28, 2018 (p. 15)
 - 5.2.2.2 School District No. 42, March 9, 2018 (p. 17)
 - 5.2.2.3 Office of Deputy Minister, March 16, 2018 (p. 27)
 - 5.2.3 Rural Education Project
 - 5.2.3.1 BCSTA Thompson Okanagan Branch, February 28, 2018 (p. 29)
 - 5.2.3.2 BCSTA Thompson Okanagan Branch, March 1, 2018 (p. 30)
 - 5.2.3.3 School District No. 53, March 2, 2018 (p. 31)
 - 5.2.3.4 School District No. 67, March 5, 2018 (p. 32)
 - 5.2.3.5 Town of Osoyoos, March 5, 2018 (p. 33)

- 5.2.4 Payroll Tax
 - 5.2.4.1 School District No. 61, March 1, 2018 (p. 34)
 - 5.2.4.2 School District No. 38, March 2, 2018 (p. 35)
 - 5.2.4.3 BCTF, March 8, 2018 (p. 36)
 - 5.2.4.4 VISTA, March 16, 2018 (p. 37)
- 5.2.5 Quality Outcomes for District Aboriginal Programs
 - 5.2.5.1 Shane Coutlee Email, March 4, 2018 (p. 38)
- 5.2.6 2016-17 Service Delivery Initiative Annual Report
 - 5.2.6.1 Ministry of Education, March 5, 2018 (p. 39)
- 5.2.7 BC Poverty Reduction Strategy
 - 5.2.7.1 School District No. 8, March 9, 2018 (p. 40)
- 5.2.8 Aboriginal Education Strategic Plan
 - 5.2.8.1 BCSTA, March 16, 2018 (p. 42)
- 5.2.9 Got Privilege Campaign
 - 5.2.9.1 School District No. 69, March 19, 2018 (p. 43)

6. Superintendent of Schools' Report (p. 44)

- 6.1 For Board Information:
 - 6.1.1 Field Trips
 - 6.1.2 Enrolment
 - 6.1.3 Upcoming Projects/Learning
 - 6.1.4 Other

7. Secretary-Treasurer's Report

- 7.1 Expenditure Statement (p. 45)
- 7.2 Information Technology Report (p. 46)
- 7.3 Operations Department Report (p. 47)

8. Committee Reports

- 8.1 Finance & Building Committee **(Trustees Beil, Huddlestone, Sanchez)**
 - 8.1.1 2018-19 Annual Budget (p. 48)
 - 8.1.2 Capital Bylaw (p. 64)
- 8.2 Framework for Enhancing Student Learning **(Trustees Horne, Sanchez)**
- 8.3 Provincial Council **(Trustees Horne, Sanchez)**
- 8.4 Aboriginal Education Council **(Trustees Beil, Huddlestone)**
 - 8.4.1 March 28, 2018
- 8.5 Policy Committee **(Trustees Kuntz, Horne)**
 - 8.5.1 Policies for Approval
 - 8.5.1.1 Service Awards Policy (p. 65)
- 8.6 District Technology Steering Committee **(Trustee Horne)**

9. **Old Business**
10. **New Business**
11. **Information Items**
 - 11.1 April 26-29, BCSTA AGM
 - 11.2 May 16-18, 2018 Carole Fullerton
 - 11.3 May 21, 2018 Victoria Day
 - 11.4 May 24-25, 2018 Shelley Moore
 - 11.5 June 14, 2018 PCS Grad
 - 11.6 June 15, 2018 CHSS Grad
12. **10 Minute Question and Answer Period**
13. **Adjournment**

DRAFT

SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)

MINUTES

REGULAR OPEN SCHOOL BOARD MEETING

SCHOOL BOARD OFFICE

Tuesday, March 6, 2018- 7:00 P.M.

Trustees Present: T. Last, J. Beil, J. Horne, T-L. Huddlestone (by teleconference), B. Kuntz, L. Sanchez

Staff Present: K. Minette, C. McIntyre, A. Samoil

Regrets: D. Carter

Chair Tina Last acknowledged that the meeting is being held on traditional Ts'msyen territory. Trustee Huddlestone is attending by telephone and the Director, Human Resources has sent his regrets. The meeting was called to order at 7:00 p.m.

1. Adoption of Agenda

Motion 20180306-1.0a

Horne "Be it resolved by the Board of Education of School District No. 52
Sanchez (Prince Rupert) that the agenda be approved as amended."

Carried

The Secretary-Treasurer asked to add item 7.4, Kanata School, to the agenda.

2. Presentation(s):

- 2.1 Taiwan International Science Fair, Aaliyah Mahboubi
The Superintendent introduced Charles Hays Secondary School grade 9 student Aaliyah Mahboubi, congratulating her on her award at the Taiwan International Science Fair.

Ms. Mahboubi thanked everyone for their contributions that allowed her to travel to the science fair. The project examined harvesting electricity from soil and bog in British Columbia. A number of devices were successfully operated with the electricity from the bog.

After winning National gold medals for 2 consecutive years, she was invited to apply to attend the international science fair and was very excited to be selected to go. Ms. Mahboubi won 3rd place, and her Canadian team mate won 2nd place, in the environmental category.

3. Approval of the Minutes of the

- 3.1 Open Board Meeting held
3.1.1 February 13, 2018

Motion 20180306-3.1a

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the minutes of the open Board meeting held
February 13, 2018 be approved as amended."

Carried

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The Secretary-Treasurer advised that the motion numbers have been corrected to end in 13 instead of ending in 11 before the dash, to reflect the date of the February meeting.

4. Necessity of Closed Meeting and Agenda

- 4.1 Approval of Agenda
- 4.2 Approval of Minutes of the In-Camera Meeting held February 12, 2018
- 4.3 Human Resources Report
- 4.4 Secretary-Treasurer's Report
- 4.5 Other
- 4.6 Legal Items
- 4.7 Information Items
- 4.8 Old Business
- 4.9 Items for Release

Motion 20180306-4.1a

Sanchez "Be it resolved by the Board of Education of School District No. 52
Kuntz (Prince Rupert) that the closed meeting be held and that agenda
items 1 through 9 be approved."

Carried

5. Correspondence

- 5.1 Addressed to the Board
 - 5.1.1 EDI
 - 5.1.1.1 Success by 6, January 22, 2018

Motion 20180306-5.1.1a

Horne "Be it resolved by the Board of Education of School District No. 52
Beil (Prince Rupert) that the correspondence from Success by 6 be
received and filed."

Carried

- 5.2 Copied to the Board
 - 5.2.1 Surveys
 - 5.2.1.1 School District No. 61, February 14, 2018

Motion 20180306-5.2.1a

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the letter from School District No. 61 be received
and filed."

Carried

- 5.2.2 Position Paper
 - 5.2.2.1 PRDTU, February 15, 2018

Motion 20180306-5.2.2a

Horne "Be it resolved by the Board of Education of School District No. 52
Kuntz (Prince Rupert) that the letter from the PRDTU be received and filed."

Carried

Trustees confirmed that the motion to support the Lester Centre should not give the impression to district partners that the Board would make other donations.

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6. Superintendent of Schools' Report

6.1 For Board Information:

6.1.1 Field Trips

The Superintendent presented the list of approved field trips and answered questions from trustees.

6.1.2 Enrolment

The Director of Instruction reported that the district's enrolment at the end of February was 1,965 students, a decrease of 20 from the previous month. The majority of the decrease was at CHSS and Pacific Coast School.

6.1.3 Aboriginal Education Partnership Agreement Annual Report

The Superintendent introduced the District Principal, Aboriginal Education, Roberta Edzerza and teacher James Zlatanov who presented the draft Aboriginal Education Partnership Agreement Annual Report for 2016-17. The final copy will come back to the Board for approval.

Mr. Zalatnov provided the highlights of the report for the Board. The report follows the goals set out in the partnership agreement, starting with language, culture and history. Enrolment in Sm'algyax 11 and 12 continues to increase.

Literacy and numeracy are continuing goals and results in these areas were provided to the Board. The fourth goal focusses on transitions, school completion rates and graduation rates.

"Learning, Knowing, Sharing" is a book on successes for Aboriginal learners in BC. A chapter was written by the Aboriginal Education department.

6.1.4 Cross Boundary

The Superintendent noted that cross boundary requests will not be approved immediately. The expectation is that they will be approved earlier than last year.

6.1.5 Calendar

Motion 20180306-6.1.5a

Horne
Kuntz

"Be it resolved by the Board of Education of School District No. 52 (Prince Rupert) that the School Calendar for 2018-19 with a two week Spring Break be approved."

Carried

The Superintendent reported that he is not able to propose calendars for three years, but he does have an agreement in principle with the PRDTU for a 2018-19 calendar with a two-week Spring Break. Approval of the two-week Spring Break was recommended.

The Director of Instruction presented the results of the survey, which had 702 responses. 71.9% were in favour, while 28.1% preferred a one-week Spring Break. Sample comments from the survey were provided.

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Trustees provided comments on the feedback they have heard and noted their concerns for the impact of the 2 week Spring Break on some support staff employees.

6.1.6 Lester Centre for the Arts

The Superintendent reported that the Lester Centre for the Arts had called to express their appreciation for the \$10,000 commitment and letter of support towards the replacement of the sound system.

6.1.7 Upcoming Projects/Learning

The Superintendent advised that Faye Brownlie was at Conrad leading a primary literacy project.

6.1.8 Other

The Superintendent reported \$5,000 was donated for the breakfast and lunch programs from the Prince Rupert Aboriginal Community Services Society.

The Literacy celebration was held at Rupert Square Mall. Thanks to all the district staff who organized and supported this event. Bill Helin was the keynote presenter.

Recent and planned activities at local schools were highlighted for trustees.

7. Secretary-Treasurer's Report

7.1 Expenditure Statement

The Secretary-Treasurer presented the Expenditure Statement for February 2018 and advised that the statement now reflects the Amended Annual Budget. The Secretary-Treasurer answered questions from trustees.

7.2 Information Technology Report

Motion 20180306-7.2a

Horne
Kuntz

"Be it resolved by the Board of Education of School District No. 52 (Prince Rupert) that staff:

- a) research the use of student personal devices in other school districts;
- b) survey the practices of SD52 staff regarding student personal devices in classrooms;
- c) consider how student personal devices impact learning; and
- d) report back to the Board."

Carried

The Secretary-Treasurer presented the Information Technology Department Report for February 2018.

Trustees discussed the benefits and concerns with the use of student personal devices on the school district Wi-Fi network.

7.3 Operations Department Report

The Secretary-Treasurer presented the Operations Department Report for February 2018 and answered questions from trustees.

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7.4 Kanata School

Motion 20180306-7.4a

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the Chair write a letter to the Mayor and Council of the City of Prince Rupert to express the Board's disappointment that the Kanata property was not successfully rezoned, copied to the MLA."

Carried

The Secretary-Treasurer reported on the end of the current sale agreement because the rezoning of the property could not be achieved. The realtor will be asked to look for other bids for the property.

Trustees expressed their frustration and disappointment that the City of Prince Rupert had not approved rezoning of the property, despite the clear need for additional residential construction in the community.

8. Committee Reports

8.1 Finance & Building Committee (Trustees Beil, Huddlestone, Sanchez)
None.

8.2 Framework for Enhancing Student Learning (Trustees Horne, Sanchez)
Trustee Horne advised that the small Framework Group met twice in February.

8.3 Provincial Council (Trustees Horne, Sanchez)
Trustee Horne reported on his attendance at the Provincial Council meeting on February 16 and 17, 2018. A presentation on the Funding Formula Review process was given to trustees. The new formula is expected to be in place for the 2019-20 school year.

The Financial Health Working Group recommendations were reviewed. There are a number of items which require responses from the Board of Education by June 30, 2018. The binder of information is a good reference source for trustees.

8.4 Aboriginal Education Council (Trustees Beil, Huddlestone)
Trustee Beil reported that the meeting was postponed to March 28, 2018.

8.5 Policy Committee (Trustees Kuntz, Horne)

8.5.1 February 28, 2018 Meeting Minutes
Trustee Horne presented the minutes from the February 28, 2018 meeting.

8.5.2 Policies for Review
8.5.2.1 2330 Service Award Policy
8.5.2.2 4310 Occupational Health and Safety Policy

Motion 20180306-8.5.2a

Horne "Be it resolved by the Board of Education of School District No. 52
Kuntz (Prince Rupert) that the Service Award and Occupational Health and Safety Policies be sent to partner groups for their input."

Carried

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Trustee Horne advised that the Policy Committee recommended these 2 policies be sent to partner groups for their input.

Motion 20180306-8.5.2b

Horne "Be it resolved by the Board of Education of School District No. 52
Kuntz (Prince Rupert) that the Service Award Policy, together with any
comments received from partner groups, be brought to the
April 10, 2018 meeting of the Board of Education."

Carried

Trustee Horne advised that the Policy Committee recommended the Service Award Policy be brought directly back to the Board.

8.5.3 Policies for Approval

8.5.3.1 7110 Trustee Remuneration and Expense Allowance Policy

8.5.3.2 7220 Purchasing and Tendering Policy

Motion 20180306-8.5.3.1a

Horne "Be it resolved by the Board of Education of School District No. 52
Kuntz (Prince Rupert) that the Trustee Remuneration and Expense
Allowance, and the Purchasing and Tendering Policies be
approved."

Carried

Trustee Horne advised that the Policy Committee recommended the approval of these 2 policies. An amendment was made to the Purchasing and Tendering Policy in response to a comment from a partner group. This partner group also suggested the Board confirm the value of contracts that is designated to the Superintendent. The Secretary-Treasurer confirmed that the value of \$250,000 is subject to proper bidding processes having been followed.

8.6 District Technology Steering Committee
None.

(Trustee Horne)

9. Old Business

9.1 Metlakatla Ferry

9.1.1 Metlakatla Governing Council

Motion 20180306-9.1a

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the Superintendent write a letter to the
Metlakatla Governing Council."

Carried

The Superintendent reported that the Metlakatla Governing Council has respectfully requested a letter from the Board, as opposed to holding a meeting as set out in the Board's motion from the September 2017 meeting. Trustees noted the letter should reflect the Board's discussion when debating the 2016-17 Annual Budget.

10. New Business

None.

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11. Information Items

- 11.1 April 26-29, BCSTA AGM
The Chair reminded Trustees to confirm their travel arrangements with the Board Office.
- 11.2 May 16-18, 2018 Carole Fullerton
The Chair noted the Carole Fullerton session in May.
- 11.3 May 21, 2018 Victoria Day
The Chair reminded everyone of the upcoming Statutory Holiday.
- 11.4 May 24-25, 2018 Shelley Moore
The Chair reminded everyone of the Shelley Moore session in May.
- 11.5 June 15, 2018 CHSS Grad
The Chair noted the CHSS Graduation Ceremony date scheduled in June.

12. 10 Minute Question and Answer Period

- Q. How will the donation to the breakfast and lunch program be distributed?
- A. The money will be spent quickly, on non-perishable items, and distributed to the schools.
- Q. Did you know most student access to the Wi-Fi system, and to specific internet sites, is blocked at CHSS?
- A. Thank you.
- Q. Will the Wi-Fi analysis consider the positive and responsible use of technology by students?
- A. Thank you.
- Q. While there are social emotional concerns with the use of technology, did you know that access to current data for school projects, like maps, is enabled with use of technology.
- A. Thank you.
- Q. Does the Board know the responsibilities of Boards for student transportation in the Ministry order? It has been sent in a letter to the Board.
- A. Thank you. The letter will come to the Board in April.
- Q. Why is the Spring break approval for one year, not three?
- A. In order to have three years the PRDTU has to agree, and they only agreed to one year.
- Q. Did you know the All Native Tournament will be voting on the dates for next year's tournament soon.
- A. Thank you
- Q. Can the Spring Break survey be skewed by some parents voting more than once?
- A. If someone uses different devices they can vote more than once.

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13. Adjournment

Motion 20180306-13.1a

Horne "Be it resolved by the Board of Education of School District No. 52
Kuntz (Prince Rupert) that the meeting be adjourned at 8:45 p.m."

Carried

The Chair wished everyone a restful Spring Break.



BCTF

Prince Rupert District Teachers' Union



SD52

PHONE: 250-627-1700 FAX: 250-627-6784 869 FRASER STREET PRINCE RUPERT, BC V8J 1R1

March 2, 2018

Re: Student access to public education

Dear Mr. Minette and Ms. Last,

The PRDTU would like to raise our continued concerns regarding the transportation options for our learners to attend school. As you know, attendance is a key aspect of learner success and greatly valued by all educators. We were disheartened to hear that the school district was no longer in the 'transportation business' when the student location factor funding was made available to a broader range of applications in the spring Budget Consultations of 2016. Though we do agree that the Board is not in any kind of business, it is steward of public education, for the families within SD52, which includes the villages of Hartley Bay, Metlakatla, Port Edward, and Prince Rupert on the traditional and unceded Ts'msyen Territory known as Lax Kxeen.

The Board may be interested in the educational mandate to provide transportation, as per the attached documents, respectfully provided for your consideration:

**STATEMENT OF EDUCATION POLICY ORDER
(MANDATE FOR THE SCHOOL SYSTEM)**

Authority: *School Act*, section 169 (3)

OIC 1280/89 Effective September 1, 1989
Lieutenant Governor in Council Order

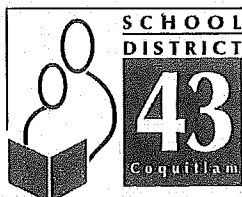
NOTICE: The following order in council is not the official version. To obtain an official version of this order in council please contact the Order in Council Office. Telephone (250) 387-0724, Fax (250) 387-4349.

The Lieutenant Governor, by and with the advice and consent of the Executive Council, orders that the attached statement of education policy for British Columbia be approved.

Government is committed to ensuring that parents in every region of the province have access to quality public schooling for their children. For those students unable to attend school because of remoteness or illness, the province will provide appropriate delivery systems to ensure access to the provincial curriculum.

In an effort to accommodate varying parental and student expectations of school services, public schools, within available resources, will provide parents and students with choice of programs.

Prince Rupert District Teachers' Union



Learning for a Lifetime

550 Poirier Street, Coquitlam, BC Canada V3J 6A7 • Phone: 604-939-9201 • Fax: 604-937-6758

**BOARD OF
EDUCATION**

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February 6, 2018

Ms. Leslie Wallace & Mr. Mauro Comensoli
1840 Broadway Street
Port Coquitlam, BC V3C 2M8
Via email: lesliejwallace@shaw.ca

Dear Ms. Wallace and Mr. Comensoli,

Thank you for your letter of November 23, 2017 requesting input regarding your plans to utilize an existing industrial site and secure a commercial business license for the purpose of producing cannabis for medical purposes. You have asked for our input regarding any concerns we may have "especially those in regards of safety, security, odour control and protection of children".

The Board of Education discussed your letter in a public Board meeting on January 30, 2018. We understand that the location of your proposed commercial business is within 800 metres of an elementary school and three other schools are within a two kilometer distance. We are concerned that the odour could have a detrimental impact on our students focus and attention when school is in session and also during their time outdoors.

The School District will be working closely with our municipalities to request a comprehensive approach to the regulation of cannabis and the location of commercial establishments near schools. We believe the responsibility for the regulation of cannabis production and retail resides with our municipal partners. We further look to the Province to develop guidelines with the input of the K-12 educational sector.

We do appreciate that you have reached out to the School District to seek our input and thank you for that consideration.

Yours truly,

SCHOOL DISTRICT NO. 43 (COQUITLAM) BOARD OF EDUCATION

Kerri Palmer Isaak
Chair, Board of Education

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cc: Board of Education
The Honourable Rob Fleming, Minister of Education
Mayor Richard Stewart, City of Coquitlam
Mayor Greg Moore, City of Port Coquitlam
Mayor Mike Clay, City of Port Moody
Mayor John McEwen, Village of Anmore
Mayor Ralph Drew, Village of Belcarra
BCSTA
Patricia Gartland, Superintendent of Schools/CEO, SD43
Chris Nicolls, Secretary-Treasurer/CFO, SD43



BOARD OF EDUCATION

Delivered via email: K12fundingreview@gov.bc.ca

February 28, 2018

Reg Bawa
Assistant Deputy Minister
Ministry of Education
Government of BC

Dear Assistant Deputy Minister Bawa,

RE: Funding Model Review – Draft Principles Feedback

The Board of Education of School District No. 46 (Sunshine Coast) appreciates the opportunity to participate in the K-12 Funding Model Review. We have discussed the draft principles extensively within our district, as well as had an opportunity to provide feedback through BCSTA Provincial Council.

The commentary from our board can be summed up under the following:

- Equitable: We have concerns with the heading “Equitable”, regarding the bullet which reads “Allocations should result in measured improvements and with demonstrated accountability for results”. What is the accountability measure for results? Funding should be delivered based on student needs, and reflect student learning over student achievement.
- Special Education Funding: School districts in BC spend, on average, double the amount they receive to support students with special needs. Districts do this by using general funding, provided for basic programming, to hire additional special education teaching and support staff. Some districts, such as School District No. 46, have a significantly higher proportion of their students requiring additional supports, which can either place pressure on general operating budgets, or lead to inequitable service levels. The resulting potential for failure in properly serving students with special needs may lead to human rights violations and broader societal costs in the long term.
- New Curriculum: The past funding allocation for focused staff support in curriculum implementation was greatly appreciated. It is important to recognize the direction of the new curriculum focuses on engaging students in *learning*, and will need to be

supported as such in order to support all learners in the dynamic new world. As the new curriculum will continue to that the principles reflect the direction of the new curriculum changes to learning.

- Capital Funding: New, improved processes for accessing capital funding need to be addressed. School districts across the province have aging facilities, many beyond their useful life. Districts are also trying to respond to diverse physical student needs as well as curriculum requests to make buildings more welcoming. Also, as districts endeavor to reduce their carbon footprint, access to capital funding to improve environmental sustainability would be greatly appreciated.

Once again, we would like to reiterate that any funding principles be based on student needs and reflect student learning over student achievement.

Sincerely,



Lori Pratt
Board Chair

cc: Board of Education of School District No. 46 (Sunshine Coast)
Patrick Bocking, Superintendent of Schools
Nicholas Weswick, Secretary-Treasurer
Louise Herle, SCTA President
Janice Budgell, CUPE Local 801, President
Nicholas Simons, MLA, Powell River-Sunshine Coast
All Boards of Education, via BCSTA

March 9, 2018

Independent Review Panel
K-12 Sector Public Education Funding Model Review
K12FundingReview@gov.bc.ca

Panel Members:

The Board of Education for Maple Ridge – Pitt Meadows School District No. 42 is committed to fostering and supporting an inclusive community of learners. Our vision is for every individual to feel valued and for all learners to reach their potential. We value the uniqueness of each individual and provide diverse learning opportunities so that all our learners have the capacity to learn and succeed.

Our board is pleased to offer this written submission in response to the request for feedback on the current funding allocation model. Before we provide our recommendations, however, we would like to outline what we feel should be guiding considerations. Please know the submission has also been endorsed by each of the following education partners – CUPE Local 703, District Parent Advisory Council, Maple Ridge Principals and Vice Principals Association and Student Voice:

- the final formula must support the best possible student outcomes;
- the final formula must be fair and equitable, and not benefit some school districts through the impoverishment of others;
- any changes to the funding formula that will result in additional funding being distributed to some school districts and funding being taken away from others should be phased in over a reasonable number of years and in conjunction with overall increases to education funding;
- adequate funding must be provided to meet the ongoing operating costs of each school district no matter what the final formula looks like.

Responsive

Community Link and Vulnerable Student funding - The current distribution of *Community Link and Vulnerable Student* funding appears to be more historical rather than formula-driven and responsive to school district demographics. Some districts currently receive much more funding per student in these categories than others that, at least on the surface, appear to have similar or greater needs. The current allocation also does not recognize that some districts need to spend operating grant funding on occupational therapy, physical therapy and mental health supports, as such services are not provided by other agencies in the community. Vulnerability is currently assessed using a variety of tools including the *Early Development Instrument (EDI)*, the *Middle Years Development Instrument (MDI)*, the *Social Services Index*, as well as assessments by the Ministry of Child and Family Development and various regional Health Authorities. The Ministry of Education can encourage participation in future EDI and MDI assessments to ensure this data is collected on all school districts in the province.

Recommendation 1: It is recommended that a new formula be created for the distribution of Community Link and Vulnerable Student funding that considers both the overall student population as well as an annual assessment of student vulnerability in each school district.

Annual Facilities Grant Funding – There is an enormous deferred maintenance need in the province that will result in significant longer term capital costs if not addressed in a timely manner.

Recommendation 2: It is recommended the operating portion of the annual facilities grant reflect full lifecycle maintenance cost as identified through the facilities audits conducted by VFA on behalf of the Ministry of Education.

Portable Classrooms – The purchase of portable classrooms to address capacity issues should not require operating funding. The use of operating funds for capital work results in growing districts having to divert precious operating dollars from classrooms where those funds are needed to address student educational needs.

Recommendation 3: It is recommended that capital funding be provided for portable classrooms required for enrolment growth.

Salary Differential – The current formula only recognizes the salary cost differences between the average teacher salary in each school district and the provincial average teacher salary. Cost differentials for other employee groups and benefit cost differentials are not recognized. In recent years, BCPSEA has negotiated provincial benefit plans for support staff and teachers that significantly increased the cost of benefits in our school district. BCPSEA also created regional salary grids for principals and vice principals.

Given that local boards have minimal control over salaries and benefit costs, all cost differentials should be recognized in the new formula.

Recommendation 4: It is recommended that a new salary differential formula be created based on cost differentials for salaries and benefits for all employee groups compared to the lowest school district salaries and benefits in the province.

Funding for Students with Special Needs – For over 25 years, our board has been committed to supporting the full inclusion of our students with special needs by ensuring that levels of support teacher FTE, educational assistant time, and other required resources are adequately funded.

Like other districts in the province, the Maple Ridge – Pitt Meadows School District (SD42) spends a significant amount of money over and above the supplemental funding provided for students in Levels 1, 2, and 3 in order to sufficiently meet the educational requirements of these students. The spending includes funding for educational, medical, behavioral, and physical supports as well as funding for equipment and technology. The loss of the specialized equipment grant in the 2016/17 school year placed the financial burden for funding specialized equipment for students with physical and other challenges on school districts. This new financial burden together with the costs required to support the increasing complexity of students needs is putting significant pressure on our ability to support all students.

In addition to having to cover costs over and above the supplemental allocation for educational supports to students in low incidence (funded) categories, the school district must also provide significant levels of support to some students identified in high incidence (not funded) categories. Some students identified as having mild intellectual disabilities (and who receive no supplemental funding), for instance, exhibit needs similar to students identified as having moderate to severe intellectual disabilities (and who do receive supplemental funding). Often these students would have a very slight IQ difference but their adaptive level of functioning may be quite similar.

The diagnostic criteria currently used in each of the Ministry of Education defined categories assumes that students identified in that category have similar needs. This, however, is not the case. The educational needs of students don't necessarily align with their diagnosis and the needs of students identified in the same category can range from minimal to very significant. An example of this would be students who are identified as having Autism Spectrum Disorder. Students identified in this category with Asperger Syndrome may require minimal intervention to be successful. This intervention may include educational assistant (EA) time to assist with developing visual supports, social skill training and support for self-regulation and organization. Students in the same category with severe autism combined with intellectual and behavioral issues, on the other hand, may require a significant level of support, including two EAs (due to safety issues), a communication device, support from a behavioral specialist, speech and language pathologist, and an occupational therapist. The resulting cost can rise to more than 3 times the supplemental funding amount for that student.

Another example would be students who are identified as having physical disabilities or chronic health impairments. A student with mild cerebral palsy may require minimal support (e.g. assistance with toileting), whereas a student with muscular dystrophy may require extensive support (e.g. support for catheterization, feeding, dressing, two person transfers and academic support). Similarly, students with diabetes may range from needing a check-in 2 times per day to requiring continual supervision due to medical fragility and the need for adherence to the medical parameters around the administration of glucagon.

Recommendation 5: It is recommended that the new funding model for students with special needs move closer to the actual funding required to meet the educational needs of students with special needs. In our school district, moving to this model would also support continued alignment with our restored teacher collective agreement language, which is based on Ministry of Education defined categories.

The following funding model be considered for students identified as having special needs:

1. Remove Low and High Incidence Designations from the funding model.
2. Maintain Ministry Categories based on diagnostic information for most categories (A, B, C, D, E, F, G, K, Q, P).
3. Combine categories R and H into the category Students with Behavioral Needs or Mental Illness, and consequently remove the need for community services currently required for category H. Satisfying this requirement depends on many factors not within the control of the school district, including availability of community supports, length of waiting lists, parents' readiness to access supports, etc. There are students in our district with a category R designation who actually require a much higher level of support than some students identified in category H because they do not have the required community supports.
4. Include a "needs based" framework within each of the categories. This could be based on the Response to Instruction/Intervention framework – universal needs; targeted needs; intensive needs and/or the instructional support planning tools levels; A, B, C minimal needs; moderate needs; intensive needs. The levels would be focused on the actual supports that districts must provide to educate the student effectively, including educational, behavioral, medical, and physical supports, as well as the provision of necessary equipment and technology. The criteria for inclusion in each of these levels would be clearly articulated in order to maintain accountability for services provided.
5. Districts would identify all students in each category in one of the three levels of need.
6. The audit process would move from a focus on paperwork compliance to one based on the provision of educational services aligned with the funding allocation. In order to support districts to more effectively support the inclusion of students with diverse abilities, the audit process could also include research-based quality feedback.

Although this approach would maintain a need for diagnostic assessment, it would move practice from focussing primarily on meeting criteria for designation to a focus on the educational needs of students and would more accurately reflect the true educational costs.

Unique Student Needs – The supplemental funding provided for English Language Learners and Indigenous students allows school districts to provide the necessary supports to these vulnerable populations and should be continued.

Recommendation 6: It is recommended that funding continue to be allocated on a per student basis for English Language Learners and Indigenous students since there are clear differences between districts in each of these categories.

Classroom Enhancement Funding – The restored teacher collective agreement language differs greatly from district to district. Changing the Classroom Enhancement funding formula to a simple student population formula would not address the different costs attributable to districts based on their different agreements. The distribution of funding must match the costs dictated by collective agreements; to do otherwise would be disastrous for those districts that must provide higher levels of funding to meet the terms of their specific agreements.

Recommendation 7: It is recommended that the Classroom Enhancement funding continue to be allocated on an incremental cost basis until there is common province-wide collective agreement language for teachers. It is further recommended that the impact of enrolment changes on the cost related to the implementation of restored collective agreement language be recognized in the annual funding allocations.

Equitable

Base Per Pupil Funding

Headcount Based Funding Grades K-9

The revised provincial curriculum at K to 9 mandates that student learning will be personalized and deliberate connections will be made across the disciplines in order to engage students in learning. The current funding model recognizes that the education of the whole student is our goal, and funding is consequently assigned to each student. We believe that the funding for K to 9 is appropriately structured.

Course-Based Funding Grades 10 to 12

Since the implementation of the current funding formula in 2002, two models were used for allocating funding for grades 10-12.

1. **The original model allocated funding based on student FTE calculated as a base of 0.5 FTE plus course enrolment (4 courses equal 0.5 FTE), to a maximum of 1 FTE per student headcount.**

Under this model, in some schools “spare” blocks were overallocated to students with special needs and to students who were struggling and/or disengaged. The unintended outcome of this system was a much lower school completion rate for vulnerable students.

2. **The current model allocates funding based on student FTE calculated as 0.125 FTE for each course in which a student enrolls, with no maximum FTE per student headcount.**

Under this model, we are encouraging our grade 10 to 12 students to take 8 courses. Some students take more than eight courses; some students take less than 8 courses depending on their particular circumstances. We have encouraged secondary school principals to open more high interest, hands-on elective courses. Our objective is to offer all students authentic opportunities for engagement.

Consistent with our experience under the previous funding model, not all students complete the courses they register in at the beginning of the year. However, the fact that most students are originally enrolled in a full course load allows even our most vulnerable students to have a greater chance to graduate. In addition, the school district must staff schools based on course enrollment at September 30. This staffing cannot be reduced when students decide to drop a course in which they have enrolled.

The success of this model is illustrated through the improvement we have seen in results for our Aboriginal students and students with special needs since we started encouraging grade 10-12 students to take at least 8 courses. Those students who were in grade 10 in 2014/15 form the six year graduation rate of 2016/17. We saw an increase of almost 11.5% in our aboriginal completion rates (from 72% in 2014/15 to 83.5% in 2016/17) and an increase of over 5.2% in our completion rates for students with special needs (from 69% in 2014/15 to 74.2% in 2016/17).

This model also supports students who want to explore courses beyond those required for graduation. Perfect examples are fine arts and sports electives. All interested students can benefit from the richness of these additional offerings.

In our schools we addressed student concerns about preparation, study and planning time by offering “flex” blocks during the school day. Flex blocks ensure all students have time during the school day to meet with their teachers or get assistance, and do not disadvantage vulnerable students.

As we implement the new graduation program, we need to maintain the flexibility of course based funding so that we can grow options in the context of this new, more flexible and holistic curriculum.

Recommendation 8: It is recommended that base per pupil funding be allocated based on student headcount for grades K-9, and based on course-driven FTE calculation for students in grades 10-12. It is further recommended that funding be consistent between school age and adult learners enrolled in the same program.

Distributed Learning - Distributed Learning (DL) programs are critical to providing access to educational programs for many students throughout the province. It should be noted these programs are not always less costly to provide than similar courses offered in other educational settings.

DL courses are a necessary component of our modern school system. Funding for DL needs to be directed at models of DL delivery that offer a high level of student success. In our school district, blended DL models (those that combine in-person teacher support with the flexibility of DL) are more successful than pure DL courses.

Recommendation 9: It is recommended that the basic per pupil allocation for distributed learning students enrolled in blended DL courses be set at the same level as regular school-aged base per pupil allocation.

Adult Graduated Student Funding

Programs for graduated adults are critical to providing access to education upgrading for many students throughout the province but they are no less costly to provide than in other educational settings. In addition providing funding for these students as a supplemental grant means that there is no certainty regarding this funding from year to year.

Adult students who have graduated are not eligible for special needs funding.

For graduated adult students 50% of course funding is based on eligible enrolments reported through 1701 data collection and 50% of course funding is based on course completions reported through SADE data collection. This creates additional operational uncertainty for school districts.

Recommendation 10: It is recommended that the basic per pupil allocation for graduated adult students be set at the same level as regular school-aged base per pupil allocation, and that 100 % of funding be provided based on the graduated adult FTE reported through 1701 data collection , and that the Education Guarantee grant be included in the operating grant for school districts.

Funding Protection, Rural District Base Funding and Geographic Location Factors - It appears funding protection has been extended well beyond what was originally intended in the absence of a formula to ensure an assured minimum level of funding for rural districts. There certainly are minimum costs involved in running any school district. These should be established and some assurance provided to rural districts in particular to ensure their basic costs are covered. Of course the geographic location factor funding should also be continued to address the unique needs of rural and remote operations.

Recommendation 11: It is recommended that funding protection be continued but only if it is phased out over a reasonable number of years, that a minimum level of funding be established for rural districts, and that the geographic location factor be continued.

Stable and Predictable

Administrative Savings Grant - The funding reduction related to the administrative savings requirement of a few years ago was partially reversed in 2016/2017 in the form of a special grant. Administrative savings should be returned to the school districts by reinstating the full operating grant allocation (increase operating grants by \$54 million).

Recommendation 12: It is recommended that the administrative savings line be removed from the operating grant formula by transferring the return of administrative savings grant from a special grant into the operating grant. It is further recommended that the full \$54 million be returned to the operating grant.

Student Transportation Fund – The Student Transportation Fund was introduced in 2016/2017 as a special grant to support the elimination of student transportation fees. If the intention of the Ministry of Education is to mandate student transportation services, a distinct formula for allocating student transportation funding should be developed as part of the operating grant.

Recommendation 13: It is recommended that the Student Transportation Fund be incorporated within the operating grant, and that, if the intention of the Ministry of Education is to mandate student transportation services, a distinct formula for allocating student transportation funding be developed as part of the operating grant.

Pay Equity Grant - The Pay Equity Grant is a legacy grant maintained outside of the operating grant. This grant no longer reflects the cost differential that it was meant to address.

Recommendation 14: It is recommended the Pay Equity grant be incorporated in the operating grant formula and distributed based on a rational allocation formula that reflects the spirit of pay equity.

Support Staff Portion of Learning Improvement Fund Grant - The Support Staff Portion of Learning Improvement Fund Grant was introduced in connection with provincially negotiated collective agreements and is set to expire in 2019. This grant has enabled our school district to increase the hours of work for our Education Assistants and improve the services we provide to students with special needs.

Recommendation 15: Subject to upcoming negotiations with support staff unions, it is recommended the \$20 million support staff portion of the Learning Improvement Fund grant be incorporated in the operating grant formula as part of increased allocations for students with special needs. (see recommendation 5)

Inflation and identifiable increased costs - School districts do not have taxing authority and, therefore, do not have the ability to increase revenues to respond to increasing costs. The provincial government must do that for Boards of Education. Instead, we have continued to experience government surprises like the recently announced Employer Health Tax for which no additional funding has been announced. This has been added to normal inflationary pressures, including exempt staff wage increases which also were not addressed in the recent budget. Without additional funding districts are required to absorb these costs, which necessarily results in cuts to educational services for students. This has been one of the most consistent recommendations of the Select Standing Committee on Government Services and Finance, to ensure adequate funding is provided in the provincial budget for Boards of Education to cover increasing costs which are not within their mandate or authority to control. Unfortunately, the recommendation seems to have been ignored by both the previous and current provincial government.

Recommendation 16: It is recommended the provincial government provide funding to offset increased costs like the employers health tax and cover unfunded inflationary costs like provincially negotiated benefit plan cost increases.

Recommendation 17: It is recommended that the provincial government prepare a three year rolling operating and capital budget that addresses inflationary pressures and anticipated cost increases, making commitments for funding in advance so districts can plan accordingly.

Flexible

Operating Funding – Create flexibility by providing more funding through the operating grant and less funding that is targeted or distributed through special grants that are uncertain from year to year. Several of the previous recommendations address this approach.

Transparent

The current funding formula is very complex and not easily understood by the public or even by people within the K-12 system. We believe that for an operating grant formula to be transparent, it needs to be understandable and understood by its users and the public.

Recommendation 18: It is recommended that the new funding model be developed and documented in a way that ensures clarity and understandability on the part of the users and the public.

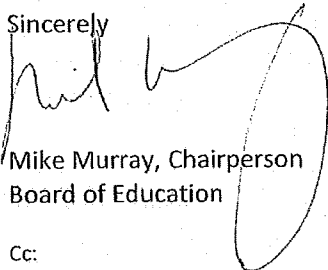
Accountable

A three year rolling budget and the reduction of targeted grants in favour of greater operating grant funding would likely be more efficient and simplify the budgeting and reporting requirements. Whatever practices are adopted, compliance audits will still be required.

Recommendation 19: It is recommended that the compliance audit program be updated to reflect any changes implemented through the new funding formula.

Thank you for your time and for considering our recommendations.

Sincerely,



Mike Murray, Chairperson
Board of Education

Cc:

Board of Education, School District 42 - Maple Ridge and Pitt Meadows
The Honourable Rob Fleming, Minister of Education
The Honourable, Carole James, Minister of Finance
The Honourable Lisa Beare, Minister of Tourism, Arts and Culture
Mr. Bob D'Eith, MLA
Ms. Sylvia Russell, Superintendent of Schools
Ms. Flavia Coughlan, Secretary Treasurer
Ms. Cathie Watkins, President Maple Ridge Principals and Vice Principals Association
Mr. George Serra, President, Maple Ridge Teachers Association
Ms. Leslie Franklin, President, CUPE local 703
Ms. Kim Dumore, Chair, District Parent Advisory Council
Student Voice
Mr. Gordon Swan, President, BCSTA
All Boards of Education



March 16, 2018

Ref: 201341

Chris Trumpy
2083 Neil St
Victoria, V8R 3E1
Email: cmtrumpy@shaw.ca

Dear Chris:

As you know, Government is committed to ensuring British Columbia's education system receives stable and predictable funding. On behalf of the Minister of Education, I am pleased to welcome you as Chair of the Independent Review Panel for the K-12 public sector funding model review. The term for panel members is February 22 to August 31, 2018.

The Independent Review Panel will be tasked with providing the Minister of Education with a final report and recommendations for a new funding model in the summer of 2018. The recommendations will be based on input from the K-12 education sector, gathered through regional working sessions, one-on-one engagement with key sector stakeholder organizations, and written submissions. The Ministry of Education will support you by carrying out research and analysis as directed, in addition to providing the results of cross-jurisdictional research, input from Ministry subject-matter experts, stakeholder feedback, Technical Review Committee advice, supporting analytics and the results of two sector surveys.

The specific duties of the Independent Review Panel include:

1. Review and provide feedback on a discussion paper and supporting materials as required;
2. Refer to the Ministry discussion paper at stakeholder events, including: regional technical working sessions, one-on-one meetings, and sector events (e.g. AGM, conferences) between early March and late May 2018, including regional travel where necessary;
3. Liaise with Ministry communications department on media enquiries;
4. Work with key K-12 sector stakeholder groups as needed, to be identified in collaboration with Ministry staff;
5. Work with Ministry staff to gather appropriate data, analytics and research to support their deliberations on the discussion paper;
6. Work with Ministry staff to support the development and consideration of options;
7. Brief senior Ministry executive on engagement activities if/when required; and
8. Develop and present the Minister a final paper including recommendation(s) for the funding allocation system.

.../2

The Independent Review Panel will be able to draw on the support of Ministry staff, if required. This may include arranging meetings, providing data, analytics, and modelling, organizing travel, drafting documents, and assisting with communications. The key contacts for the Panel within the Ministry of Education, Resource Management and Executive Financial Office, are as follows:

- Primary – Executive Director, Sector Resourcing and Service Delivery Branch
- Secondary – Director, Funding and Allocation

Travel and meal expenses will be covered in accordance with government policy. All expenditures and resourcing requests must be routed through Ministry staff and approved by the Ministry of Education.

On behalf of the Minister, thank you for supporting the review of BC's education funding system to help continue improvements of student outcomes.

Sincerely,



D. Scott MacDonald
Deputy Minister

pc: Reg Bawa, Assistant Deputy Minister, Resource Management and EFO Division
 Kim Horn, Executive Director, Sector Resourcing and Service Delivery Branch
 Gordon Swan, President, B.C. School Trustees Association
 Tom Longbridge, President, B.C. School Superintendents Association
 Patti Dundas, President, B.C. Association of School Business Officials



British Columbia
School Trustees
Association

February 28, 2018

The Honourable John Horgan, M.L.A.
Premier of British Columbia

Re: Report resulting from Status Check on Rural Education

Dear Premier,

On behalf of the nine member boards of the Thompson Okanagan Branch of BCSTA, I am requesting that you release the full report on rural education resulting from the Status Check on Rural Education.

Linda Larson, former Parliamentary Secretary for Rural Education, spent several months and considerable money touring the province "...seeking public input on rural education as part of a strategy...to better understand the needs of students, parents, schools and communities in rural B.C." Thompson Okanagan Branch Trustees and staff attended regional meetings and spent numerous hours providing feedback to Ms. Larson, both collectively and individually. In addition, many parents, students and community members took the time to attend regional meetings and spent hours providing thoughtful input to the online discussions. Asking the public to take part in these consultations and then deciding against sharing any of the results is not in keeping with the "open and accountable" governance structure your party campaigned on.

In a September 6, 2017 article in the Oliver Chronicle, when asked about the report, Minister Fleming said that he had seen a summary of the report and that "...we'll certainly take what is useful and put it into the overall comprehensive funding formula review...". How will the public know that? By burying this report, your government has undermined accountability and transparency for those who are educated, work and live in rural communities.

2015/16 was a very tumultuous time for districts in our branch. The request from the Ministry for input on rural education was seen as a step forward toward understanding the issues around keeping rural schools open and rural communities viable.

Premier Horgan, it is disappointing that this report, which was shaped by, and belongs to the people of B.C., has been hidden from the people. One must wonder what conclusions were drawn that you and your government feel the electorate is unable to handle. Once again, I ask you to have faith in people of B.C. and release the report.

Sincerely,

Ginny Manning

President, Thompson Okanagan Branch

CC Honourable Rob Fleming, Minister of Education
 Honourable Carole James, Minister of Finance
 BCSTA
 All Boards of Education c/o BCSTA
 MLA Dan Ashton
 MLA Doug Clovechok
 MLA Eric Foster
 MLA Greg Kylo
 MLA Linda Larson
 MLA Norm Letnick
 MLA Peter Milobar
 MLA Ben Stewart
 MLA Todd Stone
 MLA Jackie Tegart
 MLA Steve Thomson



British Columbia
School Trustees
Association

March 1, 2018

Mr. Gordon Swan
President
British Columbia School Trustees Association

Re: Report resulting from Status Check on Rural Education

Gordon
Dear President Swan,

At the February 24, 2018 meeting of the Thompson Okanagan Branch, trustees passed the following motion:

MOTION: That the Thompson Okanagan Branch request that the BCSTA set up a meeting with the Premier to discuss release of the Rural Education Report.

Branch members are very concerned that the report coming from the Status Check on Rural Education is now held by Cabinet and will not be released to the public and is no longer available to FOIPOP.

In a September 6, 2017 article in the Oliver Chronicle, when asked about the report, Minister Fleming said that he had seen a summary of the report and that "...we'll certainly take what is useful and put it into the overall comprehensive funding formula review...". How will the public know that? By burying this report, the government has undermined accountability and transparency for those who are educated, work and live in rural communities.

2015/16 was a very tumultuous time for districts in our branch and for others around the province. The request from the Ministry for input on rural education was seen as a step forward toward understanding the issues around keeping rural schools open and rural communities viable.

The November 21, 2016 Ministry of Education News Release said that the final report will include an integrated rural education strategy and recommendations for the future informed by all the feedback received through the regional meetings, formal submissions from Stakeholder groups and online discussions. The report was meant to be a public document and trustees believe the information contained in the report would be of value to all stakeholders.

We are hopeful that you will be able to meet with the premier and relay our concerns to him at that time.

Sincerely,

Ginny Manning
President, Thompson Okanagan Branch

Cc All Boards of Education c/o BCSTA



SCHOOL DISTRICT NO. 53
(OKANAGAN SIMILKAMEEN)

Box 1770, 6161 Okanagan Street
Oliver BC V0H 1T0
Phone: 250-498-3481
Fax: 250-498-4070
Website: www.sd53.bc.ca

March 2, 2018

The Honourable John Horgan
Premier of British Columbia
PO Box 9041, STN PROV GOVT
Victoria, B.C. V8W 9E1

via email: premier@gov.bc.ca

Dear Premier Horgan:

Re: Release of Rural Education Report

I am writing on behalf of The Board of Education of School District No. 53 (Okanagan-Similkameen) to respectfully request the immediate release of the Rural Education Report that was completed under the guidance of MLA Linda Larsen in the spring of 2017.

Releasing this report to school districts and to the public ensures transparency of the work and respects the time boards, staff and individuals made to contribute to telephone conversations, in-person discussions and on-line submissions. We valued the process and have been waiting on the results.

Sincerely,

Robert Zandee
Chair
Board of Education of
School District No. 53 (Okanagan Similkameen)

cc. Minister of Education
MLA Boundary-Similkameen
BCSTA
Board
Bev Young, Superintendent
Oliver Chronicle
Indo Okanagan Times
Keremeos Review
Oliver Daily News
Osoyoos Times
Penticton Western News
Skaha Matters
Osoyoos Today
Okanagan News
EZ Rock
Town of Oliver
Town of Osoyoos
Castanet
Regional District of Okanagan-Similkameen
CAO Keremeos



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 67 (OKANAGAN SKAHA)**

425 Jermyn Avenue
Penticton, BC, Canada V2A 1Z4

Telephone: 250-770-7700
Fax: 250-770-7722
E-mail: Ivanalphen@summer.com
Website: www.sd67.bc.ca

Office of the Chair of the Board

File No.: 00480-20
OPR: SECTR

March 5, 2018

The Honourable Rob Fleming
Minister of Education
PO Box 9045 Stn Prov Govt
Victoria, BC
V8W 9E2

Dear Minister Fleming,

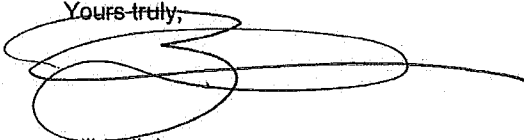
Re: Results from the Rural and Remote Education Review

At the regular meeting of the Board of Education of School District No. 67 (Okanagan Skaha) held on February 26, 2018, the board discussed the withholding of the results from the Rural and Remote Education Review.

After a turbulent year in 2015-16, the Board saw the request by the Ministry for input on rural education as a positive step toward understanding the issues related to keeping rural schools open and rural communities viable. Linda Larson, former Parliamentary Secretary for Rural Education, then spent several months and considerable money touring the province "...seeking public input on rural education as part of a strategy...to better understand the needs of students, parents, schools and communities in rural B.C." Boards of Education, staff, parents, students and community members took the time to attend regional meetings and spent hours providing thoughtful input to the online discussions. When asked about the report, your comments were that you had seen a summary of the report and that "...we'll certainly take what is useful and put it into the overall comprehensive funding formula review...". The results of this report are owned by the citizens of British Columbia, not the government. Asking the public to take part in these consultations and then not sharing any of the results does not demonstrate "openness and accountability" toward those you serve.

The Board of Education of School District No. 67 (Okanagan Skaha) formally requests the release of the Rural and Remote Education Review which frankly belongs to the people of British Columbia.

Yours truly,


Bill Bidlake
Chair
Board of Education

cc. All Boards of Education c/o BCSTA

March 5, 2018

The Honourable John Horgan
Premier of British Columbia
PO Box 9041, STN PROV GOVT
Victoria, B.C. V8W 9E1
premier@gov.bc.ca

Dear Honourable John Horgan:

Re: Release of Rural Education Report
Our File Number: COR-568

I am writing on behalf of the Town of Osoyoos to respectfully request the immediate release of the Rural Education Report that was completed under the guidance of MLA Linda Larsen in the spring of 2017.

Releasing this report to school districts and to the public ensures transparency of the work and respects the time boards, staff and individuals made to contribute to telephone conversations, in-person discussions and on-line submissions. We valued the process and have been waiting on the results.

Yours truly,


Sue McKortoff
Mayor

SM/dc

cc: Minister of Education
MLA Boundary-Similkameen
BCSTA
Board
Bev Young, Superintendent
Oliver Chronicle
Inno Okanagan Times
Keremeos Review
Oliver Daily News
Osoyoos Times
Penticton Western News
Skaha Matters
Osoyoos Today
Okanagan News
EZ Rock
Town of Oliver
Town of Osoyoos
Castanet
Regional District of Okanagan-Similkameen
CAO Keremeos



BOARD OF EDUCATION

*Chair: Edith Loring-Kuhanga Vice-Chair: Tom Ferris
Trustees: Elaine Leonard, Diane McNally, Deborah Nohr, Peg Orcheron
Rob Paynter, Jordan Watters, Ann Whiteaker*

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
556 BOLESKINE ROAD, VICTORIA, BC V8Z 1E8
PHONE (250) 475-4106 FAX (250) 475-4112**

March 1, 2018

via email: educ.minister@gov.bc.ca

The Honourable Rob Fleming
Minister of Education
PO Box 9045, STN PROV GOVT
Victoria, BC V8W 9E2

Dear Minister Fleming:

The Board of Education of School District No. 61 (Greater Victoria) is writing to express concern regarding the cost implications of the recently announced employer health tax.

Our school district has faced funding pressures for many years and has had to make numerous challenging budget decisions. Upon your appointment as Minister of Education, we were encouraged to see that three of the priorities for the Ministry of Education included enhancement to K-12 education funding, additional annual funding for school supplies and the development of a stable and sustainable model for the K-12 education system.

The 2018 Provincial budget included the elimination of medical services plan premiums effective January 1, 2020 and the introduction of an employer health tax based on 1.95% of payroll effective January 1, 2019. While our Board will see a savings of approximately \$500,000 for the current school year, our Board wishes to bring to your attention that the employer health tax will result in an estimated increased cost to the school district of \$500,000 in 2018/2019, \$1,500,000 in 2019/2020 and an ongoing cost of \$1,000,000 in 2020/2021.

Given your Government's commitment to public education we are requesting that the increased costs associated with the new tax be funded. We also understand that you have indicated in the media that you are examining the issue and are hopeful that the impact can be mitigated. While our District is anticipating being able to balance our budget for the 2018-19 school year we still have areas that require reinvestment to support our students. We are particularly focused on the areas of inclusive education, mental health and operations and maintenance. The impact of the new tax will lessen our ability to address these areas.

We thank you for your consideration and look forward to the matter being addressed in the near future.

Yours truly,

A handwritten signature in black ink, appearing to read "Edith Loring-Kuhanga".

Edith Loring-Kuhanga
Board Chair

cc: Board of Education
Piet Langstraat, Superintendent of Schools
Mark Walsh, Secretary-Treasurer
GVSD Partner Groups
BC School Boards, c/o BCSTA
Local Media

March 2, 2018

The Honourable Rob Fleming
Minister of Education
PO Box 9045, Stn. Prov. Govt.
Victoria, BC
V8W 9E2

Dear Minister Fleming,

At the public meeting of February 28, 2018 the Board of Education School District No. 38 Richmond unanimously resolved to bring to your attention our extreme concern and disappointment over the new Employer Health Tax recently announced with the Provincial Budget that will impact most businesses including school districts. The implementation of this new payroll tax of 1.95% of total payroll costs effective January 1, 2019, will result in an incremental cost increase of \$1.5 million to our school district for 2018/2019 and \$3 million for 2019/2020. This announced new tax will effectively reduce services and resources to our classrooms and students.

School districts should either be exempted from this tax or alternatively additional funding should be provided by the Ministry of Education. Either of these options would ensure that our school district's limited resources and budget are not reduced and educational services to our students are not impacted. We respectfully request that the provincial government consider exempting school districts from this new tax or alternatively provide additional ongoing funding to cover the increased costs to school districts.

Sincerely,



Dr. Eric Yung, Chairperson
On Behalf of the Board of Education (Richmond)

Cc Trustees
Superintendent of Schools
Secretary Treasurer
Richmond MLAs
Minister of Finance
House Leader, Official Opposition
Education Critic, Official Opposition
BCSTA - For Distribution

Board of Education:

Eric Yung - Chairperson
Sandra Nixon - Vice Chairperson
Ken Hamaguchi Jonathan Ho Donna Sargent
Debbie Tablotney Alice Wong



BCTF

British Columbia Teachers' Federation A Union of Professionals
100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 bctf.ca
604-871-2283 1-800-663-9163

Executive Offices fax: 604-871-2290

By email: educ.minister@gov.bc.ca

March 8, 2018

Honourable Rob Fleming
Minister of Education
Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Fleming:

On behalf of the 43,000 members of the BC Teachers' Federation, I am writing to express our support for the elimination of the MSP. The BCTF, like other organizations, has long been calling for the elimination of the MSP, and overall we support the government's plan to eliminate the MSP and move to a fairer Employers Health Tax.

Many good employers in the public sector and private sector have been paying their employees' MSP premiums, but families without that coverage struggled under years of increases under the previous government. School districts struggled with MSP in the past too when the BC Liberal government would increase the rate and not fund the difference.

So what we need now is the new government to fund the difference between the old MSP and the new payroll tax. The key here for the government to act fast and provide the certainty to school districts that the extra cost (if any) will be covered.

Next week, the Ministry of Education will tell school districts what their block funding grant will be for the 2018–19 school year—which includes six months of 2019 when there is the 50% MSP rate and the new Employers Health Tax. Boards of education will be setting their budgets, as required by law, by April 30 of this year. So, there is only about six weeks to get this sorted out.

I know the last thing this new government wants to do is repeat mistakes of the past—like downloading unfunded costs to school district. Given the underfunding by the previous government, further unfunded costs only lead to cuts to services for students. While we appreciate that the move from the MSP to the Employers Health Tax will have implications across all public services, given the timing of boards of education approving budgets for the 2018–19 school year, it is important for government to provide the certainty school districts need to keep improving after so many years of BC Liberal cuts.

Yours truly,

Glen Hansman
President

GH:vw:tfeu

pc: Carole James, Minister of Finance and Deputy Premier



Vancouver Island School Trustees' Association (VISTA)

c/o School District 69 (Qualicum); PO Box 430; Parksville, BC; V9P 2G5

March 16, 2018

Honourable Rob Fleming
Minister of Education
1020 Hillside Avenue
Victoria, BC V8T 2A3

via e-mail: EDUC.Correspondence@gov.bc.ca

Dear Minister Fleming:

On behalf of the members of the Vancouver Island School Trustees' Association (VISTA) I want to thank you very much for attending the VISTA 2018 Spring Conference in Victoria on March 2nd.

VISTA members appreciated hearing from you on the budget and the various education issues that are so important to Boards of Education in knowing how best to support their districts to enhance student learning. Trustees also greatly appreciated your taking questions at the end of your remarks.

During the business meeting portion of the conference held on Saturday, March 3rd, trustees passed the following motion:

THAT the President of the Vancouver Island School Trustees' Association be requested to write a letter to the Minister of Education to express grave concern over the imposition of the payroll tax on school districts and;

THAT, as per the Minister's invitation on March 2nd, express Boards' interest to work with the Ministry of Education to find a quick resolution to ensure no education dollars are used for such a tax and;

THAT the Ministry of Education work to ensure school districts are exempt from the payroll tax.

As you have already heard from our provincial organization, this payroll tax will have substantial financial implications for districts who have been struggling for the past 10 years to maintain excellent learning environments for students with inadequate funding by the previous government. You have always been a strong advocate for public education and we urge you to work with BC Boards of Education to ensure that school districts are exempt from this new tax so that no education dollars have to be redirected to cover that cost.

Sincerely,

Eve Flynn, President

cc: VISTA Members
Gordon Swan, President, BCSTA

SD61 (Greater Victoria)
SD62 (Sooke)
SD63 (Saanich)
SD64 (Gulf Islands)
SD68 (Nanaimo-Ladysmith)
SD69 (Qualicum)

SD70 (Alberni)
SD71 (Comox Valley)
SD72 (Campbell River)
SD79 (Cowichan Valley)
SD84 (Vancouver Island West)
SD85 (Vancouver Island North) Page 37 of 65

Ken Minette

From: Shane Coutlee <coutlee@me.com>
Sent: March-04-18 9:37 PM
To: Ken Minette; Tina Last
Subject: Executing Quality District Aboriginal Education Programs
Attachments: Quality Outcomes for District Aboriginal Programs.pdf

Greetings Mr. Minette and Ms. Last,

I am an Aboriginal Education Professional who brings to the table a diverse combination of experience and credentials that is not commonly found collectively with one individual. I have been a public school classroom teacher, a K-12 Indigenous Counsellor/Advisor in a public school district, a public high-school administrator, a Board of Governor for BC's only Public Indigenous Post-Secondary Institute, a Director of Education for a BC Indian Band, a Board Member appointed via BCR to BC's First Nations Education Steering Committee, and an Indigenous Capacity Building Consultant working at high-level engagements of discussion with Chief and Councils, School Districts, Provincial Government officials, and Federal Government officials.

My skill-sets provide value to all levels of Aboriginal Education (K-12 and Post-Secondary); creating strategic results-based initiatives to increase the standards of self-sufficient futures for Aboriginal Learners. Please find attached a brief letter stating a timely opportunity for your District along with a CV providing evidence of my diverse background to support the content of the letter.

Once you have had time to both review and reflect let's arrange a time to connect over the phone where I can both answer any immediate questions of this material and provide an overview of what a strategic results-based process for your District would entail.

Thank you for both your time and consideration.

In The Spirit Of Meaningful Success,

Shane Coutlee
Cell: 250.804.3096
Email: coutlee@me.com
Twitter: @ShaneCoutlee
LinkedIn: Shane Coutlee
www.ShaneCoutlee.com

"If you can imagine it, you can achieve it...if you can dream it, you can become it" — William Arthur Ward



March 5, 2018

Ref: 201128

VIA MAIL

To: All Board Chairs

RE: 2016/17 Service Delivery Initiative Annual Report

Dear Colleagues,

We are pleased to present the 2016/17 Service Delivery Initiative Annual Report. The Annual Report highlights key accomplishments and successes achieved by the Service Delivery Initiative in the 2016/17 school year, which saw many opportunities transition to a second year of operations. Many key opportunities that were implemented in the 2015/16 school year – for example, the Employment Practices Liability Program, BC Education Marketplace, and Attendance Support and Wellness Initiative – have continued operations or have been refined through evaluations. Meanwhile, new work through pilot projects in the areas of transportation, energy management and HR/payroll were initiated. The report provides a comprehensive update on all of these opportunities, including the benefits achieved.

The Annual Report has been reviewed and endorsed by sector and partner organizations, including the BC School Trustees Association, BC School Superintendents Association, BC Association of School Business Officials and BC Public School Employers' Association, as well as the Service Delivery Steering Committee.

A hard copy of the Report is enclosed and can also be found on the [Service Delivery Initiative website](#).

Thank you for your continued interest in and support of this initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "Reg Bawa".

Reg Bawa
Assistant Deputy Minister
SDSC Co-Chair

A handwritten signature in black ink, appearing to read "Greg Frank".

Greg Frank
Secretary-Treasurer, SD36 (Surrey)
SDSC Co-Chair

Enclosure: 2016/17 Service Delivery Initiative Annual Report



School District No. 8 (Kootenay Lake)

Board Chair

570 Johnstone, Nelson, B.C. V1L 6J2

Telephone: (250) 352-6681 Fax: (250) 352-6686

Toll Free: 1-877-230-2288 Web: www.sd8.bc.ca

Academic Success ♦ Creativity and Imagination ♦ Citizenship ♦ Resiliency

March 9, 2018

Ministry of Social Development
and Poverty Reduction
PO Box 9058 Stn Prov Govt
Victoria BC V8W 9E2

BY E-MAIL: SDSI.minister@gov.bc.ca

ATTENTION: Minister Simpson

Dear Sirs:

RE: BC Poverty Reduction Strategy

Over the past several years our board, and the communities we serve have been discussing and working on strategies to reduce the impact of poverty on the students of School District 8 (Kootenay Lake). We welcome the opportunity to contribute to the planning of a comprehensive poverty reduction strategy for British Columbia.

On January 23, 2018 our Education Committee of the whole met to present ideas to be included in the plan consultation.

The committee, whose membership is made up of Trustees, Senior Administration, Parents, Teachers, Support Staff, and School Principals were joined by community members working on poverty reduction and students. The committee and guests compiled and prioritized the following responses to the questions posed.

WHAT DOES SUCCESS LOOK LIKE IN A BC POVERTY REDUCTION STRATEGY?

A successful poverty reduction strategy for BC should remove barriers to accessing education and create opportunities for lifelong learning. All citizens should have access to appropriate housing and nutrition, and social structures should be in place to protect the most vulnerable. A community without poverty is one where all citizens have strong social connections, feel valued and are able to participate and contribute.

.../2

WHAT DO YOU THINK ARE THE BEST WAYS TO REDUCE POVERTY IN BC?

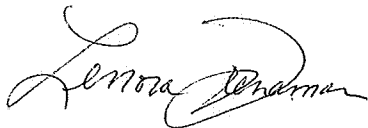
- Maintain and improve an accessible, innovative public education system
- Remove barriers to accessing education and create opportunities for lifelong learning for all citizens
- Develop a Universal Childcare Program
- Understand poverty as a systematic issue rather than an individual issue
- Revise the tax system to create a more equal distribution of wealth
- Raise minimum wage
- Introduce a universal minimum income level
- Encourage policies that support human rights and gender equity

WHAT CAN WE DO AS A PROVINCE, A COMMUNITY OR AS INDIVIDUALS TO REDUCE POVERTY AND CONTRIBUTE TO ECONOMIC AND SOCIAL INCLUSION?

- Create and adopt policies that create a more even distribution of wealth
- Stop viewing poverty as a "moral" issue
- Education – community based, inclusionary, mental health, financial literacy
- Increase community connectedness and engagement with a focus on youth

Yours truly,

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)



Lenora Trenaman
Board Chair
ltrenaman@sd8.bc.ca

cc: BCSTA and BC Board of Education
Minister of Education – Rob Fleming
MLA Michelle Mungall
MLA Katrina Conroy
Parliamentary Secretary for Poverty Reduction – Mable Elmore



British Columbia
School Trustees
Association

March 16, 2018

The Honourable Rob Fleming

Minister of Education

PO Box 9045, Stn Prov Govt

Victoria, BC V8W 9E2

Dear Minister Fleming,

RE: A new Ministry of Education Strategic Plan for Aboriginal Education

Let me first begin by commending the day-to-day work of Deputy Minister Scott MacDonald and his team regarding Aboriginal Education. Not a meeting goes by without the Deputy Minister noting the need for equity of results for ALL students in BC as well as the shared responsibility with school districts to ensure our students of Aboriginal descent are provided realistic opportunities for success no matter where they reside or attend school. Initiatives such as the new equity scan for school districts will be of great assistance in making this happen.

I do, however, want to bring to your attention BCSTA's desire to see an overarching, long-range strategic plan for Aboriginal Education brought into place as soon as possible. In November 2015, the Office of the Auditor General for BC released its report on Aboriginal education for the province, and we all committed to fulfilling the identified goals, including a unified approach to addressing concerns and targets. While we applaud the current work being done at both the provincial and local levels, we believe Aboriginal students will be best served by a comprehensive plan that guides all parties both now and into the future. It is the long-range vision, unifying goals and accountability found in a well-focused strategic plan that our members are looking for.

BCSTA is committed to working with you and our other education partners to bring such a plan into place in the near future. We acknowledge the work already done in this regard as well as your desire to establish a fresh approach reflective of your government's commitments. Please call on us to work with you to ensure a visionary strategic plan for Aboriginal Education is launched as soon as reasonably possible.

Sincerely,

A handwritten signature in black ink, appearing to read "G B Swan", written in a cursive style.

Gordon Swan

President

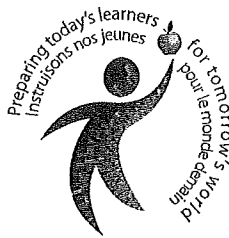
BC School Trustees Association

cc: Scott MacDonald, *Deputy Minister of Education*
BCSTA Member Boards of Education

www.bcsta.org
bcsta@bcsta.org

t 604 734 2721
f 604 732 4559

4th Floor - 1580 W. Broadway
Vancouver, BC V6J 5K9



SCHOOL DISTRICT No.69 (QUALICUM)

March 19, 2018

Board of Education and Senior Staff
School District 75 (Gold Trail)
PO Box 250, 400 Hollis Road
Ashcroft, BC V0K 1A0

Dear Trustees/Senior Staff:

The Board of Education of School District 69 (Qualicum) would like to commend the work your district has undertaken to stimulate conversation with your campaign 'Got Privilege?'

There is wide spread acknowledgement that the colour of someone's skin and ethnicity can create barriers in our society. It is a natural extension of this discussion to acknowledge that others have benefitted because of their skin colour.

Though this campaign may have stimulated some uncomfortable discussion, it is a role for school boards to embrace these powerful foundational issues and provide the platform for debate for our young critical thinkers. It helps create the space for individuals to reflect on their own roles and how best we can address racism, both collectively and individually.

Thank you for being Leaders in Learning.

Yours truly,

Eve Flynn
Board Chair

c: Rollie Koop, Superintendent of Schools
Gillian Wilson, Assistant Superintendent of Schools
BC Boards of Education (via BCSTA)

File: 0530-01

SUPERINTENDENT OF SCHOOLS REPORT
TO BOARD OF SCHOOL TRUSTEES

Tuesday, April 10, 2018

6.1 For Board Information:

6.1.1 Field Trips Approved

	School	Dates	Grade	# School Days	Purpose
1.	CHSS	Feb. 27 – March 4	9-10	4	Basketball Provincials, Vancouver
2.	CHSS	March 6 - 11	10-12	4	Sr. Boys AA Provincials, Langley
3.	Port Edward	March 26	3-5	1	Outdoor Sports, Shames
4.	CHSS	April 9-11	10-12	3	Doors Open to Technology, Vancouver
5.	PRMS	April 13	6-8	1	Pacific Northwest Music Festival, Terrace
6.	CHSS	April 26 – 29	9-12	2	Drama Festival, New Westminster

6.1.2 Enrolment

(A. Samoil)

6.1.3 Upcoming Project/Learning

6.1.4 Other

School District No. 52
EXPENDITURES BY PROGRAM AT MARCH 31, 2018
(Fund-Function-Program)

Fund : 0 Operating

PR	TITLE	MAR	YEAR TO DATE	ENCUMBERED	FULL YEAR BUDGET	AVAILABLE	PERC
Function : 1 Instruction							
02	Regular Instruction	1,129,104.62	8,061,962.20		11,727,415	3,665,453	31
03	Career Preparation	8,220.94	58,753.63		92,537	33,783	37
07	Library Services	35,954.21	257,068.73		389,693	132,624	34
08	Counselling	40,624.51	293,834.84		433,722	139,887	32
10	Special Education	328,026.95	2,419,082.49		3,753,176	1,334,094	36
30	English Language Development	14,372.71	99,812.46		151,105	51,293	34
31	Aboriginal Education	104,566.92	949,715.24		1,631,721	682,006	42
41	Business Admin	132,502.55	1,129,233.30		1,542,822	413,589	27
TOTAL FOR Function - 1		1,793,373.41	13,269,462.89	0.00	19,722,191	6,452,728	33
Function : 4 District Administration							
11	Education Admin	27,613.36	260,255.60		393,319	133,063	34
40	Governance	8,568.78	107,891.40		153,718	45,827	30
41	Business Admin	114,805.59	832,385.70		1,166,388	334,002	29
TOTAL FOR Function - 4		150,987.73	1,200,532.70	0.00	1,713,425	512,892	30
Function : 5 Maintenance & Operations							
41	Business Admin	14,416.95	190,355.32		295,390	105,035	36
50	Plant Maintenance	195,588.85	2,137,317.25	1,122.74	2,722,601	584,161	21
52	Maintenance Of Grounds	20,244.54	74,014.11		112,208	38,194	34
56	Utilities	41,894.61	297,329.82		533,923	236,593	44
TOTAL FOR Function - 5		272,144.95	2,699,016.50	1,122.74	3,664,122	963,983	26
Function : 7 Transportation							
41	Business Admin	290.51	2,519.41		3,358	839	25
70	Student Transportation	15,364.54	209,207.60		328,319	119,111	36
TOTAL FOR Function - 7		15,655.05	211,727.01	0.00	331,677	119,950	36
TOTAL FOR Fund - 0		2,232,161.14	17,380,739.10	1,122.74	25,431,415	8,049,553	32
GRAND TOTAL		2,232,161.14	17,380,739.10	1,122.74	25,431,415	8,049,553	32

Monthly Report to the Board

March 2018

- There was one major network disruption during the month of March due to a power failure that lasted approx. 2 hours. As a result, all network resource shut down after the UPS batteries depleted. Network resources were restored approx. 1 hour after the power was restored
- A schedule has not been set for the next phase of the bandwidth upgrades for PCS, PRMS and CHSS
- Upgrading of all district computer to Windows 10 continues
- There are currently about 40 open tickets; these tickets vary from password resets, to creating new users, printing problems, mail problems, and various other day to day issues.
- Work is still ongoing upgrading the district's WIFI system. CHSS is now complete all old radios have been removed and all WIFI connections are now using the new SSID's. Each school takes a significant amount of time to complete; PRMS will be completed next. The plan is to have all locations complete by end of July 2018.

Monthly Report to the Board

April 2018

Facilities

The Ministry of Education has provided finances to make some necessary repairs to PRMS. We will be repairing and upgrading portions of the heating system (which was last upgraded in 1981), repairing portions of the roof and replacing some original electrical main breakers.

Energy & Conservation

We anticipate that the heating system upgrade/repair will create a more reliable heating system for PRMS with more control over head distribution, which will reduce our carbon foot print and save us money annually. The components of this system will also be interchangeable with other schools within the District.

Transportation

Nothing to report.

Health & Safety

Nothing to report.

Custodial

We have a new causal custodian added to our custodial team.

Maintenance

We are in the process of filling 2 summer student positions in the maintenance department which will run from May to the end of August.

Recruitment for a full time Plumber/Gasfitter is ongoing.

Work orders continue to be reviewed and prioritized on an ongoing basis for maintenance or capital project planning, subject to change due to regular adjustments in priorities.

Annual Budget

School District No. 52 (Prince Rupert)

June 30, 2019

School District No. 52 (Prince Rupert)

June 30, 2019

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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. 52 (PRINCE RUPERT) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2018/2019 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 52 (Prince Rupert) Annual Budget Bylaw for fiscal year 2018/2019.
3. The attached Statement 2 showing the estimated revenue and expense for the 2018/2019 fiscal year and the total budget bylaw amount of \$30,856,735 for the 2018/2019 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 2018/2019.

READ A FIRST TIME THE 10th DAY OF APRIL, 2018;

READ A SECOND TIME THE 10th DAY OF APRIL, 2018;

READ A THIRD TIME, PASSED AND ADOPTED THE 10th DAY OF APRIL, 2018;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 52 (Prince Rupert) Annual Budget Bylaw 2018/2019, adopted by the Board the 10th DAY OF APRIL, 2018.

Secretary Treasurer

School District No. 52 (Prince Rupert)

Annual Budget - Revenue and Expense

Year Ended June 30, 2019

	2019 Annual Budget	2018 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	1,959,545	1,960,500
Adult	0,500	0,500
Total Ministry Operating Grant Funded FTE's	1,960,045	1,961,000
Revenues	\$	\$
Provincial Grants		
Ministry of Education	26,658,545	26,810,729
Other	93,097	103,470
Tuition	67,500	67,500
Other Revenue	1,898,442	2,048,907
Rentals and Leases	39,800	39,800
Investment Income	53,608	48,597
Amortization of Deferred Capital Revenue	1,059,242	1,034,745
Total Revenue	29,870,234	30,153,748
Expenses		
Instruction	23,591,493	23,005,263
District Administration	1,634,261	1,713,425
Operations and Maintenance	5,009,486	5,058,878
Transportation and Housing	330,069	356,130
Total Expense	30,565,309	30,133,696
Net Revenue (Expense)	(695,075)	20,052
Budgeted Allocation (Retirement) of Surplus (Deficit)	827,273	53,338
Budgeted Reduction of Unfunded Employee Future Benefits	(5,858)	(6,624)
Budgeted Surplus (Deficit), for the year	126,340	66,766
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	126,340	66,766
Budgeted Surplus (Deficit), for the year	126,340	66,766

School District No. 52 (Prince Rupert)

Annual Budget - Revenue and Expense

Year Ended June 30, 2019

	2019 Annual Budget	2018 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	26,125,444	25,431,415
Operating - Tangible Capital Assets Purchased	285,568	240,568
Operating - Reduction of Unfunded Employee Future Benefits	5,858	6,624
Special Purpose Funds - Total Expense	3,221,395	3,493,734
Capital Fund - Total Expense	1,218,470	1,208,547
Total Budget Bylaw Amount	30,856,735	30,380,888

Approved by the Board

DRAFT

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. 52 (Prince Rupert)

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2019

	2019 Annual Budget	2018 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(695,075)	20,052
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(285,568)	(240,568)
Total Acquisition of Tangible Capital Assets	(285,568)	(240,568)
Amortization of Tangible Capital Assets	1,218,470	1,208,547
Total Effect of change in Tangible Capital Assets	932,902	967,979
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	237,827	988,031

School District No. 52 (Prince Rupert)

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2019

	2019 Annual Budget	2018 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	23,985,210	24,015,561
Other	83,637	83,637
Tuition	67,500	67,500
Other Revenue	1,373,450	1,386,284
Rentals and Leases	39,800	39,800
Investment Income	40,000	32,487
Total Revenue	25,589,597	25,625,269
Expenses		
Instruction	20,581,661	19,722,191
District Administration	1,634,261	1,713,425
Operations and Maintenance	3,596,036	3,664,122
Transportation and Housing	313,486	331,677
Total Expense	26,125,444	25,431,415
Net Revenue (Expense)	(535,847)	193,854
Budgeted Prior Year Surplus Appropriation	827,273	53,338
Budgeted Reduction of Unfunded Employee Future Benefits	(5,858)	(6,624)
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(285,568)	(240,568)
Total Net Transfers	(285,568)	(240,568)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 52 (Prince Rupert)

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2019

	2019 Annual Budget	2018 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	23,821,937	23,728,427
DISC/LEA Recovery	(699,887)	(699,887)
Other Ministry of Education Grants		
Pay Equity	706,027	706,027
Transportation Supplement	117,597	117,597
Return of Administrative Savings		123,861
Carbon Tax Grant	25,000	25,000
Foundation Skills Assessment	7,506	7,506
Provincial Benefits Plan Supplement	7,030	7,030
Total Provincial Grants - Ministry of Education	23,985,210	24,015,561
Provincial Grants - Other	83,637	83,637
Tuition		
International and Out of Province Students	67,500	67,500
Total Tuition	67,500	67,500
Other Revenues		
LEA/Direct Funding from First Nations	1,012,050	1,012,050
Miscellaneous		
Cultural	9,800	9,800
Sundry Other Revenue	351,600	364,434
Total Other Revenue	1,373,450	1,386,284
Rentals and Leases	39,800	39,800
Investment Income	40,000	32,487
Total Operating Revenue	25,589,597	25,625,269

School District No. 52 (Prince Rupert)

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

	2019 Annual Budget	2018 Amended Annual Budget
	\$	\$
Salaries		
Teachers	9,844,083	9,309,085
Principals and Vice Principals	1,959,452	1,903,639
Educational Assistants	1,943,280	1,816,297
Support Staff	2,138,040	2,077,508
Other Professionals	1,536,553	1,477,249
Substitutes	883,040	903,514
Total Salaries	18,304,448	17,487,292
Employee Benefits	4,387,649	4,114,517
Total Salaries and Benefits	22,692,097	21,601,809
Services and Supplies		
Services	872,042	964,542
Student Transportation	208,843	228,843
Professional Development and Travel	449,063	495,076
Rentals and Leases	180,771	180,771
Dues and Fees	42,539	42,539
Insurance	50,248	49,408
Supplies	1,095,918	1,334,504
Utilities	533,923	533,923
Total Services and Supplies	3,433,347	3,829,606
Total Operating Expense	26,125,444	25,431,415

School District No. 52 (Prince Rupert)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	7,764,161	598,693	105,720	288,762	66,177	518,100	9,341,613
1.03 Career Programs	69,804						69,804
1.07 Library Services	126,482			166,882		8,927	302,291
1.08 Counselling	316,602			37,763		3,217	357,582
1.10 Special Education	765,003	220,067	1,539,261	42,479	296,221	206,270	3,069,301
1.30 English Language Learning	119,875					2,800	122,675
1.31 Aboriginal Education	682,156	132,239	298,299	37,804		35,260	1,185,758
1.41 School Administration		1,008,453		189,476		23,266	1,221,195
Total Function 1	9,844,083	1,959,452	1,943,280	763,166	362,398	797,840	15,670,219
4 District Administration							
4.11 Educational Administration					253,387		253,387
4.40 School District Governance					80,201		80,201
4.41 Business Administration				55,793	699,218		755,011
Total Function 4	-	-	-	55,793	1,032,806	-	1,088,599
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					138,452	3,000	141,452
5.50 Maintenance Operations				1,189,726		72,500	1,262,226
5.52 Maintenance of Grounds				52,049			52,049
5.56 Utilities							-
Total Function 5	-	-	-	1,241,775	138,452	75,500	1,455,727
7 Transportation and Housing							
7.41 Transportation and Housing Administration					2,897		2,897
7.70 Student Transportation				77,306		9,700	87,006
Total Function 7	-	-	-	77,306	2,897	9,700	89,903
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	9,844,083	1,959,452	1,943,280	2,138,040	1,536,553	883,040	18,304,448

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School District No. 52 (Prince Rupert)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Total Salaries \$	Employee Benefits \$	Total Salaries and Benefits \$	Services and Supplies \$	2019 Annual Budget \$	2018 Amended Annual Budget \$
1 Instruction						
1.02 Regular Instruction	9,341,613	2,308,708	11,650,321	664,240	12,314,561	11,727,415
1.03 Career Programs	69,804	16,557	86,361	11,124	97,485	92,537
1.07 Library Services	302,291	77,803	380,094	22,099	402,193	389,693
1.08 Counselling	357,582	87,196	444,778	2,419	447,197	433,722
1.10 Special Education	3,069,301	737,825	3,807,126	116,684	3,923,810	3,753,176
1.30 English Language Learning	122,675	30,207	152,882	4,320	157,202	151,105
1.31 Aboriginal Education	1,185,758	283,829	1,471,587	184,169	1,655,756	1,631,721
1.41 School Administration	1,221,195	268,768	1,489,963	93,494	1,583,457	1,542,822
Total Function 1	15,670,219	3,812,893	19,483,112	1,098,549	20,581,661	19,722,191
4 District Administration						
4.11 Educational Administration	253,387	53,958	307,345	63,318	370,663	393,319
4.40 School District Governance	80,201	2,525	82,726	74,289	157,015	153,718
4.41 Business Administration	755,011	142,375	897,386	209,197	1,106,583	1,166,388
Total Function 4	1,088,599	198,858	1,287,457	346,804	1,634,261	1,713,425
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	141,452	26,870	168,322	120,478	288,800	295,390
5.50 Maintenance Operations	1,262,226	312,201	1,574,427	1,081,929	2,656,356	2,722,601
5.52 Maintenance of Grounds	52,049	13,908	65,957	51,000	116,957	112,208
5.56 Utilities	-	-	-	533,923	533,923	533,923
Total Function 5	1,455,727	352,979	1,808,706	1,787,330	3,596,036	3,664,122
7 Transportation and Housing						
7.41 Transportation and Housing Administration	2,897	547	3,444	-	3,444	3,358
7.70 Student Transportation	87,006	22,372	109,378	200,664	310,042	328,319
Total Function 7	89,903	22,919	112,822	200,664	313,486	331,677
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	18,304,448	4,387,649	22,692,097	3,433,347	26,125,444	25,431,415

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School District No. 52 (Prince Rupert)

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

	2019 Annual Budget	2018 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	2,673,335	2,795,168
Other	9,460	19,833
Other Revenue	524,992	662,623
Investment Income	13,608	16,110
Total Revenue	3,221,395	3,493,734
Expenses		
Instruction	3,009,832	3,283,072
Operations and Maintenance	211,563	210,662
Total Expense	3,221,395	3,493,734
Budgeted Surplus (Deficit), for the year	-	-

School District No. 52 (Prince Rupert)
Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2019

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	Special Education Technology	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	534,283		2,169	162,677	-	626,136	-	23,754	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	135,633	95,109					128,000	14,700	73,543
Other	8,342		35	19,300		276,500			
Investment Income	143,975	95,109	35	21,853	-			309	
	161,445	95,109	-	25,500	-	276,500	128,000	15,009	73,543
Less: Allocated to Revenue	161,445	95,109	-	25,500	-	295,000	128,000	23,600	73,543
Deferred Revenue, end of year	516,813	-	2,204	159,030	-	607,636	-	15,163	-
Revenues	153,103	95,109					128,000	23,291	73,543
Provincial Grants - Ministry of Education									
Provincial Grants - Other									
Other Revenue	8,342			22,947		295,000		309	
Investment Income	161,445	95,109	-	25,500	-		128,000	23,600	73,543
Expenses									
Salaries									
Teachers									
Principals and Vice Principals									
Educational Assistants		73,795					89,600		37,100
Support Staff	127,034								
Other Professionals									
Substitutes									
Employee Benefits	127,034	73,795	-	-	-	-	89,600	1,600	37,100
Services and Supplies	22,866	21,314					22,400	400	8,600
	11,545			25,500		295,000	16,000	21,600	27,843
	161,445	95,109	-	25,500	-	295,000	128,000	23,600	73,543
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 52 (Prince Rupert)
Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2019

Deferred Revenue, beginning of year									
Add: Restricted Grants									
Provincial Grants - Ministry of Education									
Other									
Investment Income									
Less: Allocated to Revenue									
Deferred Revenue, end of year									
Revenues									
Provincial Grants - Ministry of Education									
Provincial Grants - Other									
Other Revenue									
Investment Income									
Expenses									
Salaries									
Teachers									
Principals and Vice Principals									
Educational Assistants									
Support Staff									
Other Professionals									
Substitutes									
Employee Benefits									
Services and Supplies									
Net Revenue (Expense)									

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School District No. 52 (Prince Rupert)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2019

	2019 Annual Budget			2018 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Amortization of Deferred Capital Revenue	1,059,242		1,059,242	1,034,745
Total Revenue	1,059,242	-	1,059,242	1,034,745
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,201,887		1,201,887	1,184,094
Transportation and Housing	16,583		16,583	24,453
Total Expense	1,218,470	-	1,218,470	1,208,547
Net Revenue (Expense)	(159,228)	-	(159,228)	(173,802)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	285,568		285,568	240,568
Total Net Transfers	285,568	-	285,568	240,568
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	126,340	-	126,340	66,766

CAPITAL BYLAW NO. 18-19-CP-SD52-01
CAPITAL PLAN 2018/19

A BYLAW by the Board of Education of School District No 52 (Prince Rupert) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of March 26, 2018 from the 2018/19 Capital Plan is hereby adopted.
2. This Bylaw may be cited as School District No.52 (Prince Rupert) Capital Bylaw No.18-19-CP-SD52-01.

READ A FIRST TIME THE 10th DAY OF APRIL, 2018;
READ A SECOND TIME THE 10th DAY OF APRIL, 2018;
READ A THIRD TIME, PASSED AND ADOPTED THE 10th DAY OF APRIL, 2018.

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 52 (Prince Rupert) Capital Bylaw No. 18-19-CP-SD52-01 adopted by the Board the 10th day of April, 2018.

Secretary-Treasurer

2330 | Service Awards Policy

Date Approved: October 08 2013

Date Reviewed/Amended: March 08 2016

Recognizing that continuity of service of the teaching and non-teaching staff is a valuable asset to the community the following Policy shall be adopted.

The Board will provide service awards as follows:

Employees:

5 years service: Lapel pin with School District logo.

15 years service: A Certificate of Service, plus a gift to the value of \$150

25 years service: A Certificate of Service, plus a gift to the value of \$300

Retirement: A Certificate of Service, plus a \$50 dining gift certificate

Board Members:

A trustee leaving the Board upon successful completion of at least one full term: an engraved plaque with the School District logo and the years of service.

Schools and departments are encouraged to honour employees with 5, 15 and 25 years of service as well as those retiring from the district. The Board Chair should be invited to department events. The school's trustee liaison should be invited to school events. If the liaison is unable to attend they will inform the Board Chair and the Board Chair will endeavor to schedule another trustee to attend.