



School District 19  
(Revelstoke)

The Board of Education of  
School District No. 19 (Revelstoke)  
Regular Board Meeting  
Wednesday, January 16<sup>th</sup>, 2019  
5:00 p.m.

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**A G E N D A**

**1 CALL TO ORDER AND RECOGNITION OF TRADITIONAL TERRITORIES**

*We would like to acknowledge the nations on whose traditional territory we are gathering: the Sinixt, the Ktunaxa, the Secwepemc, and the Syilx.*

**2 ATTENDANCE**

Trustees: \_\_\_\_\_

Sr. Admin.: \_\_\_\_\_

Principals/Vice Principals: \_\_\_\_\_

**REGRETS:**

\_\_\_\_\_

**3 APPROVAL OF AGENDA:**

\_\_\_\_\_

**4 APPROVAL OF MINUTES:**

Regular Meeting of December 12<sup>th</sup>, 2018

**5 DELEGATIONS:**

\_\_\_\_\_

\_\_\_\_\_

**6 SPECIAL REPORTS:**

\_\_\_\_\_

\_\_\_\_\_

**7 BUSINESS ARISING:**

**8 NEW BUSINESS**

**8.1 ADMINISTRATION REPORTS:**

**8.1.1 SUPERINTENDENT HOOKER**

- A) Superintendent's Administration Report
- B) Six-Year Completion Rates

8.1.2 **SECRETARY TREASURER TISDALE**

A) Funding Model Review Report

8.2 **OTHER**

A)

8.3 **COMMITTEE REPORTS**

A)

8.4 **TRUSTEE REPORTS**

A) BC Public School Employers' Association Annual General Meeting – Proposed Resolutions

8.5 **CORRESPONDENCE**

A) Letter dated January 8<sup>th</sup>, 2019 from Minister of Education Fleming to Board Chairs regarding the launch of the 2019 Premier's Awards for Excellence in Education

9 **FUTURE AGENDA ITEMS**

10 **PUBLIC QUESTION PERIOD**

11 **RECESS**

\_\_\_\_\_ TIME: \_\_\_\_\_



School District 19  
(Revelstoke)

# Revelstoke Board of Education

## Regular Board Meeting December 12<sup>th</sup>, 2018 Minutes

### CALL TO ORDER

Trustee MacFarlane called the meeting to order at 4:31 p.m.

### ACKNOWLEDGEMENT

*We would like to acknowledge the nations on whose traditional territory we are gathering: the Sinixt, the Ktunaxa, the Secwepemc, and the Syilx.*

### ATTENDANCE

Trustees:	MacFarlane, Chell, Rorstad, Zimmer and Pendergast
Senior Administration:	Superintendent Hooker and Secretary Treasurer Tisdale
and:	Administrative Secretary Magarian
Guests:	One member of the media, RTA President

### APPROVAL OF AGENDA

18: R-93 Rorstad/Pendergast

“THAT the agenda be approved as presented.”

CARRIED

### APPROVAL OF MINUTES

18: R-94 Chell/Rorstad

“THAT the minutes of the Inaugural and Regular Board meeting of November 21<sup>st</sup>, 2018, be approved as presented.”

CARRIED

### DELEGATIONS

### SPECIAL REPORTS

### NEW BUSINESS

### ADMINISTRATION REPORTS

### SUPERINTENDENT HOOKER

Administration Report: Superintendent Hooker

Received as information.

Superintendent Hooker provided his Administration Report highlighting the work of the Education Committee in connecting to students/ parents and the community, and the “Night of

Conversation with Parents” hosted by the Child and Youth Mental Health and Substance Use Collaborative (CYMHSU) where parents were able to ask questions of legal, medical and mental health professionals and the RCMP regarding vaping, cigarettes, alcohol and cannabis and other topics in an informal setting. He noted the additional literacy support being provided to students who are not yet meeting their benchmark in literacy as well as his meeting with Okanagan College community partners to discuss the College’s plans to offer a Tourism Management Diploma program here in Revelstoke. Trustees noted the success of the Revelstoke Secondary School’s Volleyball season, noting the success of the Junior and Senior Boys Volleyball teams qualifying for provincials.

18: R-95 Chell/Rorstad

“THAT the Revelstoke Board of Education send a letter of congratulations to the Revelstoke Secondary School Fall Sports/Volleyball teams.”

CARRIED

Trustee MacFarlane noted a telephone discussion with Minister of Education Fleming. The Minister was reaching out to all Board Chairs to discuss topics of interest to local Boards.

New Policy No. 5.13 Physical Restraint and Seclusion in Schools

Superintendent Hooker noted the policy articulates the district’s processes previously in place, and now formalized. The policy went out for circulation and is now ready to be finalized by the Board.

18: R-96 Pendergast/Zimmer

“THAT the Revelstoke Board of Education approve Policy 5.13 Physical Restraint and Seclusion in Schools.”

CARRIED

Provincial Foundation Skills Assessment – Grad 4 – 7 / District Literacy Interventions

Superintendent Hooker presented the report noting that he used rough data and connected the Foundation Skills Assessment (FSA) with the work the district does to track literacy. He reviewed the results with trustees explaining how students are monitored and how growth over time is reviewed by teachers and school-based teams in determining how best to support “at risk” students. He noted that the FSA provides a “snapshot” of student performance and further noted that these results have been used as a double check against our district school and classroom level information on student achievement. He further noted that participation rates were back into the 85% - 95% range given that the assessment has been revised, and that parents’ confidence in the assessment is improving. He has asked teachers for their feedback on the FSA which in turn will be provided to the Ministry.

## **SECRETARY TREASURER TISDALE**

Transfer from Restricted Capital

Secretary Treasurer Tisdale provided trustees with background information on the transfer noting that the Ministry has approved the transfer of funds.

18: R-97 Pendergast/Zimmer

“THAT the Revelstoke Board of Education request Ministry approval to transfer \$90,000 from Restricted Capital in support of the Columbia Park entrance project.”

CARRIED

2018/2019 Final Funding Announcement

Secretary Treasurer Tisdale provided additional information on the funding announcement, noting that it was consistent with what the district was expecting.

## **OTHER**

### **COMMITTEE REPORTS**

Policy Review Committee Minutes of November 26<sup>th</sup>, 2018

Trustee MacFarlane reviewed the minutes noting the policy on Physical Restraint and Seclusion in Schools was dealt with earlier in the agenda.

18: R-98 Pendergast/Chell

“THAT the minutes of the Policy Review Committee meeting of November 26<sup>th</sup>, 2018 be received as presented.”

CARRIED

Education Advisory Committee Minutes of November 27<sup>th</sup>, 2018

Trustee MacFarlane presented the minutes.

18: R-99 Pendergast/Zimmer

“THAT the minutes of the Education Advisory Committee meeting of November 27<sup>th</sup>, 2018 be received as presented.”

CARRIED

District Parent Advisory Council Minutes of December 5<sup>th</sup>, 2018

Trustee Rorstad presented the minutes noting that the District Plan for Student Success was well received and that the district is very grateful to parents for their involvement.

18: R-100 Rorstad/Chell

“THAT the minutes of the District Parent Advisory Council meeting of December 5<sup>th</sup>, 2018 be received as presented.”

CARRIED

Indigenous Education Advisory Committee Minutes of December 5<sup>th</sup>, 2018

Trustee Zimmer presented the minutes highlighting the Elder’s Tea being planned for April and the intermediate program started by Jessica Stewardson where students choose one of three programs which align with their interests.

18: R-101 Zimmer/Pendergast

“THAT the minutes of the Indigenous Education Advisory Committee meeting of December 5<sup>th</sup>, 2018 be received as presented.”

CARRIED

Finance and Facilities Committee Minutes of December 6<sup>th</sup>, 2018

Trustee Rorstad presented the minutes and asked Secretary Treasurer Tisdale to review the plan for the disposal of surplus assets. Secretary Treasurer Tisdale explained that the disposal of surplus assets is governed by board policy. Items will be photographed and put on the district website. Ads will be placed in the local newspaper (online and print) and bids will be placed through a silent auction on the website with the item going to the highest bidder. This will allow for a transparent process for the Board to dispose of items no longer useful to the district.

18: R-102 Rorstad/Chell

THAT the Report on Bills Paid for July and August 2018 in the amount of \$941,312.02 be approved.”

CARRIED

18: R-103 Rorstad/Pendergast

THAT the Report on Bills Paid for September and October 2018 in the amount of \$2,187,516.22 be approved.”

CARRIED

18: R-104 Rorstad/Chell

“THAT the minutes of the Finance and Facilities Committee meeting of December 6<sup>th</sup>, 2018 be received as presented.”

CARRIED

## **TRUSTEE REPORTS**

Early Childhood Development Committee Meeting of November 19<sup>th</sup>, 2018

Trustee Chell presented the minutes adding that another Early Childhood Development Committee meeting was held on December 10<sup>th</sup>, 2018 and he provided a verbal summary of that meeting noting the recent changes announced by the provincial government. Although funding for some programs has been reduced, Revelstoke’s Stepping Stones Centre has been selected for the \$10 a day prototype child care program and has also been selected to pilot an Inclusion Facilitator model of supporting children with extra needs, which has meant some changes to staffing at the Revelstoke Child Care Society and Child Care Resource and Referral.

Superintendent Hooker added that although the district benefits from its partnership with the Early Childhood community, the district does not directly fund early years programs. He added that the reduction in funding is an area of concern as the work of the coordinator is key and that the district will continue to be an active partner in early learning programs.

All trustees attended. Trustees Pendergast and Zimmer expressed that they found the Academy very useful and that they learned a good deal about the responsibilities of the Board. Trustee MacFarlane noted that the Academy was very well done with a focus on new trustees as 46% of trustees across the province are new.

**CORRESPONDENCE**

**PUBLIC QUESTION PERIOD**

**ADJOURNMENT**

The meeting adjourned at 5:22 p.m. on the motion of Trustee Chell.

**CLOSED BOARD ITEMS**

- Student Suspensions – November 2018

\_\_\_\_\_  
Chair

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

DATED: December 12<sup>th</sup>, 2018

## **Administration Report**

### **Mike Hooker, Superintendent of Schools**

#### **Highlighted Activities – December 7<sup>th</sup>, 2018 to January 11<sup>th</sup>, 2019**

1. Participated in two December 2018 provincial conference calls announcing the release of the new Graduation Program documents and the outcome of the report of the Funding Model Review Panel.
2. Met with Bob Rogers, RTA President, Ariel McDowell, District Principal Support Services, and Teacher Teaching on Call Heidi Hermanski to prepare a draft of our Teacher's Teaching on Call Handbook.
3. Approved an out of town trip in accordance with Policy 7.4 for the Revelstoke Secondary School Junior Boys Basketball Team to travel to Armstrong, BC on December 7<sup>th</sup> – 8<sup>th</sup>, 2018 for a tournament.
4. Met with Staff Sergeant Kurt Grabinsky to review communication and processes for work between the RCMP and school district. Communication and support from our RCMP detachment continues to be very effective.
5. Approved an out of town trip in accordance with Policy 7.4 for the Revelstoke Secondary School Grade 8 Boys Basketball Team to travel to Salmon Arm, BC on December 7<sup>th</sup> – 8<sup>th</sup>, 2018 for a tournament.
6. Attended the Revelstoke Secondary School Follies performance. With great teacher leadership, our students led and performed to the enjoyment of the whole student body at this last school day of 2018 celebration.
7. Along with Secretary Treasurer Tisdale, convened a series of teleconferences with Tammy Sowinski, Executive Director of the Okanagan Labour Relations Council.
8. Attended three elementary school Christmas concerts during the last week of school before Christmas break. Our staff and students are extremely supportive of one another during what can be a challenging time of year.
9. Met with Jodi Wallach, Vice Principal RSS, and Greg Kenyon, Principal RSS, to review the new Grade 10 – 12 Graduation Program document released by the Ministry of Education. Our Education Advisory Committee is currently reviewing the document.
10. Met with Clara Maltby, President CUPE 5150, to review the proposed 2019/2020 school calendar.
11. Approved an out of town trip in accordance with Policy 7.4 for the Revelstoke Secondary School Senior Boys Basketball Team to travel to Castlegar, BC on December 14<sup>th</sup> – 15<sup>th</sup>, 2018 for a tournament.
12. Met with Bruce Tisdale, Secretary Treasurer, to review plans to implement electronic time sheets, the final Classroom Enhancement Fund (CEF) allocation announcements, and the progress on the Columbia Park Elementary School project.
13. Met with Ariel McDowell, District Principal Support Services, and Todd Hicks, Principal of Begbie View Elementary School to finalize learning support staffing levels for the remainder of the school year. Included in the extra supports is an increase in the Speech and Language Program time and the addition of a 0.6 FTE Learning Support Teacher position.
14. Met with Board Chair Bill MacFarlane to review plans for a meeting between the Revelstoke Board of Education and the Mayor and City Council. A meeting will provide an opportunity for the new council and the new school board to look for ways to work together on areas of shared interest.

15. Met with Anita Hallewas to review plans for the arrival of a Syrian family to Revelstoke. Long anticipated the family is expected to arrive later in January, and two sons will begin studies at Revelstoke Secondary School.
16. Confirmed the Board's involvement in the Ono Cho visitors' itinerary with Crystal Federico, Muskoka Language International (MLI) coordinator. This year's chaperone activities will include a board hosted dinner and lunch as well as snowshoeing and curling.
17. Visited grade 4 and grade 7 classes to share highlights associated with our participation in the Middle Years Development Instrument (MDI). Students will be participating in this survey opportunity in the coming weeks with the support of their teachers and principals.
18. Confirmed the district's transportation support for a second year of after school cross-country skiing experience being offered at no cost to students by Sarah Newton, teacher at Begbie View Elementary School, in partnership with the Mount Macpherson Nordic Ski Club.
19. Met with Board Chair MacFarlane to finalize the agenda for the Board's work on its Mission, Vision, Values, and the Board's goal statements and planning process.
20. Met with Ariel McDowell, District Principal Support Services, to finalize timelines for Kindergarten registration taking place January 28<sup>th</sup>, 2019 to February 1<sup>st</sup>, 2019.
21. Joined the Student Leadership Team and Tessa Davis, teacher sponsor, at Revelstoke Secondary School for a lunch time meeting to share the Middle Years Development Instrument (MDI) slides and related information to review ways to enhance "well-being" in our schools.
22. Met with my BC School Superintendents' Association Professional Development Committee members and Dylan William via "Zoom" in preparation for his presentation "*Transforming Learning Through Assessment: A follow-up conversation with Dylan William*" at our provincial spring conference.
23. Along with Board Chair MacFarlane, participated in the BC Public School Employers Association (BCPSEA) Annual General Meeting preparation conference call led by Trustee Chell, Chair of the BCPSEA Board of Directors.
24. Joined grade 7 and grade 8 teachers during their morning of collaboration as they work together to ensure alignment of curriculum and learning expectation as students transition from grade 7 to grade 8.
25. Distributed the draft 2019/2020 District Calendar to the Revelstoke Teachers' Association, CUPE Local 5150, District Parent Advisory Council and the Parent Advisory Councils of our schools for feedback prior to Board approval on February 27<sup>th</sup>, 2019. The draft calendar has also been posted on our website.

#### Trustees' Upcoming Dates

Date(s)	Time	Event
January 23 <sup>rd</sup> and 24 <sup>th</sup> , 2019		BC Public School Employers' Association Annual General Meeting
January 25 <sup>th</sup> , and 26 <sup>th</sup> , 2019		BC School Trustees Association/BC Public School Employers' Association – Trustee Orientation
February 6 <sup>th</sup> , 2019	5:00 pm	School Board Meeting
February 8 <sup>th</sup> – 9 <sup>th</sup> , 2019		BCSTA Provincial Council Meeting

# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Mike Hooker, Superintendent of Schools

DATE: January 16<sup>th</sup>, 2019

INFORMATION: Six-Year Completion Rates



The six-year completion rates were released by the province in December for the 2017/18 year.

## Six-Year Completion and Grade 12 Graduation Rates - 2017/18 019 - Revelstoke

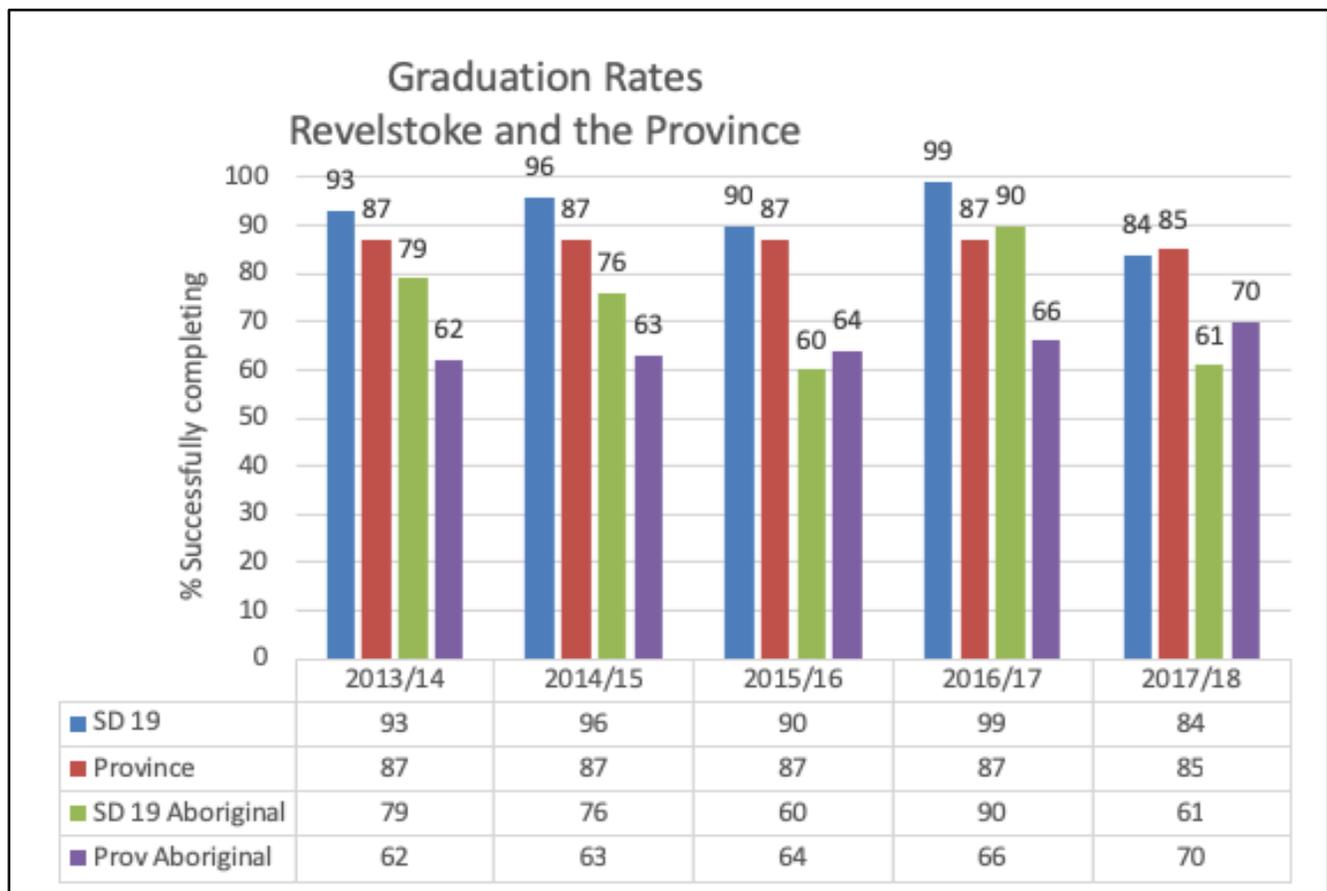
		Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
		Cohort Size	Rate	Total Gr 12	Graduates		Honours Graduates*	Total Gr 12	Graduates		Honours Graduates*
					#	%			#	%	
All Students	2013/14	109	86.1	77	75	97	55	82	75	91	51
	2014/15	94	90.5	73	72	99	52	71	66	93	51
	2015/16	95	81.0	71	71	100	61	75	72	96	57
	2016/17	99	83.4	62	62	100	52	68	55	81	44
	2017/18	87	75.1	55	55	100	51	64	52	81	41
Residents	2013/14	100	93.0					-	-	-	-
	2014/15	89	95.6					-	-	-	-
	2015/16	86	89.6					-	-	-	-
	2016/17	83	98.7					-	-	-	-
	2017/18	77	84.4					-	-	-	-

In our completion rate totals, 87 students were included in the provincial cohort. This included all students who registered at Revelstoke Secondary School into Grade 8 or higher during the past six years. When a student moves, if they register into another BC Public School, they leave our cohort. However, students who move out of the province, or do not register in BC recognized independent schools, stay in our cohort and are considered non-grads whether they completed or not. As trustees are aware, we track our students through their path to graduation to a much higher degree than the province is able to complete at that level.

Following is a summary of the tracking that Revelstoke Secondary School Principal Greg Kenyon, Vice-Principal Jodi Wallach, and our Counsellors, Lissa Cancilla-Sykes and Erin Williams, provided as an update.

Of the provincial cohort of 87, 10 students were international visitors, 8 students took courses while playing on the Revelstoke Grizzlies, 1 student graduated in the 7<sup>th</sup> year, and 2 students moved out of province. The cohort we expected to support through to graduation included 67 students. Of that group, 61 have currently completed. Of the remaining 6 students, 2 students are connected with the school, and 4 have moved on to other places. This represents an actual completion rate of 91%.

While our overall graduation rates remain high, we continue to focus our attention on the small number of students who have not yet, or are not currently, experiencing success to ensure we are providing supports and connections necessary for success. Staff at Revelstoke Secondary School, under the leadership of the School Based Team, continue to monitor all student success on an individual and ongoing basis.



## THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Bruce Tisdale, Secretary Treasurer

DATE: January 16<sup>th</sup>, 2019

ACTION: Funding Model Review Report



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The Ministry of Education released its Funding Model Review Report on December 19<sup>th</sup>, 2018.

The purpose of the report is to review the Funding Model used to allocate funding to school districts. The intent of the review is to create a system that is responsive, equitable, stable and predictable, flexible, transparent and accountable. These are the principles that were agreed to by the Ministry of Education and the BC School Trustees Association (BCSTA).

There are 22 recommendations in the report and they provide a good road map to improving the system. The recommendations focus on themes of equity for all students, accountability and financial management.

The implementation of the report has been delayed for one year to provide the opportunity to determine how these recommendations may impact the education system before determining how to proceed with the implementation of a new model. The Ministry has deferred any changes for at least one year which means that the funding model for 2019/20 will remain unchanged.

The impact of any of the changes on our district is unknown at this time, and as our budget process will start in late March, the decision to defer is a positive one. The extra year will provide the time required to assess the impact of any change to our district on any change to the funding model and allow a more planned approach to its implementation.

It is recommended that:

1. A review of the Funding Model Review Report be added to a Finance and Facilities agenda prior to June 30<sup>th</sup>, 2019.
2. The Board send a letter of thank you sent to the Minister for delaying the implementation of the report and for the additional time provided for the district to review it.

A copy of the report is attached for your information.

# Executive Summary

British Columbia's (BC) K-12 public education system is highly ranked compared to other jurisdictions around the world. The education system continues to evolve, with a redesigned provincial curriculum and graduation program for K-12 public education being implemented, yet the manner in which funding is allocated to school districts has not changed since 2002.

While the current system meets the needs of the vast majority of students, there are a number of student populations, such as children in care, Indigenous learners, and other students with unique learning needs, whose educational needs should be better served. The intent of the accompanying recommendations for the Minister of Education is to provide a framework for achieving even better results for all students in BC, particularly those who are vulnerable or who have lower achievement results.

The funding formula and allocation methodology has become increasingly complex over the years with many stakeholders expressing the view that the system is not funded adequately. This has meant that much of the focus has been on the adequacy of funding rather than student achievement.

The BC K-12 public education funding formula last underwent substantial revision in 2002. Since then, many other jurisdictions in Canada have made changes to their funding models to reflect new priorities, best practices, improved data, evolving curricula, and service challenges.

Prior to 2002 the allocation of funding for K-12 public education in BC was primarily cost-based. Over time, concerns have grown about increasing service inequities between school districts, the degree of administration required to maintain such a complex model, and the lack of incentives to be efficient.

The formula was changed in 2002 when funding started to be allocated based primarily on full time equivalent (FTE) student enrolment. This model was implemented at a time when student enrolment decline was projected to be the norm for most school districts due to demographic shifts and a lower birth rate in BC. This contrasts to 2018, when student enrolment is increasing in the majority of school districts.

Since 2002, there have only been minor adjustments implemented to alleviate the pressures experienced by school districts in some areas. This includes one-time funding announcements and new program add-ons in recent years, such as the Classroom Enhancement Fund and the Rural Education Enhancement Fund. Such adjustments have exacerbated funding differences between school districts. This has not only led to service inequities to students but also concerns about the predictability of annual funding for school districts.

The Panel's review process included meetings with all 60 school districts and key system stakeholders, as well as reviewing over 100 written submissions. The Panel also reviewed funding allocation models in other jurisdictions, both within and outside of Canada.

The most significant issues identified by participants during the course of the Panel's review included:

- Funding level, assessment approach and administration related to students with special needs;
- Different cost pressures facing urban, rural and remote school districts;
- The need to continue to support Indigenous students;
- Funding implications of the redesigned provincial curriculum and graduation program;
- Managing funding uncertainty; and
- The need of school districts to maintain the flexibility to address local priorities.

The Panel addresses these issues in its 22 recommendations for the Minister of Education that are intended to improve the K-12 public education system for students. These recommendations will require changes by government, Boards of Education and school district staff.

The Panel noted that while there is a well-established and mature financial reporting framework in the sector, there is no unified structure for establishing, tracking, and reporting out on educational goals and outcomes. The accountability for educational outcomes in the K-12 public education system is not clear to the public or stakeholders, and is not reported in a clear and transparent manner. The Panel addresses this issue, as well as several issues related to improving financial management, in this report.

Overall, the 22 recommendations support more equitable access to educational services for all students, strengthen accountability for educational and financial management outcomes, and address some of the systemic issues the Panel identified during the course of the review. Several of the recommendations go beyond the mandate provided by the Minister of Education, but the Panel felt strongly that there are a number of changes required to the management of the K-12 public education system that complement and support the recommended changes to the current funding model. It should be noted that the Ministry will need to complete comprehensive modelling of allocations based on these recommendations (including impacts at the school district level) and develop transitional materials before the new funding model is implemented.

The K-12 public education sector is the foundation of our future. Curious, passionate learners who value diversity and become productive members of society are the graduates British Columbia needs. All British Columbians benefit from a great education system and education funding allocation should support this aspirational goal.

# Recommendations



## **THEME 1: EQUITY OF EDUCATIONAL OPPORTUNITY**

This was the overarching aspiration of the Panel - to allocate funding in order to support improved student outcomes by providing equity of educational opportunities to every student in BC.

### **RECOMMENDATION 1**

*The Ministry should allocate funding for specific needs first, and then allocate the remainder of funding based on a per-student amount. The Panel has identified the following specific needs that should be funded first:*

- Targeted funding for Indigenous students;
- Unique school district characteristics as defined in Recommendations 4 and 5; and
- Inclusive education as defined in Recommendation 6.

### **RECOMMENDATION 2**

*The Ministry should retain targeted funding for self-identified Indigenous learners and maintain a minimum level of spending.*

### **RECOMMENDATION 3**

*The Ministry should work with the First Nations Education Steering Committee to support the continuous improvement of outcomes for Indigenous learners, particularly determining whether changes are needed to the policies that govern the use of the Indigenous student targeted funding envelope.*

### **RECOMMENDATION 4**

*The Ministry should consolidate and simplify existing geographic funding supplements, the Supplement for Salary Differential, and relevant special grants outside the block into a single supplement, with two components:*

**COMPONENT 1 – ‘Unique School District’ characteristics should reflect some of the operational challenges of school districts compared to the norm by considering:**

- The enrolment of a school district compared to the provincial median school district enrolment;
- The distance from communities containing schools to geographic centres containing basic services;
- The climate of a school district, characterized by the cost of providing heating and cooling for schools; and the fuel utilized, and the amount and duration of snowfall in a school district;
- The distribution of students and schools across a school district, as characterized by:
  - The density of the student population in a school district, compared to the highest density school district in the province;
  - The average distance from each school to the school board office, including the effect of geographic features; and
- A modification of the current salary differential funding approach to be based on total compensation and expanded to include all school district employees.

**COMPONENT 2 – ‘Unique School’ characteristics, not addressed in the first component, should recognize the operational challenges of some schools by considering:**

- The number of small schools within a school district, with different weightings and sizes used for elementary and secondary schools, and provide an increased contribution where a school is the only one in the community and is persistently under capacity; and
- The persistent over-capacity of schools at the school district level.

#### RECOMMENDATION 5

*The Ministry should replace all current supplements for enrolment decline and funding protection with a new, transitional, mechanism that allows school districts to manage the impact of enrolment decline over a three year rolling time period (i.e. allowing three years to manage the impact of decline, starting with no funding change in the first year, one-third funding reduction in the second year, two-thirds funding reduction in the third year, and fully implemented funding reduction in the fourth year).*

#### RECOMMENDATION 6

*The Ministry should create a single Inclusive Education Supplement that incorporates all of the following:*

- Supplemental Special Needs Funding;
- English/French Language Learning;
- Supplement for Vulnerable Students;
- CommunityLINK;
- Ready Set Learn;
- Supplemental Student Location Factor; and
- Funding currently in the Basic Allocation that was previously allocated to high incidence categories of special needs.

This single Inclusive Education Supplement should allocate funding through two components:

**COMPONENT 1 – students requiring high-cost supports should be funded, and school districts should continue to report and claim these students to the Ministry for funding. Specifically:**

- Funding eligibility criteria and the annual funding rate for students requiring high-cost supports should be developed and communicated by the Ministry, focusing on those students that are physically dependent and/or have needs that significantly impact the students’ learning; and
- All funding claims in this category should be based on a medical diagnosis, and should be subject to compliance audits to verify that eligibility criteria have been met.

**COMPONENT 2** – the remaining inclusive education funds should be allocated to school districts through a prevalence-based model, using a comprehensive range of third-party medical and socio-economic population data. Categories of data and weightings should be as follows:

- Health factors (50%)
- Children in care (20%)
- Income and Earnings (20%)
- English/French Language development (10%)

#### RECOMMENDATION 7

*The Ministry working with the Conseil scolaire francophone de la Colombie-Britannique (CSF), should develop a unique school district factor that recognizes the special characteristics of this province-wide school district, consistent with Recommendations 4, 5 and 6.*

#### RECOMMENDATION 8

*The Ministry should eliminate the Classroom Enhancement Fund and allocate this funding as part of school district operating grants. This will require negotiated changes to collective agreement provisions.*

#### RECOMMENDATION 9

*The Ministry should base funding allocations for school-age educational programming on the number of students, rather than on the number of courses being taken. The Ministry should phase out the current course-based funding model by the 2020/21 school year.*

#### RECOMMENDATION 10

*With the shift to a per-student-based funding model, the Ministry should develop a new policy and program delivery model for Distributed Learning to ensure consistent access to quality programming for all students in the province.*

#### RECOMMENDATION 11

*Notwithstanding Recommendation 9, funding for the following programs should remain course-based:*

- Graduated adults
- Non-graduated adults
- Continuing education (adult and school-age learners)
- Distributed learning (for adult learners only)
- Summer school (school-age learners)



## THEME 2: ACCOUNTABILITY

A sound accountability framework is a critical part of the funding allocation model. Improving student outcomes and educational transformation requires accountability for the use of funding.

### RECOMMENDATION 12

*The Ministry should establish a provincial accountability and reporting framework for the K-12 public education sector, including common principles and templates. This framework should have three to five broad, system-wide goals that are specific, measurable, and focused on student outcomes. The Ministry should monitor school district progress against these goals and work directly with school districts experiencing difficulty in meeting their objectives.*

### RECOMMENDATION 13

*Boards of Education should be required to develop Strategic Plans that are based on the broad goals established by the Ministry, with flexibility to add additional goals based on local priorities.*

### RECOMMENDATION 14

*As a critical component of good operational practice, Boards of Education should be required to strengthen their planning processes in the following ways:*

- School district management should be required to develop operational plans to deliver on provincial and Board of Education goals across a range of areas (e.g. human resources, information technology, educational programs and services, facilities, finance).
- School district management should be required to issue a year-end report, at the same time as their financial statements, describing results achieved and how resources were utilized.

### RECOMMENDATION 15

*Consistent with the shift to supporting student improvement and learning, the Ministry should:*

- Shift the focus of the Compliance Audit Program from purely financial to have a quality assurance emphasis that incorporates best practices-based recommendations regarding student outcomes, structure of programs and services, and overall management of school district operations.
- Defer the recovery of funding for one year, to allow school districts time to adopt compliance team recommendations. This one-year deferral would not be available if it is determined that there has been deliberate contravention of funding eligibility policies.

### RECOMMENDATION 16

*The Ministry should provide ongoing provincial leadership and support to help strengthen governance and management capacity at all leadership levels in school districts.*

### RECOMMENDATION 17

*The Ministry should expand its workforce planning project and work with school districts to establish a provincial K-12 human capital plan.*



### THEME 3: FINANCIAL MANAGEMENT

Understanding cost pressures, sound planning and ensuring that resources are used to support student outcomes underpin the education funding system.

#### RECOMMENDATION 18

*The Ministry should identify net cost pressures and new program expenditures and, as part of the annual provincial budgeting process, bring them forward to Treasury Board for consideration when the total quantum of public education funding is being set.*

#### RECOMMENDATION 19

*To support multi-year financial planning:*

- Government should issue three-year operating funding to Boards of Education, based on available funding and projected student enrolment; and
- School districts should be required to develop three-year financial plans.

#### RECOMMENDATION 20

*The Ministry should establish clear provincial policies on reserves to ensure consistent and transparent reporting, while maintaining school districts' ability to establish reserves. Specifically, the Ministry should:*

- Set clear provincial policies on what school districts may save for, directly related to their strategic plans;
- Establish an acceptable provincial range for unrestricted reserves, encompassing accumulated operating surpluses and local capital, which should be monitored and reported on (if required);
- Ensure that school districts have specific plans attached to each item or initiative when setting reserves, and provide clear reporting on how the funds were spent; and
- Work with school districts to transfer any overages beyond the approved threshold into a fund at the school district level, to be accessed only with Ministry approval.

#### RECOMMENDATION 21

*There should be no change in the way that locally-generated revenues are treated by the Ministry when calculating operating funding for school districts.*

#### RECOMMENDATION 22

*In the current absence of dedicated funding for some capital expenditures, the Ministry should either:*

- Provide capital funding for expenditures that are currently not reflected in the capital program; **or**
- Clarify which items are ineligible for capital program funding and ensure that school districts are permitted to establish appropriate reserves that allow them to save for these purchases on their own (i.e. accumulated operating surplus, local capital).

## Proposed Resolutions

### Ordinary Resolution O-1

*Submitted by: School District No. 44 (North Vancouver)*

#### BACKGROUND

The Provincial Government has fully funded negotiated wage increases and Economic Dividend allocations for the Canadian Union of Public Employees (CUPE) and the British Columbia Teachers' Federation (BCTF) through to the 2018/19 fiscal year. We were pleased that these settlements were reached to provide our employees with a fair and reasonable settlement within the mandated Provincial Framework without resulting in a reduction of the operating fund for school districts.

On the other hand, salary increases or changes to the salary grids that have been permitted during the managed thaw for Exempt staff, including Principals and Vice Principals and Excluded Management staff, have not been funded by the Provincial Government. This forces school districts to pay for these salary adjustments from existing operating funds, effectively resulting in a reduction of resources for students.

The North Vancouver Board of Education wishes to see our Exempt staff also receive a fair and reasonable increase in compensation, similar to the unionized staff, and wishes to see those changes in compensation be fully funded by the Provincial Government. All employees of the School District perform vital roles that ultimately provide quality learning outcomes for our students and the continued success of our high-performing educational system.

#### PROPOSED RESOLUTION O-1

##### BE IT RESOLVED THAT

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

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

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

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

### Ordinary Resolution O-2

*Submitted by: BCPSEA Board of Directors*

#### BACKGROUND

Following prior discussions with and correspondence to the Public Sector Employers' Council (PSEC) Secretariat and BCPSEA, on December 8, 2017, the BC Principals' and Vice Principals' Association (BCPVPA) issued letters to the BC School Trustees Association (BCSTA), BC School Superintendents' Association (BCSSA), and the BC Association of School Business Officials (BCASBO) to advise that it

is undertaking an initiative to be accorded status as the negotiating agent for its members “for the purpose of achieving a common contractual framework on specified terms and conditions of employment.”

The BCPSEA Board of Directors invited BCPVPA representatives to present on this initiative to the Board of Directors at its meeting of June 14, 2018. Following the presentation, the Board directed BCPSEA staff to engage in further discussion with BCPVPA representatives to obtain additional information for the Board’s review and discussion. BCPSEA staff have engaged in fulsome discussion with the BCPVPA and invited them to submit written information in support of their initiative, which has been reviewed by the Board.

The BCPVPA assert that this initiative is reflective of five core organizational principles that they believe are shared by the government, boards of education, and management partner associations:

- A primary focus on student success
- Efficient and cost-effective contract administration
- Equitable terms of employment for school leaders
- Positive and collaborative relationships at both the provincial and district levels, and
- Recruitment and retention of outstanding educators into the roles of principal and vice-principal.

The BCPVPA also asserts that its members have no interest in forming a union or restricting the rights of boards of education to hire and terminate principals/vice principals. They contend that the current district-by-district approach to determining terms and conditions of employment on the basis of individual employment contracts for their members is inefficient and costly for both school district employers and the BCPVPA, and results in inequities for their members throughout the province with respect to compensation administration and foundational terms and conditions of employment.

Discussions with BCPVPA representatives to date indicate that they are seeking to negotiate specific matters at a provincial level, including but not limited to:

- Compensation
- Indemnification
- Termination
- Dispute resolution.

Other contractual provisions would remain at the local school district–local principals’ and vice principals’ association level for discussion and agreement.

The BCPSEA Board of Directors is seeking direction from the BCPSEA members with respect to how they wish to respond to this initiative of the BCPVPA.

## **PROPOSED RESOLUTION O-2**

### **BE IT RESOLVED THAT**

BCPSEA staff engage in non-binding discussions with representatives of the BC Principals’ and Vice Principals’ Association to establish a structure and process to identify the key terms and conditions of employment and develop common employment contract language with the BCPVPA on those issues, which both parties would recommend to their respective members for inclusion in principal/vice principal employment contracts on a voluntary basis.



January 8, 2019

Ref: 207071

Dear, Board Chairs

I am pleased to announce the launch of the 2019 Premier's Awards for Excellence in Education effective today. Following a successful inaugural year for the Awards program last year, Government is once again proud to recognize the enormous contributions of British Columbia's exceptional teachers, administrators, and support staff who are vital to the cultural, economic, and social well-being of the province. The Awards recognize all outstanding education professionals who have made exceptional contributions to benefit their school, students and their communities.

The Awards are open to all education professionals within the BC K-12 public, independent or First Nations school systems. This year, Awards will be given in the following categories:

- Community Engagement
- District Leadership
- Extracurricular Leadership
- Indigenous Education
- Outstanding New Teacher
- Outstanding Support (School Community)
- Outstanding Support (Teaching Assistant)
- School Leadership
- Social Equity and Diversity
- Technology and Innovation

Nominations are now open and are welcomed from all BC citizens, including students, parents, teachers, administrators, trustees and community organizations. The deadline for nominations is March 31, 2019.

Additional information on the Awards, including a downloadable poster and brochure, can be found on the Premier's Awards for Excellence in Education website at [www.gov.bc.ca/excellenceineducation](http://www.gov.bc.ca/excellenceineducation).

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Thank you in advance for your participation in promoting the Premier's Awards for Excellence in Education and assisting to ensure that British Columbia's very best receive the recognition they deserve.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with the first name "Rob" being more prominent than the last name "Fleming".

Rob Fleming  
Minister