



## **SCHOOL DISTRICT NO. 50 HAIDA GWAI BOARD POLICY MANUAL**

### **Policy E.11 (Formerly 6100-1)**

**Policy Subject:** PERSONAL PROPERTY

**Date Passed:** October 1999

**Date Approved:** November, 1999

**Policy:** PERSONAL PROPERTY

- ~~1. The Board assumes no liability for loss/damage to employees' personal property brought to the work place.~~
- ~~2. Personal property brought to the work place must have prior approval of the supervisor.~~

### **POLICY**

Any item of personal property (such as equipment, supplies or consumable materials) belonging to an employee, student, or citizen on school district property is entirely at the owner's risk. Individuals are advised to insure any articles of value through personal insurance policies.

### **PROCEDURE**

Reimbursement will take place under the following provisions:

- (a) The use of personal owned professional materials must have been approved in advance by the Principal or appropriate District Administrator.
- (b) The district shall reimburse an employee to a maximum of \$250 for loss, damage, or personal insurance deductible to personal property used for instructional purposes, provided that:
  - i. The loss or damage is not the result of negligence on the part of the employee claiming compensation.
  - ii. The claim for loss or damage exceeds fifty dollars.
  - iii. If applicable, a copy of the claim approval from the insurance carrier shall be provided to the employer.
  - iv. The appropriate Principal or District Administrator reports that the loss was sustained while on assignment for the employer.

- (c) If an employee's property becomes damaged or lost, the Principal or District Administrator shall be informed immediately of the damage or loss is detected.**
- (d) Employees may make a claim in writing to the Secretary Treasurer, indicating the value of the item(s). Copies of any documents supporting the claim should be included. A copy of the written claim must also be provided to the principal or district administrator.**
- (e) The use of personal property with a value in excess of \$500 must have prior approval by the Secretary Treasurer.**
- (f) Employee vehicles are not covered by this policy.**

Please see attached PDF for Declaration of Personal Property (In-District Use).



## SCHOOL DISTRICT NO. 50 HAIDA GWAI BOARD POLICY MANUAL

### Policy H.12

#### WORKPLACE DISCRIMINATION, BULLYING AND HARASSMENT

November 1999

**Revised:** January 2008

**Recommended Revisions:** April 2018

### POLICY

The Board of Education is committed to ensuring a workplace where all employees are treated with respect and dignity. Discrimination, Bullying and Harassment is not acceptable and will not be tolerated in the workplace.

### Application

This policy and procedure applies to all employees. Bargaining unit employees should also consult their collective agreement procedures.

### DEFINITIONS

#### ***Bullying and Harassment***

- (a) includes any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated, but
- (b) excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.

Examples of conduct or comments that might constitute bullying, harassment and discrimination include verbal aggression or insults, calling someone derogatory names, harmful hazing or initiation practices, vandalizing personal belongings, and spreading malicious rumours. This also includes conduct through electronic communication.

#### ***Discrimination***

Discrimination in employment is defined by the B.C. Human Rights Code and is discrimination based on race, colour, ancestry, place of origin, religion, marital or family status, physical or mental disability, sex, sexual orientation, age (19 years and over), political belief, or a criminal conviction that is unrelated to the employment.

***Complainant***

A worker who believes he or she has been subjected to, or observed Discrimination or Bullying and Harassment in the workplace.

***Person***

A person includes anyone a worker comes into contact with in the workplace.

***Respondent***

A person in the workplace against whom a complaint of Discrimination and/or Bullying and Harassment has been made.

**REPORTING DISCRIMINATION, BULLYING AND HARASSMENT*****Informal Resolution Process***

A worker who believes he or she has experienced, or has observed, Discrimination or Bullying and Harassment contrary to this policy is encouraged to bring the matter directly to the attention of the person who is responsible for the conduct. The worker should inform the other person that the conduct is unwelcome and request that it cease. The worker may wish to document the unwelcome conduct and any informal resolution for future reference, but is not required to do so.

If the worker does not feel comfortable approaching the other person on their own, the worker may seek the assistance of his or her Principal/Supervisor in approaching the other person to resolve the matter informally.

If the conduct in question does not cease or if the worker does not wish to use the informal resolution process, the worker must file a formal complaint or witness report following the procedures below.

***Formal Complaint/Witness Report***

A formal complaint or witness report of Discrimination or Bullying and Harassment should be made in writing and should include: (i) a detailed description of the alleged Discrimination or Bullying and Harassment including dates, times, locations, exact comments, actions, behavior, and any relevant documents; (ii) the name of the Respondent; and (iii) the names of any witnesses.

Formal complaints or witness reports should be made as soon as possible after experiencing or witnessing an incident to allow the incident to be investigated and addressed promptly.

A worker making a formal complaint or witness report of Discrimination or Bullying and Harassment can present the complaint or report to his or her Principal/Supervisor. The Principal/Supervisor is responsible for forwarding the formal complaint or witness report to the Superintendent or designated School District Human Resources contact for investigation. If the worker feels it is inappropriate to present the complaint or report to his or her Principal/Supervisor (e.g. if the Principal/Supervisor is the Respondent) the worker can present the complaint or witness report directly to the Superintendent or designated School District Human Resources contact.

Upon receipt of a complaint or report alleging Discrimination or Bullying and Harassment, the Superintendent or designated School District Human Resources contact will initiate an investigation.

## **INVESTIGATION AND REMEDY**

### ***Investigation Procedure***

If the subject matter of a complaint or report fits within the definitions of Discrimination or Bullying and Harassment it will be investigated. The investigation will be undertaken promptly and approached in an unbiased manner.

Investigations will be conducted by the Superintendent or designated School District Human Resources contact or by an external investigator appointed by the Superintendent or the designated School District Human Resources contact to conduct the investigation.

Both the Complainant and the Respondent are entitled to a fair hearing. The investigator will interview the Complainant, the Respondent, and any other witnesses the investigator believes may have information relevant to the complaint or report. The investigator will review any documents he/she considers relevant. The Respondent will be given the details of the complaint, and will be provided with a reasonable opportunity to respond.

All investigation proceedings will be documented and upon completion of the investigation, the assigned investigator will file a report of findings with recommendations for remedial actions.

The results of the investigation including findings and recommendations will be reported to the Superintendent or designated School District Human Resources contact, who will retain the investigation report in a manner that maintains the confidentiality of the report.

### ***Remedy***

The Superintendent or designated School District Human Resources contact is responsible for deciding what remedial actions, if any, are appropriate and for implementing such remedial actions, except in those cases where the remedial action may involve discipline, dismissal or other action for which the Board is responsible under the terms of a collective agreement or contract of employment. The Superintendent or designated School District Human Resources contact (or the Board, if applicable), will follow-up as appropriate with the Complainant and Respondent regarding the outcome of the investigation.

Remedial actions may include but are not limited to: (i) education and training; (ii) review and modification of policies, procedures and practices; (iii) disciplinary action up to and including dismissal; (iv) continuous monitoring and follow-up; or (v) any other strategy designed to eliminate and/or prevent Discrimination or Bullying and Harassment.

In appropriate circumstances employees may be referred to the Employee Assistance Program or be encouraged to seek medical advice.

The Investigation and implementation of the remedial actions will be carried out and concluded as expeditiously as possible.

### ***Confidentiality***

Complaints of Bullying and Harassment and/or Discrimination involve confidential and sensitive matters. All workers involved in a Bullying and Harassment and/or Discrimination complaint must maintain the confidentiality of any information they receive during the course of the complaint process.

Subject to disclosure which is required by law or is necessary to investigate or resolve a complaint, the School District will make every effort to keep confidential information pertaining to the complaint.

### ***Retaliation***

Retaliation against any individual who, in good faith, files a complaint or report of Bullying and Harassment and/or Discrimination is unacceptable, and may result in discipline, up to and including dismissal.

### ***Frivolous complaints***

Complaints or reports of Bullying and Harassment and/or Discrimination are serious matters. A worker who is found to have made a frivolous, vexatious or malicious complaint of Bullying and Harassment and/or Discrimination may be subject to discipline, up to and including dismissal.



**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

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**INFORMATION SHEET**

**TO:** Haida Gwaii Board of Education  
**FROM:** Shelley Sansome, Secretary Treasurer  
**DATE:** January 22, 2019  
**SUBJECT:** Secretary Treasurer Report

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Since the December 2018 board meeting I've been involved with the following items:

- Attendance at a Principal's meeting to discuss nominal roll, this year and next year's budget, meeting structures, data collection, etc;
- Attendance at a Finance and Audit committee meeting to review this year's finances, school demographics and next year's budget;
- Submission of a teacher bargaining survey to BCPSEA completed with trustees;
- Meetings with the Maintenance and Transportation Supervisor regarding annual facility grant and school enhancement program spending, as well as student transportation services and minor capital projects;
- Budget forecasting;
- Preliminary preparations for the 2019/2020 budget engagement process;
- Submission of the Student Achievement Data Exchange report to the ministry;
- Attendance at a First Nations Education Steering Committee conference with highlights being:
  - Increase to student billing rates;
  - Funding increase to support actual student FTE;
  - Equity scan tools;
  - Transportation agreement requirements;
  - Renewal of Local Education Agreements.
- A labour management meeting with CUPE Local 2020 representatives;
- Attendance at the BC Public Schools Employers' Association Annual General Meeting with a focus on upcoming collective bargaining;
- Meetings with the Human Resources Officer to discuss confidential personnel matters.

## **PRINCIPAL REPORTS – JANUARY 2019**

### **PORT CLEMENTS ELEMENTARY SCHOOL PRINCIPAL: WILL BEDARD**

- The first PAC meeting of 2019 was on January 8
- We kicked off both our Wednesday Smoothie for Recess Program and Monday Morning breakfast with Mr. Bedard Program
- A Facebook Page was created for PCES and can be accessed from both the SD50 website or Facebook
- Mrs. Quinn (a Port Clements elder) has begun reading a novel to the grade 3s on Friday mornings
- Jaskwaan made another visit to share Haida Language and culture with both classes.
- Our Hot Lunch program continues to run well.
- The Salmonid fish tank is now full of eggs in the hallway and will be cared for by Ms. Whittle and her K-3 class
- Mrs. Waring started Chess Club on Tuesdays at lunch and Red Alder Reading Club Fridays at lunch
- Our January staff meeting was held on the 15.
- Mr. McLean continues to do his Thursday lunchtime gym
- Health and Safety Meeting was held on Jan 21
- Harmony Blais is teaching our K-3 students to knit 2 afternoons a week for ½ an hour.

### **AGNES L. MATHERS ELEMENTARY JR. SCHOOL PRINCIPAL: WILL BEDARD**

- Mon. Jan 7<sup>th</sup> School reopens after Winter Break
- Wed. Jan 9<sup>th</sup> Hot lunch – Soup & cheese buns
- Thurs. Jan 10<sup>th</sup> Mother Goose in Strong Start – Tawni Davidson does a wonderful job with our Strong Start kids.
- Wed. Jan 16<sup>th</sup> Hot lunch – Mac & cheese
- Wed. Jan 16<sup>th</sup> Field trip to the Hatchery – it went well, and the kids were engaged.
- Thurs. Jan 17<sup>th</sup> Mother Goose in Strong Start
- Mon. Jan 21<sup>st</sup> Abalone workshop - 4-7 class: kids enjoyed the activity and they are returning on the 24<sup>th</sup>.
- Tues. Jan 22<sup>nd</sup> Making Waves is an Oceans Forum w/Judy Hilgemann (Art) –students made an acrylic painting on microscopic organisms. Talk was based around micro plastics and their effects on the environment.
- Wed. Jan 23<sup>rd</sup> Hot lunch – Soup & sandwich
- Wed. Jan 23<sup>rd</sup> Walk to the beach - K-3 class – 14 students explored the beach and collected items. Lots of discussion around nature and animals. Parents also could view the field trip photos through See saw app.



- Wed. Jan 23<sup>rd</sup> Bike hike to Bevan's Farm to see deceased whale – 4-7 class. Students participated in lessons based on grounding and mindfulness. Helped them to focus on the details. Also did lesson on whale anatomy.
- Wed. Jan 30<sup>th</sup> Hot lunch – Spaghetti & meatballs

**SK'AADGAA NAAY ELEMENTARY SCHOOL**  
**PRINCIPAL: LEIGHANN ROGERS**

We had a successful Winter Concert on December 19 with a large number of families in attendance. Following the holiday break, we have been focused on a variety of learning initiatives. We have had several community members visit our school through the Haida Role Model program to teach several classes about salmon processing. We have been working with the Farm2School program on grant reporting and updates regarding the amount of local food we are able to offer at our school. Several teachers have become involved in ReadingRecovery training. The grade fives have continued with the outdoor education program in partnership with Mount Moresby Adventure Camp and have two outdoor education dates scheduled in January. Our school has been utilizing our ConnectedNorth system on a regular basis. We have taken part in a couple of session so far this month, including a language exchange with a school in Grand Rapids, Manitoba, and a lesson on rainforest animals. Our staff took part in class reviews, which allow us the time to look at our current schedules and support services and make any adjustments that might be needed to ensure the best use of our resources.

**GUDANGAAY TLAATS'GAA NAAY SECONDARY SCHOOL**  
**PRINCIPAL: IAN KEIR**

- We are in the final push to get students to finish up school work before the Winter Break. No events on our calendar during the last two weeks of school.
- Grade 10, 11, and 12 students each completed three days of Sexual Health lessons with Alicia Embree. The feedback from Alicia was that GTN students fully participated and learned a lot.
- We received a donation of beef from Stan Hansen and May Russ. With the support of Farm to Schools, staff and students processed the beef into ground beef and jerky. The bones were turned into stock. All the food will become part of our lunch program.
- Currently have Boys and Girls Basketball teams as well as Wrestling teams practicing regularly.
- COAST Day on December 20. Christmas Breakfast and a variety of activities happening for students including: skateboarding, baking, making Christmas presents in the shop, biking, weaving, animation, and beading.
- We have students working on an extracurricular marine art project with Judy Hilgemann.
- I participated in the After-School Sports and Arts Initiative (ASSAI) Community Forum in Victoria on November 29-30.

- I completed my Applied Suicide Intervention Skills Training (ASIST) training on December 1-2. GTN currently has five people on staff who have their ASIST.



GTN staff and students work at processing beef that was donated to the school foods program (November 28-30, 2018)

### **GIDGALANG KUUYAS NAAY SECONDARY SCHOOL PRINCIPAL: DEAVLAN BRADLEY**

We have been very busy since Christmas break.

On the 17<sup>th</sup>, we had a lockdown drill with the participation of RCMP. The drill went very well, and we managed to identify a few areas where we could improve our procedures in the unlikely and terrible possibility we will have to put our plans into action. Staff and students performed admirably.

Grades 11 and 12 wrote the Graduation Numeracy Assessment on the 23<sup>rd</sup>. Results should be back within a few weeks. This assessment is new, and it replaces the Provincial exam system.

Jr. Boys basketball travels this weekend (the 24<sup>th</sup>) to a tournament. Wish them "good hunting".

Grade 9 immunizations are approaching, February 8. We are valiantly trying to get all of our forms back from grade 9 families.

Most of the teachers on staff are participating in a three-part webinar series dedicated to aligning assessment practices with the new grade 10-12 curriculum. Part 1 of the series was held on January 17<sup>th</sup> and is very engaging. We continue to look for better ways to serve our students through exploring the literature and philosophies behind the changes to curriculum.

We will be pleased to host an alumnus, Allan Lavallee, in March. Allan now serves in the Canadian Armed Forces and has an opportunity to come to Haida Gwaii with recruitment personnel to present to students. Firm dates TBA. His former teachers are excited to connect with him.

**TAHAYGHEN ELEMENTARY SCHOOL  
PRINCIPAL: VERENA GIBBS**

District Portfolios: Health and Safety, Safe Schools, SOGI, Farm to School, HEC

Our new year is off to a great start!

We launched the RCMP's Kids, Cops and Computers Program on January 15<sup>th</sup>. This program is targeted for Grade 7 students and is intended to support being responsible digital citizens. Family members joined RCMP to learn about the program and to agree to the terms. The program includes five Lead and Learn sessions held at lunch-time (led by RCMP), as well as a culminating dinner at which students present their final project based on the themes covered. Once successfully completed, students will be awarded their own Chromebook computer.

Winter Activities begin on Monday January 28<sup>th</sup>. This year, we are hosting the following workshops: weaving (Christine Carty), music (Marcus Alexander), charcoal/chalk art (Dejah Busch), archery (Toby Sanmiya), surfing (Peter Reynolds), and cooking (Andre Johnstone). We have worked with staff from Chief Matthews School and have included their 10 grade 5 students. We are excited about this partnership. Trustees are welcome to join us for our celebration dinner on March 13<sup>th</sup>.

I have followed up with SOGI School Leads.

- Vanessa Wahl (SNES) runs a Diversity Club and has purchased SOGI related resources. She has presented to school staff re: What is SOGI and what does it mean in a school?
- Midori Campos/David McLean (TAH) run a weekly Diversity Club. They have presented to school staff re: What is SOGI and what does it mean in a school?
- Midori Campos/David McLean (GTNSS) working with student leadership towards SOGI goals
- Jennifer Parser (ALM) is purchasing inclusive resources for the school
- Kris Olsen (GKNSS): Student group is currently painting 6 ceiling tiles the colour of the rainbow, these should be up next week in front of the office. Their goal is to have the pride colours on ceiling tiles in every classroom by the end of the year.
- Midori (PCES) – is covering SOGI/diversity related topics within the classrooms

Attached is the SOGI Report for Haida Gwaii from our fall survey. Midori, David and I are also working on hosting two evenings about SOGI for parents/community, as well as a teacher Professional Development this spring.

## Haida Gwaii SOGI School Lead Survey Results: Start of Year Evaluation

### **Survey Overview**

The Haida Gwaii SOGI School Lead Survey was distributed via Survey Monkey in October 2018, with a one-month completion window. The survey was sent to SOGI School Leads in the six schools across the district. Four responses were received from five schools, indicating that some Leads may facilitate SOGI-inclusive education work in more than one school. Haida Gwaii School District has a school response rate of 83%.

The goals of the SOGI School Lead Survey were:

1. Provide a snapshot of current state of SOGI in schools in the district
2. Source feedback on SOGI School Lead needs to inform the planning of district activities
3. Create a baseline measurement that can be benchmarked against at the end of the school year to measure the impact of the Network

SOGI School Leads will be surveyed again in May 2019 to provide a before/after comparison that will support measurement of Network impact.

The 29 questions were a mix of quantitative (to source comparable statistics) and open (to encourage a range of responses based on the respondent's knowledge and experience).

### **Executive Summary**

SOGI School Leads in Haida Gwaii continue to be positive and optimistic about the district's progress in SOGI-inclusive education. Survey respondents are hungry for and appreciative of continued SOGI professional development opportunities and see benefits in offering training to all staff in the district. SOGI School Leads note that Haida Gwaii is, overall, a safe space for LGBTQ+ youth. Acceptance of gender creative and gender diverse students was overwhelmingly reported and all respondents note that they are well-supported in their roles.

This year, results show that there is still a lack of confidence from educators regarding meaningfully integrating SOGI into the curriculum. Many participants note that implementing SOGI-inclusive curriculum and bolstering tools and resources continue to be a work in progress in the district; however, there are tangible benefits for students when educational staff receive adequate SOGI pro-d training. SOGI School Leads underlined a need for staff-wide professional development in order to help raise awareness and comfort-levels. Lack of wider knowledge of the district SOGI policy may be a stumbling block for some educators although participants who are familiar with the policy find it useful. Few School Leads indicate that they regularly share information about SOGI-inclusive education with their colleagues.

Haida Gwaii SOGI School Leads have concrete suggestions for continued action and improvement which are outlined below. This year, respondents report that Haida Gwaii educators find online resources and their SOGI District Lead the most useful sources of information about SOGI-inclusion. We hope that you find this information helpful as you pursue your district's goals.

### **Recommendations**

- Share a summary of the results with SOGI School Leads to increase engagement, celebrate successes and prioritize future SOGI activities
- Continue to provide much-appreciated SOGI-inclusive workshops and training for SOGI School Leads

- Encourage SOGI School Leads to support GSA's in the district to provide the safe spaces for elementary and high school students
- Provide district-wide SOGI professional development for administrators, educators, all support staff and parents to increase comfort with and awareness of SOGI-inclusive education based on the provincial curriculum
- Promote increased knowledge of district SOGI policies and procedures among all educators
- Promote SOGI books and resources alongside relevant lesson plans for all grade levels to all teaching staff
- Continue to share SOGleducation.org as a go-to resource for educators and parents in Haida Gwaii
- Continue to build the culture of the Haida Gwaii SOGI School Lead team as one that of peer-to-peer learning and collaboration so that SOGI School Leads share successes and resources with each other

## Survey Results

### Section 1: About You and Your District

1. School District: 50 Haida Gwaii
2. Responses were received from the following schools
  - GidGalang Kuuyas Naay Secondary – Distributed Learning
  - Sk'aadgaa Naay Elementary
  - Gudangaay Tlaats'gaa Naay Secondary
  - Tahayghen Elementary
  - Port Clements Elementary
3. 50% of Leads identify as support staff, 25% (1) as teachers, and 25% (1) as counsellors.
4. 25% (1) of Leads are in an elementary school and 25% (1) are in a high school. 50% (2) chose Other.
  - Other includes Leads who work with multiple schools.
5. 75% of Leads have an active Gender-Sexuality Alliance (GSA) or similar club in their school. 25% do not.
6. Leads indicate that their school has the following to plan and deliver SOGI initiatives:
  - 100% of Leads agree they have the support to plan and deliver SOGI initiatives and activities.
  - 75% of Leads agree they have the resources to plan and deliver SOGI initiatives and activities. 25% (1) gave a neutral response.

### Section 2: Training and Professional Development

7. Leads indicate that the sources of information about SOGI that educators in Haida Gwaii schools find most useful include the following:
  - 75% find online resources (e.g. websites) useful.
  - 50% find their SOGI District Lead useful.
  - 50% find their SOGI School Lead useful.
  - 50% find print resources (e.g. books) useful.
  - 25% (1) find their school administrators useful.
8. 25% (1) of Leads agree that they are satisfied with the SOGI professional development opportunities that have been previously offered to them. 50% gave a neutral response, while 25% (1) indicate that they have not yet been offered SOGI professional development this year.
  - Comments indicate that some Leads feel that they would benefit from more professional development opportunities.
9. 25% (1) of Leads regularly talk to other staff in their school for support and to share information about SOGI-inclusive education. 75% gave a neutral response.

- Comments indicate that some Leads desire more opportunities to speak with staff about SOGI-inclusive education.
- 10. 25% (1) of Leads agree they are satisfied with the SOGI tools and resources that have been offered to them this year. 50% gave a neutral response, while 25% (1) disagree.
  - Comments indicate that some Leads desire more resources.
- 11. Leads indicate that they would find the following kinds of SOGI-specific training/professional development/resources and materials useful:
  - More training and professional development opportunities
  - Resources and materials to facilitate activities and initiatives
  - Opportunities to connect with other SOGI Leads

### Section 3: School Environment

12. Leads indicate that district SOGI policy/procedures are the following in their schools:
  - 50% agree that the district SOGI policy/procedures are well known in their school. 50% gave a neutral response.
  - 50% agree that district SOGI policy/procedures are implemented effectively in their school. 50% gave a neutral response.
13. 75% of Leads agree that educators in their school proactively work to create a SOGI-inclusive school/class environment. 25% (1) gave a neutral response.
  - Comments indicate that some Leads are unsure and will check-in with Leads about this in the future.
14. 25% (1) of Leads agree that educators in their school are confident engaging in SOGI-inclusive education/activities. 75% gave a neutral response.
  - Comments indicate that some Leads feel that confidence levels vary across educators. While some educators seem to feel confident, others do not.
15. Comments indicate that Haida Gwaii schools plan to celebrate the following SOGI awareness days in their school this year:
  - 50% plan to celebrate 12% (1) plan to celebrate World AIDS (December 1)
  - 100% plan to celebrate Pink Shirt Day (February).
  - 25% (1) plan to celebrate International Day against Homophobia and Transphobia
16. 50% of Leads agree that educators in their school incorporate SOGI-related content into the curriculum. 50% gave a neutral response.
  - Comments indicate that some educators will incorporate SOGI-related content into the curriculum through the use of inclusive literature.
17. 100% of Leads agree that educators in their school feel supported by their administration when engaging in SOGI-inclusive activities.
18. 75% of Leads agree that educators in their school feel supported by district leadership when engaging in SOGI-inclusive activities. 25% (1) gave a neutral response.
19. 50% of Leads agree that their school commits funds to SOGI resources and/or activities. 25% (1) disagree.
  - Comments indicate that some schools allocate between \$300-\$500 to SOGI resources and/or activities.
20. 75% of Leads agree that SOGI resources are easily accessible in their school library. 25% (1) gave a neutral response.
21. Leads indicate that the general attitude of educators in their school towards the following people is one of acceptance and appreciation:
  - 100% of Leads agree that sexual minority students and families are accepted and appreciated.
  - 100% of Leads agree that gender minority students and families are accepted and appreciated.
22. Leads indicate that the biggest barriers for educators in addressing SOGI issues with students include:

- 100% identify lack of training and/or resources as a barrier.
- 75% identify lack of confidence as a barrier.
- 75% identify lack of knowledge/understanding regarding how to integrate SOGI into the curriculum as a barrier.

#### Section 4: Student Impact

23. Leads indicate that they are aware of students in their school who are facing challenges/questions regarding the following:
  - 100% of Leads agree that students face challenges/questions regarding sexual orientation.
  - 100% of Leads agree that students face challenges/questions regarding gender identity/expression.
24. Leads indicate that there are staff in their school who are facing challenges regarding the following:
  - 25% (1) of Leads agree that staff face challenges regarding sexual orientation. 50% gave a neutral response, while 25% (1) strongly disagree.
  - 25% (1) of Leads agree that staff face challenges with gender identity/expression. 50% gave a neutral response, while 25% (1) disagree.
  - Comments indicate that some Leads are unsure.
25. Leads indicate that their school provides a safe and inclusive environment for the following people:
  - 100% of Leads agree their school feels safe and inclusive for sexual minority students.
  - 75% of Leads agree their school feels safe and inclusive for gender minority students. 25% (1) gave a neutral response.
26. Leads indicate that they feel equipped to handle the challenges/questions the following students may face:
  - 100% of Leads agree they feel equipped to handle the challenges/questions faced by sexual minority students.
  - 75% of Leads agreed they feel equipped to handle the challenges/questions faced by gender minority students. 25% (1) gave a neutral response.
  - Comments indicate that some Leads desire more training that addresses how to support LGBTQ+ students as a cis-hetero ally.
27. Leads indicate that the priority needs for LGBTQ+ students in Haida Gwaii schools are:
  - School GSAs and other clubs that can promote acceptance of LGBTQ+ students and lead SOGI-specific activities
  - Consistent implementation of district SOGI policy/procedures in schools
  - SOGI workshops for students
  - Opportunities for LGBTQ+ students to connect with peers from other schools
  - To feel safe while expressing themselves as they wish to
  - School intervention in the area of transphobic/biphobic/homophobic bullying and harassment

#### Section 5: Overall Experience

28. Leads indicate that the following SOGI-specific initiatives and activities are being planned in Haida Gwaii schools this year:
  - Rainbow Crosswalk initiative
  - Rainbow Lockers initiative
  - School wall dedicated to SOGI topics
  - Student-led Diversity Club initiatives and activities
29. Leads indicate that the following improvements could be made to make their school a safer place for LGBTQ+ students and their families:
  - More GSA-like clubs and SOGI-specific activities to promote school-wide acceptance
  - More SOGI-specific workshops for educators

- More consistent representation of LGBTQ+ people in curriculum content, beginning at the primary level in order to lay the inclusive foundation necessary to mitigate transphobic/biphobic/homophobic bullying
- District-wide understanding of what SOGI-inclusive education is and is not



**TRUSTEE EXPENDITURE REPORT  
AS OF December 31, 2018**

		December	Year-To-Date	Budget	Available	% Spent
4-40-19000	GOV HONORARIUM	5,252.36	27,133.80	55,119.00	27,985.20	49%
4-40-20000	GOV BENEFITS	96.10	507.16	6,266.00	5,758.84	8%
4-40-31200	PROFESSIONAL SERVICES-LEGAL		3,387.64		(3,387.64)	0%
4-40-34000	GOV TRAVEL, MEALS, MILEAGE	9,331.05	21,087.44	35,014.00	13,926.56	60%
4-40-37000	GOV DUES & FEES		7,055.97	8,822.00	1,766.03	80%
4-40-39000	INSURANCE		0.00	1,135.00	1,135.00	0%
4-40-42000	OTHER CONTRACTS		7,557.38		(7,557.38)	0%
4-40-42025	ELECTIONS		8,611.24	20,000.00	11,388.76	43%
4-40-51000	GOV SUPPLIES	332.54	381.78	1,000.00	618.22	38%
4-40-59000	COMPUTER EQUIPMENT		7,515.08	12,500.00	4,984.92	60%

<b>Total</b>		<b>15,012.05</b>	<b>83,237.49</b>	<b>139,856.00</b>	<b>56,618.51</b>	<b>60%</b>
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January 3, 2019

Ref: 205262

David DeRosa, President  
BC Principals' and Vice-Principals' Association  
Email: [dderosa@bcpvpa.bc.ca](mailto:dderosa@bcpvpa.bc.ca)

Patti Dundas, President  
BC Association of School Business Officials  
Email: [dundas\\_p@surreyschools.ca](mailto:dundas_p@surreyschools.ca)

Glen Hansman, President  
BC Teachers' Federation  
Email: [glen@bctf.ca](mailto:glen@bctf.ca)

Tom Longridge, President  
BC School Superintendents Association  
Email: [tom.longridge@sd72.bc.ca](mailto:tom.longridge@sd72.bc.ca)

Gordon Swan, President  
BC School Trustees Association  
Email: [gswan@bcsta.org](mailto:gswan@bcsta.org)

Dear Messrs. DeRosa, Hansman, Longridge, Swan and Ms. Dundas:

Thank you for your letter of September 25, 2018. I appreciate your concerns expressed regarding the release of the Funding Model Review Report and the request for future opportunities to reflect on the Panel's recommendations.

The future of BC's K-12 funding model is guided by principles agreed to by the Ministry of Education and the BC School Trustees Association with the intent of creating a system that is responsive, equitable, stable and predictable, flexible, transparent and accountable.

As previously committed to your organizations, I am pleased to confirm the Panel's [final report](#) was released on December 19, 2018. The report's 22 recommendations, which focus on themes of equity (for all students), accountability, and financial management, provide a good road map to improving the system.

With such a complex change, it is necessary to ensure there is a common understanding of how these recommendations may impact the education system before determining how to proceed to implement a new model. There will be no changes to the funding model for 2019/20 school year, and the Ministry will be engaging further with stakeholders to assess the impacts of these changes in key areas.

.../2

Your organizations will be updated regarding the range of engagement opportunities that will be available over the coming months.

I look forward to working with all our educational partners as we make important improvements to the K-12 public education funding system. I encourage you to participate in the further engagement opportunities as we move forward. In the meantime, if you have any questions or require further information, please contact Reg Bawa, Assistant Deputy Minister, by email at [K12fundingreview@gov.bc.ca](mailto:K12fundingreview@gov.bc.ca).

Again, thank you for writing.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming".

Rob Fleming  
Minister

British Columbia News

## Education funding model review focuses on more equitable services for students

<https://news.gov.bc.ca/18736>

Wednesday, December 19, 2018 1:06 PM

**Victoria** - As the next phase of renewing the Province's education funding model, B.C.'s Minister of Education is asking parents, teachers, support staff, school administrators and others to help shape the path forward to make education funding work better for students in the classroom.

This follows release of the final report from the independent review panel on education funding.

Rob Fleming, Minister of Education, said the panel's report has identified challenges with the current education funding model, which is resulting in inequities in education services and programs, especially for students with special needs and vulnerable students. In Phase 2, the B.C. government's education partners will form working groups to provide advice on how to move forward on the key themes raised in the report.

"We want to make sure all students are getting the supports they need no matter where they live. I want to thank the panel for helping define the challenges and identify paths forward," said Fleming. "Now it's up to all of us who care about students to deliver solutions. Given the scope of the recommendations, we now need to work with our partners to better understand the benefits for students, parents, educators and school districts. It's critical we get this right for our kids."

The working groups will be formed in January 2019 to engage further on the key areas and themes identified in the report: inclusive education, distributed learning, adult education, financial management, accountability.

The working groups will provide advice to the minister on how to best move forward on the recommendations in order to make the funding model work better for students. They will assess the implications of the recommendations made by the panel and look at how the ministry can maximize dollars invested in the classroom to improve services, drive better outcomes and make sure rural and remote districts, as well as the fast-growing districts, get the resources they need.

The working groups will include representation by all education partners including teachers, parents, school administrators, support staff, trustees, superintendents, the First Nations Education Steering Committee and inclusive education groups. The groups will report back in the fall of 2019. No changes will be made to the existing funding model for the 2019-20 school year.

"The challenge to us all is to deliver a better funding model that allows for all classrooms across British Columbia to be the best they can be for the individual learning needs of every student," said Fleming, who adds the current funding model was imposed in 2002, with no consultation.

Reviewing the K-12 education funding model, with a view to ensuring equitable access for students, is a shared priority between government and the B.C. Green caucus and is part of the Confidence and Supply Agreement.

**Quotes:****Chris Trumpy, chair of the independent review panel -**

"This review has been an educational process for the panel and we would like to thank all of those participants that provided feedback. Our recommendations reflect what we heard from Boards of Education, school district staff, partner groups and individuals about what's not working with the current funding system and what needs to change. The report provides a path forward for government to improve chances for all students, support greater accountability for how resources are used and strengthen the overall management of the K-12 public education system."

**Paul Faoro, president, CUPE BC -**

"We are very pleased the education minister followed through on an election commitment to review the current funding model and doing so with input from all stakeholders. The review on education funding was desperately needed, especially since the last review was completed 16 years ago. Our union looks forward to participating on the working groups in the coming months to develop a path forward to provide a better, stable and sustainable school system for students and our 31,000 members in British Columbia."

**Glen Hansman, president, BC Teachers' Federation -**

"Teachers across B.C. have been eagerly waiting for the education funding model review report. I am thankful to the minister for outlining the next phase that allows for more consultation and collaboration. The entire education community needs to have an informed conversation about these recommendations, and I welcome the opportunity to do so over the coming year. I hope that the process will lead to changes that enhance both services to students and teachers' working conditions, regardless of where they live and work in our province."

**Andrea Sinclair, president, B.C. Confederation of Parent Advisory Councils -**

"Parents have long been asking for greater equity in educational programs and services for all students, and greater accountability for how resources are used towards improving student outcomes. We are pleased to see such a strong focus on equity and accountability in this report. These were key elements of our submission to the panel and reflect what parents are seeking. This is a positive first step toward the creation of a new funding model that puts students' needs first and foremost."

**Karla Verschoor, executive director, Inclusion BC -**

"Inclusion BC was encouraged to see the new funding model recommendations framed through an equity lens with an emphasis on accountability and transparency. We look forward to continuing our work with the Ministry of Education to ensure that any new funding model and inclusive education policies are woven together to produce better outcomes for all students. Inclusion BC will continue to advocate for strong, publicly funded schools, with educators and parents who are well-equipped to implement best practices in inclusive education and to work collaboratively to support quality learning for all students."

**Gordon Swan, president, B.C. School Trustees Association -**

"The B.C. School Trustees Association is appreciative that the provincial government upheld the

commitment to review the public education funding model and release the funding model review panel report. We look forward to further consultation with government and our membership regarding how best to proceed towards modernizing the current funding model."

### **Sonia Furstenuau, Green Party caucus spokesperson for education, and MLA for Cowichan Valley -**

"It is essential that we better facilitate equitable and accessible education for all B.C. students, regardless of their diverse abilities or geographic locations. Our caucus is pleased that this report is available for further consultation and review, and we look forward to engaging with government and stakeholders to produce the best possible education outcomes for students."

### **Quick Facts:**

- The K-12 public education system in B.C. serves nearly 560,000 full-time equivalent (FTE) students.
- They are supported through over \$5.7 billion in operating funding provided for school districts by the Ministry of Education.
- Enrolment has increased by more than 26,000 FTE students in the last four years and is projected to grow by another 15,000 over the next three years.
- In February 2018, the Minister of Education appointed an independent review panel to look at the current funding model and to move B.C.'s public-school system to a better, stable and sustainable model.
- The panel met with all 60 school districts and heard from over 350 education stakeholders. The final report makes 22 recommendations for a new funding system.
- In October 2018, the Minister of Education appointed an implementation advisory committee comprised of education experts, to provide advice and help guide government in the next steps of the funding model review.

### **Learn More:**

The full report is available here: [https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/funding-model-review/independent\\_review\\_panel-final\\_report\\_2018.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/funding-model-review/independent_review_panel-final_report_2018.pdf)

A backgrounder follows.

### **Media Contacts**

Government Communications and Public Engagement  
Ministry of Education  
250 356-5963

### **Backgrounders**

#### **Members of the independent review panel on education funding**

The independent review panel consisted of:

**Chris Trumpy, chair**

- former deputy finance minister of British Columbia

### **Flavia Coughlan**

- secretary-treasurer, Maple Ridge-Pitt Meadows District
- vice-president, BC Association of School Business Officials

### **Piet Langstraat**

- former superintendent, Greater Victoria School District
- former superintendent in the Alberta school system

### **Lynda Minnabarriet**

- secretary-treasurer, Gold Trail School District
- chair, B.C. Education Marketplace

### **Kelly Pollack**

- partner, Human Capital Strategies
- founder and former CEO, Immigrant Employment Council of BC

### **Philip Steenkamp**

- former vice-president, external relations, University of British Columbia
- former deputy minister, ministries of Advanced Education; Aboriginal Affairs; Tourism, Culture and the Arts; and Regional Economic and Skills Development

### **Angus Wilson**

- superintendent, Mission School District
- former superintendent, Haida Gwaii School District

From: **Hugh Blackman** hblackman@BCSTA.ORG  
Subject: **BCSTA Leadership series**  
Date: January 7, 2019 at 10:43 AM  
To: **Hugh Blackman** hblackman@bcsta.org

Dear Board Chairs, Secretary-Treasurers and Superintendents,

I am excited that over 1/2 the boards of education have already registered for the Regional Leadership sessions. I realize how busy schedules are but would like to encourage all boards to consider registering for one of the regional workshops. The facilitators will be meeting to review the extensive workshop materials to prepare for the sessions. Prior to each Regional session we will be sending a workbook for participants. This will require some 'homework' to be done so participants will be able to refer to their district materials during the workshops.

Thank you for encouraging your trustees and senior management to participate in these sessions. Please note there is only a nominal fee for food costs and each district can access up to \$1500 travel grant to help with any costs.

I hope to see you at the regional workshops!

Hugh Blackman  
Director, Education Services



## BCSTA Leadership Development Program Workshops

BCSTA has been working closely with Anne Cooper, former superintendent, BCSSA mentor and consultant and Joan Axford former BCASBO Executive Director, Mentor and consultant to develop a trustee leadership development program. This program is intended to pick up where the Academy and New Member Orientation left off, with Boards and senior leadership staff (Superintendents, Secretary-Treasurers, Directors) working together to ensure effective governance and financial oversight.

There are twelve regional sessions scheduled to make access easier. In advance of each session, a 'workbook' resource will be provided so that each District can tailor their discussions over the two days. The program has as its outcomes enhanced understanding of Board governance and oversight responsibilities, strategic planning, and fiscal planning and oversight for boards. An excellent group of facilitators have been secured for the workshop sessions.

It is hoped that school boards can send at least 3 trustees and available senior staff to the two-day regional workshops. Boards are welcome to include their whole board. A board may also choose to attend a different regional session if the dates or location work better for the board members. *Each board will work through their own information so please do not split up your board and attend different sessions.* The materials shared at the workshops will also be provided for trustees who cannot attend with an expectation that the individuals attending will share information covered at the sessions.

The topics covered will be more in depth than our Trustee Academy, Joint BCPSEA/BCSTA Academy or AGM Pro D.

BCSTA supports travel expenses for three trustees from each board to attend (up to a maximum of \$1500 per board). Boards may also send additional trustees and/or sr. district staff at a registration cost of \$50 per person. Any unclaimed grant money will be distributed to boards on a proportional basis to assist with total costs above their initial claim. Registration for everyone is required.

[Registration for the sessions is now open through BCSTA ePly. Click here to access the HUB, which contains registration information.](#)

Sessions will run 8:30-3:30

Venue details for each location will be included in ePly registration confirmation letter

Dates	Location	Facilitators
Jan 30/31	Abbotsford SD 34	S Anne Cooper S-T Joan Axford
Feb 6/7	Vancouver SD 39	S Bev Rundell S-T Joan Axford
Feb 11/12	Prince George. SD 57	S Hugh Gloster S-T Allan Reed
Feb 12/13	Victoria SD 61	S Bev Rundell S-T Joan Axford
Feb 28, Mar 1	Campbell River SD 72	S Bev Rundell S-T Joan Axford
Mar 4/5	Prince Rupert SD 52	S Anne Cooper S-T Jeanette Hanlon
Mar 7/8	Fort St. John SD 60	S Hugh Gloster S-T Allan Reed
Mar 7/8	Nanaimo SD 68	S Bev Rundell S-T Joan Axford
April 4/5	Kamloops SD 73	S Sheila Rooney S-T Allan Reed
April 11/12	Kelowna SD 23	S Sheila Rooney S-T Allan Reed
April 11/12	Trail SD 20	S Anne Cooper S-T Jeanette Hanlon
April 15/16	Cranbrook	S Anne Cooper



## Expected Outcomes of the Session

- Understand Board governance in the areas of planning, accountability, financial due diligence and communication and consultation.
- Trustees are confident in their role and better understand governance versus management and what they should expect from management to support their due diligence.
- Improved ability to monitor financial matters, ask better questions, and understand the answers.
- Improved ability to tie resources to objectives and invest in student outcomes.
- In a position to reflect on district policies and documents and improve on them as appropriate.

To facilitate rich discussions and in recognition of differing district contexts, participants will work with district materials organized within a Workbook, sent in advance of the sessions.

Content Area	District Documentation
<b>Board Governance</b>	<ul style="list-style-type: none"> <li>• Board policies and bylaws in the area of governance</li> <li>• Board committee structure and committee terms of reference</li> </ul>
<b>Responsibility for Student Success</b>	<ul style="list-style-type: none"> <li>• Include the district Framework for Enhancing Student Learning</li> <li>• Specific initiatives to support learners, Early Learning, Aboriginal Students, Literacy, Assessment, etc</li> </ul>
<b>Strategic Planning</b>	<ul style="list-style-type: none"> <li>• Current Strategic Plan. Include Vision, Mission and Values statements if not published within the Strategic Plan.</li> <li>• Include the district Framework for Enhancing Student Learning if that is the Board's prime planning document.</li> <li>• Facility Plan</li> <li>• Technology Plan</li> <li>• Copies of Annual Reports and other district publications communicating status of strategic plan.</li> </ul>
<b>Roles and Responsibilities</b>	<ul style="list-style-type: none"> <li>• District Organization Chart</li> <li>• Job Descriptions of the Superintendent of Schools and Secretary-Treasurer</li> </ul>
<b>Financial Literacy</b>	
<b>Fiduciary Governance</b>	<ul style="list-style-type: none"> <li>• Delegation of Authority Policy or Signing Authority Matrix</li> </ul>
<b>Annual Budget – Setting Objectives, Principles and Consultation and Communication Plan</b>	<ul style="list-style-type: none"> <li>• Insert District budget guiding principles, if present or Consultation and Communication Plan which could outline the budget preparation process and timelines</li> <li>• District Policies on Budgets and Allocation</li> </ul>
<b>Annual Budget Preparation</b>	<ul style="list-style-type: none"> <li>• 2018/19 Annual Budget Document(s)</li> </ul>
<b>Implementing, Managing and Monitoring the Budget Plan</b>	<ul style="list-style-type: none"> <li>• Forecasting Financial Documents</li> <li>• Amended Budget documents, if available</li> <li>• Surplus Policy, if available</li> <li>• Enrolment Information</li> <li>• Enterprise Risk Document, if available</li> </ul>
<b>Annual Financial Statements and Audit Committees</b>	<ul style="list-style-type: none"> <li>• 2017/18 Financial Statements and Auditors Report and Auditor Management Letter</li> <li>• Description Document about the Statements that was provided by Management</li> <li>• Copy of Audit Committee terms of reference, if available</li> </ul>
<b>Financial Health</b>	
<b>Setting a Tone, – the Function of Policy</b>	<ul style="list-style-type: none"> <li>• Board procedural bylaw</li> <li>• Board policy or bylaw describing the policy development process</li> </ul>
<b>Communicating Strategic Directions and Decisions of the Board</b>	<ul style="list-style-type: none"> <li>• Copy of the Board's communication policy and or plan</li> <li>• Samples of communications articulating decisions flowing from Board meetings</li> <li>• Sample of community engagement, surveys, forum presentations, etc. around an issue</li> </ul>

Hugh Blackman  
 Director, Education Services  
 BC School Trustees Association (BCSTA)  
 P (604)235-2298 | M (604)341-1641 | W [bcsta.org](http://bcsta.org)  
 1580 W. Broadway, 4<sup>th</sup> floor  
 Vancouver, BC V6J 5K9



British Columbia  
 School Trustees  
 Association



**THE BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50 (HAIDA GWAII)**

**2019 TRUSTEE PORTFOLIOS**

**Chairperson:** Roeland Denooij  
**Vice Chairperson:** Dana Moraes

<b>PORTFOLIO</b>	<b>TRUSTEE</b>
<b>EDUCATION</b>	
Cultural, District Sports	Dana Moraes
Professional Development	Julia Breese
<b>ABORIGINAL EDUCATION</b>	
Haida Education Council, Local Education Agreement	Wilson Brown
<b>FINANCE AND PERSONNEL</b>	
BC Public Schools Employers' Association (BCPSEA)	Julia Breese
Labour Management	Patrick Moores
<b>COMMUNITY RELATIONS</b>	
BC Schools Trustees' Association (BCSTA)	Roeland Denooij
District Parent Advisory Council	Julia Breese
Community Relations Liaison	Julia Breese
Sexual Orientation	Julia Breese

**\*\* All Trustees have available alternates for each committee.**



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).

.../2

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

## FINANCE VOUCHER

REGULAR BOARD MEETING

### BOARD MEETING:

January 22, 2019

### AGENDA ITEM:

#### Finance Voucher    December 31, 2018

The list of accounts payable is attached for your information. The following is a summary of accounts.

A/P Cheques Computer Generated	December 31, 2018	\$42,592.24	
ePayments	December 31, 2018	\$176,742.48	
Quick Pays	December 31, 2018	\$495,714.92	
<b>TOTAL Accounts Payable..... December 31, 2018</b>			<b>\$715,049.64</b>
Teachers	14-Dec	\$201,531.09	
AO/Exempt	14-Dec	\$70,975.30	
Teachers	31-Dec	\$0.00	
AO/Exempt	31-Dec	\$0.00	\$272,506.39
CUPE	8-Dec	\$60,132.28	
Casuals	8-Dec	\$18,458.33	
TOC's	8-Dec	\$7,732.94	
CUPE	22-Dec	\$57,305.55	
Casuals	22-Dec	\$20,202.37	
TOC's	22-Dec	\$7,562.24	
			<b>\$171,393.71</b>
<b>TOTAL Payroll..... December 31, 2018</b>			<b>\$443,900.10</b>
<b>TOTAL A/P and Payroll</b>			<b><u>\$1,158,949.74</u></b>

### RECOMMENDATION:

1. THAT the Board of School Trustees receive for information Accounts Payable and Payroll totaling **\$1,158,949.74** for the month of December

**SCHOOL DISTRICT NO. 50**  
**CHEQUE REGISTER AS OF DECEMBER 31, 2018**

<b>CHEQUE NUMBER</b>	<b>DATE</b>	<b>SUPPLIER</b>	<b>AMOUNT</b>
58095	12/6/2018	Big Dog Enterprises	\$ 4,410.00
58096	12/6/2018	Busy Bee Tools	\$ 41.43
58097	12/6/2018	Christy Konschuh	\$ 83.95
58098	12/6/2018	City Centre Stores LTD.	\$ 128.28
58099	12/6/2018	Inlet Coffee & Cafe	\$ 200.00
58100	12/6/2018	Pitneyworks	\$ 340.00
58101	12/6/2018	Red Canoe Books	\$ 72.69
58102	12/6/2018	Royal Canadian Legion Br. #220	\$ 250.00
58103	12/6/2018	Gail Russ	\$ 120.00
58104	12/6/2018	Westpoint Automotive	\$ 28.88
58105	12/6/2018	Dana Moraes	\$ 797.45
58106	12/6/2018	Shelley Sansome	\$ 966.29
58107	12/14/2018	Balance Rock Eggs	\$ 55.00
58108	12/14/2018	Busy Bee Tools	\$ 66.04
58109	12/14/2018	Charlisle Clothiers LTD.	\$ 2.14
58110	12/14/2018	City Centre Stores LTD.	\$ 69.51
58111	12/14/2018	Ian Edwards	\$ 5,255.25
58112	12/14/2018	Jessica Bell-Haida Time Taxi	\$ 330.00
58113	12/14/2018	Hill Top Enterprises	\$ 903.00
58114	12/14/2018	Isabel Creek Store	\$ 64.45
58115	12/14/2018	New Path Advisory Services	\$ 4,410.00
58116	12/14/2018	Secretariat of the Haida Natio	\$ 1,974.00
58117	12/14/2018	Southern Healthy Communities T	\$ 240.00
58118	12/14/2018	Super Valu Store No. 43	\$ 17.78
58119	12/14/2018	Winnie Tsai	\$ 125.27
58120	12/14/2018	Westpoint Automotive	\$ 1,401.39
58121	12/14/2018	Zonar Systems	\$ 63.00
58122	12/14/2018	Dana Moraes	\$ 61.88
58123	12/20/2018	BC Hydro & Power Authority	\$ 5,482.81
58124	12/20/2018	Sally Birley	\$ 247.05
58125	12/20/2018	Canada Revenue Agency	\$ 687.29
58126	12/20/2018	City Centre Stores LTD.	\$ 325.84
58127	12/20/2018	Receiver General	\$ 1,619.10
58128	12/20/2018	Great-West Life	\$ 783.37
58129	12/20/2018	Great West Life	\$ 1,022.34
58130	12/20/2018	Sarah Hunt	\$ 210.00
58131	12/20/2018	Isabel Creek Store	\$ 161.79
58132	12/20/2018	J & F Distributors	\$ 379.56
58133	12/20/2018	Kone Inc.	\$ 2,056.37

**SCHOOL DISTRICT NO. 50**  
**CHEQUE REGISTER AS OF DECEMBER 31, 2018**

<b>CHEQUE NUMBER</b>	<b>DATE</b>	<b>SUPPLIER</b>	<b>AMOUNT</b>
58134	12/20/2018	Lavoie's Family Farm	\$ 176.50
58135	12/20/2018	London Life Insurance Company	\$ 437.58
58136	12/20/2018	NHA - Corporate	\$ 4,700.00
58137	12/20/2018	Pitney Bowes Leasing	\$ 71.67
58138	12/20/2018	Pitneyworks	\$ 331.48
58139	12/20/2018	Secretariat of the Haida Nation	\$ 446.25
58140	12/20/2018	SSQ INSURANCE COMPANY	\$ 48.00
58141	12/20/2018	Super Valu Store No. 43	\$ 927.56
<b>TOTALS</b>			<b>\$ 42,592.24</b>

**SCHOOL DISTRICT NO. 50**  
**eREGISTER AS OF DECEMBER 31, 2018**

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
12/6/2018	Big Red Enterprises LTD.	12453	\$ 2,155.41	8246
12/6/2018	Black Press Ltd.	12454	\$ 572.09	8246
12/6/2018	L.I.G Foods Ltd-dba Causeway Masse	12455	\$ 202.14	8246
12/6/2018	Alicia Embree	12456	\$ 3,402.72	8246
12/6/2018	Fast Fuel Limited Partnership	12457	\$ 825.05	8246
12/6/2018	Family Services Of Greater Vancouver	12458	\$ 5,208.01	8246
12/6/2018	Grand & Toy	12459	\$ 94.49	8246
12/6/2018	Haida Gwaii Consumers Co-operative	12461	\$ 1,322.38	8246
12/6/2018	North Arm Transportation LTD.	12462	\$ 1,911.69	8246
12/6/2018	Rocky's Equipment Sales LTD.	12463	\$ 1,836.13	8246
12/6/2018	Sandspit Community Society	12464	\$ 307.00	8246
12/6/2018	Tlc Automotive Services LTD.	12465	\$ 71.34	8246
12/6/2018	Village Of Masset	12466	\$ 294.00	8246
12/6/2018	Xerox Canada Ltd.	12468	\$ 19.78	8246
12/6/2018	Dawna Day	12469	\$ 4,031.78	8246
12/6/2018	Verena Gibbs	12470	\$ 387.05	8246
12/6/2018	Patrick Moores	12471	\$ 523.18	8246
12/6/2018	Trisha Nalleweg	12472	\$ 125.00	8246
12/6/2018	Port Clements School Principal's in Trust	12473	\$ 599.12	8246
12/6/2018	GidGalang Kuuyas Naay PIT	12474	\$ 78.28	8246
12/14/2018	Aaron-Mark Services	12475	\$ 1,732.93	8253
12/14/2018	Air Liquide Canada Inc.	12476	\$ 47.04	8253
12/14/2018	BC Air Filter LTD.	12477	\$ 169.15	8253
12/14/2018	Charlotte Island Tires LTD.	12478	\$ 964.43	8253
12/14/2018	Esc Automation Inc.	12479	\$ 789.61	8253
12/14/2018	Fast Fuel Limited Partnership	12480	\$ 2,545.43	8253
12/14/2018	First Truck Center Vancouver	12481	\$ 928.46	8253
12/14/2018	Full Moon Photo	12482	\$ 60.59	8253
12/14/2018	Gwaii Taxi & Tours	12483	\$ 69.30	8253
12/14/2018	Haida Gwaii Consumers Co-operative	12484	\$ 107.41	8253
12/14/2018	Haida Gwaii Trader.com	12485	\$ 84.00	8253
12/14/2018	Kms Tools And Equipment	12486	\$ 219.96	8253
12/14/2018	Lin Haw International Co. Ltd.	12487	\$ 585.74	8253
12/14/2018	North Coast Supply Co. LTD.	12488	\$ 216.88	8253
12/14/2018	Sandspit Community Society	12489	\$ 2,940.00	8253
12/14/2018	Schoolhouse Publications Inc.	12490	\$ 74.60	8253
12/14/2018	Technical Safety BC	12491	\$ 363.30	8253
12/14/2018	Tlc Automotive Services LTD.	12492	\$ 248.36	8253
12/14/2018	Village Of Port Clements	12493	\$ 1,634.78	8253



**SCHOOL DISTRICT NO. 50**  
**eREGISTER AS OF DECEMBER 31, 2018**

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
12/14/2018	Xerox Canada Ltd.	12494	\$ 1,148.23	8253
12/14/2018	Amanda Bedard	12495	\$ 29.95	8253
12/14/2018	Talia Campos	12496	\$ 145.80	8253
12/14/2018	Roeland Denooij	12497	\$ 1,157.67	8253
12/14/2018	Kenneth Evans	12498	\$ 23.76	8253
12/14/2018	Marylynn A. Hunt	12499	\$ 60.00	8253
12/14/2018	Irene Klein	12500	\$ 44.01	8253
12/14/2018	R. David McLean	12501	\$ 68.06	8253
12/14/2018	Emily O'Gorman	12502	\$ 115.57	8253
12/14/2018	Lao Peerless	12503	\$ 633.96	8253
12/14/2018	Port Clements School Principal's in Trust	12504	\$ 677.82	8253
12/14/2018	Leighann Rodger	12505	\$ 474.01	8253
12/14/2018	Tahayghen Principal's IN Trust	12506	\$ 500.00	8253
12/20/2018	Aaron-Mark Services	12507	\$ 460.79	8262
12/20/2018	Apple Canada Inc. C3120	12508	\$ 4,328.75	8262
12/20/2018	Bandstra Transportation	12509	\$ 1,350.52	8262
12/20/2018	BC Principals & Vice Principals' Association	12510	\$ 647.52	8262
12/20/2018	BC Teachers' Federation	12511	\$ 6,136.71	8262
12/20/2018	BC Teachers' Federation	12512	\$ 5,706.32	8262
12/20/2018	Joyce Bennett	12513	\$ 250.00	8262
12/20/2018	L.I.G Foods Ltd-dba Causeway Masset	12514	\$ 310.82	8262
12/20/2018	CUPE - Local 2020	12515	\$ 3,541.76	8262
12/20/2018	CUPE Local 2020 Pro D	12516	\$ 78.57	8262
12/20/2018	Eecol Electric Company	12517	\$ 1,167.58	8262
12/20/2018	Fast Fuel Limited Partnership	12518	\$ 861.71	8262
12/20/2018	Graydon Security Systems	12519	\$ 314.48	8262
12/20/2018	Haida Gwaii Consumers Co-operative	12520	\$ 3,816.61	8262
12/20/2018	Haida Gwaii Teachers' Association	12521	\$ 2,397.86	8262
12/20/2018	Haida Gwaii Trader.com	12522	\$ 42.00	8262
12/20/2018	Harris & Company	12523	\$ 4,491.18	8262
12/20/2018	Haida Gwaii PVPA Association	12524	\$ 135.57	8262
12/20/2018	Industrial Alliance	12525	\$ 56.94	8262
12/20/2018	Morneau Shepell Ltd.	12526	\$ 763.76	8262
12/20/2018	North Arm Transportation LTD.	12527	\$ 3,284.62	8262
12/20/2018	North Coast Regional District	12528	\$ 85.00	8262
12/20/2018	Pacific Ropes	12529	\$ 63,205.37	8262
12/20/2018	Pebt, IN Trust	12530	\$ 10,474.68	8262
12/20/2018	ROYAL CANADIAN LEGION BC/YUKON	12531	\$ 275.00	8262
12/20/2018	Spectrum Educational Supplies LTD.	12532	\$ 161.48	8262
12/20/2018	George Stein	12533	\$ 412.50	8262
12/20/2018	Telus Communications (Bc) Inc.	12534	\$ 1,794.49	8262
12/20/2018	Tlc Automotive Services LTD.	12535	\$ 157.80	8262
12/20/2018	Xerox Canada Ltd.	12536	\$ 1,049.70	8262
12/20/2018	Administrative Officers Pro D	12537	\$ 1,200.00	8262

**SCHOOL DISTRICT NO. 50**  
**eREGISTER AS OF DECEMBER 31, 2018**

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
12/20/2018	Maureen Benoit	12538	\$ 122.04	8262
12/20/2018	Colleen Bradley	12539	\$ 28.08	8262
12/20/2018	Julia Breese	12540	\$ 634.07	8262
12/20/2018	Canadian Western Trust	12541	\$ 4,625.00	8262
12/20/2018	Tawni-Marie Davidson	12542	\$ 66.96	8262
12/20/2018	Josina Davis	12543	\$ 37.02	8262
12/20/2018	Marylynn A. Hunt	12544	\$ 70.76	8262
12/20/2018	Joint Professional Development	12545	\$ 2,940.38	8262
12/20/2018	Nathan Leenders	12546	\$ 1,161.92	8262
12/20/2018	Meaghan MacArthur	12547	\$ 89.59	8262
12/20/2018	GidGalang Kuuyas Naay PIT	12548	\$ 200.00	8262
12/20/2018	Tahayghen Principal's IN Trust	12549	\$ 162.50	8262
12/20/2018	Joanne Yovanovich	12550	\$ 711.29	8262
12/31/2018	Robert Hadcock	12460	\$ 2,278.33	8246
12/31/2018	WEIGUM, Shirley	12467	\$ 1,827.00	8246
TOTALS			\$ 176,742.48	

**SCHOOL DISTRICT NO. 50**  
**QUICK PAY REGISTER AS OF DECEMBER 31, 2018**

<b>CHEQUE NUMBER</b>	<b>DATE</b>	<b>SUPPLIER</b>	<b>AMOUNT</b>
614143	12/20/2018	Collabria MasterCard	\$ 15,443.47
637894	12/7/2018	Canada Customs And Revenue	\$ 37,770.53
637502	12/7/2018	Canada Customs And Revenue	\$ 7,294.91
618722	12/7/2018	Canada Customs And Revenue	\$ 20,856.80
622863	12/7/2018	Canada Customs And Revenue	\$ 21,598.81
618186	12/14/2018	Canada Customs And Revenue	\$ 3,693.20
622807	12/14/2018	Canada Customs And Revenue	\$ 3,062.40
620908	12/14/2018	Canada Customs And Revenue	\$ 3,697.30
637251	12/14/2018	Canada Customs And Revenue	\$ 417.02
276359	12/14/2018	Municipal Pension Plan	\$ 14,693.42
275706	12/14/2018	Municipal Pension Plan	\$ 6,311.04
275705	12/14/2018	Teachers' Pension Plan	\$ 104,280.05
276361	12/14/2018	Teachers' Pension Plan	\$ 1,163.71
630818	12/14/2018	MINISTER OF FINANCE	\$ 2,587.50
630633	12/14/2018	MINISTER OF FINANCE	\$ 2,850.00
630220	12/14/2018	Pacific Blue Cross	\$ 11,809.27
630447	12/16/2018	Pacific Blue Cross	\$ 3,588.24
620142	12/24/2018	Canada Customs And Revenue	\$ 22,456.58
622758	12/24/2018	Canada Customs And Revenue	\$ 71,172.11
622031	12/24/2018	Canada Customs And Revenue	\$ 11,870.49
277738	12/28/2018	Municipal Pension Plan	\$ 15,525.03
277737	12/28/2018	Teachers' Pension Plan	\$ 2,229.39
277436	12/28/2018	Municipal Pension Plan	\$ 6,426.01
277435	12/28/2018	Teachers' Pension Plan	\$ 104,435.64
622548	12/31/2018	Yvette Marie Emerson	\$ 482.00
<b>TOTALS</b>			<b>\$ 495,714.92</b>

# MEMORANDUM

SCHOOL  
DISTRICT NO. 50  
Haida Gwaii

TO Shelley Sansome  
Secretary-Treasurer

FROM Moira Dubasov  
Assistant Secretary-Treasurer

SUBJECT: Teachers Payroll for..... December

DATE 15-Jan-19

Period Ending	Pay Period	Payroll Group	Net Amount
14-Dec	PP#1-12	Teachers	\$ 201,531.09
14-Dec	PP#1-12	AO/Exempt	\$ 70,975.30
31-Dec	PP#1-12	Teachers	\$ -
31-Dec	PP#1-12	AO/Exempt	\$ -
Total Net Pay			\$272,506.39

# MEMORANDUM

SCHOOL  
DISTRICT NO. 50  
Haida Gwaii

TO Shelley Sansome  
Secretary-Treasurer

FROM Moira Dubasov  
Assistant Secretary-Treasurer

SUBJECT: Non-Teachers Payroll for... December

DATE 15-Jan-19

Period Ending	Pay Period	Payroll Group	Net Amount
8-Dec	PP #2-25	CUPE	\$ 60,132.28
8-Dec	PP #2-25	Casuals	\$ 18,458.33
8-Dec	PP #2-25	TOC's	\$ 7,732.94
22-Dec	PP #2-26	CUPE	\$ 57,305.55
22-Dec	PP #2-26	Casuals	\$ 20,202.37
22-Dec	PP #2-26	TOC's	\$ 7,562.24
Total Net Pay			\$ 171,393.71



**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50  
HAIDA GWAII**

107 Third Avenue, PO Box 69  
Village of Queen Charlotte, BC V0T 1S0  
Tel: (250)559-8471 Fax: (250)559-8849  
[www.sd50.bc.ca](http://www.sd50.bc.ca)

**Bus Incident Report**

There was an incident on the bus at approximately 3:50 Tuesday January 15 going from Queen Charlotte to Port Clements on the afternoon run. The bus was driving down the Miller Creek subdivision heading towards the highway when some students reported hearing a "bang" or a "loud pop" and a hole appeared in a side window, the window is tempered safety glass so it cracked but stayed in place. No one was hurt. The RCMP were informed. They reviewed the bus the evening of Tuesday January 15th, at that time it was determined that the hole probably happened from an external impact. RCMP officers also canvassed the area asking if anyone saw or heard anything, no one had. At this time the RCMP are concluding their investigation and have found no evidence of foul play nor what caused the hole.

Lao Peerless  
Maintenance & Transportation Supervisor

Amended Annual Budget

## **School District No. 50 (Haida Gwaii)**

June 30, 2019

# School District No. 50 (Haida Gwaii)

June 30, 2019

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



## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 50 (HAIDA GWAI) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2018/2019 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "*Act*").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 50 (Haida Gwaii) Amended Annual Budget Bylaw for fiscal year 2018/2019.
3. The attached Statement 2 showing the estimated revenue and expense for the 2018/2019 fiscal year and the total budget bylaw amount of \$12,991,429 for the 2018/2019 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2018/2019.

READ A FIRST TIME THE 29th DAY OF JANUARY, 2019;

READ A SECOND TIME THE 29th DAY OF JANUARY, 2019;

READ A THIRD TIME, PASSED AND ADOPTED THE 29th DAY OF JANUARY, 2019;

( Corporate Seal )

---

Chairperson of the Board

---

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 50 (Haida Gwaii)  
Amended Annual Budget Bylaw 2018/2019, adopted by the Board the 29th DAY OF JANUARY, 2019.

---

Secretary Treasurer

# School District No. 50 (Haida Gwaii)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2019

Statement 2

	2019 Amended Annual Budget	2019 Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	461.125	482.250
Adult	0.125	6.000
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>461.250</b>	<b>488.250</b>
<b>Revenues</b>	<b>\$</b>	<b>\$</b>
Provincial Grants		
Ministry of Education	7,156,139	7,093,113
Other	96,996	96,996
Other Revenue	4,560,988	4,556,553
Rentals and Leases	62,221	62,221
Investment Income	14,790	14,790
Amortization of Deferred Capital Revenue	829,557	829,557
<b>Total Revenue</b>	<b>12,720,691</b>	<b>12,653,230</b>
<b>Expenses</b>		
Instruction	8,580,476	8,117,524
District Administration	1,156,475	932,561
Operations and Maintenance	2,742,124	2,904,083
Transportation and Housing	512,354	588,504
<b>Total Expense</b>	<b>12,991,429</b>	<b>12,542,672</b>
<b>Net Revenue (Expense)</b>	<b>(270,738)</b>	<b>110,558</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>244,456</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(26,282)</b>	<b>110,558</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(26,282)	110,558
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(26,282)</b>	<b>110,558</b>

# School District No. 50 (Haida Gwaii)

Statement 2

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

	2019 Amended Annual Budget	2019 Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	10,477,341	10,190,312
Special Purpose Funds - Total Expense	1,442,271	1,280,418
Capital Fund - Total Expense	1,071,817	1,071,942
<b>Total Budget Bylaw Amount</b>	<b>12,991,429</b>	<b>12,542,672</b>

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

# School District No. 50 (Haida Gwaii)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)  
Year Ended June 30, 2019

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(270,738)	110,558
Effect of change in Tangible Capital Assets		
Amortization of Tangible Capital Assets	1,071,817	1,071,942
Total Effect of change in Tangible Capital Assets	1,071,817	1,071,942
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	801,079	1,182,500

# School District No. 50 (Haida Gwaii)

Schedule 1

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

	Operating Fund	Special Purpose Fund	Capital Fund	2019 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	366,221	-	6,897,402	7,263,623
Changes for the year				
Net Revenue (Expense) for the year	(44,456)		(226,282)	(270,738)
Interfund Transfers				
Local Capital	(200,000)		200,000	-
Net Changes for the year	(244,456)	-	(26,282)	(270,738)
Budgeted Accumulated Surplus (Deficit), end of year	121,765	-	6,871,120	6,992,885

# School District No. 50 (Haida Gwaii)

Schedule 2

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

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	6,013,868	6,112,695
Other	96,996	96,996
Other Revenue	4,245,010	4,245,010
Rentals and Leases	62,221	62,221
Investment Income	14,790	14,790
<b>Total Revenue</b>	<b>10,432,885</b>	<b>10,531,712</b>
<b>Expenses</b>		
Instruction	7,248,595	6,947,496
District Administration	1,046,085	822,171
Operations and Maintenance	1,670,307	1,832,141
Transportation and Housing	512,354	588,504
<b>Total Expense</b>	<b>10,477,341</b>	<b>10,190,312</b>
<b>Net Revenue (Expense)</b>	<b>(44,456)</b>	<b>341,400</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>244,456</b>	
<b>Net Transfers (to) from other funds</b>		
Local Capital	(200,000)	(341,400)
<b>Total Net Transfers</b>	<b>(200,000)</b>	<b>(341,400)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 50 (Haida Gwaii)

Schedule 2A

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

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	9,587,266	9,633,966
DISC/LEA Recovery	(3,863,123)	(3,810,996)
Other Ministry of Education Grants		
Pay Equity	139,874	139,874
Transportation Supplement	149,851	149,851
<b>Total Provincial Grants - Ministry of Education</b>	<b>6,013,868</b>	<b>6,112,695</b>
<b>Provincial Grants - Other</b>	<b>96,996</b>	<b>96,996</b>
<b>Other Revenues</b>		
LEA/Direct Funding from First Nations	4,028,181	4,028,181
Miscellaneous		
Miscellaneous	216,829	216,829
<b>Total Other Revenue</b>	<b>4,245,010</b>	<b>4,245,010</b>
<b>Rentals and Leases</b>	<b>62,221</b>	<b>62,221</b>
<b>Investment Income</b>	<b>14,790</b>	<b>14,790</b>
<b>Total Operating Revenue</b>	<b>10,432,885</b>	<b>10,531,712</b>

# School District No. 50 (Haida Gwaii)

Schedule 2B

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

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	2,639,311	2,582,913
Principals and Vice Principals	689,213	741,143
Educational Assistants	600,967	447,176
Support Staff	1,257,004	1,471,783
Other Professionals	747,718	519,188
Substitutes	457,464	494,731
<b>Total Salaries</b>	<b>6,391,677</b>	<b>6,256,934</b>
<b>Employee Benefits</b>	<b>1,435,612</b>	<b>1,432,683</b>
<b>Total Salaries and Benefits</b>	<b>7,827,289</b>	<b>7,689,617</b>
<b>Services and Supplies</b>		
Services	676,247	671,255
Student Transportation	47,213	71,653
Professional Development and Travel	407,089	325,425
Rentals and Leases	123,851	23,733
Dues and Fees	12,848	12,673
Insurance	65,567	65,567
Supplies	701,747	699,927
Utilities	615,490	630,462
<b>Total Services and Supplies</b>	<b>2,650,052</b>	<b>2,500,695</b>
<b>Total Operating Expense</b>	<b>10,477,341</b>	<b>10,190,312</b>



# School District No. 50 (Haida Gwaii)

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

Year Ended June 30, 2019

Schedule 2C

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	2,352,539	215,416	163,144			205,293	2,936,392
1.03 Career Programs	96,205						96,205
1.07 Library Services		1,058		34,805		1,621	37,484
1.08 Counselling				60,378			60,378
1.10 Special Education	79,062	26,017	437,823			128,275	671,177
1.30 English Language Learning							-
1.31 Aboriginal Education	111,505			147,234		6,408	265,147
1.41 School Administration		446,722		288,054		19,938	754,714
<b>Total Function 1</b>	<b>2,639,311</b>	<b>689,213</b>	<b>600,967</b>	<b>530,471</b>	<b>-</b>	<b>361,535</b>	<b>4,821,497</b>
<b>4 District Administration</b>							
4.11 Educational Administration					322,405		322,405
4.40 School District Governance				61,148			61,148
4.41 Business Administration					301,584		301,584
<b>Total Function 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>61,148</b>	<b>623,989</b>	<b>-</b>	<b>685,137</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration					92,239		92,239
5.50 Maintenance Operations				523,572		85,454	609,026
5.52 Maintenance of Grounds				16,460			16,460
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>540,032</b>	<b>92,239</b>	<b>85,454</b>	<b>717,725</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration					31,490		31,490
7.70 Student Transportation				113,833		10,475	124,308
7.73 Housing				11,520			11,520
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>125,353</b>	<b>31,490</b>	<b>10,475</b>	<b>167,318</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>2,639,311</b>	<b>689,213</b>	<b>600,967</b>	<b>1,257,004</b>	<b>747,718</b>	<b>457,464</b>	<b>6,391,677</b>

# School District No. 50 (Haida Gwaii)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2019

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	2,936,392	690,094	3,626,486	1,096,675	4,723,161	4,411,672
1.03 Career Programs	96,205	22,661	118,866		118,866	99,910
1.07 Library Services	37,484	8,632	46,116	20,317	66,433	79,728
1.08 Counselling	60,378	12,913	73,291	5,302	78,593	82,096
1.10 Special Education	671,177	148,988	820,165	96,371	916,536	847,707
1.30 English Language Learning	-	-	-	-	-	-
1.31 Aboriginal Education	265,147	62,368	327,515	26,725	354,240	381,300
1.41 School Administration	754,714	170,544	925,258	65,508	990,766	1,045,083
<b>Total Function 1</b>	<b>4,821,497</b>	<b>1,116,200</b>	<b>5,937,697</b>	<b>1,310,898</b>	<b>7,248,595</b>	<b>6,947,496</b>
<b>4 District Administration</b>						
4.11 Educational Administration	322,405	67,344	389,749	34,465	424,214	228,128
4.40 School District Governance	61,148	6,266	67,414	76,874	144,288	139,856
4.41 Business Administration	301,584	68,348	369,932	107,651	477,583	454,187
<b>Total Function 4</b>	<b>685,137</b>	<b>141,958</b>	<b>827,095</b>	<b>218,990</b>	<b>1,046,085</b>	<b>822,171</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	92,239	22,756	114,995	40,965	155,960	139,183
5.50 Maintenance Operations	609,026	122,008	731,034	196,258	927,292	1,082,270
5.52 Maintenance of Grounds	16,460	2,610	19,070	11,621	30,691	31,283
5.56 Utilities	-	-	-	556,364	556,364	579,405
<b>Total Function 5</b>	<b>717,725</b>	<b>147,374</b>	<b>865,099</b>	<b>805,208</b>	<b>1,670,307</b>	<b>1,832,141</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	31,490	6,716	38,206	4,200	42,406	51,742
7.70 Student Transportation	124,308	20,802	145,110	290,774	435,884	501,653
7.73 Housing	11,520	2,562	14,082	19,982	34,064	35,109
<b>Total Function 7</b>	<b>167,318</b>	<b>30,080</b>	<b>197,398</b>	<b>314,956</b>	<b>512,354</b>	<b>588,504</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>6,391,677</b>	<b>1,435,612</b>	<b>7,827,289</b>	<b>2,650,052</b>	<b>10,477,341</b>	<b>10,190,312</b>

# School District No. 50 (Haida Gwaii)

Schedule 3

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

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	1,142,271	980,418
Other Revenue	300,000	300,000
<b>Total Revenue</b>	<b>1,442,271</b>	<b>1,280,418</b>
<b>Expenses</b>		
Instruction	1,331,881	1,170,028
District Administration	110,390	110,390
<b>Total Expense</b>	<b>1,442,271</b>	<b>1,280,418</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

**School District No. 50 (Haida Gwaii)**  
 Amended Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2019

Schedule 3A

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			5,197	290,223					24,069
Add: Restricted Grants									
Provincial Grants - Ministry of Education	110,390	37,339			96,000	9,800	43,912	107,951	79,977
Other	110,390	37,339		300,000	96,000	9,800	43,912	107,951	79,977
Less: Allocated to Revenue	110,390	37,339		300,000	96,000	9,800	43,912	107,951	79,977
Deferred Revenue, end of year	-	-	5,197	290,223	-	-	-	-	24,069
<b>Revenues</b>									
Provincial Grants - Ministry of Education	110,390	37,339		300,000	96,000	9,800	43,912	107,951	79,977
Other Revenue	110,390	37,339		300,000	96,000	9,800	43,912	107,951	79,977
<b>Expenses</b>									
Salaries									
Teachers					33,374				
Educational Assistants		31,738						57,809	
Support Staff									
Other Professionals									61,500
	-	31,738			68,633	-	33,374	57,809	61,500
Employee Benefits									
Services and Supplies	110,390	5,601		300,000	15,692	9,800	8,038	10,379	14,145
	110,390	37,339		300,000	11,675	9,800	2,500	39,763	4,332
	-	-		-	96,000	9,800	43,912	107,951	79,977
<b>Net Revenue (Expense)</b>									
	-	-		-	-	-	-	-	-

# School District No. 50 (Haida Gwaii)

Amended Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2019

	Classroom Enhancement Fund - Staffing and Remedies	Second Count	TOTAL
Deferred Revenue, beginning of year	\$ 1,235	\$ 146,924	\$ 467,648
Add: Restricted Grants			
Provincial Grants - Ministry of Education	656,902		1,142,271
Other	656,902	-	300,000
			1,442,271
Less: Allocated to Revenue	656,902	-	1,442,271
Deferred Revenue, end of year	1,235	146,924	467,648
Revenues			
Provincial Grants - Ministry of Education	656,902		1,142,271
Other Revenue	656,902	-	300,000
			1,442,271
Expenses			
Salaries			
Teachers	512,930		546,304
Educational Assistants			89,547
Support Staff			68,633
Other Professionals			61,500
	512,930	-	765,984
Employee Benefits	143,972		197,827
Services and Supplies			478,460
	656,902	-	1,442,271
Net Revenue (Expense)	-	-	-

# School District No. 50 (Haida Gwaii)

Schedule 4

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

	2019 Amended Annual Budget			2019 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Other Revenue		15,978	15,978	11,543
Amortization of Deferred Capital Revenue	829,557		829,557	829,557
<b>Total Revenue</b>	<b>829,557</b>	<b>15,978</b>	<b>845,535</b>	<b>841,100</b>
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,071,817		1,071,817	1,071,942
<b>Total Expense</b>	<b>1,071,817</b>	<b>-</b>	<b>1,071,817</b>	<b>1,071,942</b>
<b>Net Revenue (Expense)</b>	<b>(242,260)</b>	<b>15,978</b>	<b>(226,282)</b>	<b>(230,842)</b>
<b>Net Transfers (to) from other funds</b>				
Local Capital		200,000	200,000	341,400
<b>Total Net Transfers</b>	<b>-</b>	<b>200,000</b>	<b>200,000</b>	<b>341,400</b>
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	-	-	-	-
<b>Total Other Adjustments to Fund Balances</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(242,260)</b>	<b>215,978</b>	<b>(26,282)</b>	<b>110,558</b>



**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

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**ACTION SHEET**

**TO:** The Haida Gwaii Board of Education

**DATE:** January 21, 2019

**SUBJECT:** 2018/2019 Amended Budget

**FROM:** Shelley Sansome, Secretary Treasurer

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**DISCUSSION**

Pursuant to section 156 of the *School Act* (Accounting Practices), Boards of Education (the "Boards") are required to prepare and submit budgets to the Minister, in the form, with the information, and at the time required by the Minister. The Minister is requiring Amended Annual Budgets to be prepared, adopted by bylaw and submitted by February 28, 2019.

**RECOMMENDATION – FIRST READING**

THAT the Board of Education of School District No. 50 (Haida Gwaii) adopts that School District Amended Budget Bylaw 2018/2019 be given first reading.

**RECOMMENDATION – SECOND READING**

THAT the Board of Education of School District No. 50 (Haida Gwaii) adopts that School District Amended Budget Bylaw 2018/2019 be given second reading.

**RECOMMENDATION – UNANIMOUS CONSENT**

Unanimous consent of the Board of Education must be given to authorize the Secretary Treasurer to read the Amended Annual Budget Bylaw 2018/2019 a third time at the same board meeting.

THAT the Board of Education of School District No. 50 (Haida Gwaii) give unanimous consent to read the Amended Annual Budget Bylaw 2018/2019 a third time at the current board meeting.

**RECOMMENDATION – THIRD READING**

THAT the Board of Education of School District No. 50 (Haida Gwaii) adopt that Amended Annual Budget Bylaw 2018/2019 be given third and final reading.



# FSEAP Annual Utilization Report 2018 School District #50 Haida Gwaii

Respectfully Submitted by:  
Lindsey Robertson, MEd, RCC  
Account Manager/Workplace Consultant  
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**fseap** Now we're  
talking.



## Introduction

Your FSEAP EFAP Utilization report is a helpful tool in assisting your organization in understanding the usage and impact of the EFAP. This report describes details of the core EFAP counselling and work/life services provided to employees and eligible family members. It additionally describes program management activities and optional services provided to the organization, such as distribution of wellness newsletters, workshops and seminars delivered and critical incident response services or on-site clinical support services provided at your request.

Utilization statistics are presented in an aggregate format to ensure the privacy and confidentiality of individual clients served.

### Reading the report:

- FSEAP defines utilization as the total number of new cases opened during a specified time period, divided by the organization's total number of eligible employees during the same period. We currently have your employee population recorded at 120.
- New cases are defined as EFAP Counselling or Work/Life Services (i.e. Career Counselling, Child/Eldercare Resources, Legal Consultation, etc.). Accesses to the FSEAP online health and wellness library are not counted as cases.
- Services to the School District such as any meetings, workshops or seminars, workplace consultations, critical incident/traumas services are summarized under the "Organizational Service Summary" or "CIS/Trauma"
- This report shows data from January 1 - December 31, 2018.

### Key usage trends for 2018:

- There were a total of 9 new cases opened this year.
- The 2018 utilization rate was 7.5%, a substantial decrease from the previous year, at 17.5%, and from the 5 year average of 14.5%
- FSEAP provided 89 hours of direct service over a total of 280 client contacts (intakes, sessions, and follow-up).
- With regards to Service Type, 100% of clients accessed EFAP Counselling. This indicates there may not be awareness of the Work/Life services available.
- 44% of cases were opened by employees who were new to the program, 44% were return users facing a new problem, and 11% were return users facing the same problem as previously.
- 89% of cases opened were for employees and 11% were for family members.
- The top presenting issues this year were Work-Related Stress (2 cases) and Family Issues (2).

## Account Management & Organizational Service Activities:

- Counsellor Jung-Hwa Suh made 9 trips to Haida Gwaii to provide in-person counselling services.
- Jung was invited to attend a Professional Development day promoting Nurturing Wellness, where she provided promotional materials to employees and answered questions about EFAP services.
- FSEAP provided Workplace Consultation services regarding employee wellbeing, and provided information on mediation services.
- Distributed quarterly Utilization Reports and Solutions Newsletters.

## Client Satisfaction Questionnaire Summary:

FSEAP Client Satisfaction Questionnaire Reports show feedback results from School District #50 employees and family members who attended EFAP counselling and agreed to receive the survey, and who completed and submitted it. This report includes results from January 1, 2018 to December 31, 2018. In this time period a total of 2 clients submitted completed questionnaires (22% of cases\*).

- Both respondents agreed that the response time for service was acceptable.
- Both said the amount of service offered was satisfactory.
- Both agreed that the location and environment where the sessions took place was satisfactory.
- Both agreed that they would recommend FSEAP to others.
- While one client rated their satisfaction with the initial contact with FSEAP as Very High, the other client was very dissatisfied. In the comments section they elaborate that they would prefer not to have to call and answer the same questions to open a new file. As we understand that this can be a frustrating experience, our intake counsellors do try to keep intake questions as brief as possible with returning clients, while still ensuring the safety of the client and that contact information is up to date.
- Both clients reported that their satisfaction with counselling was either High or Very High, and both reported that their situation had Significantly Improved.

*\*To increase return of Client Satisfaction Questionnaires, FSEAP has recently migrated to an automated email format. This should yield more robust results in the future.*

*Your detailed summary of Utilization and results from Client Satisfaction Questionnaires follows.*



## UTILIZATION REPORT

FOR



**School District #50 (Haida Gwaii)**  
January 01, 2018 - December 31, 2018

UTILIZATION REPORT  
**School District #50 (Haida Gwaii)**  
 January 01, 2018 - December 31, 2018 on New Files

**UTILIZATION RATE SUMMARY**

Weighted Population	120		120		120		120	
<b>Total New Files</b>	1/1 - 6/30		7/1 - 12/31		1/2018 - 12/2018		1/2017 - 12/2017	
	#	%	#	%	#	%	#	%
EAP Files	3	100.00%	6	100.00%	9	100.00%	21	100.00%
Total Current Period Rate	2.50%		5.00%		7.50%		17.50%	
Total Annualized Utilization Rate	5.01%		9.86%		7.50%		17.50%	
<b>Total Clients Served</b>	1/1 - 6/30		7/1 - 12/31		1/2018 - 12/2018		1/2017 - 12/2017	
	#	%	#	%	#	%	#	%
EAP Files	3	100.00%	7	100.00%	10	100.00%	21	100.00%

<b>Total Contacts</b>	1/1 - 6/30		7/1 - 12/31		1/2018 - 12/2018		1/2017 - 12/2017	
	#	%	#	%	#	%	#	%
EAP Files	190	100.00%	90	100.00%	280	100.00%	394	100.00%

<b>Total Contact Hours</b>	1/1 - 6/30		7/1 - 12/31		1/2018 - 12/2018		1/2017 - 12/2017	
	#	%	#	%	#	%	#	%
EAP Files	56.68	100.00%	32.25	100.00%	88.93	100.00%	138.92	100.00%

**Historical Utilization**

01/01/2013-31/12/2013	01/01/2014-31/12/2014	01/01/2015-31/12/2015	01/01/2016-31/12/2016	01/01/2017-31/12/2017
11.67%	14.17%	14.17%	15.00%	17.50%

**GENERAL SUMMARY**

<b>New/Ongoing</b>	1/1 - 6/30	7/1 - 12/31	1/2018 - 12/2018	1/2017 - 12/2017
Open Files At Start Of Period	10	5	10	10
Total New Files	3	6	9	21
Open Files At End Of Period	5	5	5	10

# UTILIZATION REPORT

## School District #50 (Haida Gwaii)

January 01, 2018 - December 31, 2018

### Service Type

EFAP Counselling: 100 %

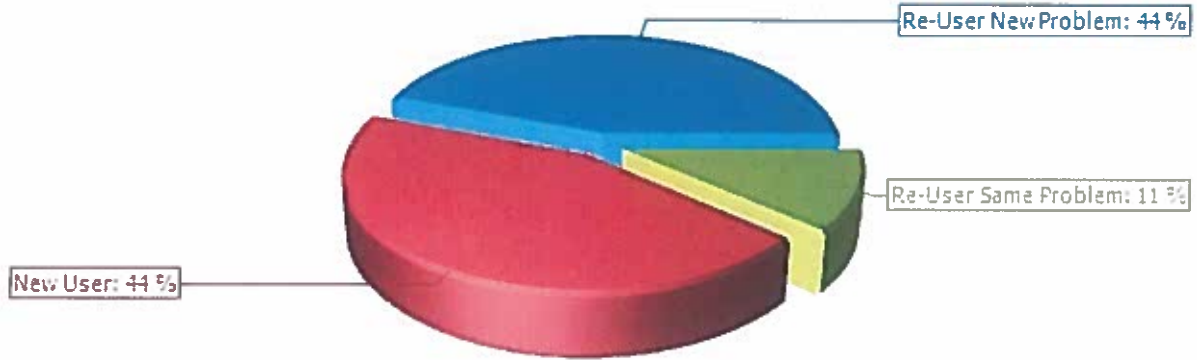


Service Type	1/1 - 6/30		7/1 - 12/31		1/2018 - 12/2018		1/2017 - 12/2017	
	#	%	#	%	#	%	#	%
EFAP Counselling	3	100.00%	6	100.00%	9	100.00%	18	85.71%
Smoking Cessation - Coaching	0	0.00%	0	0.00%	0	0.00%	0	0.00%
SAP Cases	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resource Kits - Family Connexion	0	0.00%	0	0.00%	0	0.00%	2	9.52%
Nutrition Counselling	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Mediation	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Life Coaching	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Legal Referral Service (Canadian)	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Health Coaching (2)	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Financial / Credit Counselling	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Extended Care	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Child / Elder Care Resource	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Career Counselling	0	0.00%	0	0.00%	0	0.00%	0	0.00%
1-800 Immediate Crisis Support	0	0.00%	0	0.00%	0	0.00%	1	4.76%
Total	3	100 %	6	100 %	9	100 %	21	100 %

UTILIZATION REPORT  
**School District #50 (Haida Gwaii)**

January 01, 2018 - December 31, 2018

**Case Status**

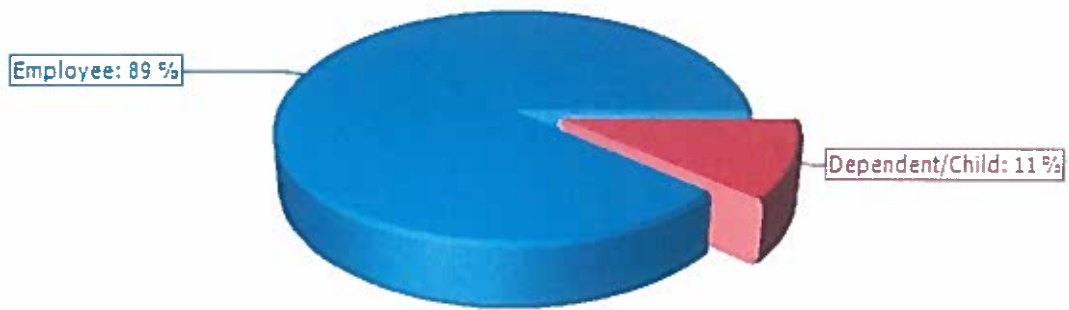


Case Status	1/1 - 6/30		7/1 - 12/31		1/2018 - 12/2018		1/2017 - 12/2017	
	#	%	#	%	#	%	#	%
Re-User New Problem	1	33.33%	3	50.00%	4	44.44%	12	57.14%
New User	2	66.67%	2	33.33%	4	44.44%	7	33.33%
Re-User Same Problem	0	0.00%	1	16.67%	1	11.11%	1	4.76%
Mandated Case	0	0.00%	0	0.00%	0	0.00%	1	4.76%
<b>Total</b>	<b>3</b>	<b>100 %</b>	<b>6</b>	<b>100 %</b>	<b>9</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

UTILIZATION REPORT  
**School District #50 (Haida Gwaii)**

January 01, 2018 - December 31, 2018

**Client Type (Primary)**



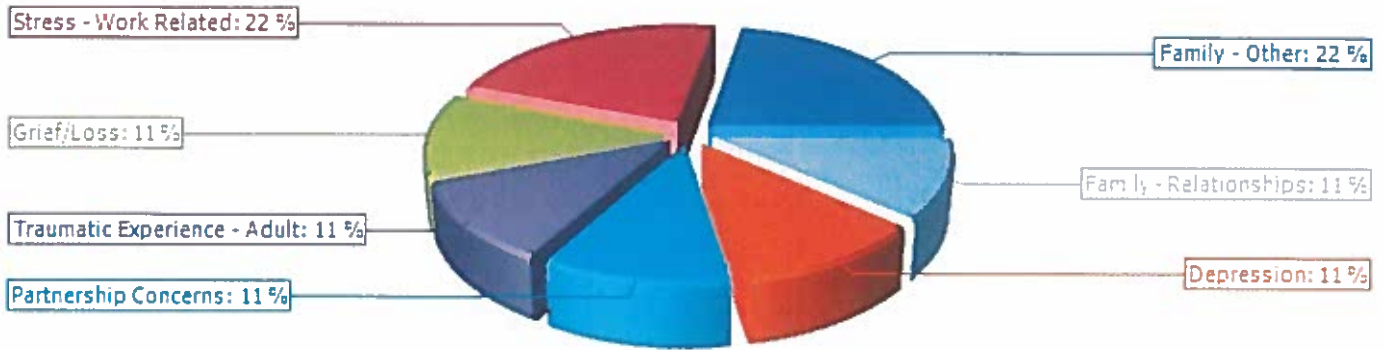
Client Type (Primary)	1/1 - 6/30		7/1 - 12/31		1/2018 - 12/2018		1/2017 - 12/2017	
	#	%	#	%	#	%	#	%
Employee	2	66.67%	6	100.00%	8	88.89%	20	95.24%
Dependent/Child	1	33.33%	0	0.00%	1	11.11%	0	0.00%
Partner/Spouse	0	0.00%	0	0.00%	0	0.00%	1	4.76%
<b>Total</b>	<b>3</b>	<b>100 %</b>	<b>6</b>	<b>100 %</b>	<b>9</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>



UTILIZATION REPORT  
**School District #50 (Haida Gwaii)**

January 01, 2018 - December 31, 2018

**Primary Presenting Problem**



Primary Presenting Problem	1/1 - 6/30		7/1 - 12/31		1/2018 - 12/2018		1/2017 - 12/2017	
	#	%	#	%	#	%	#	%
Stress - Work Related	1	33.33%	1	16.67%	2	22.22%	1	4.76%
Family - Other	1	33.33%	1	16.67%	2	22.22%	0	0.00%
Traumatic Experience - Adult	0	0.00%	1	16.67%	1	11.11%	0	0.00%
Partnership Concerns	0	0.00%	1	16.67%	1	11.11%	5	23.81%
Grief/Loss	0	0.00%	1	16.67%	1	11.11%	1	4.76%
Family - Relationships	0	0.00%	1	16.67%	1	11.11%	3	14.29%
Depression	1	33.33%	0	0.00%	1	11.11%	1	4.76%
Work/Life Balance	0	0.00%	0	0.00%	0	0.00%	1	4.76%
Traumatic Experience - Childhood	0	0.00%	0	0.00%	0	0.00%	1	4.76%
Stress - Personal	0	0.00%	0	0.00%	0	0.00%	3	14.29%
Self Esteem	0	0.00%	0	0.00%	0	0.00%	1	4.76%
Personal Growth	0	0.00%	0	0.00%	0	0.00%	1	4.76%
Health	0	0.00%	0	0.00%	0	0.00%	1	4.76%
Anger Management	0	0.00%	0	0.00%	0	0.00%	2	9.52%
<b>Total</b>	<b>3</b>	<b>100 %</b>	<b>6</b>	<b>100 %</b>	<b>9</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

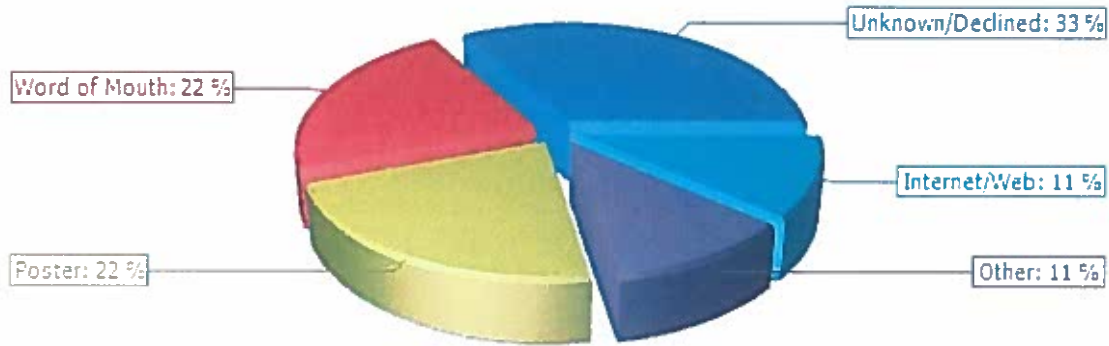


# UTILIZATION REPORT

## School District #50 (Haida Gwaii)

January 01, 2018 - December 31, 2018

### Referral Source

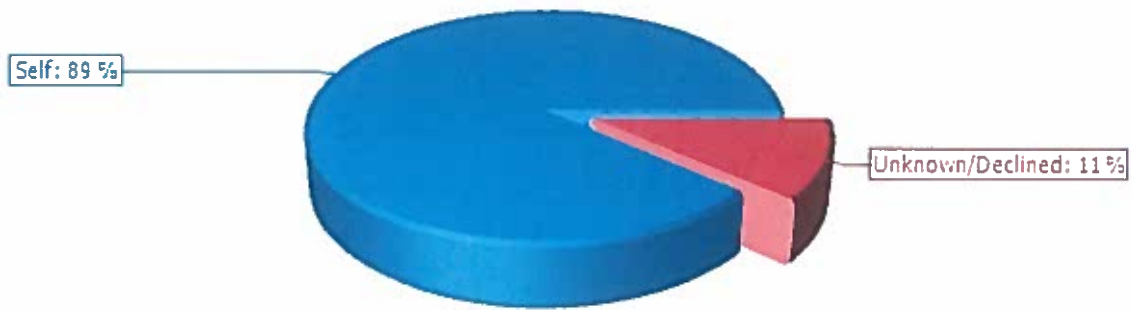


Referral Source	1/1 - 6/30		7/1 - 12/31		1/2018 - 12/2018		1/2017 - 12/2017	
	#	%	#	%	#	%	#	%
Unknown/Declined	2	66.67%	1	16.67%	3	33.33%	11	52.38%
Word of Mouth	0	0.00%	2	33.33%	2	22.22%	5	23.81%
Poster	1	33.33%	1	16.67%	2	22.22%	2	9.52%
Other	0	0.00%	1	16.67%	1	11.11%	1	4.76%
Internet/Web	0	0.00%	1	16.67%	1	11.11%	1	4.76%
E-Mail	0	0.00%	0	0.00%	0	0.00%	1	4.76%
Total	3	100 %	6	100 %	9	100 %	21	100 %

UTILIZATION REPORT  
**School District #50 (Haida Gwaii)**

January 01, 2018 - December 31, 2018

**Referred By**



Referred By	1/1 - 6/30		7/1 - 12/31		1/2018 - 12/2018		1/2017 - 12/2017	
	#	%	#	%	#	%	#	%
Self	2	66.67%	6	100.00%	8	88.89%	15	71.43%
Unknown/Declined	1	33.33%	0	0.00%	1	11.11%	4	19.05%
Human Resources	0	0.00%	0	0.00%	0	0.00%	1	4.76%
Co-Worker/Colleague	0	0.00%	0	0.00%	0	0.00%	1	4.76%
Total	3	100 %	6	100 %	9	100 %	21	100 %

## School District #50 (Haida Gwaii)

01/01/2018 - 31/12/2018

1. The response time to my request for service was acceptable:	(#)	(%)
Yes	2	100.00%
No	0	0.00%
	2	100.00 %
2. The amount of service offered was satisfactory:	(#)	(%)
Yes	2	100.00%
No	0	0.00%
	2	100.00 %
3. The location and environment where the counselling sessions took place was satisfactory:	(#)	(%)
Yes	2	100.00%
No	0	0.00%
	2	100.00 %
4. I would recommend the Employee Assistance Program to others:	(#)	(%)
Yes	2	100.00%
No	0	0.00%
	2	100.00 %
5. My satisfaction with my initial contact with FSEAP was:	(#)	(%)
Very High	1	50.00%
High	0	0.00%
Medium	0	0.00%
Low	0	0.00%
Very Low	1	50.00%
N/A	0	0.00%
	2	100.00 %

## School District #50 (Haida Gwaii)

01/01/2018 - 31/12/2018

6. My satisfaction with my counselling has been:	(#)	(%)
Very High	1	50.00%
High	1	50.00%
Medium	0	0.00%
Low	0	0.00%
Very Low	0	0.00%
N/A	0	0.00%
	2	100.00 %
7. At the end of my EAP counselling, my satisfaction with the agency, professional or other resource to which I was referred was:	(#)	(%)
Very High	0	0.00%
High	0	0.00%
Medium	0	0.00%
Low	0	0.00%
Very Low	0	0.00%
N/A	2	100.00%
	2	100.00 %
8. My ability to deal with the situation that brought me to use my EAP has:	(#)	(%)
Significantly Improved	2	100.00%
Improved	0	0.00%
Remained the Same	0	0.00%
Became Slightly Worse	0	0.00%
Became Worse	0	0.00%
	2	100.00 %
9. What I like best about the EAP Service:	(#)	(%)
N/A	0	0.00%
I can get confidential help from someone outside of the small place where I live	1	50.00%
Very responsive to my needs. Thank you. It was really thw most helpful that I have ever received. I have received counselling on and off for over thirty years ( in three countries)	1	50.00%
	2	100.00 %

## School District #50 (Haida Gwaii)

01/01/2018 - 31/12/2018

10. A change that the EAP could consider:	(#)	(%)
N/A	1	50.00%
Not having to call fseap to continue with counselling after 6 sessions, a better questioning survey after the 6 sessions	1	50.00%
	2	100.00 %
11. Additional Comments:	(#)	(%)
N/A	1	50.00%
Thanks for having this service available	1	50.00%
	2	100.00 %
12. Name of Counsellor (Optional):	(#)	(%)
N/A	2	100.00%
	2	100.00 %



**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

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**INFORMATION SHEET**

**TO:** The Haida Gwaii Board of Education

**DATE:** January 21, 2019

**SUBJECT:** 2019/2020 Budget Process

**FROM:** Shelley Sansome, Secretary Treasurer

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**DISCUSSION**

For more than a decade, Haida Gwaii and many other school districts experienced significant financial pressure resulting from declining enrolment, unfunded inflationary pressures, the administrative savings mandate, and increasing compliance requirements. As a result, the budgetary process evolved and was shaped over time by the need to find significant budgetary reductions year after year.

This need to identify “where can we cut?” over time shifted the focus more towards matters of compliance (“what do we have to do?”) rather than the optimal allocation of resources to support strategic outcomes and to address significant risks (“what should we do?”). This doesn’t mean the identification and shared understanding of strategic priorities was not a consideration. For example, to the extent possible important strategic initiatives such as the new curriculum, the comprehensive learning services, mental health supports, and indigenous supports were funded. However, while these strategic priorities informed where reductions could not be made, the need to find budgetary reductions each year both shaped the process and reduced the district’s ability to invest in strategic priorities. One result of this focus is that some historical budget reductions have proven to be unsustainable and/or have increased operational or program risk.

How do we shift the narrative from “where can we cut?” to “what are our risks and strategic priorities and how can we best allocate resources in support of outcomes?” Efficiency of programs should always be a consideration; however, the need to enhance the linkage between budgetary decisions and strategic planning and risk management to ensure funding is optimally allocated is fundamental.

**Next Steps**

I’ve contacted all Parent Advisory Council Presidents and Staff Reps to schedule meetings to be held in February to obtain input on priorities and hear perspectives on successes and challenges that may be supported through the budget. Meetings will be held in early April with principals, exempt staff and Trustees to prepare the draft budget. The draft budget will subsequently be presented on April 16<sup>th</sup> at the District Administration Office located in Daajing Giids, in addition to April 17<sup>th</sup> at Gudangaay Tlats’gaa Naay Secondary located in Gaauu. The preliminary 2019/2020 budget will be scheduled to be ratified at the May 28<sup>th</sup> board meeting.



## Request for Proposals: Community Engagement for K – 12 School Design

The Board of Education of School District No. 50 (Haida Gwaii) is looking to contract with a qualified individual consultant or organization to facilitate community engagement activities in support of its development of a design for a kindergarten to grade 12 school in Masset, BC.

Project Timeline: January 2019 to February 2019, with possible extension

### Project Scope

The contracted consultant or organization will help plan and implement community engagement activities with the goal of seeking input from the District's community stakeholders in development of the design to renovate Gudangaay Tlaats'gaa Naay Secondary to support students from kindergarten to grade 12.

Key components of the work will likely include:

- Designing and planning of community engagement activities in consultation with District leadership.
- Aid with community engagement activities/meetings by providing communication and outreach, content development, and facilitation of discussions.
- Providing full reports from all community engagement activities/meetings including 1) detailed notes from each meeting, 2) summary report and implications, and 3) documentation of high level findings.

### Qualifications

- Resident of Haida Gwaii.
  - Experience in related field (nonprofit, foundations, community development) with proven track record of mission-driven work built on deep understanding of strong engagement with the communities it serves.
  - Knowledge and experience with northern Haida Gwaii communities.
  - Outstanding written, oral/public and visual communication skills.
  - Expertise in community engagement, facilitation, and communications strategies.
  - Ability to work effectively independently and in close collaboration with diverse constituents including in group settings.
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## Proposal Requirements

Prospective contractors are requested to submit the following information via email to [jyovanovich@sd50.bc.ca](mailto:jyovanovich@sd50.bc.ca) by Friday, January 4, 2019 with Subject Line filled as "RFP: Community Engagement – (Your/Organization Name)".

- Cover letter
- Resume/CV or Organizational Qualifications
- Contact information for three professional references
- Contract budget

For any questions about the RFP, contact Joanne Yovanvich at [jyovanovich@sd50.bc.ca](mailto:jyovanovich@sd50.bc.ca).

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