



**AGENDA**  
**Board Education and Business Committee**  
**Tuesday, March 26, 2019**  
**Yuxwule' Eagle Room (Boardroom) 4:00 PM**

Page

1. CALL TO ORDER

We respectfully acknowledge that we are meeting on the traditional and ancestral lands of the Coast Salish people where we live, learn and play.

2. ADOPTION OF AGENDA

2.1. Motion to Adopt Agenda

*"That the Board Education and Business Committee adopts the agenda of the March 26, 2019 Board Education and Business Committee meeting."*

3. MINUTES

3.1. Minutes of the February 26, 2019 Board Education and Business Committee Meeting

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*"That the Board Education and Business Committee adopts the minutes of the February 26, 2019 Board Education and Business Committee Meeting."*

[Minutes of the February 26, 2019 Board Education and Business Committee Meeting](#)

4. ACTION LIST

4.1. Action List

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[Action List](#)

5. PETITIONS AND DELEGATIONS

Cowichan Intercultural Society's Settlement Worker in Schools - Christine Fagan

6. EDUCATION

6.1. School Plan - Frances Kelsey Secondary

6.2. School Plan - Alexander Elementary

7.	BUSINESS AND OPERATIONS	
7.1.	2018-2019 Year End Financial Forecast <a href="#">February Financial Projection</a>	10
7.2.	2019-2020 Annual Budget <a href="#">2019-20 Budget Funding Announcement</a>	11 - 12
7.3.	Budget Guiding Principles <a href="#">Budget Guiding Principles</a>	13
7.4.	Budget Survey <a href="#">2018 Budget Survey</a>	14 - 19
8.	POLICY	
9.	COMMITTEES	
9.1.	Advisory Committee Terms of Reference Revisions <a href="#">Advisory Committee Terms of Reference - Revised</a>	20
10.	ADJOURNMENT	
10.1.	Motion to Adjourn	

*"That there being no further business, the meeting be adjourned."*

**MINUTES OF THE BOARD EDUCATION AND BUSINESS COMMITTEE MEETING  
OF SCHOOL DISTRICT NO. 79 (COWICHAN VALLEY)  
HELD ON TUESDAY, FEBRUARY 26, 2019 AT 4:00 PM IN THE BOARDROOM**

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**PRESENT:**

Acting Chair, Candace Spilsbury  
Trustees Elizabeth Croft, Randy Doman, Johanne Kemmler, and  
Joe Thorne  
Rod Allen, Superintendent  
Jason Sandquist, Secretary-Treasurer  
Sheryl Koers, Associate Superintendent  
Tom Longridge, Associate Superintendent  
Monroe Grobe, Director of Operations  
Karen Blow, Assistant Secretary-Treasurer  
Mike Russell, Communications Specialist

Claire Spencer, Recording Secretary

**APOLOGIES:**

Trustees Rob Hutchins and Barb de Groot  
Denise Augustine, Director of Aboriginal Education and Learner  
Engagement

1. **Call to Order**

Trustee Spilsbury called the meeting to order at 4:00 p.m. and respectfully acknowledged that the meeting was taking place on the traditional and ancestral lands of the Coast Salish people where we live, learn and play.

2. **Adoption of Agenda**

a. **Motion to Adopt Agenda**

Moved by Trustee Thorne seconded by Trustee Croft *"That the Board Education and Business Committee adopts the agenda of the February 26, 2019 Board Education and Business Committee meeting."*

CARRIED

3. **Minutes**

a. **Minutes of the January 29, 2019 Board Education and Business Committee Meeting**

Moved by Trustee Kemmler seconded by Trustee Croft *"That the Board Education and Business Committee adopts the minutes of the January 29, 2019 Board Education and Business Committee Meeting."*

CARRIED

4. **Action List**

a. **Action List**

The Action List was reviewed.

## 5. Petitions and Delegations

### a. CDTA Social Justice Presentation

Nik Richardson from the CDTA's Social Justice Committee informed Trustees that they would like to see rainbow crosswalks somewhere on the property of all 26 of the District's schools to recognize the diversity found within school communities and to help students, staff and visitors feel welcome and included. Students from Quamichan School, Frances Kelsey Secondary School and Cowichan Secondary School presented student views on the benefits of rainbow crosswalks. Quamichan student Bryn stated it would be an important step to close the gap between the LBGTQ and general community, would demonstrate the District's inclusiveness of SD79, and would brighten people's day. Frances Kelsey Secondary student Erin stated that students need to feel included in their schools, where they will spend 13 years. Some students may not feel supported at home but at school they can learn how to be themselves. Victoria from Cowichan Secondary School has been an active member in the Rainbow Club for two years. She has many friends in the LBGTQ community and is happy to be part of a group that celebrates differences. She participated in the City Council Meeting and talked about rainbow crosswalks and enjoys seeing kids crossing the rainbow crosswalk across from Cowichan Secondary School every day.

There is currently one rainbow crosswalk on the property at Lake Cowichan School (the crosswalk across from Cowichan Secondary School isn't on school property). CDTA President Erica Roberts advised that schools have expressed an interest in having rainbow crosswalks installed, even if they don't have any crosswalks on their sites. The crosswalks would be a great conversation starter in classes about why diversity and understanding are important.

The Committee has \$2,500 to put towards the paint supplies, consisting of a donation of \$500 from the CDTA, and a \$2,000 BCTF Ed May Social Responsibility Grant, and hopes community partners may contribute to help cover the cost of the paint. The Committee requests labour support from the District's Maintenance Department to install the crosswalks.

Moved by Trustee Kemmler seconded by Trustee Thorne, *"That the Board of Education of School District No. 79 (Cowichan Valley) request that staff provide Trustees with information on the cost, possible locations and timelines to install rainbow crosswalks at all school sites."*

DEFEATED

Moved by Trustee Kemmler seconded by Trustee Croft *"That the Board of Education of School District No. 79 (Cowichan Valley) request staff work with the Cowichan District Teachers' Association and bring a plan to Trustees to install rainbow crosswalks at all school sites."*

CARRIED

## 6. Education

### a. Student Learning Framework

Superintendent Allen and Associate Superintendent Koers provided Trustees with background on the Student Learning Framework introduced by the Ministry of Education a few years ago. The framework was developed with input from across the province with a

focus on making the plans meaningful, and although there may be common criteria each school's plan should look very different, as it will reflect its unique students and needs. It is also significant that teachers and support workers are participating in the process.

The framework includes four pillars:

- System-wide focus on intellectual, human/social and career development
- Multi-year and updated annually (evolves over time)
- Meaningful and effective evidence reported at least annually by districts and the province
- System-wide capacity building team-based supports, focussed on continuous improvement (but individualized for each school).

Trustee Doman arrived at 4:26 p.m.

The framework's goals are the qualities defined in "The Educated Citizen", which includes not only academics but also competencies such as creativity, flexibility, critical thinking, cooperation, respect, and independent thinking.

In order to reach those goals, the framework should include elements from the Five Key Elements of Effective Learning Environments, which are:

- Learner-centered
- Profoundly personalized
- Inclusive
- Social
- Structured and well-designed

Assessing the effectiveness of the plan is challenging as you cannot measure success in these areas with written tests. While methods of assessment are being determined, existing tests such as DART are still being used.

Plans should include strategies and structures that support the learning plan of the school's Indigenous students, children in care and students with diverse learning needs. As our schools go through a cycle or two of their planning process, we will watch to see if there are common metrics being used, and whether existing assessments such as DART still provide useful data. The District and schools have to be iterative, especially in first few years of this process.

b. School Plans

**Ecole Cobble Hill**

Principal Lisa Leclerc recounted her staff's conversation to determine their school's strengths and areas for potential growth. Previous growth plans focused on academics, but the data used (DART, report cards, District Wide Write, Early Success) didn't clearly indicate areas in need of improvement due to the diversity in the results. The staff felt their recent Everybody Deserves A Smile (EDAS) project, where students created bags for disadvantaged members in their community, provided their students an opportunity to shine. The students enjoyed the project not only because it was fun and different, but also because the project was set up to delve into the "why" to learn more about what is going on in their community; where the needs are and how they could make a positive difference.

The staff decided to focus their school plan on empathy, as it leads to inclusion and is profoundly personalized. They framed their goal as the question, "How can we collectively and individually contribute to the world around us?" In order to name/nurture this in their classrooms, they focused on providing environments that are profoundly social so they could align the goal of empathy with instructional practice in their classrooms. In this setting students need to be able to take the perspective of others in their group. The educated citizen has to be able to work collaboratively with others. The students are starting to understand that they need to be listeners and not just speakers when working in groups. Teachers have started to look at different types of frameworks in their classes to guide students along that path. As teachers embark on projects in their classrooms they are talking about empathy and naming it, and reminding their students that they have to think about others as they are learning. At the school's PLC session teachers got together in groups by grade levels and created rubrics to determine their starting point.

Empathy is discussed throughout the day: when teachers talk to students in classes about conflict that occurred at recess; studying literature in reading; during art projects; and speaking about aboriginal context in classes. This framework hasn't only affected the way students interact with each other, but has also changed how the adults deal with one another.

They have built a tree in the entrance way to recognize students who have been identified by their peers as demonstrating empathy. Students can present a leaf to the student they feel deserves it, who can then place it on the tree. At their last PAC meeting they shared Brene Brown videos on empathy and vulnerability to show parents what they are doing so parents can speak to their children with the same vernacular that is being used at the school.

PLC time at the school is now being spent on designing lessons that are highly differentiated, and are built around understanding their students and meeting learners where they are at - moving learning forward but approaching it through a different angle. The school plan has already had a positive impacts on students and staff.

### **Cowichan Valley Open Learning Co-operative (CVOLC)**

Principal Scott Jackson and Vice-Principal Colleen Mullin began their presentation with a breakdown of the various programs within CVOLC and a clarification of *alternative* and *alternate* programs. Open Learning is a collection of *alternative* programs for students who need something other than a standard bricks-and-mortar school, such as Distributed Learning.

*Alternate* Education (Alt. Ed.) is specifically for at-risk learners, with locations at every high school, a middle alternate program, at Providence Farm, Nagle Street, and in a yurt at Cowichan Station. What Alt. Ed. is not: an easier route to graduation; where kids are sent for being naughty; for students who need a course or two to graduate; comparable to regular secondary school. What Alt. Ed. is: for students who have exhausted all other options or with complex social/emotional needs. Most students take six years to complete the secondary component and many leave with an adult dogwood. The focus for staff is supporting the student's social/emotional needs. Each student has a learning plan, but the goals are not necessarily graduation (for instance it could be to get housing). Staff are not subject specialists - they are case managers. Their roles include: outreach, helping families support their child, and managing grad plans. Every decision they make about policies, etc., is measured against the Ministry of Education's Guiding Principles of Alternate Education.

*Alternative* education programs at The Grove (Distributed Learning) has students from K-12

and includes traditional home learners, cross-enrolled students, bridging (specific programs), and the land-based Swallowtail program. What Distributed Learning is not: pre-packaged worksheets for each student at every grade level; students who only work independently at home with their parents and submit work for marking; subject silos; teachers working in isolation; only designed for students who don't require direct instructions; students doing solely online work; just teachers sitting in front of computers. What The Grove K-9 is (94 K-7 and 32 Grade 8-9 students): individualized programs (many attend up to 12.5 hours a week for classes, workshops, field trips, one-on-one support); workshops; class times with cohorts of students across multiple grade levels; a program that keeps many students attached to school who at this time can't physically get to the schools; cross-curricular instruction. What The Grove 10-12 is (74 full-time students and 300 taking cross-enrolled classes): students taking cross-enrolled classes (course didn't fit in their schedule or they failed the course originally); students who might be eligible for Alt. Ed. but are not currently interested in this option. The full-time students may also be cross-enrolled at a high school to take courses like metalwork or climbing. Who are The Grove's students? A wide diversity of students including: designated students; athletes; artists; students travelling with families; students with jobs; pregnant/parent students; students from vulnerable families; students in permanent hospital homebound situations; true home learners who want the flexibility and individualization of a home learning experience under the direction of a qualified teacher; students in the bridging program for Alt. Ed. in Grades 7 to 9.

The flexibility in the provincial framework for enhancing student learning enabled staff to look at innovative learning environments. Their focus is to reengage or further engage students who have been unsuccessful in a traditional setting by creating a healthy sense of belonging and community. Knowing their students and their deficiencies is a key piece for them.

CVOLC's strategies to implement their plan include:

- Professional learning: Staff are developing their professional learning to include behaviour intervention and dealing with addiction, mental health and anxiety
- Embracing more synchronous learning
- Learning cycles with a focus on designing learning around student passions with lessons changing every six weeks
- Blending between programs to enhance opportunities for all students
- Bringing community partners into the classroom (less anxiety for students when the meeting is in their own classroom)
- Podding students with two teachers so every student has two adults that care about them.

How will CVOLC measure the success of their plan?

- Student Learning Plan Goals: how many students met the goals they co-created with teachers?
- Engagement: at end of year what percent of students are still engaged with their student learning plan and are still working towards their goals?
- Completion: how many courses have been completed?
- Transitions: how many students graduated? Moved into a trades program? Had a successful transition back into the mainstream and/or into the next level of Alternate/Alternative Education?

## 7. Business and Operations

### a. Enrolment Projection

The Secretary-Treasurer reviewed the estimated enrolment data for the 2019/20, 2020/21 and 2021/22 school years, which took into account grade cohorts, historical trends, transition rates, and birth rates. The current projection for the 2019/20 year is an increase of 73 FTE and an increase in students with special needs.

### b. Financial Projections

The Secretary-Treasurer presented the amended 2018/19 year-end projection. He noted an additional \$30K grant was received for the average teacher salary supplement. The recent 1701 submission is not yet reflected in the budget. Revenue from the International Program and tuition programs (hairdressing/EA programs) resulted in a surplus of \$47K. Not included is the employer's health tax reimbursement which will run from April to June.

Casual replacement for illness and vacation is projected to be \$437K over budget due to a combination of high absences and the ability to replace absent workers (more replacement staff available). Overall salaries are over budget by \$172K. This amount was offset by the benefit premium holiday and the unseasonably warm weather earlier in the winter which reduced utility costs. The result is a projected surplus of about \$610K which gets added to last year's unallocated surplus which sits in contingency.

### c. Review of 2019/2020 Budget Assumptions

The Secretary-Treasurer presented the 2019/20 Budget Preview, outlining anticipated cost pressures and considerations for the upcoming budget discussions.

Trustee Doman left at 5:45 p.m.

## 8. Policy

## 9. Committees

### a. Advisory Committee Terms of Reference Revisions

This item was deferred to the next meeting.

## 10. Adjournment

### a. Motion to Adjourn

Moved by Trustee Thorne seconded by Trustee Croft. *"That there being no further business, the meeting be adjourned."*

CARRIED

The meeting adjourned at 5:52 p.m.

### ACTION LIST FOR BEBC MEETINGS

Description	Assigned To	Action	Disposition / Completion
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**February 26, 2019**

Rainbow crosswalks at all school sites	Jason Sandquist	Work with CDTA to create plan for Trustees to consider for installing rainbow crosswalks at all school sites	In progress
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**SCHOOL DISTRICT NO. 79 (COWICHAN VALLEY)**  
**2018/2019 YEAR-END PROJECTION AS AT FEBRUARY 28, 2019**

	(A)	(B)	(C)	(D)	
	AMENDED	YEAR	PROJECTED	(A - C)	NOTES
	BUDGET	TO DATE	REV AND EXP	SURPLUS	
<b>REVENUE:</b>					
PROVINCIAL GRANTS	- 73,062,649	- 44,291,501	- 73,093,134	30,485	(6)
INTERNATIONAL / TUITION PROGRAM	- 2,827,000	- 2,904,481	- 2,904,481	77,481	
LOCAL EDUCATION AGREEMENT	- 5,810,729	- 2,324,292	- 5,810,729	-	
MISCELLANEOUS REVENUE	- 207,000	- 243,747	- 243,747	36,747	
TRANSPORTATION	- 30,000	- 45,824	- 45,824	15,824	
RENTALS	- 85,000	- 65,207	- 85,000	-	
INTEREST	- 170,000	- 202,250	- 210,000	40,000	
TRANSFER TO CAPITAL	855,002	461,219	855,002	-	
PRIOR YEAR SURPLUS	- 3,622,621	- 3,622,621	- 3,622,621	-	
<b>TOTAL REVENUE</b>	<b>- 84,959,997</b>	<b>- 53,238,704</b>	<b>- 85,160,534</b>	<b>200,537</b>	
<b>EXPENDITURES:</b>					
<b>SALARIES</b>					
PRINCIPAL / VICE-PRINCIPAL SALARIES	5,423,325	3,438,762	5,391,882	31,443	(2)
TEACHER SALARIES	34,147,186	20,136,936	34,001,868	145,318	(2)
EDUCATION ASSISTANT SALARIES	7,083,841	3,819,931	7,026,105	57,736	(2)
CLERICAL / NHS SALARIES	3,796,181	2,238,535	3,752,975	43,206	(2)
USW SALARIES	5,087,516	3,094,163	5,011,887	75,629	(2)
EXCLUDED SALARIES	2,045,588	1,299,482	1,990,952	54,636	(2)
CASUAL REPLACEMENT (ILLNESS / VACATION)	2,835,616	1,825,456	3,029,669	-	(4)
INSERVICE / EXTRA CURRICULAR / DEPT HEAD	734,678	225,024	734,678	-	(3)
<b>TOTAL SALARIES</b>	<b>61,153,931</b>	<b>36,078,289</b>	<b>60,940,016</b>	<b>213,915</b>	
<b>EMPLOYEE BENEFITS</b>					
STATUTORY BENEFITS	4,423,924	2,162,854	4,410,878	13,046	
PENSION BENEFITS	6,624,474	3,909,758	6,353,045	271,429	
HEALTH BENEFITS	3,436,121	2,002,855	3,176,037	260,084	
<b>TOTAL EMPLOYEE BENEFITS</b>	<b>14,484,519</b>	<b>8,075,467</b>	<b>13,939,959</b>	<b>544,560</b>	
<b>SERVICES AND SUPPLIES</b>					
SERVICES	3,453,386	2,239,166	3,453,386	-	(3)
STUDENT TRANSPORTATION	231,350	167,742	231,350	-	(3)
PROFESSIONAL DEVELOPMENT AND TRAVEL	539,335	475,834	539,335	-	(3)
RENTALS AND LEASES	62,100	28,695	62,100	-	(3)
DUES AND FEES	107,310	71,332	107,310	-	(3)
INSURANCE	250,134	192,668	250,134	-	(3)
SUPPLIES	3,294,702	1,834,660	3,344,702	-	(3)
UTILITIES	1,333,230	789,453	1,255,850	77,380	(5)
<b>TOTAL SERVICES AND SUPPLIES</b>	<b>9,271,547</b>	<b>5,799,550</b>	<b>9,244,167</b>	<b>27,380</b>	
REDUCTION OF UNFUNDED EMPLOYEE FUTURE BENEFITS	50,000	25,000	50,000	-	
<b>TOTAL EXPENDITURES</b>	<b>84,959,997</b>	<b>49,978,306</b>	<b>84,174,143</b>	<b>785,854</b>	
<b>SURPLUS</b>	<b>-</b>	<b>3,260,398</b>	<b>986,391</b>	<b>986,391</b>	(1)

**NOTES:**

- 1 This projection was prepared using information available on February 28, 2019. It is updated on a monthly basis or as new information is received. As we progress towards the June 30, 2019 year-end the reliability of the projection improves. Certain assumptions are made regarding the account balances.
- 2 Employee salaries and benefits are projected by adding the expected monthly expenditures to the year-to-date balance and adjusting for known differences.
- 3 Supplies and inservice budget allocations are assumed to be fully expended at year-end. The projection is adjusted for known differences.
- 4 Casual replacement balances are calculated using a method of extrapolation. The current account balance is divided by the prior year balance at the same date. This ratio is then multiplied against the prior year-end balance. This
- 5 Utilities and diesel fuel use the same method of extrapolation as the casual replacements.
- 6 Final funding figures will be known once the February and May enrolment counts are incorporated into the Operating Grant.



Cowichan Valley School District

**OPERATING GRANT FUNDING RATES**

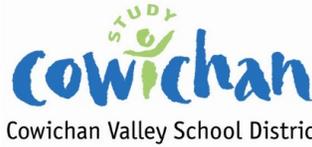
Category	2017/2018			2018/2019			2019/2020		
	Rate	Change	%	Rate	Change	%	Rate	Change	%
Standard / Continuing Ed / Alternate	7,301	83	1.15%	7,423	122	1.67%	7,468	45	0.61%
Distributed Learning	6,100	70	1.16%	6,100	-	0.00%	6,100	-	0.00%
Level 1	38,140	440	1.17%	38,800	660	1.73%	42,400	3,600	9.28%
Level 2	19,070	220	1.17%	19,400	330	1.73%	20,200	800	4.12%
Level 3	9,610	110	1.16%	9,800	190	1.98%	10,250	450	4.59%
English Language Learner	1,395	15	1.09%	1,420	25	1.79%	1,495	75	5.28%
Aboriginal Education	1,210	15	1.26%	1,230	20	1.65%	1,450	220	17.89%
Adult Education	4,618	53	1.16%	4,696	78	1.69%	4,773	77	1.64%



Cowichan Valley School District

**FUNDING ANNOUNCEMENT COMPARISON**

	FTE	ESTIMATED 2019/2020	FTE	ESTIMATED 2018/2019	FTE	DIFFERENCE
<b>SEPTEMBER ENROLMENT COUNT:</b>						
STANDARD	7,691.3540	57,439,032	7,627.5718	56,619,465	63.7822	819,567
CONTINUING EDUCATION	28.6250	213,772	28.6250	212,483	-	1,289
ALTERNATE SCHOOLS	312.0000	2,330,016	303.0000	2,249,169	9.0000	80,847
DISTRIBUTED LEARNING	102.1250	622,963	102.1250	622,963	-	-
HOME SCHOOLING	10.0000	2,500	10.0000	2,500	-	-
COURSE CHALLENGES	-	-	-	-	-	-
ENROLMENT-BASED FUNDING		60,608,283		59,706,580		901,703
ENROLMENT DECLINE		-		-		-
LEVEL 1 SPECIAL NEEDS	8.0000	339,200	11.0000	426,800	(3.0000)	(87,600)
LEVEL 2 SPECIAL NEEDS	392.0000	7,918,400	377.0000	7,313,800	15.0000	604,600
LEVEL 3 SPECIAL NEEDS	133.0000	1,363,250	128.0000	1,254,400	5.0000	108,850
ENGLISH LANGUAGE LEARNING	384.0000	574,080	383.0000	543,860	1.0000	30,220
ABORIGINAL EDUCATION	1,542.0000	2,235,900	1,553.0000	1,910,190	(11.0000)	325,710
ADULT EDUCATION	8.1250	38,781	8.1250	38,155	-	626
VULNERABLE STUDENTS		288,878		288,878		-
UNIQUE STUDENT NEEDS		12,758,489		11,776,083		982,406
SALARY DIFFERENTIAL		1,339,369		1,327,397		11,972
UNIQUE GEOGRAPHIC FACTORS		4,732,456		4,470,426		262,030
EDUCATION PLAN		161,226		155,793		5,433
<b>TOTAL SEPTEMBER ENROLMENT</b>		<b>79,599,823</b>		<b>77,436,279</b>		<b>2,163,544</b>
<b>FEBRUARY ENROLMENT COUNT:</b>						
ENROLMENT-BASED FUNDING		327,448		326,086		1,362
UNIQUE STUDENT NEEDS		50,500		48,500		2,000
<b>TOTAL FEBRUARY ENROLMENT</b>		<b>377,948</b>		<b>374,586</b>		<b>3,362</b>
<b>MAY ENROLMENT COUNT:</b>						
ENROLMENT-BASED FUNDING		308,903		307,168		1,735
<b>TOTAL MAY ENROLMENT</b>		<b>308,903</b>		<b>307,168</b>		<b>1,735</b>
<b>ADMINISTRATIVE SAVINGS</b>		-		-		-
<b>FULL YEAR FUNDING</b>		<b>80,286,674</b>		<b>78,118,033</b>		<b>2,168,641</b>



**2019/2020 BUDGET GUIDING PRINCIPLES  
(DRAFT – DISCUSSION STARTER)**

**Overview:**

The School District’s budget is a financial plan that:

- Helps the Board achieve its vision, mission and values;
- Reflects the District’s educational and operational objectives;
- Communicates how the District utilizes its financial resources;
- Allows for the monitoring of actual versus planned expenditures.

**Guiding Principles for Budget Development:**

- Prioritizes student learning through the effective allocation of resources;
- Balances the roles of Instruction, Administration, Operations and Transportation in supporting student learning;
- Recognizes that equity doesn’t necessary mean equal;
- Complies with the *School Act*, collective agreements and other regulatory requirements and Board policy;
- Supports the Board’s Strategic Priorities;
- Recognizes that student population is increasing and allocates resources to support growth;
- Seeks input from partners and stakeholders through communication and consultation;
- Maintains appropriate contingency balance;
- Transparent process.

**INTRODUCTION**

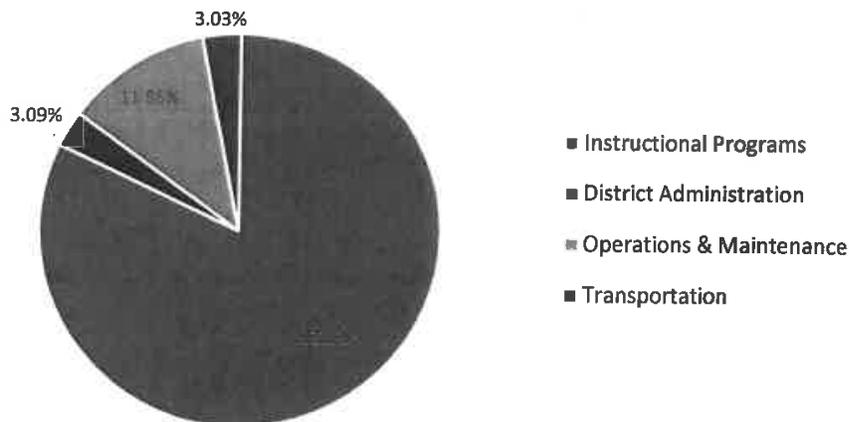
The Board of Education of School District No. 79 (Cowichan Valley) invites students, parents, and community members to provide input into the budget priorities the Board should consider for the 2018/19 school year and beyond.

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, abilities, and attitudes they need to succeed in an ever-changing world.

The Cowichan Valley School District (SD 79) provides education services to more than 7,800 students and is the largest employer in the Cowichan Valley, with approximately 1,200 employees. The district is funded by the Ministry of Education and is governed by legislative and contractual obligations which must be adhered to by the Board. In addition, the Board of Education developed a set of strategic priorities which help guide budget decisions.

Trustees approved an Operating Budget of \$80.725 million for the 2017-18 school year. The chart below outlines where the resources were allocated.

**SD 79 Operating Budget Allocations**



Before you begin the survey, we invite you to take a glimpse at the innovative, hands-on learning that is happening across the Cowichan Valley by watching our new video "[Learning Innovation in the Cowichan Valley School District](#)".

Responding to this survey will assist the Board of Education in identifying areas that are priorities for our school community. The results of this survey will be compiled and shared with the Board of Education during the budget process in April. Please complete the survey by Sunday, April 8, 2018.

## UNDERSTANDING THE SCHOOL DISTRICT OPERATING BUDGET

First, let's give you a quick walk-through of how our operating budget is spent.

Did you know that **82.03%** of our operating budget is spent on **Instructional Programs**? There are three key pieces of "instructional programs":

- 1) Classroom Instruction:** includes classroom teachers, Principals and Vice-Principals, language and instruction, library, music programs, Aboriginal education, career programs, teachers and staff professional development, and technology support.
- 2) Student Supports:** includes specialist teachers, education assistants, learning assistance teachers, curriculum coordinators, early literacy, school psychologists, school counselors, English language learners teachers, speech language pathologist, occupational therapist, special education, hospital/homebound teacher, Aboriginal support workers, and cultural teacher assistants.
- 3) Instructional Supplies:** includes learning resources, computer equipment, library books, classroom supplies, furniture, sports equipment, and photocopier paper.

Another **3.09%** of our operating budget is currently spent on **District Administration**. The Board Office provides administrative services to all of the schools and our 1,200 employees in the district. These include services such as educational leadership, Board governance, payroll, human resources, communications and marketing, accounts payable, and the purchasing and receiving of goods.

Another **11.85%** of our operating budget is currently allocated towards **Operations and Maintenance**. Operations and Maintenance includes maintenance of the grounds, utilities, custodial, trades, technology, and other routine maintenance. Maintenance services not performed can lead to expensive repairs in the future.

*Did you know that the school district has 23 active facilities, totaling just over 1.1 million square feet in space? Just shy of 950,000 square feet are cleaned by custodians each day, in 8-hour shifts!*

Finally, **3.03%** of our operating budget is currently supporting **Transportation Services**. This includes our bus fleet, fuel, maintenance, drivers and other staff, and our bus pass program.

*Did you know that we have 36 buses in the district who operate 107 routes? Together, they drive 3,105 km per day, transporting an average of 3,900 students.*

### **Other interesting budget facts**

Overall, about 88.7% of our operating budget is allocated to salaries for our 1,200 employees, with the remaining 11.3% going towards services and supplies.

So where does our operating funding come from? A variety of sources, actually! Here is the breakdown of where funding in the 2017/18 budget came from:

- 86.7% comes from the Provincial government
- 5.8% comes from Local Education Agreements with First Nations partners
- 3.5% is generated through our International Student Program
- 0.6% is generated by investments, rentals and "other"

- 3.4% was brought forward from the 2016/17 budget surplus

*Did you know that in addition to bringing revenue into the school district, the International Student Program also provides approximately \$1.8M to Cowichan Valley families through the homestay program? This is in addition to the money our international students spend in the community during their time here – all of this supports our local economy.*

**SURVEY QUESTIONS**

**Question 1:** What best describes your involvement with the school district (select all that apply)?

- Student
- Employee
- Parent/Guardian/Grandparent
- Community Member
- Other (please specify)

**Early Years**

The Board's strategic priorities include enhancing the district's early intervention strategies. Research shows that one of the best strategies for supporting children is investing in evidence-based early learning programs.

Currently, School District 79 offers a number of StrongStart BC programs for children and parents, and provides full-day Kindergarten for children over the age of five. The district also provides annual "Ready, Set, Go" and "Ready, Set, Learn" programs for children entering Kindergarten.

In addition, the current government has recently committed to an increase in child care and early learning support for children in BC.

**Question 2:** Please tell us your level of agreement with the following statement: "Investing in early learning programs is a valuable use of district funds, and I would like to see more early learning opportunities for School District 79 children."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**Question 3:** Do you have any suggestions on the kinds of early learning programs, supports, or district initiatives that you believe the Board of Education should consider as the budget is being developed (i.e. district-run child care facilities, StrongStart BC programs, etc.)? Please be specific in your answer.

**Student and Employee Wellness**

Ensuring our students and employees have access to wellness support to help them thrive and stay healthy is a priority for the Board. Wellness support may include addressing mental health and anxiety, stress, and other areas of physical and emotional well-being.

**Question 4:** Please tell us your level of agreement with the following statement: "Investing in student wellness support across the school district is a good use of district funds, and I would support funding more wellness initiatives for students."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**Question 5:** Please tell us your level of agreement with the following statement: "Investing in the wellness of employees across the school district so they can better support students is a good use of district funds, and I would support funding more employee wellness initiatives."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**Question 6:** Do you have any suggestions on the kind of resources, programs, or supports that the Board should consider investing in to support student and employee wellness? Please be specific in your answer.

### **Communications**

In last year's budget survey, respondents indicated that they would like to see an increase in communications from the Board and from the school district as a whole. A significant amount of work has been done in the past year to increase communication across the district with parents, staff, students, media, and the community as a whole.

**Question 7:** Please tell us your level of agreement with the following statement: "Communication from the Board of Education and the school district has improved over the last year."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**Question 8:** Do you have any suggestions on additional investments the Board could make in the area of communications that would strengthen our goal of increasing transparency and communication with our school community? Please be specific in your answer.

Recently, the school district engaged the public in an opportunity to provide feedback on our district and school websites, along with our overall brand. Through this survey, we heard from parents, staff, students and community members that they would like to see a more user-

friendly, engaging website that better meets their needs and enables increased, timely communication between user groups.

The Board is considering investing in the development of a new, multi-site website for the district and our schools that responds to this feedback.

**Question 9:** Do you believe investing in improved communications, including a new multi-site website and other communication tools, would be a good investment to consider during this budget process?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

***Programs of Choice***

As the school district continues to grow and the district continues to implement learning opportunities that are hands-on and learner-centered, the Board of Education is exploring opportunities to continue to provide students with unique, innovative learning opportunities—such as our land-based learning program (where students spend approximately half their time working and learning outside of the classroom, alongside local organizations and community experts).

**Question 10:** If the school district had an opportunity to create more programs of choice for learners across the district, what kind of programs would you like to see the Board invest in? (i.e. nature-based learning, French Immersion, technology, fine arts, International Baccalaureate, skills and trades, etc.) Please be as specific as you can with your answer.

***Other Questions***

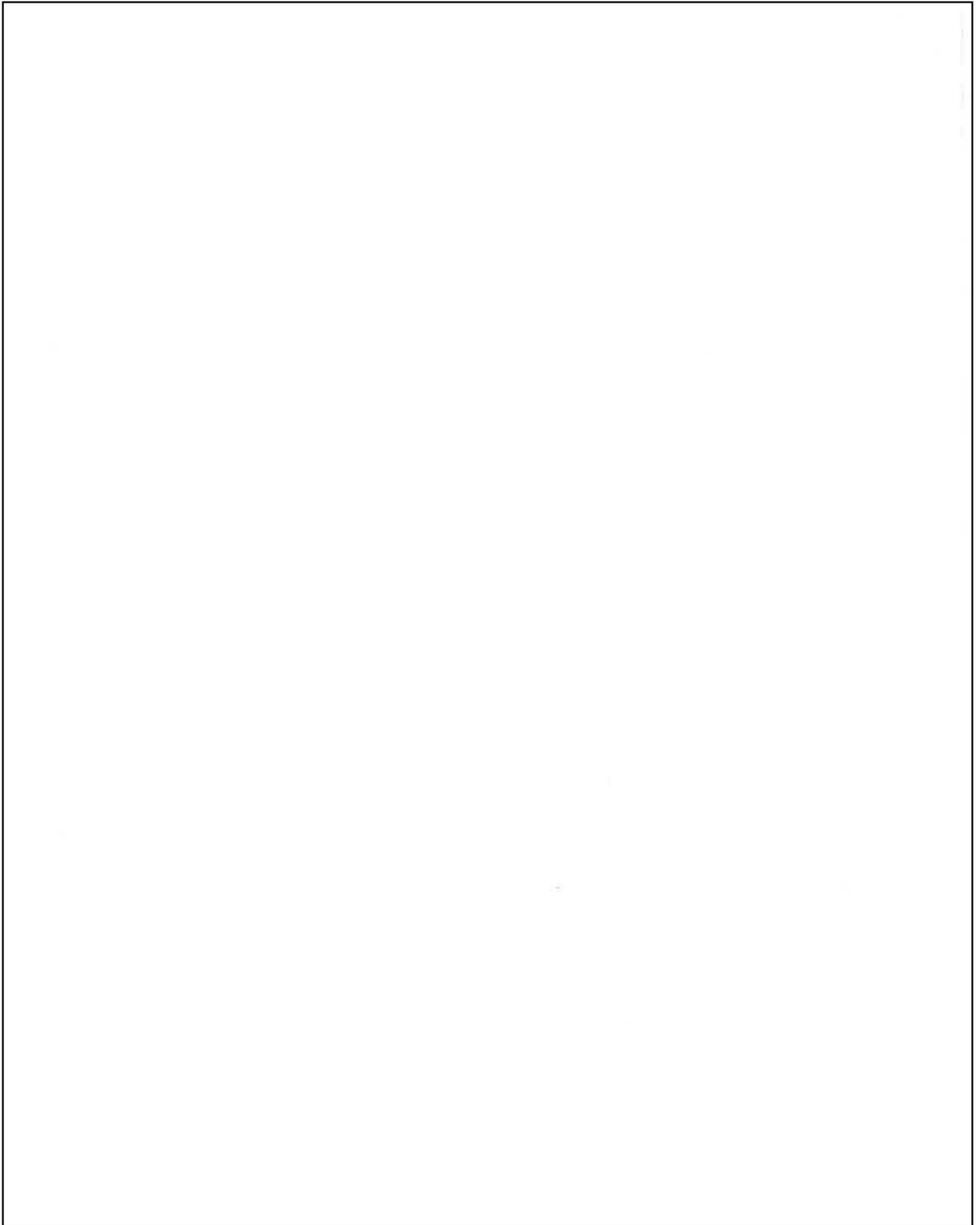
**Question 11:** In your opinion, are there any other programs, services, activities or district initiatives that the Board should consider prioritizing as we develop the budget? Please frame your answer in the context of what will support student success in our school district.

**Question 12:** In your opinion, what are the top three overall budget priorities you believe the Board should be focusing on during the development of the 2018/19 budget?

**Question 13:** Is there anything else you believe the Board needs to know or consider during the development of the budget?

**END OF SURVEY MESSAGE**

Thank you for completing this year's budget survey. Your feedback is valuable, and will be collated and shared with the Board of Education in April.





Cowichan Valley School District

## **Advisory Committee Terms of Reference**

1. The Advisory Committee is established as a means for partner groups to provide perspective and advice to trustees on matters referred to it by the Board or by a partner group. These matters may be related to any area of the District's operation.
2. All trustees are members of the committee and the Chair of the Board shall appoint the chair of the committee.
3. Each of the following partner groups will be invited to send two representatives to attend the advisory committee:
  - a. District Student Advisory Committee
  - b. District Parent Advisory Committee
  - c. Cowichan Valley Teachers' Federation
  - d. United Steel Workers Local 1-1937
  - e. Canadian Union of Public Employees Local 5101
  - f. Cowichan Valley Principals and Vice Principals Association
4. The role of trustees on the committee is to receive the perspective and advice of the partner group representatives in attendance and to ask for clarification. Partner group representatives are encouraged to provide perspective and advice from the vantage point of the group they represent.
5. The agendas and notice of meetings will be prepared by the Secretary-Treasurer, under direction of the Chair of the Advisory Committee who shall consult with the Chair of the Board and the Superintendent. The agenda will be circulated to the committee members and partner group representatives in advance of the meeting.
6. Partner groups referring a matter to the committee are asked to provide sufficient detail for trustees and other partner groups to understand the scope of the matter being referred.
7. The Secretary-Treasurer will produce a written summary of the perspectives and advice received by the committee and will circulate it to all partner groups and will present it to the Board.
8. The Superintendent and Secretary-Treasurer will be in attendance at meetings of the committee to assist with process and to be a resource to the committee.
9. Meetings of this committee will be open to the public.
10. Meetings to be held on the 2<sup>nd</sup> Tuesday of the month from 4:30 – 6:00 pm.