



**AGENDA**  
**Board Education and Business Committee**

**Tuesday, October 26, 2021**

**4:00 p.m.**

**Via Zoom**

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	<b>Pages</b>
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 <i>"That the Board Education and Business Committee adopts the agenda of the October 26, 2021 Board Education and Business Committee meeting."</i>	
3. MINUTES	
3.1. Minutes of the September 28, 2021 Board Education and Business Committee Meeting <i>"That the Board Education and Business Committee adopts the minutes of the September 28, 2021 Board Education and Business Committee Meeting."</i>	3 - 6
3.2. Minutes of the October 12, 2021 Special Board Education and Business Committee Meeting <i>"That the Board Education and Business Committee adopts the minutes of the October 12, 2021 Special Board Education and Business Committee Meeting."</i>	7 - 8
4. ACTION LIST	
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5. PETITIONS AND DELEGATIONS	
6. EDUCATION	
6.1. School Plan Presentation: Mill Bay Nature School Kim Ondrik, Principal	

6.2.	Three Year Plans	
1.	Finance: Jason Sandquist, Secretary-Treasurer	10 - 22
2.	Operations: Richard Dyble, Director of Operations	23 - 29
3.	Communications: Mike Russell, Director of Communications	30 - 50
7.	BUSINESS AND OPERATIONS	
7.1.	K-12 Public Education Accumulated Operating Surplus Policy	51 - 65
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8.	POLICY	
9.	COMMITTEES	
9.1.	Highlights of the October 19, 2021 Advisory Committee Meeting	70 - 73
10.	ADJOURNMENT	
10.1.	Motion to Adjourn	
	<i>"That there being no further business, the meeting be adjourned."</i>	

# MINUTES OF THE BOARD EDUCATION AND BUSINESS COMMITTEE

Tuesday, September 28, 2021, 4:00 p.m.

Via Zoom

## PRESENT

Trustee Rob Hutchins, Chair  
Trustee Candace Spilsbury  
Trustee Elizabeth Croft  
Trustee Johanne Kemmler  
Trustee Randy Doman  
Trustee Barb de Groot  
Trustee Joe Thorne  
Jason Sandquist, Secretary-Treasurer  
Robyn Gray, Superintendent  
Sheryl Koers, Associate Superintendent  
Tom Longridge, Associate Superintendent  
Larry Mattin, Director of Instruction (Secondary)  
Richard Dyble, Director of Operations  
Erin Egeland, Associate Secretary-Treasurer  
Mike Russell, Director of Communications  
Claire Spencer, Recording Secretary

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## 1. CALL TO ORDER

Trustee Hutchins called the meeting to order at 4:02 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

### 2.1 Motion to Adopt Agenda

Moved by Trustee Croft  
Seconded by Trustee Spilsbury

*"That the Board Education and Business Committee adopts the agenda of the September 28, 2021 Board Education and Business Committee meeting."*

CARRIED

## 3. MINUTES

### 3.1 Minutes of the May 25, 2021 Board Education and Business Committee Meeting

Moved by Trustee Croft  
Seconded by Trustee Kemmler

*"That the Board Education and Business Committee adopts the Minutes of the May 25, 2021 Board Education and Business Committee Meeting."*

CARRIED

#### 4. **ACTION LIST**

##### 4.1 **Action List**

Rainbow crosswalks have been painted at all schools with the exception of Thetis Island, which has a gravel parking lot. Thank you to the Operations Department for their hard work completing this project.

Trustee de Groot joined the meeting at 4:04 p.m.

#### 5. **PETITIONS AND DELEGATIONS**

#### 6. **EDUCATION**

##### 6.1 **International Education Update - Alison Keple, Temporary District Principal of International Education**

- Enrollment: September 2020 started with 60 students (2019-2020 students who remained in Canada over the summer due to COVID) with 20 students added in January 2021 and an additional 20 in April 2021. There are currently 157 students enrolled, which is the maximum capacity of home stays presently available in the District. An additional 70 students will be arriving in January 2022. The District is looking to add to the number of home stays as it lost some due to COVID. International students are coming primarily from Europe (Germany, Norway, France, Belgium and Turkey) and Japan. Enrollments from China are down due to COVID and strained relations between Canada and China. The District has a consultant working behind the scenes in China to look for ways to increase the market.
- Goals: When she started her position eight months ago, her goals were to modernize the department (which has since moved from paper applications to online); incorporate a new logo with an Indigenous presence; and produce new marketing materials. The new website and brochure were shared with Trustees.
- What's next: Stabilize enrollment by capitalizing on existing markets and being wise about developing new ones; be more explicit in promoting Canadian culture; and establish a buddy/ambassador program to help students make friends and find opportunities.

##### 6.2 **Food Programs - Tom Longridge, Associate Superintendent**

The Associate Superintendent advised that since last year's presentation, work has been ongoing to build the program's capacity to store and cook food. Twenty of the District's 22 schools are served through partnerships with Nourish Cowichan and/or the Starfish Backpack Program. Nourish Cowichan's morning program provides breakfast, snacks and/or lunch to 15 schools, while over 400 hampers a week are delivered to the homes of families from 20 schools through the Starfish Backpack Program. Last year the Board allowed Nourish Cowichan to expand into another room at Ecole Mount Prevost, which now houses a new walk-in freezer. Community Link (CLINK) funds provide kitchen staff at four sites, as well as funds to schools in various amounts depending on their needs, which have enabled the purchase of stoves, refrigerators and freezers, as well as tables, chairs and umbrellas that allow students to gather out of the rain and eat. The teaching kitchen at Frances Kelsey Secondary School provides food for students who participate in programs as well as students at the school.

Trustee Thorne joined the meeting at 4:33 p.m.

6.3 Outdoor Learning - Larry Mattin, Director of Instruction

Last year's federal COVID funding supported the building of outdoor learning spaces at twelve schools. The projects ranged in cost from \$1K - \$70K, with some projects subsidized and supported through school-based and PAC funds. Outdoor projects included picnic tables, outdoor learning circles, rock gardens, play areas with natural elements, covered seating areas, raised garden beds, and a covered carving area. Cowichan Secondary's Indigenous Technology Class partnered with District employees to create an outdoor seating area with wooden benches and a speaker's chair outside the School Board Office. 215 orange hands were also placed on the fence to acknowledge the Kamloops 215.

**7. BUSINESS AND OPERATIONS**

7.1 2021/2022 Restart Funding Plan

The Board added \$70K to the 2021-2022 Budget to maintain hand washing/sanitizing stations and add two additional custodians to maintain the electrostatic sprayer program. Recently the District received \$204K from the Province for COVID restart funding. The Secretary-Treasurer presented a plan to utilize the funding including:

- 84,000 masks at a cost of \$25K (a combination of reusable and disposable masks);
- Two additional electrostatic sprayer custodial positions to provide an enhanced level of cleaning;
- Upgrading of HVAC systems in seven older portables;
- Increased number of air filters upgraded to MERV 13 standards.

Moved by Trustee Spilsbury  
Seconded by Trustee Croft

*"That the Board Education and Business Committee recommends to the Board approval of the 2021/2022 Restart Funding Plan."*

CARRIED

**8. POLICY**

8.1 Policy 8: Climate Change Committee

At the May 4, 2021 Open Board meeting, a resolution was passed directing staff to prepare a draft Purpose, Powers and Duties, Membership and Meetings for review at BEBC. A draft of the Climate Change Committee section of Policy 8 was presented, and Trustees determined that further discussion was warranted.

Moved by Trustee Hutchins  
Seconded by Trustee Croft

*"That the Board Education and Business Committee defers Policy 8: Climate Change Committee to the next BEBC Meeting."*

CARRIED

9. **COMMITTEES**

9.1 Highlights of the June 15, 2021 Advisory Committee Meeting

9.2 Highlights of the September 21, 2021 Advisory Committee Meeting

10. **ADJOURNMENT**

10.1 Motion to Adjourn

Moved by Trustee de Groot

Seconded by Trustee Kemmler

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

CARRIED

The meeting adjourned at 5:03 p.m.

# MINUTES OF THE SPECIAL BOARD EDUCATION AND BUSINESS COMMITTEE MEETING

Tuesday, October 12, 2021, 4:00 p.m.  
Via Zoom

**PRESENT**

Trustee Johanne Kemmler, Acting Chair  
Trustee Candace Spilsbury  
Trustee Barb de Groot  
Trustee Elizabeth Croft  
Trustee Randy Doman  
Jason Sandquist, Secretary-Treasurer  
Robyn Gray, Superintendent  
Sheryl Koers, Associate Superintendent  
Tom Longridge, Associate Superintendent  
Larry Mattin, Director of Instruction (Secondary)  
Richard Dyble, Director of Operations  
Mike Russell, Director of Communications  
Claire Spencer, Recording Secretary

**APOLOGIES**

Trustee Rob Hutchins, Chair  
Trustee Joe Thorne  
Erin Egeland, Associate Secretary-Treasurer

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**1. CALL TO ORDER**

Trustee Kemmler called the meeting to order at 4:02 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**

2.1 Motion to Adopt Agenda

Moved by Trustee de Groot  
Seconded by Trustee Croft

*"That the Board Education and Business Committee adopts the agenda of the October 12, 2021 Special Board Education and Business Committee meeting."*

CARRIED

**3. EDUCATION**

3.1 Early Learning Review: Next Steps

The Early Learning Review was reviewed and discussed.

Moved by Trustee de Groot  
Seconded by Trustee Croft

*"That the Board Education and Business Committee recommends that the Board receive the Early Learning Review report along with a staff report on actioning the recommendations."*

CARRIED

**4. BUSINESS AND OPERATIONS**

**5. POLICY**

5.1 Policy 8: Early Learning and Child Care Committee

The Secretary-Treasurer presented the draft section of Policy 8 outlining the Early Learning and Child Care Committee's purpose, powers and duties, membership and meetings, and advised that the policy will likely evolve over time as the Board learns more about the transition of child care from the Ministry of Children and Family Development to the Ministry of Education. Discussion ensued.

Moved by Trustee Spilsbury  
Seconded by Trustee Croft

*"That the Board Education and Business Committee amends the draft Policy 8: Early Learning and Child Care Committee by adding 'Where possible, preference for provision of child care services should be given to not-for-profit providers' to item 5.2.2.1."*

CARRIED

Moved by Trustee Spilsbury  
Seconded by Trustee de Groot

*"That the Board Education and Business Committee recommends to the Board the insertion of the Early Learning and Child Care Committee into Policy 8 as amended."*

CARRIED

**6. ADJOURNMENT**

6.1 Motion to Adjourn

The meeting adjourned at 4:42 p.m.

Moved by Trustee de Groot  
Seconded by Trustee Spilsbury

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

CARRIED

**ACTION LIST FOR BEBC MEETINGS**

Description	Assigned To	Action	Disposition / Completion
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**April 27, 2021**

CUPE/USW Time Bank	Jason Sandquist	Investigate options to compensate CUPE and USW employees in subsequent budget years for wages lost during District Closure week.	In progress
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**September 28, 2021**

Policy 8: Climate Change Committee	Jason Sandquist	Deferred to the next BEBC Meeting	In progress
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**COWICHAN VALLEY**  
School District

# 2021-2024 FINANCIAL PLAN

Supporting students through the Board's Strategic Goals

## PURPOSE

The purpose of the 2021 – 2024 Financial Plan is to help the stakeholders of the Cowichan Valley understand financial processes and provide a summary of the information utilized to make financial decisions that support the Board’s Strategic Priorities. It provides an outline of how the Board prepares, reviews and approves the annual budget (financial plan).

## THE FINANCIAL PLAN

The School District’s budget is a financial plan that helps the Board prepare all learners in the Cowichan Valley School District for a world they will create. The Board does this by properly allocating funding that aligns with the Strategic Plan and reflect priorities with that plan. The Budget also communicates how the District utilizes its financial resources and allows for detailed, and public, monitoring of expenditures.

## HOW DOES THE BOARD CREATE THE BUDGET?:

The Board has established a comprehensive budget process that ensures:

- The priorities of the Strategic Plan are properly funded;
- A transparent process that includes partner and public input through communication and consultation;
- Decisions are reported back to the public and partner groups;
- The Strategic Priorities of Learning, Indigenous Ways of Knowing, Culture of Care, and Future-Focuses System are balanced;
- Compliance with the School Act, collective agreements and other regulatory requirements and Board policy;
- An appropriate contingency balance is maintained.



## BUDGET TIMELINES:

- December
- First Draft of Year-End Surplus Estimate
- January
- Establish Budget Timelines;
  - Second Draft of Year-End Surplus Estimate
- February
- Prepare next year's enrollment estimate;
  - Deliver a preliminary budget report containing assumptions and risk factors;
  - Draft the Budget Guiding Principles
  - Third Draft of Year-End Surplus Estimate
- March
- Adopt the Budget Guiding Principles;
  - Receive the grant announcement estimate for the next year from the Ministry of Education

## BUDGET TIMELINES CONTINUED:

### April

- Fourth Draft of Year-End Surplus Estimate;
- Reconciliation of Surplus funds available to assist in balancing the budget;
- Review of the grant announcement with a comparison to the prior year;
- Analysis of the changes in the funding formula;
- Presentation of the opening budget position after all cost and revenue adjustments are applied;
- Budget options are presented for consideration;
- A budget survey is issued to the public;
- The District Student Advisory Committee provides feedback on the Budget options;
- The Advisory Committee provides feedback on Budget options;
- Liaison Meetings are held with the Cowichan Valley Teachers' Federation, United Steel Workers, Canadian Union of Public Employees, District Parent Advisory Committee, District Student Advisory Committee and Cowichan Valley Principal / Vice-Principal Association;
- A balanced budget is recommended to the Board.

### May

- Adoption of the budget by the Board;
- Implementation of staffing plan.



## BUDGET FUND TYPES:

The District's Budget is comprised of three separate Funds: Operating Fund, Special Purpose Fund and Capital Fund.

### OPERATING FUND

- Learning
- Teaching
- Programs
- Administration
- Facility Operations and Maintenance
- Busing

### SPECIAL PURPOSE FUND

- Funds designated for a specific use or program (Eg:)
  - Learning Improvement Fund
  - Annual Facilities Grant
  - Classroom Enhancement Fund
  - Community Link

### CAPITAL FUND

- Buildings
- Fields
- Infrastructure
- Land Purchases



# BEYOND EDUCATION

## HOW FINANCE FITS INTO THE STRATEGIC PRIORITIES:

### PRIORITIES

### ACTIONS

#### Learning

- Focus budget resources on areas of student achievement;
- Ensure that the budget adequately funds learning including staffing and resources;
- Allocate resources that support inservice for all staff
- Ensure that resources can be aligned to the strategic priorities and student outcomes;
- Ensure that an adequate surplus contingency is maintained to support programs in years of funding challenges

#### Indigenous Ways of Knowing

- Additional support for Indigenous Learning with funding outside of the targeted Indigenous Grant;
- Support the creation of outdoor learning spaces

#### Culture of Care

- Ensure that the budget supports the needs of diverse learners;
- Support wellness initiatives for staff and students;

#### Future Focused Systems

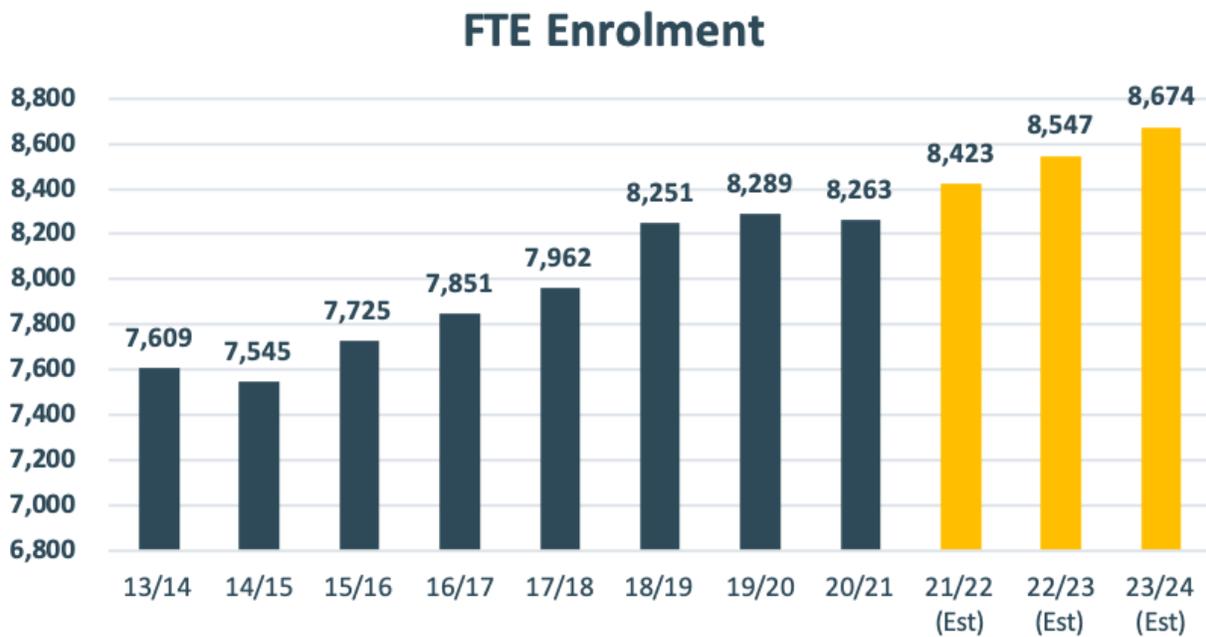
- Adequately support the technology plan;
- Look for future opportunities to replace aging vehicles with electric;
- Continue to support classroom design innovation when replacing furniture with 21st century furniture

# MULTI-YEAR PLANNING

## Enrolment:

Enrolment is counted three times during the school year. The Operating Grant is adjusted accordingly to reflect actual enrolment figures as they are known. The chart below includes all three counts (September, February, May). September 2021 enrolment has recovered well from the prior year. Enrolment is expected to increase by 1.5% year over year for 2022/2023 and 2023/2024. With an increase in enrolment comes an increase in the projected Operating Grant calculation.

Chart 1: Enrolment Summary



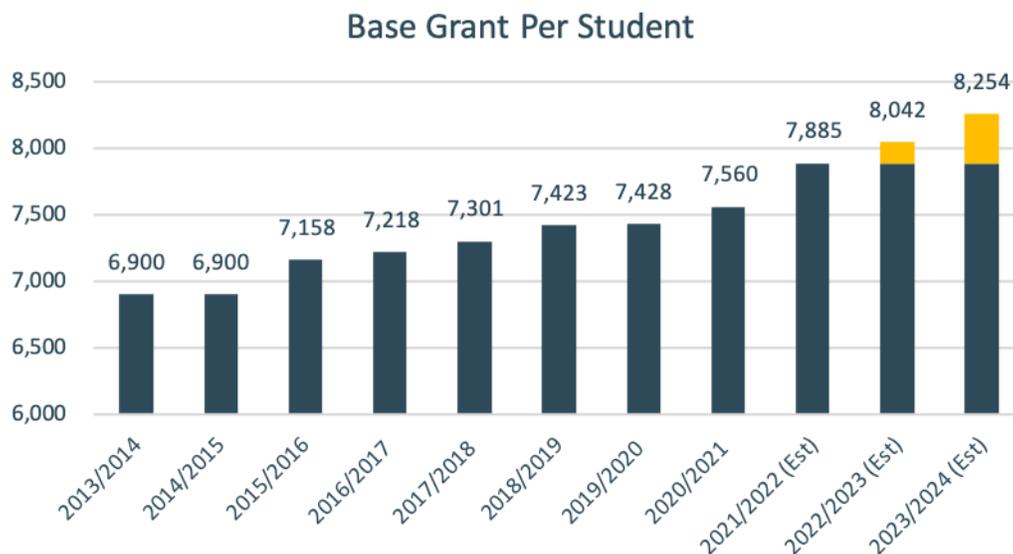
# STUDENT ENROLMENT GRANT REVENUES

At this time, there are no indications that per student funding will increase over and above the amount required to cover negotiated wage settlements. The base per student funding is forecasted to remain at \$7,885 per the Ministry estimated funding announcement for 2021/2022.

The funding formula is not expected to change for unique geographic factors or the education plan.

Phase II recommendations from the Funding Model Review continue to be further reviewed. As a result it is expected that any changes will be implemented slowly over time.

Chart 2: Per Pupil Funding Estimate



# INTERNATIONAL EDUCATION REVENUE

The International Education program enrolment (primarily in secondary schools) utilizes space in classrooms that would otherwise go unused by students that reside within the boundaries of the Cowichan Valley.

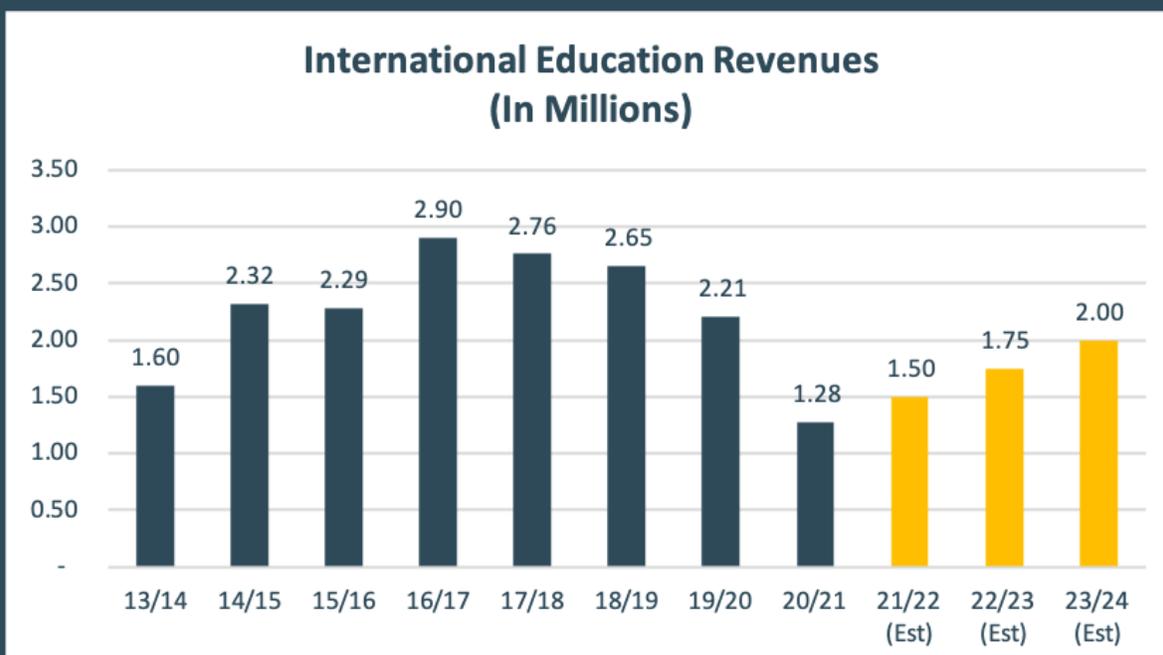
Given local enrolment growth within the district and the resulting space demand it is likely that International Education enrolment levels will have reached their peak prior to COVID-19. The pandemic has had a negative impact on revenues beginning in 2019/2020.

It is expected that recovery will be slow as border travel begins to reopen internationally.

The pandemic has also reduced the number of homestay families willing to host students.

The ideal number of Full-Time Equivalent (FTE) students is likely around 200.

Any increase or decrease in revenues is offset by a corresponding change in expenditures related the English Language Learning staffing, classroom staffing, commissions, recruitment travel and other staffing levels.



# STAFFING

Staffing levels take various factors into consideration including student and educational needs, grant funding availability, enrolment growth and organizational capacity.

As student enrolment is projected to increase so will staffing levels.

Chart 4: Staffing Levels

**Staffing Chart - Total FTE - Operating**

	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22 (Est)	22/23 (Est)	23/24 (Est)
Teachers	404	396	388	412	420	441	428	435	442	449
P/VP	38	37	39	42	45	46	46	48	48	48
Education Assistants	122	126	128	148	173	168	171	176	176	176
Support Staff	161	162	160	162	165	177	178	178	178	178
Other Prof	23	25	24	26	27	28	28	26	26	26
<b>Total</b>	<b>749</b>	<b>747</b>	<b>739</b>	<b>791</b>	<b>830</b>	<b>860</b>	<b>851</b>	<b>862</b>	<b>869</b>	<b>876</b>

**Staffing Chart - Year over Year Changes in Total FTE - Operating**

	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22 (Est)	22/23 (Est)	23/24 (Est)
Teachers	(8)	(8)	(8)	24	8	22	(14)	7	7	7
P/VP	(3)	(1)	2	3	3	1	(0)	2	-	-
Education Assistants	(0)	4	2	20	25	(5)	3	5	-	-
Support Staff	(1)	0	(2)	2	3	12	2	(1)	-	-
Other Prof	5	2	(1)	2	1	1	0	(2)	-	-
<b>Total</b>	<b>(7)</b>	<b>(2)</b>	<b>(8)</b>	<b>51</b>	<b>39</b>	<b>30</b>	<b>(9)</b>	<b>11</b>	<b>7</b>	<b>7</b>

# SALARY EXPENSES

2021/2022 marks the end of the negotiated collective agreements for the Cowichan Valley Teachers' Federation, United Steel Workers and Canadian Union of Public Employees. For future year forecasting it is assumed that each employee group will receive a 2% increase.

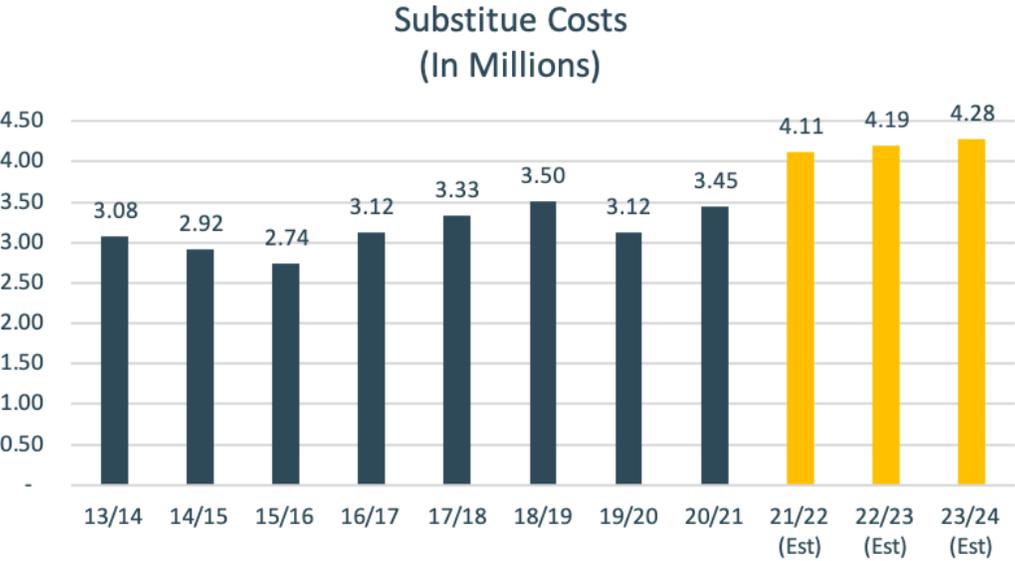
Teacher increases will also assume adjustments based upon years of service as they move through the 10-step salary grid.

Other Professionals and Principal & Vice-Principal salaries will be annually incremented by levels similar to those attained under labour settlements.

Substitute costs are assumed to continue the historical trend. For 2021/2022 until 2023/2024 we use the budgeted total for replacement costs recognizing that inservice funds often go underspent.

Employee absenteeism accounts for the increasing expenditure trend.

Chart 5: Substitute Costs



# MULTI-YEAR OPERATIONAL FORECAST SUMMARY

Following on the next page is a detailed financial forecast summary. It considers the projected enrolment and related effects on staffing and expenditures. Wage increases of 2% are assumed and a supply inflation rate of 2%.

The next two years are manageable utilizing accumulated surplus. It is expected in 2023/2024 adjustments to service levels will be required to balance the budget while maintaining a surplus contingency.

Projections become less certain the further into the future due to the uncertainty in funding and inflationary increases.



Chart 6: Financial Projection for Strategic Planning Period

	Actual 2019/2020	Actual 2020/2021	Budget (Updated) 2021/2022	Projected 2022/2023	Projected 2023/2024
<b>Revenues</b>					
Provincial Grants					
Ministry of Education	77,705,125	79,669,145	81,818,844	84,900,451	87,719,311
Other	320,775	283,100	75,000	75,000	75,000
Tuition	2,208,982	1,284,335	1,500,000	1,750,000	2,000,000
Other Revenue	6,454,448	7,172,761	6,250,976	6,262,643	6,274,309
Rentals and Leases	95,809	69,862	85,000	158,000	158,000
Investment Income	390,570	278,562	172,000	172,000	172,000
<b>Total Operating Revenue</b>	<b>87,175,709</b>	<b>88,757,765</b>	<b>89,901,820</b>	<b>93,318,094</b>	<b>96,398,621</b>
<b>Expenses</b>					
<b>Salaries</b>					
Teachers	35,527,776	35,943,632	36,908,165	38,202,994	39,546,203
Principals and Vice Principals	5,609,920	5,776,794	6,208,107	6,481,189	6,610,813
Educational Assistants	7,017,050	7,482,047	7,975,726	8,135,241	8,297,945
Support Staff	9,004,218	9,184,397	9,766,612	10,012,944	10,213,203
Other Professionals	2,237,528	2,282,895	2,195,601	2,239,513	2,284,303
Substitutes	3,119,894	3,450,550	4,112,708	4,194,962	4,278,861
<b>Total Salaries</b>	<b>62,516,386</b>	<b>64,120,315</b>	<b>67,166,919</b>	<b>69,266,843</b>	<b>71,231,329</b>
<b>Employee Benefits</b>	<b>14,530,028</b>	<b>14,966,970</b>	<b>15,358,562</b>	<b>16,168,398</b>	<b>16,631,867</b>
	23.24%	23.34%	22.87%	23.34%	23.35%
<b>Total Salaries and Benefits</b>	<b>77,046,414</b>	<b>79,087,285</b>	<b>82,525,481</b>	<b>85,435,240</b>	<b>87,863,196</b>
<b>Services and Supplies</b>					
Services	2,817,026	2,703,513	3,130,810	3,193,426	3,257,295
Student Transportation	196,422	289,974	262,025	269,886	277,982
Professional Development and Travel	569,120	311,893	561,073	572,294	583,740
Rentals and Leases	37,600	41,960	62,100	63,342	64,609
Dues and Fees	82,122	119,614	114,310	116,596	118,928
Insurance	257,365	245,936	250,134	255,137	260,239
Supplies	2,981,303	3,076,499	3,035,470	3,096,179	3,158,103
Utilities	1,246,292	1,335,201	1,462,000	1,491,240	1,521,065
<b>Total Services and Supplies</b>	<b>8,187,250</b>	<b>8,124,590</b>	<b>8,877,922</b>	<b>9,058,101</b>	<b>9,241,962</b>
<b>Total Operating Expenses</b>	<b>85,233,664</b>	<b>87,211,875</b>	<b>91,403,403</b>	<b>94,493,341</b>	<b>97,105,158</b>
<b>Net Revenue (Expense)</b>	<b>1,942,045</b>	<b>1,545,890</b>	<b>(1,501,583)</b>	<b>(1,175,247)</b>	<b>(706,537)</b>
Interfund Transfers	(146,858)	(178,614)	-	(700,000)	(700,000)
Use of Accumulated Surplus	-	-	1,501,583	1,875,247	1,406,537
<b>Operating Surplus for the Year</b>	<b>1,795,187</b>	<b>1,367,276</b>	<b>-</b>	<b>(0)</b>	<b>(0)</b>
<b>Operating Surplus (Deficit), beginning of year</b>	<b>3,345,179</b>	<b>5,140,366</b>	<b>4,743,755</b>	<b>3,242,172</b>	<b>1,366,925</b>
Surplus Use or Accumulation	1,795,187	1,367,276	(1,501,583)	(1,875,247)	(1,406,537)
Restricted for Future Use	-	(1,763,887)	-	-	-
<b>Operating Surplus (Deficit), end of year</b>	<b>5,140,366</b>	<b>4,743,755</b>	<b>3,242,172</b>	<b>1,366,925</b>	<b>(39,612)</b>
Inflation				2.00%	2.00%



Our Journey is **Beyond Education**



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Operations Department  
2020-2024

# Multi-Year Strategic Operational Plan

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June 2021



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## WHO WE ARE

### Our Mission

*“Committed to providing excellent service out front and behind the scenes to support our District.”*

### About Us

The Operations Department of the Cowichan Valley School District strives to provide a foundation for our schools and district that enables excellence. The vast knowledge, skills, and experience of the departments 150 plus employees create a comprehensive and dynamic team. Our team collaborates to achieve successful outcomes that attend to the shared direction and purpose *Beyond Education*.

#### Message from the Director:

*“This is an exciting time in education as it transitions into a new way of teaching and learning. I am proud to be part of our operational team; a team that embraces this transition and the future of our learners. Our team is committed to and passionate about providing our learners with the best opportunities possible. We recognize the years ahead are full of change and are ready and willing to put in the work to get us to where we need to go.”*

#### WE ARE:

- Capital Planning & Implementation
- Facility Rentals
- Grounds
- Health & Safety
- Maintenance
- Transportation





# MULTI-YEAR PLAN 2020-2024

## Learning

### Strategic Goals

Integrate Operations within early learning and K to 12 programming.

Introduce and engage learners in various aspects of school operational support.

Assist with the renovations of spaces necessary to support childcare and outdoor classrooms.

“Inspire Young, Inspire Often”

Opportunities for creative and critical thinking are prevalent in the daily tasks of all our Operations Department staff, and over the next few years we plan to apply this thinking to engage our learners differently. It may be as simple as allowing the students to watch operational staff complete work, or by creating interactive tours and demonstrations for the students. Our goal is to engage and inspire.

We also have an opportunity to support our early learners in several ways:

- Assisting with the creation of learning furniture and materials;
- Renovating spaces to accommodate childcare and StrongStart;
- Providing transportation for field trips and outdoor learning.



## Indigenous Ways of Knowing

### Strategic Goals

Embrace an environmentally-sensitive way of thinking that will form the foundation for decision making.

Engage in knowledge sessions on the historical lands and culture of our local Indigenous peoples.

Support the schools with the creation of outdoor learning spaces.

Rethink the use of our school sites to create greater access to natural play.

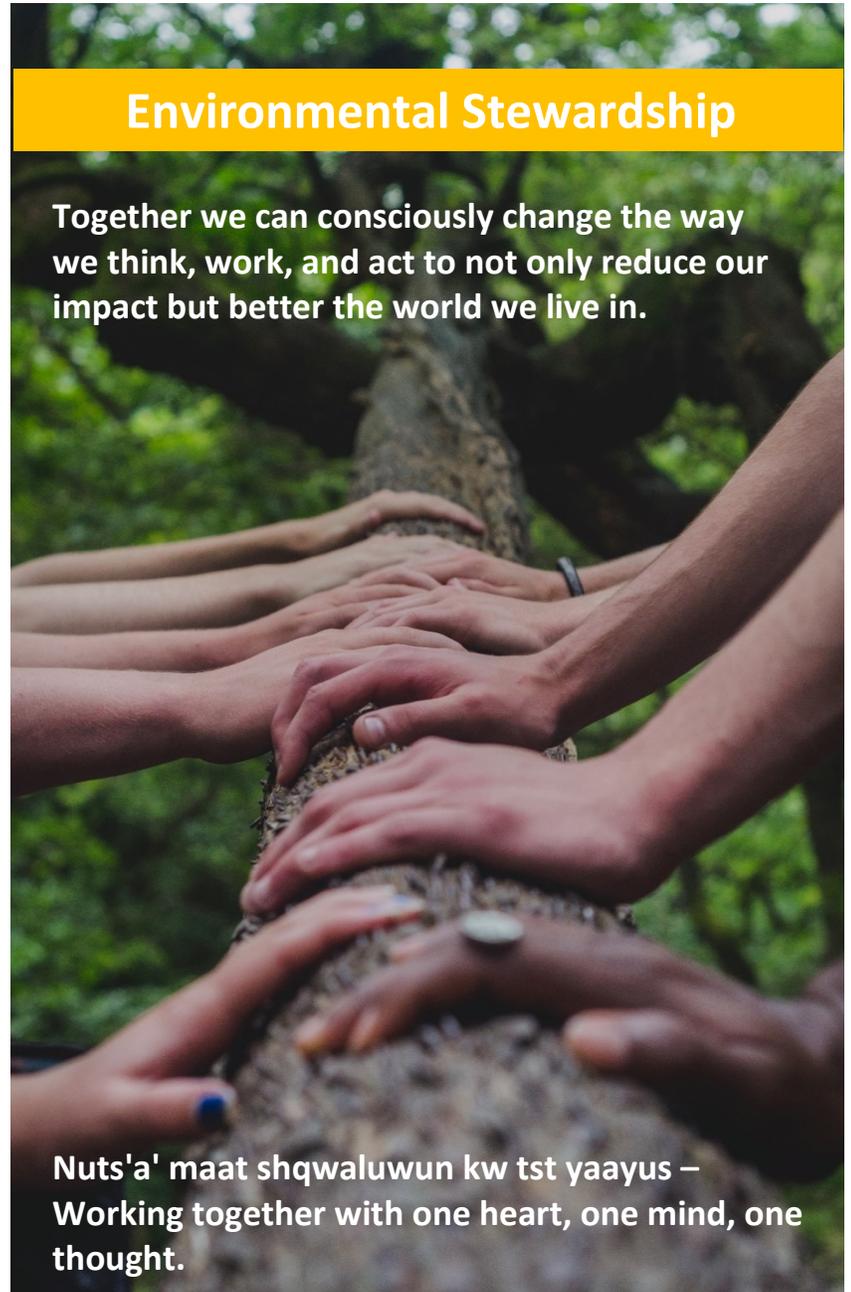
Incorporate Hul'q'umi'num' greetings and messaging on our school buses.

Encourage a district-wide composting and organics program.



## Environmental Stewardship

Together we can consciously change the way we think, work, and act to not only reduce our impact but better the world we live in.



Nuts'a' maat shqwaluwun kw tst yaayus –  
Working together with one heart, one mind, one thought.

We live, work and play on the traditional lands of the Coast Salish peoples. We can honour the values of the Ts'uubaa-asatx, Penelakut, Halalt, Lyackson, Stz'uminus, Malahat and Quw'utsun peoples by creating and maintaining safe, thoughtful, welcoming and respectful learning spaces for our Xe' xe' smun'eem (sacred children). Enriching our understanding of traditional ways supports not only our young learners and ourselves, but our community as a whole.

## Culture of Care

### Strategic Goals

Continue to destigmatize mental health.

Encourage Operations staff to engage in school activities and events.

Create a focus towards projects that promote equity and inclusivity.

Explore community engagement opportunities.

Expand our knowledge sessions to include SOGI, respectful workplace, Indigenous knowledge, inclusivity and diversity.



We recognize the importance of self-care and promoting wellness through positive relationship building with our learners, our staff, and our community. As such, we strive to create and maintain environments rich in compassion, empathy, creativity, and inclusivity for our learners and our staff who support them. Our learners are shaped, knowingly and unknowingly by the school community around them, so it is our goal to continue to create strong and healthy relationships and environments that encourage their engagement and success.

## Future-Focused System

### Strategic Goals

Review Operational Plans quarterly for cohesive alignment with District strategies.

Create access to online learning opportunities for all Operations staff.

Expand our maintenance and renewals programs.

Create opportunities for staff knowledge-sharing sessions.

Complete a transportation review and align outcomes with the Strategic Plan.

Implement new custodial techniques including the bucket system for chemical control.

Increase alternate fuel options including electric alternatives within the school bus and light-duty fleets.



Through awareness and thoughtful planning, we are able to remain flexible and adaptable which allows us to respond to an evolving educational system. Each year we evaluate the future needs of our District to not only learn from the past, but to also keep looking forward. We aim to challenge the status quo and are eager to explore progressive alternative ideas. By engaging staff in knowledge-sharing sessions, we can share gained expertise and better support our learners in an efficient and rewarding way.



Our Journey is **Beyond Education**





**COWICHAN VALLEY**  
School District



Our Stories are **Beyond Education**  
Storytelling Strategy 2021 - 2024

# WHY STORIES?

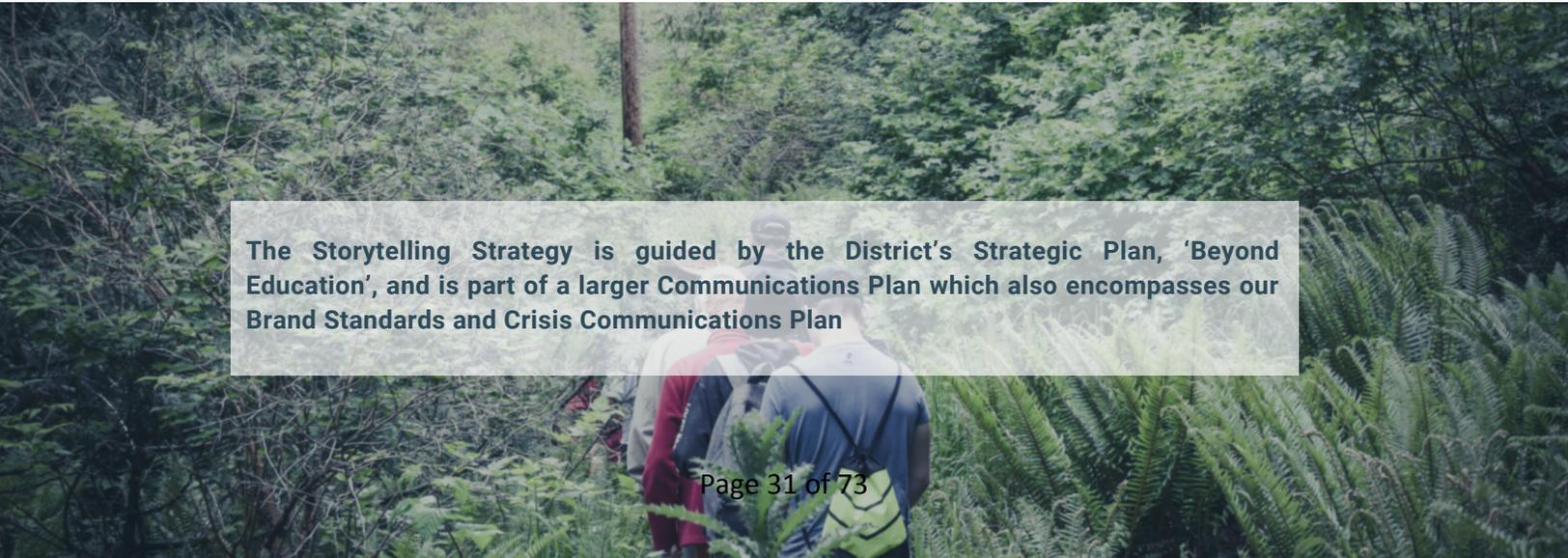


The stories we tell literally make the world. If you want to change the world, you need to change your story. This truth applies both to individuals and institutions

-Michael Margolis, CEO Get Storied, Educator, Futures Anthropologist-

Storytelling has long been the most effective way to build community, elicit emotions, teach culture, or speak to values of a group. From stories around a campfire, to a lesson from an Elder, a memorable presentation, or a speech that acts as a rallying cry, they are all woven together with the common thread of great storytelling. We are hard-wired to love a good story. Building a strong and vibrant community, based on trust, through understandable and relatable stories serves our organization, employees, and most importantly, our learners and our future.

The Storytelling Strategy is a document that guides the stories of our district and lays out a hopeful narrative throughout all elements, with a consistent tone and focus. The ongoing work of framing our stories in a hopeful way, and one that shows education as a public good, is assisted by the important work of the Shared Story Partnership.



The Storytelling Strategy is guided by the District's Strategic Plan, 'Beyond Education', and is part of a larger Communications Plan which also encompasses our Brand Standards and Crisis Communications Plan

# WHAT IS A STORYTELLING STRATEGY?

This Storytelling Strategy serves as a guiding document that helps overlay a consistent theme across domains. Instead of molding or forcing activities to fit a certain narrative, the Storytelling Strategy seeks out the deep learning that is present, frames it properly as a story of hope, and brings it to the surface to highlight it.



## DEFINING OUR STORY

Our district is fortunate to have a strong Board of Education, engaged staff, passionate administrators, and creative teachers, all of who are on a journey of transformational change. With over 8000 learners doing unique, creative, powerful work, our story has to reflect all aspects of our organization, but at the same time, it has to convey a simple, direct, and understandable message while fulfilling a need within our audience. Our educators and learners do impactful things every day and our stories should be received as such.

Our District story, the thread that binds our transformational change to the everyday work and experiences of our learners and staff, is a story of HOPE.

# ANALYSIS

The 2018/19 School year was the first year where storytelling was used as the primary method to communicate the deep learning happening every day in the Cowichan Valley School District. This method has seen huge response and healthy engagement from our communities.

While the 2019/2020 School Year started with a number of projects, the COVID-19 pandemic stalled the full implementation of this plan

## HOW DO WE TELL OUR STORIES?



**Captivating photography**



**Compelling text**



**Inspiring Videos**

## WHERE DO OUR STORIES GO?



# WHAT STORIES RESONATE WITH OUR COMMUNITIES?



Indigenous Education



Community Service



Land-based Learning



Individual Contributions to Community

These stories were already hopeful in nature and the response to the stories was substantial. The common theme, when all of these stories were distilled, were that they were hopeful and future-focused. Our stories must reflect that.

## WHO IS OUR AUDIENCE?

In analyzing our analytics through Facebook and Instagram, we can see that our audience is predominantly people who self-identify as 'female' and self-selected ages of 35-44 years (with the second most active group being females between the ages of 25-34). This metric has not changed over the last two years.



# AUDIENCE STATISTICS

An overview of our Facebook and Instagram followers.

# 32%

OF OUR FACEBOOK AUDIENCE SELF-IDENTIFIES AS FEMALE, BETWEEN THE AGES OF 35-44

# 82-86%

AUDIENCE ON BOTH FACEBOOK AND INSTAGRAM THAT SELF-IDENTIFY AS FEMALE

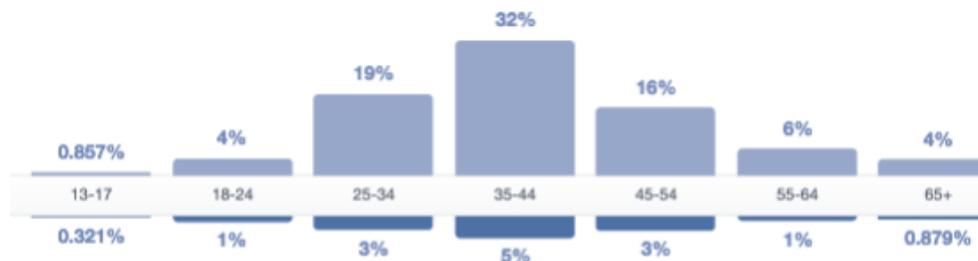


Women

82%  
Your Fans

Men

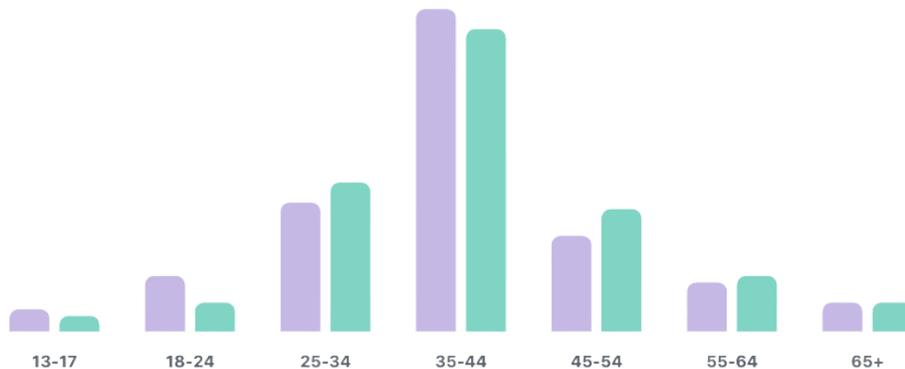
16%  
Your Fans



## Age and Gender of Your Followers

Metrics are estimated.

14% Men 86% Women



# GEOGRAPHY AND POTENTIAL AUDIENCE

The majority of our audience lives in Duncan or the surrounding area. Our second most popular area for story engagement is Victoria. According to Facebook's demographic research, within a 25 mile radius of Duncan, we have a potential audience of 150,000 people.

## WHAT ARE THE HARD NUMBERS?



2019/20

Likes: 3207 / Followers: 3584

Dec 2020

Likes: 4671 / Followers: 5368

Year Increase

Likes: 1464 / Followers: 1784



2019/20

Followers: 373

Dec 2020

Followers: 867

Year Increase

Followers: 494



2019/20

Followers: 199

Dec 2020

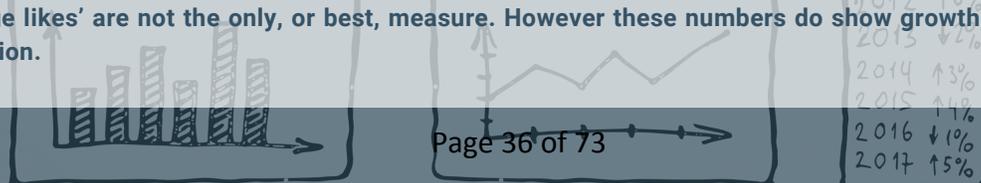
Followers: 620

Year Increase

Followers: 421



There are many other metrics to analyze in these tools to examine their effectiveness, and 'followers' and 'page likes' are not the only, or best, measure. However these numbers do show growth, and brand recognition.



# WHAT MUST OUR STORIES DO

We distilled this list of Story Guidelines through careful analysis of our stories

## GUIDING PRINCIPLES: OUR STORIES MUST

### Be Hopeful

Stories of hope grab onto the emotion of our readers

### Be Future-Focused

Hope is a future-focused emotion, our stories must show hope for the future

### Be Learner-Centered

Our learners are at the heart of everything we do, our stories must reflect that

### Be Unique / Interesting

Eye-catching, unique and interesting stories help propel our messages

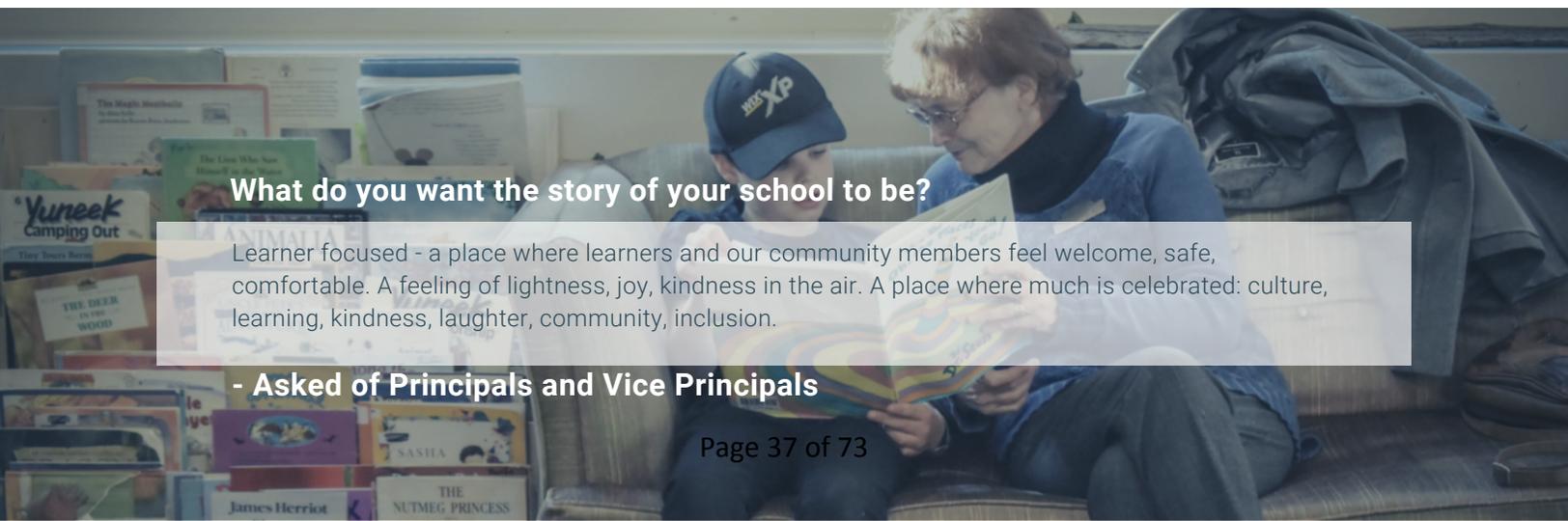
### Be Reflective of Our Communities and our Roles Within

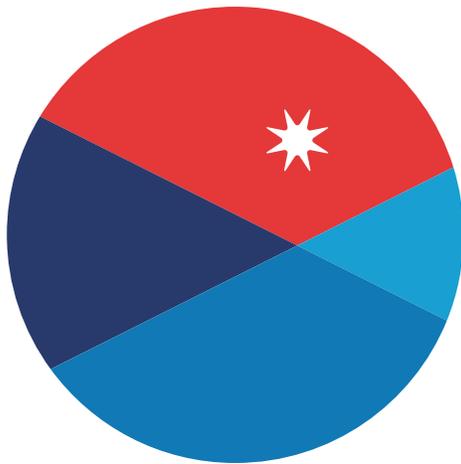
We are a vital part of the community at large, and strong school communities give our learners hope

#### What do you want the story of your school to be?

Learner focused - a place where learners and our community members feel welcome, safe, comfortable. A feeling of lightness, joy, kindness in the air. A place where much is celebrated: culture, learning, kindness, laughter, community, inclusion.

- Asked of Principals and Vice Principals





**PARTNERSHIP  
FOR THE  
FUTURE *of*  
LEARNING**

---

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## SHARED STORY

The Cowichan Valley School District is the only Canadian participant in Shared Story. This partnership has among its contributors, a large group of educational advocates, non-profit organizations, and researchers, who seek to have public education seen as a public good.

Shared Story is a collaborative effort to create a narrative shift that centers public education as a public good. Shared Story operates under the theory that if we can engage a network of communicators from the education field, align the ways they communicate about education to their audiences, and amplify shared stories to broader audiences, then we can shift the cultural narrative about public education, which will have ripple effects on policy change, community engagement, and other supports. We are shifting the way the education field talks about the value of public education by engaging, aligning, and amplifying our network:

-  **Engage** the network to build individual and collective capacity toward network power.
-  **Align** the network around a shared narrative framework to avoid traps, counter harmful narratives, and create new frames for narrative resilience.
-  **Amplify** the network by sourcing and sharing stories that advance the Partnership's shared vision and values using a widening range of media types and story packages. <sup>(1)</sup>

# SHARED STORY STRATEGY SCREEN

The following information is adapted from the Shared Story Strategy Screen which is licensed as Attribution-NonCommercial-ShareAlike CC BY-NC-SA under the Creative Commons

## REFINING OUR APPROACH

Strategy Screen refines our storytelling vision and provides a guide to our framing and the telling of our stories

## ADVANCE A BOLD VISION

Paint a picture of the future that people can see themselves in, and invite the viewer into that future

## OFFER SOLUTIONS AND INSPIRE ACTION

Have a clear message

## NAVIGATE, LEVERAGE, & SHIFT FRAMES

Offer new thinking around a dominant narrative

## ILLUMINATE STRUCTURAL INEQUITIES

Illustrate how structural inequities, create inequitable contexts and outcomes

## BUILD POWER & PARTICIPATION

Feature diverse people and communities



# INSPIRE HOPE

## 2021 - 2024 GOAL

The goal this storytelling strategy is to INSPIRE HOPE and to build our audiences

## HOW DO WE TELL STORIES THAT INSPIRE

### FROM THEORY TO PRACTICE

How do we take our Guiding Principles and our Story Screen and turn them into stories?

### INDIVIDUAL STORIES

We will produce short video stories from individual schools, that fit our Guiding Principles

### MINI-DOC SERIES

Continue our Mini-documentary series.

### IN-HOUSE STORIES

Continue the strong stories from this past year. Heavy photo presence and compelling stories

### INDIGENOUS EDUCATION

Hello Dolly - Everything you wanted to know about an elder but were afraid to ask.  
Hul'q'umi'num Language Lessons

### MEDIA OUTREACH

Pre-packaged stories for local media





2-3minute video stories from individual schools, that fit our Guiding Principles, and told within the Shared Story Strategy Screen

**2-3**  
MINUTE VIDEOS

Using the Guiding Principles and Strategy Screen, each school will be asked to help showcase a story of hope within their school. The topics for these stories will be chosen at the school level by students, staff, and administrators and approved by the Director of Communications. Since the implementation of the original Storytelling Strategy, eight school stories were told and recorded!

<p><b>8</b> VIDEOS IN 2019 /2020</p>	<p> WATCH HERE</p>
--	--

Paid promotion of the video on both Facebook and Instagram will be used for each video



In the 2018/19 school year, Keywork Designs produced Xe' Xe' Smun'een (Our Sacred Children), an in-depth, hopeful look at what our efforts towards reconciliation are throughout our district. This video was followed up by 'Nuts'a' maat shqwaluwun kw tst yaayus (Working together with one heart, one mind, one thought)': the story of how our district came together to provide for everyone during the COVID-19 pandemic.

In 2021, Using the Guiding Principles and Shared Story Strategy Screen as a guide, another video will be commissioned. The topic is yet to be determined.



**Xe'xe' smun'een, Our Sacred Children**



**Nuts'a' maat shqwaluwun kw tst yaayus  
(Working together with one heart, one mind, one thought)**

Paid promotion of the video on both Facebook and Instagram will be used for our mini-doc



# IN HOUSE STORIES

During the 2018/19 school year, over 125 stories of hope were told throughout our district. The stories used compelling photography, captivating text, and traditional, free, social media accounts to inform the public on what was happening in our district. Due to the COVID-19 Pandemic we were only able to tell 78 stories.

**220**

**IN-HOUSE STORIES TOLD SINCE 2018/19  
SCHOOL YEAR**

Our Stories will continue, and using the Guiding Principles and Shared Story Strategy Screen. An ambitious goal of 100 in-house stories is being set to compliment the other storytelling methods. This number may fluctuate depending on the comfort of staff during the COVID-19 pandemic.

For the 2021/22 school year, these stories will be 'deeper-dives' and be framed in a consistent way. They will continue to be photo-heavy and use compelling imagery to connect on a deeper level with our audience.

Paid promotion of the story on both Facebook and Instagram will be considered depending on story and desired reach.



# INDIGENOUS EDUCATION

There are two Indigenous Education projects that will act as resources for our community, learners, staff, and beyond.



**1st**  
FULL-TIME DISTRICT ELDER IN BC

In 2019 the Board of Education for the Cowichan Valley School District appointed the province’s first District Elder and Knowledge Keeper, Dolly Sylvester. There are many questions regarding Dolly’s position and about Elders in general.

 **Hello Dolly**

To help inspire hope, the Hello Dolly video series will be continued. The bi-weekly feature is short in duration and is a question / answer format. The 14 current videos have been incredibly popular and have been shown across BC and on Shaw Cable. More videos will be filmed as COVID restrictions allow.

Paid promotion of both video and podcast content will be done, either as a series or as individual episodes.



## HUL'Q'UMI'NUM' WORD OF THE WEEK

# 'Uy' skweyul

We are lucky to have several fluent Hul q'umi'num' speakers on our staff. As part of our resources and education for our community, and to act as a resource for we want to continue to produce Hul q'umi'num' word of the week videos.

Over the last year and a half, we have filmed 42 Hul'q'umi'num' Word of the Week videos. These videos have been shown around BC and on Shaw Cable. The first series focused on the teachings of the month for elementary students. The next iteration of this will focus on conversational Hul'q'umi'num'. There is a strong desire to highlight student language speakers in this series.



**Watch Hul'q'umi'num' Word of the Week**

Paid promotion of both video and podcast content will be done, either as a series or as individual episodes.



# MEDIA OUTREACH

In-House stories will be pre-packaged for local media and include photos and information in the form of media releases or full written stories.

**THERE WAS  
OPPORTUNITY TO  
SHARE OVER 220  
STORIES OVER THE  
LAST TWO YEARS**

**MORE SHARING TO COME!**

In an effort to increase earned media through local, provincial, and national outlets, a concerted effort will be made towards media outreach. This strategy will be based heavily on the Brand Narrative Framework and will aim to increase our media coverage while providing a consistent narrative.

Increased media releases or advisories will be prepared and sent to an expanded media list.





Engagement of staff in their own stories, and the representation of stories of all district staff is a key component of this Storytelling Strategy.

## INCREASING KNOWLEDGE

Storytelling in this manner is new to the district. To encourage more participation and comfort with this, all stories that are told will be reflected back to our school communities through the weekly 'Our Story' profile that will be sent to all staff. This creates a sense of pride in the work that is being done, as well as making more staff feel comfortable in telling their stories and contacting Communications.

## REPRESENTATION MATTERS

Stories have traditionally been about what happens within or near the four walls of a school and are focused on education. It is a focus of this plan to enhance the recording and stories from all work groups throughout the district and to highlight work done by everyone. Enhancing this will bring a sense of comfort and pride.

We are building staff familiarity with the storytelling process and product and when this plan ends, a fulsome engagement will take place on how to adjust this plan. This engagement will be inclusive of staff, students and the community.



# HOW WILL WE MEASURE SUCCESS

Principals and Vice Principals were asked what criteria they think would let them know that the Storytelling Strategy was working within their schools.

## Measurable data includes:

- Satisfaction surveys
- Student feedback surveys
- Increased followers on Social platforms
- Increased engagement and positive conversations on Social platforms
- Increased amount of earned media locally, provincially, and nationally

## Street-Level data includes:

- Positive 'parking lot' or 'grocery store' conversations
- Increase in public speaking of Hul' q' umi'num language
- Staff / Students / Parents seek out stories and want to be involved
- Student voice will be more reflected in work
- Stories are retold

# SHARED STORY PARTNERSHIP WORK

Parts of this strategy were created with documents licensed under the Creative Commons

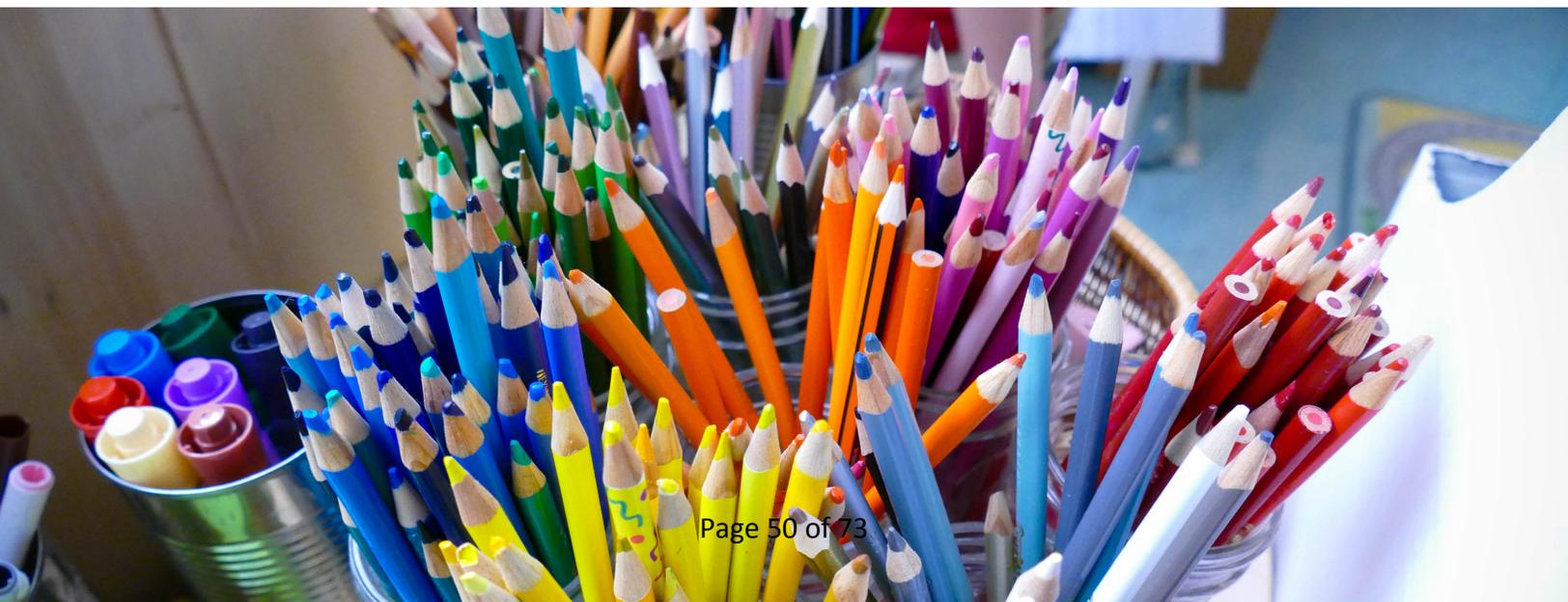
## ATTRIBUTION

Parts of this work, specifically reference to the Shared Story Strategy Screen on pages 9 and 10, were created by the Partnership for the Future of Learning's Shared Story. The actual strategy screen on page 10 has been modified from it's original. Page 9 remains as written by the Shared Story Partnership. This work is licensed under the Creative Commons as [Attribution-Non Commercial-ShareAlike 4.0 International \(CC BY-NC-SA 4.0\)](#)

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# K-12 public education accumulated operating surplus policy

## On this page:

- [Overview](#)
- [Purpose](#)
- [Policy](#)
- [How to comply with policy requirements](#)
- [Policy guidelines and resources](#)

- [Policy alignment](#)
- [Authority for the policy](#)
- [Information and other resources](#)

## Date came into force or revised

Effective: July 1, 2021

- See [Policy guidelines and resources](#) section below for gradual policy implementation dates.

## Overview

The School Act requires boards of education (boards) to prepare a balanced annual budget. Estimated spending in the annual budget must not exceed estimated revenue plus accumulated operating surplus (operating surplus). Operating surplus, with consistent rules and guidelines in place, enables boards to engage in long-term planning, mitigate financial risk and support consistent service to all students in the province.

## Purpose

The provincial Accumulated Operating Surplus Policy (Policy) provides guidelines and resources for boards to ensure a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus. It also allows boards to restrict portions of their operating surplus for future use to address board priorities (see [Capital Plan Instructions](#) and [Financial Statement Instructions](#)).

The Policy includes a [Companion Guide to the Policy \(PDF, 893KB\)](#) that defines terms used in the Policy and resources to help boards implement the Policy.

## Policy

This Policy outlines specific circumstances in which boards can restrict operating surplus, transfer available operating surplus to Local Capital and defines the limits of these restrictions.

The [Framework for Enhancing Student Learning](#) (Framework) directs boards to develop and implement multi-year strategic plans that are aimed at improving educational outcomes for students. The [Financial Planning and Reporting Policy](#) (FPAR) directs boards to develop multi-year financial plans that identify how resources and operational funding will support their strategic plans.

Boards' financial plans and budgets, including the use of operating surplus, should clearly identify how they support strategic plans and other operational priorities of the school district. Boards must follow the guidelines and rules prescribed in the [Accounting Practices Order \(PDF, 153KB\)](#) and the [School Act \(PDF, 1.1MB\)](#) that describe the conditions under which surplus can be accumulated, restricted, used and transferred.

## How to comply with policy requirements

### Local board policy required

To demonstrate accountable and transparent financial planning, boards will develop, maintain and make publicly available a local policy with procedures that guide the accumulation, spending and reporting of operating surplus funds and the boards' engagement with their local community and education-partner groups, including local First Nations and Métis Nation BC, on the topic.

To do this, board policy will:

1. Clearly explain the purpose of operating surplus, and how the surplus will be used to support the boards' strategic objectives (for example, improve student educational outcomes) and other operational priorities of school districts
2. Include guidelines on how inter-fund transfers will be managed; and
3. Outline how financial risk will be mitigated by establishing a contingency operating surplus

Boards should read the [CG](#) for further details and to see an example of a local policy that boards can use to develop and implement their policy.

## Internally restricted operating surplus

To support long-term financial planning boards can restrict operating surplus for use in future years within ministry-specified guidelines (see [CG](#)). To increase transparency, every appropriation requires a board motion. It is appropriate for some motions to be made in a closed board meeting (for example, related to land, legal or personnel matters), but the default should always be to a public meeting motion whenever possible.

Restrictions can be made for items that are identified by the board, have defined timelines, are directly related to a board's goals outlined in their strategic, operational and financial plans, or that meet the specified needs of the school district. The three streams of internally restricted operating surplus (described in the [CG](#)) are:

- Restricted due to the nature of constraints on the funds
- Restricted for anticipated unusual expenses identified by the board; and
- Restricted for operations spanning multiple school years

## Unrestricted operating surplus (contingency)

To support effective planning, that includes risk mitigation strategies, boards should consider maintaining a reasonable amount of unrestricted operating surplus. Boards may require emergency funds from time to time or need contingency funds available for unexpected increases in expenses and/or decreases in anticipated revenues. When this occurs, boards need to have access to enough funds to continue to provide educational services and operations without making service cuts.

The amount of Unrestricted Operating Surplus, at the end of a fiscal year, should be laid out in the Board's Operating Surplus Policy, in accordance with ministry instructions (for example, [Ministry Financial Statement Instructions](#))

## Restricted for future capital cost sharing

To support major capital projects that are identified in boards' 5-year Capital Plans, and approved by the Ministry for concept plan or business case development, boards may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval. Capital cost share expectations can be found within the [Capital Planning Instructions](#).

## Local capital

Local Capital includes the board's portion of any proceeds from the disposition of capital assets, transfers from operating funds and interest earned on Local Capital funds restricted for the purchase of tangible capital assets. Transfers from operating funds to Local Capital must be made only for specific initiatives that have a clear linkage to boards' strategic goals, or that address capital assets investment, or that meet the specified needs of the school district.

If these transferred funds are not linked to strategic goals, or they have not been used within the timelines identified for the relevant initiative, the Ministry may require boards to use these Local Capital funds for other capital project priorities.

## Ministry oversight

The Ministry may request boards to provide evidence that public reporting on how and why funds were restricted (for example, approved Board Motion) was completed. Boards are also required to provide the Ministry with an annual report on their budget allocation decisions, (including operating surplus and Local Capital), demonstrating that approved allocations support boards' strategic objectives.

To help boards build capacity in their operating surplus planning, spending and reporting processes the Ministry may take actions to monitor and evaluate operating surplus as outlined in the [CG](#).

## Policy guidelines and resources

- [Key Dates for Policy Implementation \(PDF, 160KB\)](#)
- [Companion Guide to the Policy \(PDF, 893KB\)](#)

## Policy alignment

- [Framework for Enhancing Student Learning](#)
  - [K-12 Financial Planning and Reporting Policy](#)
  - [Financial Health and Other Questions Toolkit \(PDF, 271KB\)](#)
  - [Taxpayer Accountability Principles \(PDF, 1.5MB\)](#)
  - [Audit Committees Toolkit \(PDF, 211KB\)](#)
- 

## Authority for the policy

- [School Act](#), s.81, s.156, s. 157, s.157.1
  - [Accounting Practices Order \(PDF, 153KB\)](#)
- 

## Information and other resources

- [Financial statement instructions](#)

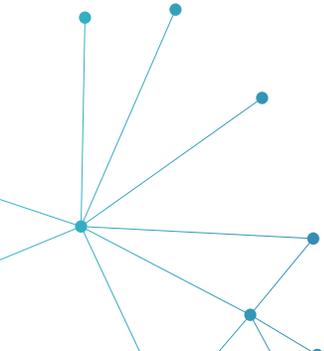
# K-12 Public Education Accumulated Operating Surplus Policy

## COMPANION GUIDE



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# Purpose of the Companion Guide to the Accumulated Operating Surplus Policy

The BC School Trustees Association (BCSTA) and the Ministry of Education (ministry) have committed to working together to develop provincial policies and guidelines for operating surplus that are consistent with the BC Funding Model Review and recommendations. The ministry implemented the **K-12 Public Education Accumulated Operating Surplus Policy** (Policy) on July 1, 2021 to ensure that there is consistency, transparency and accountability for the use of educational operating funding that is not used in the year in which it was provided.

The Policy outlines the process for the reasonable accumulation, spending and reporting of operating surplus funds and boards of education (boards) engagement with their local community and education-partner groups, including local First Nations and Métis Nation BC, on the topic. It requires boards to monitor and report on their management of operating surplus and provides information and guidelines around operating surplus categories.

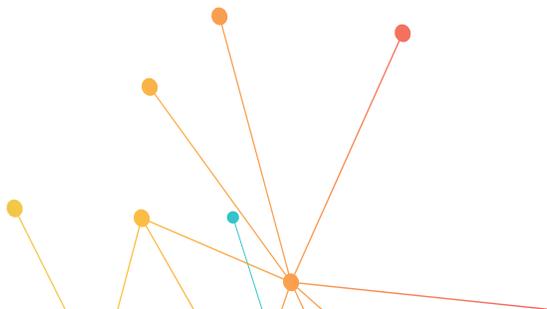
The Policy explains that it is appropriate for boards to maintain reasonable operating surplus to manage financial risk and maintain services for students for more than one year. The Policy also ensures that when boards restrict surplus funds it is done for specific purposes with identified timelines. It also creates a mechanism for boards to set aside funding for approved capital projects after other priorities have been addressed.

This Companion Guide (CG) to the Policy provides information and resources that will help boards to understand and meet the requirements in the Policy. The CG should be read in conjunction with the Policy—the Policy contains the main requirements that boards must comply with. The ministry will consult with BCSTA, as needed, when making changes to the Policy and this CG.

Appendix A in this CG provides an example of an operating surplus planning and reporting template (multi-year) that boards may use in the development of their own reporting document. Appendix B provides an example of a multi-year Local Capital surplus planning and reporting template that boards may use to develop their own reporting documents.

# Definitions

- ▶ **Accumulated Operating Deficit:** means the accumulated excess of Operating Expenses over Operating Revenues less Inter-Fund Transfers from current and prior years.
- ▶ **Accumulated Operating Surplus:** means the accumulated excess of Operating Revenues over Operating Expenses less Inter-Fund Transfers from current and prior years. Accumulated Operating Surplus is a term defined by the Public Sector Accounting Standards (PS1201). While boards of education may use the term Reserves to denote 'Surplus', when it comes to financial statements and budgets the term Surplus should be used.
- ▶ **Annual Operating Deficit:** is the amount by which a fiscal year's Operating Expenses and Interfund Transfers exceed that same fiscal year's Operating Revenues.
- ▶ **Annual Operating Surplus:** is the amount by which a fiscal year's Operating Revenue exceeds that same fiscal year's Operating Expenses and Interfund Transfers.
- ▶ **Inter-Fund Transfers:** means the transfer of funds from one fund to another (e.g., between Operating Fund and Capital Fund).
- ▶ **Internally Restricted Operating Surplus:** means a portion of an Accumulated Operating Surplus that has been set aside through a board motion for specified use in future years.
- ▶ **Local Capital:** is comprised of previous years' available operating surpluses, which are transferred to Local Capital with board approval; revenues from sale of capital assets; and investment income earned on these funds.
- ▶ **Operating Expenses:** are the total of all expenses in the Operating Fund as disclosed on Schedule 2 of the annual financial statements.
- ▶ **Operating Revenue:** is the total of all revenue in the Operating Fund as disclosed on Schedule 2 of the annual financial statements.
- ▶ **Special Purpose Fund:** consists of targeted funding provided to the school district for a specific purpose. Pursuant to Sections 156(4) and (5) of the [School Act](#), each special purpose fund must be accounted for in accordance with the terms of that special purpose fund. Treasury Board Restricted Contribution Regulation 198/2011, issued in November 2011, defines a restricted contribution as 'a contribution that is subject to a legislative or contractual stipulation or restriction as to its use'. Special purpose fund expenses are contingent on the amount of revenue received for the purpose of providing a specific service or program.
- ▶ **Unrestricted Operating Surplus (Contingency):** means the accumulated Operating Surplus built up in the School District's Operating Fund that has not been designated for specific uses.



# Managing Accumulated Operating Surplus

A board achieves an operating surplus when its annual revenue exceeds annual expenditure. Transfers of operating surplus can then be made for the purpose of acquiring capital assets or supplementing Local Capital. An operating surplus means that a board has financial resources that can be used to fund school district operations for a period longer than one year. The ability to carry forward unspent funds (with certain restrictions) enables boards to effectively plan for future years.

The ***School Act*** enables the Minister of Education (minister) to establish guidelines and rules to help boards maintain an operating surplus while continuing to meet the needs of students in the province.

## The Board Budget Process

Boards are required by the ***School Act*** to prepare a balanced budget. For a Board to achieve an operating balanced budget, operating revenues, plus any operating surplus, must fully fund the following:

- annual operating expenses;
- tangible capital asset acquisitions from operating funds; and
- any planned reduction of prior years' deficits.

For a Board to achieve a special purpose fund (SPF) balanced budget, SPF revenues plus any deferred revenues must fully fund annual SPF expenses and tangible capital asset acquisitions from SPF. The Capital Fund is not part of a Board's operating balanced budget and may be in deficit. As such a board may incur an annual deficit for the portion of amortization expense that exceeds amortization of deferred capital contributions.

The Policy requires boards to develop, publish and maintain a local policy that describes how they will engage with their local community, education partners and local First Nations and Métis Nation BC on the management of board operating surplus. As part of the annual budget process, all boards should plan to engage in public discussions with stakeholders and community partners, to discuss why boards have an operating surplus and how the surplus will be used to support the boards' strategic plans, operational needs and enhanced educational outcomes for students.

The current policies of a specific school district may be accessed by going to that district's website.

As part of this public planning process, and to promote transparency, boards should also review historical accumulation and usage of operating surplus to identify patterns that will assist them in more effective long-term financial planning.



## **Internally Restricted Operating Surplus**

An accumulated operating surplus indicates that a school district has net resources that can be used to provide future services or acquire assets. It is achieved by spending less than the revenue from all sources. The board may approve restrictions on spending of surplus. Boards of education are required by legislation to prepare balanced annual operating budgets and this may include appropriation of prior year accumulated surplus.

Boards can set aside a certain portion of operating surplus for items that are linked to multi-year strategic objectives and future operational needs. When funds are restricted for use in future years, boards must ensure that the restrictions are made only for defined operational needs with defined timelines, including services or purchases that are directly related to a boards' strategic plan, operational needs and enhanced educational outcomes for students.

To increase transparency, appropriations require a board motion. It is appropriate for some motions to be made in a closed board meeting (i.e., related to land, legal or personnel) but in most cases it will be at a public meeting. The Policy establishes three categories of Internally Restricted Operating Surplus:

### **1. Restricted Due to the Nature of Constraints on the Funds**

Boards receive grants from the ministry for specific or targeted purposes (section 106.4 and s. 115 of the *School Act*). Boards may also have access to other revenue. If these grants and funds are not spent, the balance is internally restricted to be used for specific use in future years.

The board may have commitments to spend certain operating funds, in future years, on identified activities. These commitments may be legally binding (e.g., professional development funds outlined in collective agreements). They may also be implied (but not legally binding) commitments such as funds donated to a school but not explicitly restricted by the donor. The board may internally restrict operating surplus to enable boards to meet these obligations. These internal restrictions could be for categories such as:

- ▶ contractual obligations (e.g., professional development);
- ▶ funding required to meet the Indigenous education spending target; and
- ▶ school generated funds (not externally restricted).

### **2. Restricted for Anticipated Unusual Expenses Identified by the Board**

To support effective planning, there will be situations where management has identified one-time and intermittent projects that will not be funded by revenues in that year or where if they are funded from annual Provincial Operating grants this may cause fluctuations or reductions in educational service levels. These one-time expenses may include:

- ▶ staffing needs that are short term and variable in nature;
- ▶ self-insurance for minor equipment loss and breakage;
- ▶ implementation of new initiatives; and
- ▶ the impact of emerging events (i.e., COVID-19 pandemic, refugee students).

### **3. Restricted for Operations Spanning Multiple School Years**

To support effective operational planning there will be situations where operating surplus funds may need to be carried over to future years. These situations could include:

- ▶ future years' Operations/Budget (not beyond the next two fiscal years);
- ▶ schools and department surplus/carry-forwards (not beyond the next two fiscal years);
- ▶ operating projects in progress;
- ▶ technology, utilities, equipment, and Capital projects (includes amounts to be transferred to Local Capital that have not yet been identified for specific initiatives);
- ▶ purchase order commitments; and
- ▶ educational programs spanning multiple years (e.g., distributed learning, summer school, International Student Program).

## Restricted For Future Capital Cost Share

To support major capital projects that are identified in the board's 5-year Capital Plan, and approved by the ministry for concept plan or business case development, boards may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval. Capital cost share expectations can be found within the **Capital Planning Instructions**.

## Unrestricted Operating Surplus (Contingency)

Boards should consider maintaining reasonable unrestricted operating surplus to support effective planning that includes risk mitigation. From time to time, boards may require emergency funds, or contingency funds for unexpected increases in expenses and/or decreases in anticipated revenues. In these situations, boards need to have access to enough funds to continue to provide educational services and maintain regular operations without implementing one-time service cuts.

Budgeted annual operating expenses should be reflective of actual estimated costs or, where applicable, contractual expenditure requirements. Unrestricted operating surplus includes funds that may be used for budgets beyond the next two fiscal years. Examples of the use of unrestricted operating surplus funds include the following situations.

- ▶ **Emergent Operating Issues** – a school district may be faced with major non-recurring costs related to emergency events or situations (e.g., severe inclement weather, forest fires, etc.). These situations cannot be anticipated and budgeted for and it may not be feasible to absorb the cost of such events in other budget areas in any given year.
- ▶ **To Offset Unrealized Revenues** – some of the school district's revenue sources (e.g., international and out-of-province student enrolment, rentals, etc.) are cyclical in nature and subject to downturns in the economy and other factors. While districts try to anticipate economic downturns by budgeting for a base dollar amount of these revenues in general operations, they can still face unrealized revenues and/or declines in base revenues from year to year. Boards cannot always count on budgetary savings or other revenues to offset these shortfalls. In these types of situations, boards can use unrestricted operating surplus (contingency) to continue to provide educational services and maintain regular operations without implementing one-time service cuts.

## Accumulated Deficits

Under section 156(12) of the **School Act**, a board must not incur a deficit of any kind unless the board has the approval of the minister or meets criteria prescribed by order of the minister. The criteria for incurring a deficit is prescribed in Section 3 of the **Accounting Practices Ministerial Order**.

Consistent with this primary and secondary legislation, under ministry policy, a request to incur an accumulated operating deficit will only be approved if it is submitted by the board chair, or on a motion from the board and only if the board can explain why the accumulated deficit has been incurred. The board must not have a history of multi-year accumulated deficits, must have retired any previous accumulated deficits as required by the ministry, and must:

- ▶ indicate the nature of the accumulated deficit;
- ▶ demonstrate how the accumulated deficit will be repaid (generally within one to 3 years);
- ▶ indicate the percentage that the accumulated operating deficit is under budgeted expenditures;
- ▶ have appropriated, to the current year, all accumulated operating surplus from prior years; and
- ▶ submit a deficit retirement plan.

The minister may seek additional information to evaluate a board's request if the board does not meet the above criteria. Approval will be considered on a case-by-case basis. The minister may specify terms or conditions directly related to the retirement of the deficit prior to approving the request (e.g., that a debt be retired at a minimum of 1/3 the total debt over a three-year period). The minister will require audited financial statements to approve the accumulated deficit.

# Ministry Oversight

To ensure accountability, board budget allocation decisions will align the use of operating surplus and Local Capital with educational and operational objectives contained in the school district's strategic plan. The ministry may request boards to provide written evidence that stakeholders have been informed about how and why funds were restricted (i.e., approved board motion).

If the ministry has concerns about board accumulated operating surplus policies and processes, it may take corrective actions.

## Operating Surplus Reporting and the Financial Statement Discussion and Analysis

The ***Budget Transparency and Accountability Act*** directs boards to follow public sector accounting standards, (excluding the PS4200 series) and the Treasury Board Restricted Contribution Regulation 198/2011 (accessed from the Act above). Boards, as government reporting entities, must prepare audited financial statements and other reporting in compliance with this Act. The ***School Act*** and the ***Notes to the Financial Statements*** should be referred to when itemizing the internal restrictions boards have placed on their operating surplus.

However, these financial statements alone do not provide stakeholders with all the information necessary to assess the boards' financial planning, performance and management of operating surplus. To ensure the ministry receives all information relevant to the Policy, boards can provide additional narrative-type of information explaining how the funds were accumulated, and how the operating surplus will be used, through the ***Financial Statement Discussion and Analysis*** (FSD&A).

The FSD&A can also be used to explain how operating surplus was used to support board strategic plans, other operational needs of the school districts, and enhanced educational outcomes for students.

# Appendix A: Sample Multi-Year Operating Surplus Planning and Reporting Template

Schedule of Accumulated Operating Surplus	Opening Balance	Planned Use	Actual Use	Additions	Closing Balance	Planned	Planned	Planned	Expected Balance	Reference Strategic Goal Restricted Surplus Linked to
	July 1	Current School Year	Current School Year		June 30	Next Year	Year 2	Year 3		Other Comments
Internally Restricted Due to the Nature of Constraints on the Funds										
	\$									
Percentage of Operating Budget	%									
Internally Restricted for Anticipated Unusual Expenses identified by the Board										
	\$									
Percentage of Operating Budget	%									

<b>Internally Restricted for Operations Spanning Multiple School Years</b>										
Next Year's Operating Budget										
	\$									
Percentage of Operating Budget	%									
<b>Internally Restricted for Future Capital Cost Share</b>										
	\$									
Percentage of Operating Budget	%									
<b>Internally Restricted Operating Fund Surplus</b>	\$									
<b>Unrestricted Operating Surplus (Deficit)</b>	\$									
Percentage of Operating Budget	%									
<b>Total Operating Fund Surplus (Deficit)</b>	\$									
Percentage of Operating Budget	%									

# Appendix B: Sample Multi-Year Local Capital Surplus Planning and Reporting Template

Local Capital	Prior Year	Current Year	Planned for Year 1	Planned for Year 2	Planned for Year 3
Opening Balance					
<b>Sources of Local Capital</b>					
Sale of Property-Board's Share					
Detail					
Detail					
Detail					
<b>Total Sale of Property</b>					
Transfer from Operating					
Investment Income					
<b>Uses of Local Capital</b>					
Assets Purchased					
Detail					
Detail					
e.g., High School Track Upgrade					
e.g., ERP System Upgrade					
e.g., Middle School Roof Replacement					
<b>Total Assets Purchased</b>					
Closing Balance					

K-12 Public Education Accumulated  
Operating Surplus Policy  
**COMPANION GUIDE**

# K-12 public education financial planning and reporting policy

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## On this page:

- [Overview](#)
- [Policy](#)
- [How to comply with policy requirements](#)
- [Policy guidelines and resources](#)
- [Policy alignment](#)
- [Authority for the policy](#)
- [Information and other resources](#)

## Date came into force or revised

Effective July 1, 2021

See [Policy guidelines and resources](#) section below for gradual Policy implementation dates.

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## Overview

The Financial Planning and Reporting Policy (Policy) provides for greater transparency and accountability for the planning and reporting of the financial resources managed by boards of education (boards).

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## Policy

### Purpose

The Policy provides direction and guidelines to align boards' multi-year financial planning and reporting processes with provincial requirements as outlined in the [How to Comply](#) section below.

The Policy is based on effective practices and key principles in financial management including transparency, demonstrated accountability and consistent outcome-based planning, monitoring and reporting. Applying these practices and principles, along with support from the Ministry of Education (the Ministry), can result in the efficient use of funding and resources to support boards' strategic plans, other operational needs of school districts and enhanced educational outcomes for students in the K-12 education system.

The policy is one component of a broader provincial framework for transparency, accountability and equity. Provincial, district and school educational objectives, outcomes and strategic plans should align with the Goals of Education and the Educated Citizen in Parts B and C of the [Statement of Education Policy Order \(PDF, 187KB\)](#) and the [Policy Alignment](#) and [Policy guidelines and resources](#) section below.

### Multi-year financial planning and reporting

The [Framework for Enhancing Student Learning Policy \(Framework\)](#) directs boards to develop and implement multi-year strategic plans, supported by operational and financial plans, that are focused on improving student educational outcomes. The [Enhancing Student Learning Order \(PDF, 338KB\)](#) requires boards to annually report to the Ministry on student performance using specified outcomes and measures.

Boards will use the financial planning and reporting requirements in this Policy to demonstrate how financial resources are used to support boards' strategic planning and operational needs to enhance student educational outcomes specified in the Framework.

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## How to comply with policy requirements

### Board planning

To comply with the Policy boards will develop, implement and provide to the Ministry multi-year financial plans that outline how funding and resources will be used to support their strategic plans and operational needs. To enable greater transparency boards must have local policies in place, that support transparency and accountability, when developing financial plans by:

1. Clearly identifying how local community and education-partner groups, including local First Nations and Métis Nation BC, will be engaged to provide input into the development of board financial plans; and
2. Addressing how local community and partner groups, including local First Nations and Métis Nation BC, will be informed of boards' progress towards aligning funding and resources with board strategic plans, other operational needs of the school district, and enhanced student educational outcomes

To ensure that boards stay on target to achieve their long-term strategic and financial goals, boards should develop and implement internal processes to monitor and track their financial progress and performance throughout the year and adjust strategic plans as required.

The Ministry will provide guidance and resources, as needed, to help boards build and maintain multi-year financial plans (see PG), including:

1. Information about the factors that the Ministry will consider in the annual provincial budget process when establishing educational funding (e.g. regular enrolment, provincially approved labour settlements, etc.)
2. A general overview on what is included in the provincial budget for boards over a multi-year fiscal plan period, including an estimator tool for school districts to estimate allocations over a multi-year timeframe (see Policy Guidelines); and
3. Greater certainty for multi-year planning by working with boards (in collaboration with the BC Association of School Business Officials) to ensure that projected funding pressures are identified for the annual provincial K-12 budget process.

### Board reporting

The Ministry has a robust annual [school district financial reporting framework](#) that boards use to meet their reporting requirements as specified in the School Act and to align with the Budget Transparency and Accountability Act. Boards will use this existing financial reporting framework (including a Financial Statement Discussion and Analysis Report) to annually report on boards' progress towards meeting board objectives as outlined in their multi-year financial plans (for example, enhanced student educational outcomes and other operational needs of the board).

The Ministry will review the information above, as part of their annual review of financial reporting, and provide feedback and support, as needed, to build boards' financial planning, monitoring and reporting capacity.

The Ministry will also:

1. Publish a provincial summary of the annual budget and year-end spending information that boards provide to the Ministry; and
2. Consult with boards, as needed, when making changes to the Policy

## Policy guidelines and resources

- [Key Dates for Policy Implementation \(PDF, 158KB\)](#)
  - [Questions and Answers \(PDF, 253KB\)](#)
  - Estimator Tool for boards to estimate budget allocations over a multi-year timeframe (**under development**)
- 

## Policy alignment

The policy is aligned with other policies and provincial expectations to improve financial transparency, accountability, and educational outcomes for students in the K-12 education system, including:

- [Provincial Government Core Policy and Procedures Manual](#) which boards, as public sector organizations, are expected to follow
  - [Policy for Student Success \(PDF, 338KB\)](#)
  - The goals and objectives of the [Framework for Enhancing Student Learning](#), (including the Implementation Guide for the Framework) and the [Enhancing Student Learning Order \(PDF, 173KB\)](#)
  - [School District Financial Reporting](#)
  - The Ministry of Education's strategic goals and resulting service expectations in the current [Ministry Service Plan](#) that have been established in consultation with the sector
  - [Indigenous Education Targeted Funding Policy](#)
  - [K-12 Provincial Accumulated Operating Surplus Policy](#)
- 

## Authority for the policy

- [B.C. School Act](#) s.81, s.110, s.156.
  - [Enhancing Student Learning Reporting Order \(PDF, 173KB\)](#)
  - [Budget Transparency and Accountability Act](#)
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## Information and other resources

- [B.C. School Act](#)
- [Operating Grant Tables](#)
- [Vision for Student Success](#)
- [Reporting on Student Success](#)

## Policy 17

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### CONTINGENCY RESERVE

The Board of Education is responsible for ensuring the District is protected financially from extraordinary circumstances which would negatively impact school District operations and the education of students. To discharge this responsibility, the Board will establish a contingency reserve from available operating surplus which would be used to mitigate any negative impact such circumstances might cause.

#### Specifically

The Board shall maintain a contingency reserve of at least 1% of operating expenditures and not exceeding 3% of operating expenditures.

The Board may approve the use of the contingency reserve under the following circumstances:

- The elimination of any deficit arising at the end of a fiscal year of operations;
- The funding of new cost pressures in a fiscal year that were not known at the time of budget development;
- The payment of severances (wages and benefits) upon termination of employment;
- The settlement of any legal action that is not covered by insurance;
- Initial one-time cost outlays for new education programs;
- Coverage for disaster recovery expenditures;
- Extraordinary utilities cost pressures;
- Replacement of equipment essential to the continuation of educational programming in schools or District facilities;
- To assist in balancing future years' budgets.

In recognizing the use of the contingency reserve represents a one-time source of funding, the Board will incorporate into its future budget planning processes, strategies to re-establish the contingency reserve. Such strategies may be implemented over a period of two years.

Legal Reference: Sections 65, 85.2, 110, School Act

**HIGHLIGHTS OF THE ADVISORY COMMITTEE MEETING OF SCHOOL DISTRICT NO. 79  
(COWICHAN VALLEY) HELD ON TUESDAY, OCTOBER 19, 2021 AT 4:30 PM VIA ZOOM**

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Trustee Elizabeth Croft, Chair  
Trustees Barb de Groot, Randy Doman, Rob Hutchins, Johanne Kemmler, and  
Candace Spilsbury  
Robyn Gray, Superintendent  
Jason Sandquist, Secretary-Treasurer  
Sheryl Koers, Associate Superintendent  
Tom Longridge, Associate Superintendent  
Larry Mattin, Director of Instruction (Secondary)  
Mike Russell, Director of Communications  
Erin Egeland, Associate Secretary-Treasurer  
Richard Dyble, Director of Operations  
Charlie Coleman, District Principal of Indigenous Education  
Mike Greenslade, LCTA  
Naomi Nilsson, CDTU  
Camila Bhandari-Arscott, CVP/VPA  
Kelsey Scholz, CUPE  
Vicki Miller, USW  
Carmen Sundstrom, DPAC  
Sienna, DSAC

**PRESENT:**

Claire Spencer, Recording Secretary

**APOLOGIES:**

Trustee Joe Thorne  
Venessa MacDowell, CVP/VPA

**1. Call to Order**

Trustee Croft called the meeting to order at 4:30 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. Check-In**

**Carmen Sundstrom:** DPAC will hold its monthly meeting this week. The meeting will take place on Friday as they are hosting a presentation by Alvin Law on Thursday, which is open to all parents and District employees.

**Naomi Nilsson:** It is lovely to see everyone. Things are just busy!

**Camila Bhandari-Arscott:** She and Venessa MacDowell will take turns presenting updates on the secondary and elementary landscapes. Highlights of today's presentation on the secondary landscape included:

- Increases in enrolment have resulted in hiring of more staff to help support learners;
- Students and staff are embracing a sense of normalcy, such as grad councils having theme days, resumption of clubs (which are interest based, student led and staff sponsored activities at lunchtime), student parliament and the Interact club.
- Secondary schools had their most successful Terry Fox runs and fundraisers in many years.
- Cowichan Secondary's Environmental Stewardship class has been reading *Braiding Sweetgrass* by Robin Wall Kimmerer. Monique Gray-Smith is currently revising the book for a youth audience. Our teachers in this program have spoken with her and they are working on a time for her to meet the class and do some sharing of ideas for this.

- Rainbow crosswalks are normalizing a lot of pieces in our buildings. We are learning together and are creating safe, inclusive environments. We want to make sure we are experiencing school in a positive way but want to make sure we are listening first, to ensure we know how our staff and students are doing. Trying to support kids and make sure everyone feels welcome.

**Mike Greenslade:** He agrees with the “feeling of normalcy” mentioned by Camila. Kids are excited to be taking part in athletics and activities again.

**Kelsey Sholz:** The CUPE Executive have been doing site visits. They are happy to see sports come back. The atmosphere in the schools is awesome right now!

**Sienna Waller:** She was zooming in from a volleyball tournament at Duncan Christian School! DSAC had its first meeting on Thursday. Next month’s meeting will be in person. The Committee members are getting reintroduced and getting to know each other.

**Candace Spilsbury:** The Board is continuing its work with as much optimism and positivity as everyone who has spoken so far. The Board will soon be able to share who has been selected as the builder of the new Cowichan Secondary School. The Board has also been engaged in child care: Bench Elementary’s new before/after school program is now in operation; and work continues to prepare for the new child care modulars which will be operated by non-profit providers. The professionalism and hard work of our teachers and staff were recognized on World Teachers Day. Plans are underway to acknowledge National Principal’s Month (October). The Ministry has formed a Committee that includes representation from the BCTF, CUPE, PVPA and many other groups, to provide Boards with recommendations and guidelines related to mandatory vaccines for staff members. The Board has set aside time on the afternoon of Friday, October 29 to consult with each of its education partners prior to making a decision.

**Vicki Miller:** USW members are hard at work. They have been short staffed so everyone is trying their best to work their hardest.

**Robyn Gray:** The updates indicate the level of performance that everyone is doing across the school district to support our kids. It is exciting to see the engagement and activities, and it showcases how busy everyone is. Some members of this Committee will have received an invitation from her office to attend an Equity in Action Indigenous Education opportunity for learning on November 8 at Arbutus Ridge. The in-person event will be led by the Ministry’s Indigenous Education, and will be a great opportunity to engage in equity work. Educators at school sites are focusing on assessments; collecting evidence of where their students are in their learning and then using the information to guide their instruction. The Non-Instructional Day on September 27 was a great success. The day had an Indigenous focus, with many educators leading sessions. There has been an increase in staffing due to increased enrolment across the District.

**Jason Sandquist:** The Board adopted the financial statements for the last year, which included an unrestricted surplus of \$2.4M. A focus during the past few weeks has been on reporting out on financial performance on grants (how many masks did we buy, educational outcomes of investments, etc.). Robyn Gray, Candace Spilsbury and he were in Vancouver last week for education partners meetings as well as meetings with their respective organizations. Robyn Gray resented on the final day on equity, and in particular on student voice. She was very engaging and we were very proud of the work our District has done. They also learned a bit about the new surplus policy that’s coming our way, and a financial disclosure policy which aligns performance with strategic priorities and FESL. Preparations are underway for teacher bargaining. The new outdoor learning spaces are in the final stages of completion, with the last of those expenditures being reconciled. The first child care modular facility should be open as early as February.

### 3. Old Business

#### 3.1 Truth and Reconciliation (Standing Item)

##### 3.1.1 Reconciliation

September offered many opportunities to work towards Truth and Reconciliation including Non-Instructional Day, Orange Shirt Week, a community walk, and school activities. Committee members were asked for input on how we can continue the momentum in our District, and how we can support the community to continue on that journey. Responses included:

- A really easy way to take personal action is to join Hul'q'umi'num for kids on Mondays or the Indigenous Knowledge sessions Wednesday afternoon, Thursday afternoon, or late morning on Friday.
- The Principals and Vice-Principals received an email from Mary Peter, District Vice-Principal of Indigenous Student Achievement, who shared some guidelines and cues on welcoming an elder. This information helps support our school communities to embed Indigenous content in their buildings.
- Adopt the seasonal/annual practices of the Coast Salish people in our schools and community.
- Further to the Indigenous-focussed Non-Instructional Day in September, we can offer more sessions that focus on Truth and Reconciliation as well as local history, language and culture. Those are things you can personally do with the intention of broadening your mind/prospective.
- The difference between being an ally and being an active ally (prepared to speak up) was discussed, and it was suggested that ten-minute learning sessions which have been done in other venues could be included in future Advisory Committee Meetings. People may not have the phrases/mechanisms to address racism when they see it. Provide people with "tools" to use in situations that can cause people to step back and take another look. The Active Witnessing program was mentioned.

### 4. New Business

#### 4.1 Food Programs

The District is fortunate to work with some outstanding partners (Nourish Cowichan, Rotary/Starfish Program) and the supporters around them (small businesses, grocery stores, etc.). The District is looking for feedback to determine whether there are any gaps or things that could be done differently, and to ensure the system is working.

- Is there an ability to do a system-wide check to determine whether we are meeting needs? How do we know? We have a wonderful kitchen at Alexander, but is it now just reheating the food provided by Nourish Cowichan? The situation is different at each school.
- Tom Longridge advised that there is ongoing communication with Principals/Vice-Principals. The needs at schools are tracked week to week by Nourish Cowichan and Tom, who checks in with the P/VP. They also ensure kids have the opportunity to experience new foods. The staff at Alexander use the kitchen to prepare food, as well as to heat food from Nourish Cowichan.
- Student Support Workers have been connecting with families through food, and this allowed the families and schools to stay connected during the pandemic.
- Carmen advised that Nourish Cowichan and the Starfish Program can reach out to DPAC if they need support, and she will add this to the upcoming DPAC Agenda.

- The question was asked whether there has been an attempt to link these programs to the curriculum, such as creating a comprehensive menu on a limited budget. Frances Kelsey has programs that utilize the industrial kitchen. Nourish Cowichan has been unable to accommodate students in their kitchen due to health policies. However, the service component could be looked at, with foods classes or service clubs getting involved. Some high school classes have done fall projects with the abundant apples and donated the finished products to Nourish Cowichan to hand out.
- There are school/community gardens that kids are attached to and learn from.

5. **Adjournment**

The meeting adjourned at 5:29 p.m.