



AGENDA

Board Education and Business Committee

Tuesday, April 23, 2024

4:00 p.m.

Boardroom - Public Participation via Zoom

Pages

1. CALL TO ORDER

I would like to acknowledge that this meeting is taking place on the lands of the Hul'q'umi'num' speaking people, specifically the Kwa'mutsun village. The Board of Education is honoured to be able to collaboratively walk beside the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, and Lyackson Peoples who have cared for this land for thousands of years. May we walk gently on the ceded and unceded territories of their lands as we work together to lift up all of the xe'xe' smun'eem.

2. ADOPTION OF AGENDA

2.1 Motion to Adopt Agenda

"That the Board Education and Business Committee adopts the agenda of the April 23, 2024 Board Education and Business Committee meeting."

3. MINUTES

3.1 Minutes of the March 26, 2024 Board Education and Business Committee Meeting

4 - 7

"That the Board Education and Business Committee adopts the minutes of the March 26, 2024 Board Education and Business Committee Meeting."

3.2 Minutes of the April 11, 2024 Special Board Education and Business Committee Meeting

8 - 11

"That the Board Education and Business Committee adopts the minutes of the April 11, 2024 Special Board Education and Business Committee Meeting."

4. ACTION LIST

5. PETITIONS AND DELEGATIONS

6. EDUCATION

6.1 School Plan: Alex Aitken Elementary

Principal Mike Martin, Leadership Students Riley Peet, Farrah Phillips, Poppy Storie, Kiera Gray, and Cassidy Douglas

- 6.2 School Plan: Frances Kelsey Secondary School
Principal Nicole Boucher, Students Tanysha George-Kunihiro, Olive Flaman-Taylor, Morgyn Whitehead, Isabella Baker, Ochiel Audenar
- 6.3 Academies: No Fee Change 12 - 14
“That the Board of Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2024-25 Cowichan Secondary School Rugby Academy Fees be set at \$5,500 for local district students and out of province, and \$15,000 for International students.”
“That the Board of Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2024-25 Frances Kelsey Secondary School Soccer Academy Fees be set at \$300 per year.”
“That the Board of Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2024-25 Frances Kelsey Secondary School Outdoor Adventure Education Academy Fees be set at \$1,100 per year.”
“That the Board of Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2024-25 Equestrian Academy at Frances Kelsey Secondary School Fees be set at \$3,000 per year.”
- 6.4 Academies: With Fee Changes 15 - 17
“That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) approves the change in structure of the Frances Kelsey Ice Hockey Academy, and authorizes the 2024-25 fees be set at \$1,425 per year.”
“That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2024-25 fees for the Cowichan Valley Performing Arts Academy be set at \$4,500 per year.”
- 6.5 Draft Climate Action Report 18 - 31
Acting Assistant Superintendent Jeff Rowan
“That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) receives and accepts the Climate Action Report.”
7. BUSINESS AND OPERATIONS
- 7.1 2024-2025 Annual Budget
- 7.2 Out-of-Province Fees 32
“That the Board Education and Business Committee recommends to the Board of Education of School District No. 79 (Cowichan Valley) that fees for students whose parents normally reside in another Province in Canada or Canadian Territory be set annually to match the prior year’s student block rate.”

8.	POLICY	
8.1	Draft Revision to Policy 3 - Role of the Trustee <i>"That the Board Education and Business Committee recommends to the Board of Education of School District No. 79 (Cowichan Valley) the revision of Policy 3 - Role of the Trustee as presented."</i>	33 - 35
8.2	Draft Revision to Policy 4 - Trustee Code of Conduct <i>"That the Board Education and Business Committee recommends to the Board of Education of School District No. 79 (Cowichan Valley) the revision of Policy 4 - Trustee Code of Conduct as presented."</i>	36 - 39
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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, March 26, 2024, 4:00 p.m.
Boardroom - Public Participation via Zoom

PRESENT

Trustee Randy Doman, Chair
Trustee Elizabeth Croft
Trustee Cindy Lise
Trustee Cathy Schmidt
Trustee Eduardo Sousa
Trustee Jennifer Strachan
Trustee Joe Thorne
Jason Sandquist, Secretary-Treasurer
Robyn Gray, Superintendent
Margaret Olsen, Assistant Superintendent
Darlene Reynolds, Assistant Superintendent
Jeff Rowan, Acting Assistant Superintendent
Darcy Hoff, Temporary Director of Inclusive Learning
Mike Russell, Director of Communications
Jeffrey Robinson, Director of Operations
Claire Spencer, Recording Secretary

APOLOGIES

Claudia McMahon, Associate Secretary-Treasurer

1. CALL TO ORDER

Trustee Doman called the meeting to order at 4:00 p.m. and acknowledged that the meeting was taking place on the lands of the Hul'q'umi'num' speaking people, specifically the Kwa'mutsun village. The Board of Education is honoured to be able to collaboratively walk beside the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, and Lyackson Peoples who have cared for this land for thousands of years. May we walk gently on the ceded and unceded territories of their lands as we work together to lift up all of the xe'xe' smun'eem.

2. ADOPTION OF AGENDA

2.1 Motion to Adopt Agenda

Moved by Trustee Schmidt
Seconded by Trustee Thorne

"That the Board Education and Business Committee adopts the agenda of the March 26, 2024 Board Education and Business Committee meeting."

CARRIED

3. MINUTES

3.1 Minutes of the February 27, 2024 Board Education and Business Committee Meeting

Moved by Trustee Lise
Seconded by Trustee Sousa

"That the Board Education and Business Committee adopts the minutes of the February 27, 2024 Board Education and Business Committee Meeting."

CARRIED

4. **ACTION LIST**

5. **PETITIONS AND DELEGATIONS**

6. **EDUCATION**

6.1 **International Student Program Fee Structure**

International Student Program District Principal Alison Keple advised that the program's fees need to be set for the 2025/26 and 2026/27 school years as recruiting for those school years has begun. Modest increases for transportation, home stay and tuition fees have been proposed to reflect increased fuel costs, food costs, and labour costs. The proposed fees would put the District in the mid-range of fees for Districts on Vancouver Island. Discussion ensued.

Moved by Trustee Schmidt

Seconded by Trustee Croft

"That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) approves the 2025/26 and 2026/27 International Student Program fees as presented."

CARRIED

6.2 **Drinkwater Elementary Presentation: Digital Citizenship Code of Conduct**

Principal Brenda Stevenson, Vice-Principal Rhonda Rose, Teacher Rob Horsman
Students: Jana Tamir, Callie Busch, Avneet Kaur, Sidra Rashid-Kaddur, Accalia Koulis, Katelyn Noyes, Eloise Dube, Maria Wood, Evelyn Campbell, Basma Alamir-Tamer, and Hadley Leidenius

Drinkwater runs a challenge-based program where students can tackle real world problems. Students decided they needed to create a code of conduct to deal with some difficulties arising from cell phone use. They identified what they needed to learn about, and were provided lessons through different classroom teachers and nurses who visited the school. Every child had to write an essay on why they thought the code of conduct was important and why they should be chosen to present to the Board on digital citizenship and safety.

Students from the Intermediate challenge classrooms, who have been learning about digital safety and how to be a good digital citizen for the past three months, gave a thoughtful presentation to Trustees.

B - Based on school rules, use your phone at an appropriate time.

E - Educate yourself on fake images, fake news, scams, trolls and bots.

S - Strong and private passwords are essential.

M - Mind the consequences of what you say, post and do,

A - Always be as positive and kind as you can.

R - Respect the privacy of others.

T - Take control and block or report inappropriate behaviours.

E - Everyone should keep their private information and photos to themselves.

R - Remember to prioritize your time wisely while using technology.

A short video of the Code of Conduct was also shared. The students requested that their Code of Conduct be incorporated into Board policies, and that it be shared with the Ministry of Education and Child Care, other superintendents, or other school boards.

Trustees thanked the students for sharing their work.

Moved by Trustee Croft

Seconded by Trustee Schmidt

"That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) review the recommendations made by the Drinkwater Elementary students during their presentation on the 'Be Smarter' Digital Citizenship Code of Conduct."

CARRIED

7. BUSINESS AND OPERATIONS

7.1 2023-2024 Year-End Projections

The Secretary-Treasurer made note of the following changes since the most recent year-end projection:

- Salaries are projected to have a \$537K surplus, with a decrease in teacher salaries due to secondary schools having fewer students (due to January completion) and teachers in term 2, and a downward trend in casual replacement usage;
- Benefits surplus has risen from about \$100K to \$247K;
- The warmer winter has resulted in lower utility costs, which are projected to come in \$75K under budget;
- The \$250K which had been allocated to renovate the back room into offices will not be required and can be returned to surplus.

We ended the 2022-2023 year with an Operating Surplus of \$6.77M, of which \$2.4M was used to balance the 2023-2024 budget and \$1.2M was rolled over leaving an unrestricted surplus of \$3.1M. We are projecting a 2023-2024 surplus of \$1.1M which would give us \$4.2M available at June 30, 2024.

7.2 2024-2025 Ministry of Education and Child Care Funding Announcement

Per-pupil funding will increase from \$8,625 to \$8,915 in 2024-2025, with most of the increase going to fund the 2% wage increases. There is no funding for inflationary adjustments. We expect to be down about 50 students with Level 1, 2, and 3 special needs.

New in 2024-2025 is funding for Indigenous Education Councils. The District will receive \$118,725 in targeted funding to support the operations of the Council which could include travel, honourariums, facility rentals, etc.

The total Operating Grant for 2024-2025 is \$102,531,394, which is a change of just under \$3.3M from this year.

7.3 2024-2025 Annual Budget

Revenue: The budget was built assuming 3% wage increases, which have now been confirmed. There funding for the additional 1% wage increase will be added to the per-pupil rate but is not yet reflected in the grant. The current revenue projection (before the additional 1% wage increase) is \$108,103,149.

Expenses: Wages are projected to be \$2M higher, with an increase in benefit costs of \$1.6M. The overall increase for operating expenditures is projected to be \$2.4M higher than 2023-2024. The total operating expenditures are projected to be \$111,677,868, which is \$3,574,719 less than the estimated revenue.

7.4 2023-24 Student and Family Affordability Fund Announcement

The District has been allotted \$347K as a one-time grant for 2023-2024 (unused funding may be carried over to next year), to be used for services such as school supplies. This funding is in addition to the Feeding Future funds and may not be used for food programs. A plan for using the funds will be brought to the Board.

7.5 Year 3 Shared Recovery Mandate

We are in the last year of our collective agreements. They were bargained at 2% with the ability to go to 3% wage increases if the cost of living in British Columbia exceeded 3%. The actual cost of living increase was 3.4% which triggered the extra 1% increase and some additional grant funding.

8. POLICY

9. COMMITTEES

10. ADJOURNMENT

The meeting adjourned at 5:04 p.m.

10.1 Motion to Adjourn

Moved by Trustee Schmidt
Seconded by Trustee Sousa

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

CARRIED

MINUTES OF THE SPECIAL BOARD EDUCATION AND BUSINESS COMMITTEE

Thursday, April 11, 2024, 4:00 p.m.
Boardroom - Public Participation via Zoom

PRESENT

Trustee Randy Doman, Chair
Trustee Elizabeth Croft
Trustee Cindy Lise
Trustee Cathy Schmidt
Trustee Jennifer Strachan
Trustee Joe Thorne
Jason Sandquist, Secretary-Treasurer
Robyn Gray, Superintendent
Margaret Olsen, Assistant Superintendent
Darlene Reynolds, Assistant Superintendent
Jeff Rowan, Acting Assistant Superintendent
Claudia McMahon, Associate Secretary-Treasurer
Claire Spencer, Recording Secretary

APOLOGIES

Trustee Eduardo Sousa
Darcy Hoff, Temporary Director of Inclusive Learning
Jeffrey Robinson, Director of Operations

1. CALL TO ORDER

Trustee Doman called the meeting to order at 4:00 p.m. and acknowledged that the meeting was taking place on the lands of the Hul'q'umi'num' speaking people, specifically the Kwa'mutsun village. The Board of Education is honoured to be able to collaboratively walk beside the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, and Lyackson Peoples who have cared for this land for thousands of years. May we walk gently on the ceded and unceded territories of their lands as we work together to lift up all of the xe'xe' smun'eem.

2. ADOPTION OF AGENDA

2.1 Motion to Adopt Agenda

Moved by Trustee Schmidt
Seconded by Trustee Croft

"That the Board Education and Business Committee adopts the agenda of the April 11, 2024 Special Board Education and Business Committee meeting."

CARRIED

3. BUSINESS AND OPERATIONS

3.1 2024-2025 Annual Budget

The principles that guide the Board during budget development were reviewed, including a new addition this year to intentionally target funds towards resources aimed at increasing Indigenous

student graduation rates. Two additional guiding principles for the Board are found in Administrative Procedure 412 - Periods of Diminishing Financial Resources. These principles are to maintain the highest quality education services which and the highest reasonable level of job security for staff as possible.

The District continues to see cost pressures exceed funding. The opening budget presented at the March 26, 2024 BEBC meeting included 3% wage increases, which have now been confirmed by the Ministry. As the amount of funding to support the 1% cost of living increase has not yet been announced, an estimate of \$949K was used for the draft budget.

The District has been allocated \$347K for the one-time Student and Family Affordability Fund 2023-2024, which may be carried over to 2024-2025.

The 2024-2025 budget will include \$118,726 in targeted funding to offset the establishment and maintenance of an Indigenous education council, which may be used for costs such as honourariums, travel expenses, venue bookings, etc.

Trustee Thorne joined at the meeting at 4:13 p.m.

Expenditures in 2024-2025 are projected to exceed revenues by \$3,574,719. This figure is before bringing in any surplus to assist with balancing the budget. It also includes:

- Estimates for the cost of living increase, exempt staff compensation, and increases to health and benefit rates for teachers and Principals/Vice-Principals;
- Estimated reduction in interest revenue due to a projected drop in rates over 2024-2025;
- Removal of one exempt staff position (Director of Communications), whose duties were moved to the Acting Assistant Superintendent;
- Roll-over of the current rentals and lease expenses, though this will be reduced after the opening of the new Quw'utsun Secondary School;
- Roll-over of previous Board initiatives such as Literacy/Numeracy programs, 21st century furniture, additional support for mental health, assessments, and inclusive education supports, climate action passion projects, website updates, maintenance and transportation equipment replacement, additional cleaning, and the school messenger parent communication app.

Options to reduce the budget shortfall:

Revenue Options (which would reduce the shortfall to \$974,719):

- Appropriation of \$2M of 2023-2024 surplus (the remaining surplus equivalent to 1.98% of the operating budget falls within the Board's policy of 1-3%);
- Transfer \$250K of expenses from operating to Community Link (which will increase the surplus);
- Cancel the transfer of \$250K from operating to local capital for Board Office renovations which are no longer required;
- Increase projected interest revenue by \$100K as rates have not dropped as rapidly as previously expected.

Expenditure Reduction Options (which would result in a \$137,281 surplus):

- Enrolment Based Staffing Adjustment of \$800K to reflect the reduction of 50 students with designations;

- Clerical reallocation of school-based support with a net savings of \$44K;
- Automated callout will decrease one dispatcher position and result in \$68K in savings;
- Reduction of a coordinator position through increased efficiencies (combining inclusive education and learning) for \$120K;
- Removal of \$30K allocated for contracts that have been completed or are no longer needed;
- Reduction of additional inclusive education supports by \$50K as it has been underspent and would not be expected to impact assessment rates.

Options for Additions to the 2024-2025 budget (which would result in a shortfall of \$204,719):

- \$48K to support the six StrongStart programs (each program faces a shortfall of \$8K/year);
- \$54K to fund an itinerant child care position (covers absences at the before/after school programs). This position, along with the Manager of Early Learning and Child Care, was funded the last two years through a \$175K/year special purpose fund which may not be continued;
- \$15K for workplace accommodation equipment to support staff through the purchase of items such as voice transmission, specialty lighting, blinds, etc.;
- \$100K to target funds to programs and supports to improve outcomes for Indigenous learners;
- \$75K for costs related to the move from Cowichan Secondary to Quw'utsun Secondary, including boxes and costs for new uniforms with the new school name;
- \$50K to cover anticipated dual credit tuition costs (which will have corresponding revenue).

If all the above options were considered and accepted there would be a shortfall of \$204,719.

Surplus utilization since 2016-2017 was reviewed.

The District has Special Purpose Funds which have restrictions on their use.

- Classroom Enhancement Fund relates to the restored collective agreement language on class size and composition. The District's preliminary estimate for 2024-2025 is \$9.5M (before the additional 1% cost of living wage increase) and will be revised when we have calculated the actual number of teachers and their cost. The Board has discretion over \$979,114 which includes overhead costs for sick leave replacement, pro-d costs, educational assistant support and human resources support. Classroom Enhancement Fund is not part of the operating budget and is intended to cover incremental costs.
- Community Link Funding of \$761,512 will support academic achievement and social functioning of vulnerable students. The funds will be used for itinerant workers, student support workers, the Early Years Coordinator and clerical support.
- Learning Improvement Fund (LIF) of \$363,045 is allocated in agreement with CUPE and currently provides an hour a week of collaboration time for education assistants.
- The special purpose funding of the Annual Facility Grant has not yet been announced and will come through the Capital Bylaw process.

The multi-year budget process and projections were reviewed. Discussion ensued.

4. ADJOURNMENT

4.1 Motion to Adjourn

The meeting adjourned at 5:34 p.m.

Moved by Trustee Croft

Seconded by Trustee Schmidt

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

CARRIED



Briefing Note



Date of Report: April 23, 2024

Prepared for: The Board of Education for **Action** for the April 23, 2024 Board Education and Business Committee Meeting

Subject: Current Academy Programs – no change to fee schedule

For Action: Approval of fee structure for existing Specialty Academies 2024-25 (no change to fee structure)

Background:

The **Cowichan Secondary Rugby Academy** and associated fee structure was presented at the January 26, 2021 Board Education and Business Committee Meeting and was subsequently approved by the Board for the school year. The fee schedule of \$550 per month or \$5,500 for the school year. For International students the fee continues to be \$1,500 per month. This fee is not changing in the upcoming school year.

Frances Kelsey Secondary (FKSS) offers a specialty **Soccer Academy** (approved May 3, 2022) at a cost of \$300 per year. This fee is not changing in the upcoming school year.

FKSS **Outdoor Adventure Education Academy** (Approved May 6, 2023) at a cost of \$1,100 per year. This fee is not changing in the upcoming school year.

FKSS offers the **Frances Kelsey Equestrian Academy at MillShaw Meadows** (Approved May 6, 2023) at a cost of \$3,000 per year. This fee is not changing in the upcoming school year.

FKSS **Trails Outdoor Academy** was approved on May 3, 2022. There is no fee for students to participate in this Academy again in the upcoming school year.

FKSS **Fine Arts Academy** was approved on May 3, 2022. There is no fee for students to participate in this Academy again in the upcoming school year.

FKSS **Coding Academy** (Computer Studies) was approved on May 3, 2022. There is no fee for students to participate in this Academy again in the upcoming school year.

School Act – Specialty Academy Criteria Regulation

Specialty academy criteria outlined in BC Reg. 219/08 effective July 1, 2009 under the authority of the *School Act*, section 82.1 and 175(2)(2) require: additional learning outcomes; minimum hours of instruction; and an emphasis on a particular subject area.

Specialty Academy Criteria from section 82.1 of the *School Act* as set out in sections 2, 3, 4 are:

- ✓ **Additional Learning Outcomes:** Must meet learning outcomes that: (a) are in addition to the learning outcomes that a standard educational program must meet, and (b) reflect an emphasis on a particular sport, activity or subject area.
- ✓ **Minimum Hours of Instruction:** In respect of the particular sport, activity, or subject areas being emphasized in the specialty academy:
 - (a) a one-year specialty academy must include:
 - (i) a minimum of 240 hours of instruction, or
 - (ii) sufficient hours of instruction to enable a student to earn 8 credits in the school year,
 - (b) a multi-year specialty academy must include:
 - (i) a minimum of 120 hours of instruction, or
 - (ii) sufficient hours of instruction to enable a student to earn 4 credits in each school year.
- ✓ **Emphasis on Particular Subject Area:** If the specialty academy emphasizes a particular subject area, the subject area must be: (1) Applied Skills, (2) Fine Arts, (3) Language Arts, (4) Mathematics, (5) Physical Education, (6) Science, (7) Social Studies.

Current Academies with No Fee Change

Academy Criteria	Additional Learning Outcomes	Area	Hours	Credits	Years	Emphasis	Partnership with/	Academy Fees
CSS Rugby Academy	Yes	Rugby Skills	480	16	2+	PE Leisure Recreation	RMac Rugby Inc.	\$5,500 for local district students & out of province \$15,000 International students
FKSS Soccer Academy	Yes	Physical Health Education	240	8	2+	PE Leisure Recreation	Tide Soccer, World Cup of Soccer, Fusion Soccer	\$300 per year
FKSS Outdoor Adventure Academy	Yes	Physical Health Education Social Studies	240	8	1	PE Leisure Recreation	n/a	\$1,100 per year
FKSS Equestrian Academy	Yes	Physical Health Education	240	8	1	PE Leisure Recreation	Cathie Newman Rebecca Mason, Licensed and Certified Equestrian Canada Trainer / Coach	\$3,000 per year
Trails Outdoor Academy	Yes	Physical Health Education Social Studies	240	8	2	Geography Environ. Stewardship Outdoor Educ.	CVRD / Malahat Nation	No Fee

Fine Arts Academy	Yes	Fine Arts	240	8	2	Musical Theatre Art	n/a	No Fee
Computer Studies Academy	Yes	Applied Skills Mathematics	240	8	2	Computer Programming Mathematics	Vancouver Is. University & Apple Canada	No Fee

*Please Note: Students without resources to pay will have opportunities to participate through grants, RMac, and outside sponsors.

Recommended Action:

These academy offerings have already been approved and are established. As there is no fee changes, the Board is asked to approve the academy fees for 2024-2025.

Action:

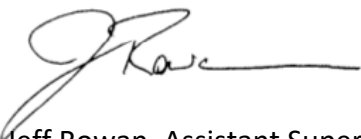
Motion: *“That the Board of Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2024-25 Cowichan Secondary School Rugby Academy Fees be set at \$5,500 for local district students and out of province, and \$15,000 for International students.”*

Motion: *“That the Board of Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2024-25 Frances Kelsey Secondary School Soccer Academy Fees be set at \$300 per year.”*

Motion: *“That the Board of Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2024-25 Frances Kelsey Secondary School Outdoor Adventure Education Academy Fees be set at \$1,100 per year.”*

Motion: *“That the Board of Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2024-25 Equestrian Academy at Frances Kelsey Secondary School Fees be set at \$3,000 per year.”*

Prepared by:



Jeff Rowan, Assistant Superintendent

Reviewed by:



Robyn Gray, Superintendent

Date: April 17, 2024



Briefing Note



Date of Report: April 23, 2024

Prepared for: The Board of Education for **Action** for the April 23, 2024 Board Education and Business Committee Meeting

Subject: Specialty Academy Programs – Existing Academies with fee changes for the next school year

For Action: Proposal to increase fees and change the structure of the current **Frances Kelsey Ice Hockey Academy** and the **Cowichan Valley Performing Arts Academy** at CVOLC.

Background:

The **Frances Kelsey Ice Hockey Academy** was originally approved on April 13, 2013 as a multi-graded program that provides students with the opportunity to pursue their interest in and passion for playing hockey within the school schedule using an outside organization (RPM Hockey) to provide specialized coaching and training at a cost of \$1,200 per year.

The academy changed from the original structure to an in-house model in 2022 where a teacher from FKSS was the sole instructor. This was done at a lesser fee for students, but with the understanding that the level of coaching and skill development would also be lower (\$450 per year) as it just covered ice time and some equipment.

Academy students and parents at FKSS have expressed that they would be very supportive once again in partnering with RPM Hockey to bring in coaches with professional certifications to work with the academy students. This year, the academy teacher relied very heavily on student peer tutors to run the class, and they feel that a professional coaching staff could deliver a more fulsome experience for students.

There are similar programs in neighboring districts (SD 61, 62 and 68) that have drawn students from the Cowichan Valley, so this offers a high quality choice for hockey in our home community.

The proposal is for the academy to return to the original structure of partnering with RPM Hockey and increase the fees from \$450 per year to \$1,425 per year to cover the costs of the specialized coaching.

The **Cowichan Valley Performing Arts Academy** at CVOLC (originally approved May 4, 2021 as Dance and approved as Performing Arts on March 1, 2022) operates in partnership with CVOLC and the Adage Studio. There are inflationary pressures currently as Adage pays for utilities and instructor costs, so the request is for the fee to increase from \$425 to \$450 per month (September-June). The overall cost would now be \$4,500 for the year.

School Act – Specialty Academy Criteria Regulation

Specialty academy criteria outlined in BC Reg. 219/08 effective July 1, 2009 under the authority of the *School Act*, section 82.1 and 175(2)(2) require: additional learning outcomes; minimum hours of instruction; and an emphasis on a particular subject area.

Specialty Academy Criteria from section 82.1 of the *School Act* as set out in sections 2, 3, 4 are:

- ✓ **Additional Learning Outcomes:** Must meet learning outcomes that: (a) are in addition to the learning outcomes that a standard educational program must meet, and (b) reflect an emphasis on a particular sport, activity or subject area.
- ✓ **Minimum Hours of Instruction:** In respect of the particular sport, activity, or subject areas being emphasized in the specialty academy:
 - (a) a one-year specialty academy must include:
 - (i) a minimum of 240 hours of instruction, or
 - (ii) sufficient hours of instruction to enable a student to earn 8 credits in the school year,
 - (b) a multi-year specialty academy must include:
 - (i) a minimum of 120 hours of instruction, or
 - (ii) sufficient hours of instruction to enable a student to earn 4 credits in each school year.
- ✓ **Emphasis on Particular Subject Area:** If the specialty academy emphasizes a particular subject area, the subject area must be: (1) Applied Skills, (2) Fine Arts, (3) Language Arts, (4) Mathematics, (5) Physical Education, (6) Science, (7) Social Studies

Considerations:

Academy Criteria	Additional Learning Outcomes	Area	Hours	Credits	1 or 2 yrs. +	Emphasis	Partnership with	Academy Fees
FKSS Hockey Academy	Yes	Physical Health Education	240	8	2	PE Leisure Recreation	RPM Hockey	\$1,425 per year
Cowichan Valley Performing Arts Academy	Yes	Dance, Musical Theatre and Music Skills	480	Gr 8/9 4 Courses Gr 10-12 16 credits	2+	PE Leisure Recreation	Adage Dance Studio.	\$450 per month (\$4,500 per year)

*Please Note: Students without resources to pay will have opportunities to participate through school supports, grants and outside sponsors.

Recommended Action:

That the Frances Kelsey Secondary Ice Hockey Academy change in structure be approved and the fee be increased to \$1,425 per year.

That the Cowichan Valley Performing Arts Academy at CVOLC fee be increased to \$4,500 per year.

Action:

Motion: *“That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) approves the change in structure of the Frances Kelsey Ice Hockey Academy, and authorizes the 2024-25 fees be set at \$1,425 per year.”*

Motion: *“That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) authorizes the 2024-25 fees for the Cowichan Valley Performing Arts Academy be set at \$4,500 per year.”*

Prepared by:



Jeff Rowan, Assistant Superintendent

Reviewed by:



Robyn Gray, Superintendent
Date: April 17, 2024

Climate Action Report

April 2024



Prepared by
Cowichan Valley School District
Climate Action Advisory Committee

With thanks to
Cowichan Valley School District
Board of Education

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ACKNOWLEDGEMENT

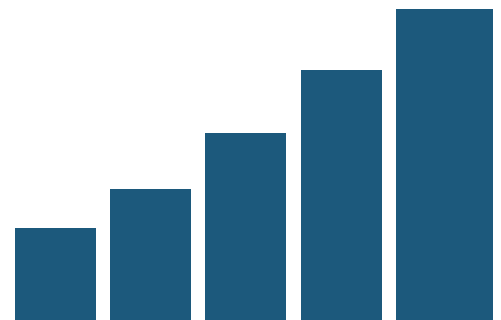
INTRODUCTION

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Acknowledgement



The Board of Education for the Cowichan Valley School District's Climate Action Advisory Committee recognizes and gives thanks that we work, live, and learn on the traditional lands of the Coast Salish and Nuu-chah-nulth peoples, specifically the lands of the Quw'utsun, Penelakut, Halalt, Lyackson, Stz'uminus, Malahat, and Ts'uubaa-asatx peoples. We dedicate our work to current and future generations of students, staff, families, and community members. We are steadfast in ensuring the committee recommends strong adaptation and mitigation measures that can have immediate and everlasting actions to counter the climate emergency.



Introduction



The Board of Education for the Cowichan Valley School District recognizes the climate emergency unfolding in our communities, province, country, and the world. To this effect, the Board declared a Climate Emergency at the Open Board Meeting on Tuesday, February 4, 2020, stating:

"That the Board of Education of School District No. 79 (Cowichan Valley) recognizes that climate change poses a grave threat to our students, the wider school community, and the general public, and as such constitutes an emergency."

On May 4, 2021 the Board subsequently passed the following motion that created the Board's Climate Action Advisory Committee:

"That the Board of Education strike a Standing Committee on Climate Change, effective October 2021, and that staff prepare a draft Purpose, Powers and Duties, Membership and Meetings for review at BEBC."

Then at the December 7, 2021 Open Board Meeting:

"That the Board of Education of School District No. 79 (Cowichan Valley) approves the addition of the Climate Change Committee into Policy 8 – Board Committees as presented."

This motion implements the Board's formal recognition of the climate crisis as a complex issue affecting current and future generations globally, regionally, and locally. The Climate Action Advisory Committee (CAAC) 's task is to develop recommendations to advise the Board on mitigation and adaptation measures within the scope of the Board's mandate of providing public education and childcare.



Guiding Principles:

The Board's Climate Action Advisory Committee (CAAC) was founded with the following guiding principles:



Student Voice

The CAAC was founded on the principle that student voice is a key contributor to this plan and our future. Students are placed at the forefront, actively involved in decision-making processes, and honoured for their perspectives. An environment where students feel valued, respected, and empowered to contribute meaningfully is intentionally cultivated. The CAAC recognizes that the diverse voices of students hold the key to innovative solutions and authentic engagement. By prioritizing student voice, the CAAC fosters a culture of inclusivity and ownership, and paves the way for transformative and sustainable outcomes.



Indigenous Ways of Knowing

The CAAC recognizes that Indigenous peoples have been the careful stewards of these lands since time immemorial. Indigenous knowledge is foundational to this plan, and the CAAC will prioritize Indigenous voices, perspectives, and knowledge throughout all stages of development and implementation. We strive to foster genuine partnerships built on trust, reciprocity, and mutual respect, recognizing the inherent value and richness of Indigenous ways of knowing and Indigenous peoples' long history on this land. We will uphold principles of cultural humility and co-creation, acknowledging that Indigenous communities hold profound insights and solutions rooted in their deep connections to land, culture, and tradition. By authentically incorporating Indigenous perspectives, we not only foster more equitable and sustainable outcomes but also uphold the principles of truth and reconciliation and respect for diverse ways of being.



Partnership and Collaboration

The CAAC will actively strive to and recommend to the Board that the Board continues to foster collaborative relationships that prioritize the voices, expertise, and needs of diverse community stakeholders. We will cultivate a culture of mutual respect, transparency, and inclusivity, recognizing that each partner brings unique perspectives and resources to the table. The CAAC will embrace shared decision-making processes that honour the collective wisdom and aspirations of the community. By nurturing authentic partnerships, the CAAC not only enhances the relevance, sustainability, and impact of the report but also fosters a sense of ownership, pride, and resilience within the community.

Guiding Principles:

The Board's Climate Action Advisory Committee (CAAC) was founded with the following guiding principles.



Empowering Learners to Address the Climate Crisis

The CAAC will prioritize recommendations that offer experiential learning and stewardship fostering a deep connection to their local environment and empower them as stewards of the land and water. Integrating climate science, ecological literacy, and Indigenous knowledge systems will provide learners with a holistic understanding of the interconnectedness of environmental issues. The CAAC hopes to empower learners to identify local climate challenges through collaborative problem-solving, innovation, and community engagement. By equipping learners with the knowledge, skills, and agency to take meaningful action, we not only cultivate a generation of climate leaders but also nurture resilient communities capable of adapting to a changing world.



Garnering Educational Partner Support to Ensure Success

The CAAC recognizes the importance of buy-in to this plan. It will prioritize teachers, administrators, and educational stakeholders from the outset, soliciting their input and involvement in planning and implementation. We will cultivate a shared vision and goals that align with educational objectives and priorities, emphasizing the relevance and benefits of the initiative to the broader educational community. Providing support, resources, and professional development opportunities to empower educational partners in implementing and sustaining projects, we ensure that initiatives are not only feasible but also impactful, scalable, and integrated into the fabric of the educational system.



Wellness

The CAAC recognizes that the Climate Emergency can and does affect our communities' physical and mental wellness. The CAAC places the well-being of individuals at the forefront of recommendations, recognizing that thriving communities are built on a foundation of holistic health, including environmental sustainability. The CAAC recognizes the overarching effect of wellness and recommends integrating strategies that promote mental resilience, emotional intelligence, and stress management. We will prioritize recommendations that increase access to resources and that support physical health, including nutritious food, safe spaces for physical activity, and healthcare services. By prioritizing mental and physical wellness as drivers of our recommendations, we not only enhance individual and community resilience, but also create a more sustainable and equitable future for all.

Duties and Members of the Board's Climate Action Advisory Committee (CAAC)



The Board's Climate Action Advisory Committee was formed to encourage the School District to take a big-picture policy approach, along with potential actions, to mitigate its environmental impact, prepare for and adapt to a future of increasing local climate impacts.

- The CAAC will provide guidance and input on developing a Climate Action Plan for the Cowichan Valley School District.
- Recommendations by the Climate Action Advisory Committee will be brought forward to the Board Education and Business Committee who can then make recommendations to the Board.

To ensure the CAAC adheres to its Guiding Principles, a diverse group of individuals representing various groups and partners has been invited to contribute to this report:

- Students
- CVTF
- CVPVPA
- First Nations and Metis Nation
- DPAC
- CUPE
- USW

Process

Over the course of several meetings, the Climate Action Advisory Committee researched best practices, shared ideas from other students and experts, and discussed and debated action items from climate action reports throughout British Columbia. Some of these learnings coalesced into specific action items, while others spurred discussions on themes for the report.

A facilitated goal-setting session for the Climate Action Advisory Committee was hosted on January 19. During this session, both the specific action items distilled by the group, as well as the thematic work were discussed and debated to refine into four main goals that the CAAC could recommend to the Board Education and Business Committee.





Overarching Goals of this Report

In keeping with the overarching goal of the Board's Climate Action Advisory Committee to encourage the School District to take a big-picture policy approach, the four main goals of the CAAC are:



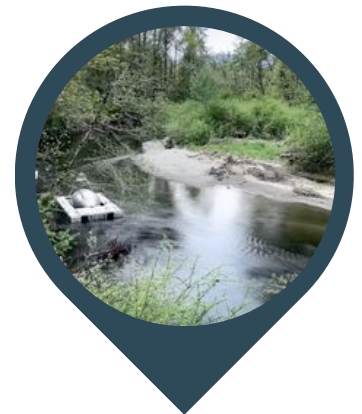
Environmental Stewardship

Education and Advocacy



Honouring Indigenous Teachings

Creating Sustainable Learning Environment



Environmental Stewardship



The Board will commit to the goal of environmental stewardship within our school district by researching and implementing sustainable practices where possible. The goal of Environmental Stewardship could see the Board actively engage students, teachers, administrators, and the broader community in initiatives to protect and preserve our local environment and remain open to adapting over time. By fostering a culture of environmental responsibility, we aim to cultivate future leaders who are informed, empowered, and committed to creating a more sustainable world for generations to come.

The CAAC has recommended some specific practices that could be implemented to achieve the goal of Environmental Stewardship. Examples of the practices could include:

- using fewer non-recycled items
- conserving energy
- increasing our use of sustainable energy sources
- composting, promoting green transportation options
- water catchment
- sustainable food systems
- further embedding environmental education into our schools.



Education and Advocacy



Empower our school district and community with comprehensive environmental education and advocacy initiatives aimed at nurturing eco-conscious citizens. Together, we will inspire a generation of environmental leaders who are equipped with the knowledge, skills, and passion to drive positive change and create a more sustainable future for all.

The CAAC has recommended some specific practices that could be implemented to achieve the goal of Education and Advocacy. These specific practices include:

- implementing robust experiential and real-world learning opportunities and community engagement opportunities to instill ecological literacy and foster a sense of stewardship among students, faculty, and staff.
- the district could also actively promote environmental advocacy by organizing events, campaigns, and partnerships to address local and global environmental challenges.
- the district could continue to advocate for policy changes and sustainable practices both within our region and in collaboration with wider educational networks or public bodies.



Honouring Indigenous Teachings



Embrace cultural humility and seek out and integrate Indigenous teachings into any climate action plan, recognizing the profound wisdom and connection to the land inherent in Indigenous knowledge systems. Collaborate closely with Indigenous communities to develop culturally responsive teachings, experiential learning opportunities, and community partnerships that honour traditional ecological knowledge and practices. “Learning is holistic, reflexive, reflective, experiential and relational focussed on connectedness, reciprocal relationships and sense of place” (First Peoples’ Principles of Learning).

The CAAC has recommended some specific practices that could be implemented to achieve the goal of Honouring Indigenous Teachings. These specific practices include:

- providing professional development for educators to ensure they are equipped to respectfully incorporate Indigenous perspectives into their teaching respective of the Climate Change Emergency.
- continue to create spaces for Indigenous elders, knowledge keepers, and community members to share their wisdom and stories with students, fostering understanding, respect, and appreciation for Indigenous ways of knowing and being.
- create district wide opportunities for smu’neem and staff that connect to curriculum to ensure broad understandings of the food, medicines and tools found in various ecosystems in Quw’utsun.

Through these actions, we strive to cultivate a deep respect for the land, promote environmental stewardship rooted in Indigenous values, and contribute to reconciliation efforts by centring Indigenous voices and perspectives in our environmental education endeavours.



Creating Sustainable Learning Environments



Transform our school districts' systems by creating a robust infrastructure for sustainable change. Collaborate with local government, businesses, and community organizations to develop partnerships that support climate action initiatives. By creating sustainable learning environments and fostering collaborative partnerships, we aim to inspire a generation of climate-conscious leaders equipped to mitigate the impacts of climate change and build a more resilient future for all.

The CAAC has recommended some specific practices that could be implemented to achieve the goal of Creating Sustainable Learning Environments. These specific practices include:

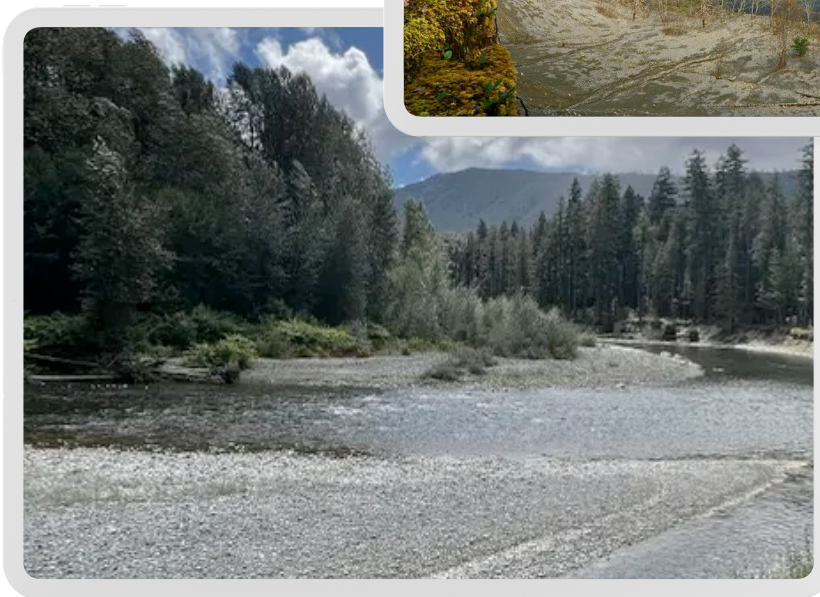
- implement energy-efficient infrastructure upgrades, such as solar panels and efficient lighting, to reduce carbon emissions and promote resilience to climate impacts.
- foster green spaces and outdoor learning areas to connect students with nature and promote environmental stewardship.
- the district could partner on programs such as tree planting, waste reduction programs, composting, community clean up initiatives and sustainable transportation options.





Conclusion

The Board's Climate Action Advisory Committee recommends the above actions be adopted by the Board Education and Business Committee for Board consideration. While the recommendations under each goal offer specific examples, it is our intent to provide these as an illustration of what projects came to the forefront during the conversations in the CAAC.





Briefing Note

Date of Report: April 23, 2024

Prepared for: The Board of Education for **Action** for the April 23, 2024 Board Education and Business Committee Meeting

Subject: Climate Action Report: April 2024

Background:

The Climate Action Advisory Committee of the Board has been meeting since July of 2023 with the goal of informing the development of a Climate Action Plan that will guide the Cowichan Valley School District in taking action to create sustainable environments. The work could potentially support the “Beyond Education 2025-30” Strategic Plan regeneration.

The Climate Action Advisory Committee is comprised of students, District Leadership, PVP, CUPE, USW and Trustee representatives.

Discussion:

The Climate Action Report, in keeping with the overarching goal of the Board’s Climate Action Advisory Committee, encourages the School District to take a big-picture policy approach under the four main goals of:

- Environmental Stewardship
- Education and Advocacy
- Honouring Indigenous Teachings
- Creating Sustainable Learning Environments

Recommendation:

The Board’s Climate Action Advisory Committee recommends to the Board Education and Business Committee to receive and accept the Climate Action Report.

For Action:

Motion: “That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) receives and accepts the Climate Action Report.”

Prepared by:

Jeff Rowan, Assistant Superintendent

Reviewed by:

Robyn Gray, Superintendent

Date: April 17, 2024



Briefing Note

Date of Report: April 19, 2024

Prepared for: The Board Education and Business Committee for **Action** for April 23, 2024

Subject: Tuition for Students Whose Parents Normally Reside in Another Province or Territory.

Background:

The Ministry of Education and Child Care provides funding to School Districts for students whose parents normally reside in British Columbia. Students from other countries or provinces are required to pay tuition to attend school within the province.

Fees for international (outside of Canada) students are reviewed regularly by the Board and are set by Board Resolution upon the recommendation of the District Principal of International Student Programs and the Superintendent of Schools. Fees for students outside of British Columbia (but residing in another province in Canada) are also established by the Board.

Discussion:

Annually the Ministry of Education and Child Care provides school districts with a block rate. This block rate encompasses all of the funding provided by the Province to the School District divided by the total number of students. It is a true calculation of the cost of providing an education to each student. This block rate is also used to calculate the tuition charged to the Local Nations that have a Local Education Agreement with the Board. The calculation is typically received in the month of May each year. For 2023 the block rate was \$12,281 per student.

Recommendations:

The block rate is a reasonable representation of the cost of providing an educational program to a student from another province in Canada. It is the same funding that taxpayers from the Province of British Columbia provide to the School District for students whose parents are normally residing in British Columbia.

“That the Board Education and Business Committee recommends to the Board of Education of School District No. 79 (Cowichan Valley) that fees for students whose parents normally reside in another Province in Canada or Canadian Territory be set annually to match the prior year’s student block rate.”

Prepared by:

Jason Sandquist, Secretary-Treasurer

Reviewed by:

Robyn Gray, Superintendent

Date: April 19, 2024

Policy 3

ROLE OF THE TRUSTEE

Trustees are elected in accordance with the Local Government Act.

The role of the trustee is to contribute to the Board as it carries out its legislated mandate. The oath of office taken by each trustee when he or she assumes office binds that person to work diligently and faithfully in the cause of public education. A trustee must first and foremost be concerned with the interests of the school Board.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. The School Act gives no individual authority to trustees. As members of the corporate Board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate Board. School Board trustees collectively and individually have a public duty to carry out their responsibilities and the work of the Board in good faith and with reasonable diligence. Trustees have one overarching responsibility – a shared public duty to advance the work of the school Board. A trustee's fiduciary duties are owed to the school Board (not to themselves, their family or friends) which is, in turn, accountable to the electorate.

A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the District.

The Board shall indemnify a trustee in accordance with Policy 18 Indemnification By-Law

Specific Responsibilities of Individual Trustees

The trustee shall:

1. Become familiar with District policies and procedures, meeting agendas and reports in order to participate in Board business.
2. Support a majority vote of the Board to advance the work of the Board and monitor progress to ensure decisions are implemented.
3. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
4. Refer administrative matters to the Superintendent.
5. The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community

member back to the teacher, Principal, or District Office personnel and will inform the Superintendent or designate of this action.

6. Keep the Board and the Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the District.
7. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
8. Attend meetings of the Board; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of children within the District.
9. Attend committee meetings or meetings as a Board representative, as assigned, and report to the Board in a timely manner.
10. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
11. Participate in Board/trustee development sessions so that the quality of leadership and service in the District can be enhanced.
12. Strive to develop a positive and respectful learning and working culture both within the Board and the District.
13. Continue to carry out duties with integrity and responsibility during an election period.
14. Become familiar with, and adhere to, the Trustee Code of Conduct.

Orientation

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate a smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and approved plans.

The Board believes an orientation program is necessary for effective trusteeship.

1. The District will offer an orientation program for all trustees following an election that provides information on:
 - 1.1 Role of the trustee and the Board;
 - 1.2 Organizational structures and procedures of the District;
 - 1.3 Board policy, agendas and minutes;
 - 1.4 Trustee Code of Conduct
 - 1.5 Existing District initiatives, annual reports, budgets, financial statements and long-range plans;
 - 1.6 District programs and services;
 - 1.7 Board's function as an appeal body;
 - 1.8 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest; and

1.9 Trustee remuneration and expenses.

2. The District will provide financial support for trustees to attend British Columbia School Trustees Association sponsored orientation seminars.
3. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the District's orientation program for trustees. The Superintendent shall ensure each trustee has access to the Board Policy Handbook and Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election. **At this meeting Policy 4 – Trustee Code of Conduct will be reviewed and all Trustees will be asked to sign to confirm that they have read and understand the Policy.**

Legal Reference: Sections 49, 50, 52, 65, 85 School Act
Local Government Act

Adopted: September 2018

Policy 4

TRUSTEE CODE OF CONDUCT

The Board has a strong commitment to ethical conduct. This includes the responsibility of trustees to properly use authority and to conduct themselves with appropriate decorum and professionalism at all times.

Specifically

Trustees shall:

1. Carry out their responsibilities as detailed in Policy 3 – Role of the Trustee with reasonable diligence.
2. Keep confidential any personal, privileged or confidential information obtained in ~~his or her~~their capacity as a trustee and not disclose the information except when authorized by law or by the Board to do so. Trustees shall not divulge the contents of closed (in-camera) meetings, recognizing that a disclosure could seriously harm the Board's ability to conduct its business.
3. Be fully conversant with Section 55 and 60 of the School Act. Disclose in open meeting prior to discussion of the subject matter which may place the trustee in conflict, the nature of any pecuniary interest, and may leave the room. In addition, such a trustee in conflict shall not discuss the matter outside the meeting with other trustees and shall not exert influence on the decision in which the trustee has a conflict of interest. The trustee is responsible for declaring ~~himself/herself~~themselves to be in possible conflict of interest, however, it is the fiduciary duty of all trustees, the Superintendent and the Secretary-Treasurer to protect the Board and they have a duty to point out apparent, potential or perceived conflict of interest when it appears. Additionally, a trustee may request guidance from other trustees or the Board on this matter. Such declaration of conflict of interest shall be recorded in the minutes of the meeting and the trustee shall not in any way contact or discuss the associated topic at any time outside the Board table.
4. Not use their influence to obtain employment within the District for family members or friends and will not use their position for personal advantage or the advantage of friends and/or family.
- 4.5. ~~Trustees shall do~~Maintains the integrity, confidence, and dignity of the Board.
- 5-6. ~~Trustees shall n~~ot attempt to exercise individual authority over the organization except as explicitly set forth in policies of the Board. Trustees' interaction with the Superintendent or with staff shall recognize the lack of authority vested in individual trustees except when explicitly authorized by the Board;

- ~~6.7.~~ ~~Only the Corporate Board as opposed to individual trustees shall~~ Not exercise individual authority over the Superintendent. In particular, only the Corporate Board shall make judgments regarding the Superintendent's performance.
- ~~7.8.~~ Abide by the policies of the Board, all applicable legislation and regulations, in particular the School Act, the Oath of Allegiance and the Oath of Office.
- ~~8.9.~~ Respect and abide by the majority decisions made by the Board in legally constituted meetings.
10. Endeavour to work with fellow Board members in a spirit of harmony and cooperation ~~in spite of despite~~ differences of opinion which may arise during debate. Trustees shall refrain from making discrediting comments about others, ~~engaging in~~ engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the Board.
- ~~9.11.~~ ~~Trustees will r~~ Recognize their duty to represent and advocate for the best interests of all learners in the community, including all gender identities and the Indigenous communities on whose traditional territories the schools operate.
12. Ensure fiduciary responsibility to the Board supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs.
- ~~10.13.~~ ~~Trustees shall r~~ Recognize that, although they may be elected from a particular region of the District, their responsibility is to ensure that decisions that are made are in the best interests of the District as a whole.
- ~~14.14.~~ Represent the Board in all Board-related matters with proper decorum and respect for others.
15. Use discretion at all times to minimize the impression that the individual trustees' statements reflect the corporate opinion of the Board.
- ~~12.16.~~ ~~Trustees will e~~ Endeavor to take advantage of educational conferences, workshops, and training sessions made available to them. Through this participation, Trustees will enhance their knowledge of Trustee roles and responsibilities and current educational topics and trends.
17. Ensure the use of electronic devices is for the purposes of the meeting.
- ~~13.18.~~ ~~Trustees shall e~~ Ensure that their use of social media is responsible and appropriate and does not bring the Board, other Trustees, Staff, or the District into public disrepute. Use of social media must be in alignment with all expectations contained within this Trustee Code of Conduct.
19. Refrain from engaging in private communications while at Board meetings.

44. Trustees shall review and sign off having read and understood this policy as part of their orientation immediately following their inauguration. The Trustee Code of Conduct will be reviewed again mid-way through the Board's term.

15. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions.

Legal Reference: Sections 49, 50, 55, 56, 57, 58, 59, 62, 65, 85, 94, 95 School Act

Adopted: September 2018

**HIGHLIGHTS OF THE ADVISORY COMMITTEE MEETING OF SCHOOL DISTRICT NO. 79
(COWICHAN VALLEY) HELD ON TUESDAY, APRIL 16, 2024 AT 4:30 PM**

Trustee Elizabeth Croft, Chair
Trustees Randy Doman, Cindy Lise, Cathy Schmidt, Eduardo Sousa and Jennifer Strachan
Robyn Gray, Superintendent
Jason Sandquist, Secretary-Treasurer
Margaret Olsen, Assistant Superintendent
Darlene Reynolds, Assistant Superintendent
Jeff Rowan, Acting Assistant Superintendent
Jeff Robinson, Director of Operations
PRESENT: Erin Harvie, CVTF
Louise Thompson, CVTF
Brent Ranger, CVPVPA
Penny Butler, CVPVPA
MJ Lacroix, USW
Adam Clutchey, CUPE
Carmen Sundstrom, DPAC
Ena Fox-Povey, DSAC
Antonio Iannidinardo, DSAC
Claire Spencer, Recording Secretary

APOLOGIES: Trustee Joe Thorne

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 lands of the Hul'q'umi'num' speaking people, specifically the Kwa'mutsun village. The Board of Education is honoured to be able to collaboratively walk beside the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, and Lyackson Peoples who have cared for this land for thousands of years. May we walk gently on the ceded and unceded territories of their lands as we work together to lift up all of the xe'xe' smun'eem.

2. Check-In

Antonio Iannidinardo: Starting to get towards the end of year and there are a lot of graduation events. Sometimes other students feel they have less opportunities or are overshadowed by grads. For example a dance was cancelled because they didn't want to have a dance right after the prom.

Brent Ranger: PACs from George Bonner and Mill Bay Nature School organized a neighbourhood cleanup for April 19. Bonner students are putting on a spring performance of Alice in Wonderland on May 8. Students have been working very hard and are excited to perform. Maple Bay Elementary is exploring accessibility for students with mobility challenges. A recent field trip included the opportunity for students to try sledge hockey, with the support of Victoria Wheelchair Sports. They are also exploring the use of trail riders to ensure kids have access to all field trips. Tansor is hosting an elementary sports day, and it will have a wheelchair event. Tansor held a dance on Friday with a great – and free - parent DJ who was

amazing. The school is gearing up for its spring fair, complete with goats, obstacle races, archery, ice cream and cappuccino on June 14.

Penny Butler: The District will be well represented at the Skills Canada Provincial competition. Students from Cowichan Secondary will be competing in Graphic Design and Photography. Frances Kelsey's junior robotics team will be competing in Gear Bots, and its senior robotics team will operate coded autonomous robots to compete a four-minute challenge. A Rainbow and Allies dance will be held at Cowichan Secondary on April 18.

MJ Lacroix: Members are getting excited to see the new Quw'utsun Secondary. The sun is shining, people are happy and starting to look forward to summer.

Erin Harvie: Teachers are busy writing reports and Grade 12s have been busy with scholarship applications. Intermediate students have been working on their entrepreneur projects. Planning is underway for the May 3 Pro-D.

Louise Thompson: Nothing to report at this time.

Adam Clutchey: Different training opportunities were available for members during spring break. A committee determines what workshops will be offered using funding that was bargained. CUPE worked with Inclusive Education to offer workshops on fetal alcohol syndrome and autism. An eight-week course on Signing Exact English started today. There were 44 people interested in the 28 seats for the course, which is being taught by qualified CUPE members. Field trips starting to happen, with members getting outdoors for the different learning opportunities. They are working to support members with violence in the workplace. The executive recently did its annual school/site visits to check in with members. Graduation is coming so they are accepting and reviewing applications for seven CUPE bursaries. They will be holding a new appreciation barbeque following the May 3 Pro-D from 4:00-6:00 at the School Board Office outdoor classroom. CUPE BC will be in attendance with its events van.

Cathy Schmidt: Prior to spring break the Board headed to Parksville for the Vancouver Island School Trustees' Association (VISTA) conference. Our Board rallied with other boards and talked about student voice and having kids represented at the BC School Trustees' Association (BCSTA). They hope to see more students involved in BCSTA decisions. They also put forward a motion on increasing funding for StrongStart centres. VISTA will bring the motion to the BCSTA AGM which is later this week. Work on the 2024-2025 budget has started. District scholarships and graduation season are coming up.

Carmen Sundstrom: This Thursday will be the first DPAC meeting since February, and will start with a presentation from Nourish Cowichan. Most of the Agenda will be related to the BCCPAC. They will be looking at all the people who put their names forward to sit on the executive as the AGM is coming, so time for elections and dealing with motions/recommendations. The DPAC AGM is coming up at the May meeting. Members will be seeing the support letter for the pedestrian overpass.

Jason Sandquist: Budget has been his major focus, which involves a lot of projections and estimates. We have been selected by the Auditor General to go through an audit on our March 31 balances, so we have audit and budget work at the same time. We will still go through the annual audit process on the June 30 balances. Sheryl Koers is back working on the QSS project, doing final implementation on furniture selection.

Robyn Gray: The Strategic Plan Regeneration 2025-2030 is underway, and is part of today's agenda. Principal/Vice-Principal assignments for next year are being finalized. Yesterday was a non-instructional day (NID) for our teachers. She had the opportunity to visit most sites to pass out treats for teachers and support staff. Inclusive Ed helped put packages together with chocolates and messages of support. This NID had a focus on literacy and numeracy K-12 in the morning, with staff working on their Frameworks for Enhancing Student Learning as teams in the afternoon. It was a great day of learning for teachers and support staff across the system. It is a busy time with grad season gearing up, celebrations for transitional classes, the Board's retirement event, and many other occasions coming up.

3. Old Business

3.1 Truth and Reconciliation (Standing Item)

- A school's Professional Learning Community was working on improving social/emotional learning and having kids feel safe. The Intermediate group created a social/emotional health survey for Grades 4-7. Indigenous students indicated that getting enough sleep was an issue for them which led staff to try to find solutions, such as communicating with parents about the importance of sleep. The survey resulted in a staff-wide conversation on how to support kids.
- The District's Indigenous Student Leadership group is doing a project, led by Hannah Morales, filming interviews with Elders on resilience. This project is funded by a \$50K grant that Hannah applied for
- There was a reminder to be aware before sharing a photo of someone who has passed. In some communities a certain period of time (such as a year) needs to pass. It was recommended that you get permission from the family first.
- A student at FKSS is working in collaboration with Malahat Nation to create an art project combining Indigenous symbolism and Dr. Kelsey.
- A recent elective activity at Quamichan involving creating a piece of art and connection to ocean, mountain and stars. The student worked with an Elder to knit something, and carved a whale in a bar of soap. He was able to share with his parents the meaning of the whale. The class must have made quite an impression as he rarely shares anything about his day at school but was excited to talk about his learnings in this class.

4. New Business

4.1 2024-2025 Annual Budget

An overview of the 2024-2025 Budget was presented. The opening budget position has a \$3.6M shortfall before utilizing any surplus. Options being considered by the Board to balance the budget and possible additions to the budget were reviewed. The following feedback was received:

- Having 50 fewer students with designations will result in fewer EA positions, but those EA's also support students that don't have a designation and teachers;
- There had been talk pre-COVID of changing the formulas for the funding model, but it went to the wayside and the committee has completely dropped its meetings.

4.2 Distribution of Student and Family Affordability Fund

The Student and Family Affordability Fund is to help families in need with expenses such as paying bills, groceries (but not for in-school food programs), car repairs, glasses, and getting ID. The District will receive \$347K for 2023-2024 that can be carried over into next year. The last time we received this funding it was distributed through a combined formula that recognized the size of the school and its level of need and was given to schools for administrators to distribute. Some schools had additional funds from their PAC, such as Cowichan Secondary whose PAC helped create a free store. There was discussion on communicating the availability of support to families to ensure all were aware, and not making assumptions on who needs help as people may be suffering quietly. It may also be difficult for administrators to find the time to allocate the funding on top of their other duties. The last time we received funding we went through a large process with administrators to share ideas of where monies could go which provided a broad perspective on what's needed beyond food. We don't distribute it all away at once as want to have some held back for other needs that may arise. This may also be a good topic to bring to the PACs.

4.3 Strategic Plan Re-Generation 2025-2030: Draft Goals

Our last Plan was four years long and it generated lots of feedback from across the community. This process is focused on regeneration. Changes since 2020 include the District Equity Scan, K-12 Anti-Racism Action Plan and Identity, Belonging and Connection Policy, post-COVID misinformation, addition of child care to our Ministry, and a Board focus on climate change/mitigation/adaptation. For student data we rely on student learning surveys, literacy and numeracy assessments, 5- and 6-year graduation rates, schools' mental health plans, food program statistics, McCreary Health Survey data, and Ministry of Education and Child Care data. We continue to focus on big picture documents including First Peoples' Principles of Learning, our Framework for Enhancing Student Learning, United Nations Declaration on the Rights of Indigenous Peoples, and the Truth and Reconciliation Commission's Calls to Action. Last fall the Board and senior management met to discuss their ideas, goals and thoughts on revisions. These have been taken to the Principals/Vice-Principals and DSAC, and have now come to Advisory. We will also work with local Nations and governments to get their feedback on our goals. The goals are Learning, Indigenous Ways of Knowing, Individual and Collective Well-Being (used to be "Culture of Care"), and Caring for Place/Sense of Place (used to be Future-Focused System). Feedback included:

- Maybe have bullet points instead of numbers, or put goals in a circle;
- Caring for Place/Sense of Place needs something more on sense of place and connection, and feeling safe in your space.

Next steps: The priorities will be taken to the schools next fall for Principals and Vice-Principals to work with their staff, students and parents to get feedback. Objectives will be listed under each of the priorities.

5. Adjournment

The meeting adjourned at 6:02 p.m.