



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

**Tuesday, February 22, 2022**

**4:00 p.m.**

**Via Zoom**

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**Pages**

1. CALL TO ORDER  
We respectfully acknowledge that we are meeting on the traditional and ancestral lands of the Coast Salish people where we live, learn and play.
2. ADOPTION OF AGENDA
  - 2.1. Motion to Adopt Agenda  
*"That the Board Education and Business Committee adopts the agenda of the February 22, 2022 Board Education and Business Committee meeting."*
3. MINUTES
  - 3.1. Minutes of the January 25, 2022 Board Education and Business Committee Meeting 3 - 8  
*"That the Board Education and Business Committee adopts the minutes of the January 25, 2022 Board Education and Business Committee Meeting."*
4. ACTION LIST
  - 4.1. Action List 9
5. PETITIONS AND DELEGATIONS
6. EDUCATION
  - 6.1. School Plan Presentation: Palsson Elementary School  
Fiona Somerville, Principal
  - 6.2. 3-Year Plan: FESL: Technology Plan 10  
Glen Posey, District Principal of Instruction and Innovation K-12
  - 6.3. Supporting Indigenous Learning  
Larry Mattin, Director of Instruction  
Darlene Crane, District Principal of Instruction (Literacy/Numeracy)  
Jen Calverley, Principal, Khowhemun Elementary  
Dani Morrow, Principal, Alexander Elementary

6.4.	Performing Arts Academy Larry Mattin, Director of Instruction	11 - 13
7.	BUSINESS AND OPERATIONS	
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7.2.	Enrolment Estimate 2022-2023	15
7.3.	2022-2023 Budget Preview	16 - 22
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9.	COMMITTEES	
9.1.	Highlights of the February 15, 2022 Advisory Committee Meeting	24 - 26
10.	ADJOURNMENT	
10.1.	Motion to Adjourn	

# MINUTES OF THE BOARD EDUCATION AND BUSINESS COMMITTEE

Tuesday, January 25, 2022, 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  
Richard Dyble, Director of Operations  
Erin Egeland, Associate Secretary-Treasurer  
Mike Russell, Director of Communications  
Claire Spencer, Recording Secretary

APOLOGIES               Trustee Rob Hutchins, Chair  
Trustee Joe Thorne

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## 1. CALL TO ORDER

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

## 2. ADOPTION OF AGENDA

### 2.1 Motion to Adopt Agenda

Moved by Trustee de Groot  
Seconded by Trustee Spilsbury

*"That the Board Education and Business Committee adopts the agenda of the January 25, 2022 Board Education and Business Committee meeting."*

CARRIED

## 3. MINUTES

### 3.1 Minutes of the November 23, 2021 Board Education and Business Committee Meeting

Moved by Trustee de Groot  
Seconded by Trustee Doman

*"That the Board Education and Business Committee adopts the minutes of the November 23, 2021 Board Education and Business Committee Meeting."*

CARRIED

4. **ACTION LIST**

4.1 **Action List**

Meetings with CUPE and USW are being arranged to discuss options to compensate employees for wages lost during District Closure weeks.

5. **PETITIONS AND DELEGATIONS**

6. **EDUCATION**

6.1 **Literacy Framework: Update from Darlene Crane, District Principal (Literacy and Numeracy)**

Darlene Crane, District Principal of Instruction and Innovation: Literacy and Numeracy, shared an update on the District's work related to the development of a District Wide Framework and Action Plan for Literacy. A working group, including teachers and administrators, has begun drafting the District Wide Framework for Literacy. The Framework will include recommendations for literacy instruction and intervention for our District and will provide professional learning resources for educators across our District. Key elements of this framework have been informed by the ongoing work of teachers across our District. The framework and related online resources will highlight school communities across our District.

An overview of the re-envisioning of district wide assessments for reading was shared. Two district Assessment Review Committees were formed this fall. The Committees have shared a review of current district wide reading assessments, related reporting structures and developed suggestions for updates and revisions. A plan has been formulated that will re-envision the Early Success Screener for Kindergarten to Grade 3 and a District Wide Reading Assessment for Grades 4-8 in the spring of 2022. Key components of the plan include multiple opportunities for feedback and input from our District's educators.

6.2 **School Plan: CVOLC**

The Cowichan Valley Open Learning (CVOLC) School Plan was presented by Principal Kevin van der Linden. CVOLC offers a diverse range of programs, including:

- Alternate Education (Grades 10-12) at CVOLC's main campus;
- Blended/Online Learning (K-12) through the Grove, located in the McKirdy Building;
- Dance Academy (Grades 8-12) in partnership with Adage Studio, located in the old Duncan Primary building;
- Cowichan Valley Alternate School (CVAS) (Grades 8-9) at Providence Farm;
- Take a Hike;
- Four Nature-Based Programs (Chemainus, Skutz Falls, and two at Cowichan Station);
- Satellite Alternate sites at each of the four secondary schools.

CVOLC's strengths include flexible curriculum, a focus on equity over equality, food available throughout the day, utilization of the Power of Three, a Culture of Care, and weekly class reviews at the alternate schools. Stretches include barriers to learning and impacts to academics such as learning disabilities, behaviour concerns, and mental health challenges, as well as poor student attendance and engagement.

In order to determine their school's goals, staff members spent a PLC day doing ecocycle planning. The resulting data, as well as street data, was used to determine priorities. Staff also worked to ensure the goals would align with the Board's Strategic Plan. Three goals were identified:

#### 1) **Literacy**

- Two department head positions have been given literacy focuses;
- All PLC times this year are devoted to literacy;
- Staffing was adjusted so that one teacher can do targeted literacy intervention with struggling learners;
- All students will be assessed using the San Diego Quick Assessment to provide baseline data;
- Team leaders meet monthly for literary-focused meetings;
- Corina Fitznar, Coordinator, Instruction & Innovation (Secondary) and Darlene Crane, District Principal of Instruction and Innovation: Literacy and Numeracy are working with staff on assessment and intervention strategies.

#### 2) **Attendance/Student Engagement**

- 80% Club rewards students who attend 80% of the time;
- Student of the Month recognition includes attendance criteria;
- Pod challenges;
- Re-engage with electives;
- Check-ins with teacher, and Student Support Workers (SSW) and Indigenous Support Workers (ISW) reach out to students who aren't attending.

#### 3) **Indigenous Re-Engagement/Ways of Knowing**

- Monthly INED meetings with action plans;
- Seven Schools Inquiry Grant funds - they have reached out to Stuart Pagaduan to work with students to create a logo for Open Learning, and are looking for ways to make the school foyer more welcoming for Indigenous students;
- Increase cultural opportunities throughout the school.

Take a Hike: This is the first year the Take a Hike Program has partnered with CVOLC to provide programs for students. The fourteen students in the program are supported by a teacher, SSW, and a full-time Mental Health Clinician who is funded by Take a Hike to provide one-on-one support. The four pillars of the program are: mental health and well-being, academics, adventure, and community. Program objectives are increased student attendance and engagement, engaging students in social and emotional learning, helping students improve their own mental health and well-being, and improving academic success leading to graduation. Excursions have included Newcastle Island, hiking, rock climbing, a 3-day Strathcona Park trip, ice skating, touring the aviation museum and Goldstream Provincial Park.

### 6.3 Rugby Academy Fees

Director of Instruction Larry Mattin provided Trustees with an update of the Rugby Academy which is in its first year of operation at Cowichan Secondary School. The Academy's 34 Grade 8-12 students include 17 local students, 11 from across BC, two from Saskatchewan, three from Alberta and one from the USA. Nine of the students (26%) are Indigenous.

Changes to the fee schedule to more accurately reflect the cost of the program were presented. A subsidy program which is funded through partnership with alumni rugby players provides up to \$200 per month for local students. In addition, there is a First Nation Rugby Scholarship to provide a full ride scholarship for one Indigenous student.

The Secretary-Treasurer advised that Board Policy 2: Role of the Board will be brought to the next BEBC meeting to determine whether it needs to be modified to add out-of-province tuition rates to the fee schedules for academies and International Students that are currently approved by the Board. An Administrative Procedure outlining how fees are collected may also be required for out-of-province students attending academies or who are members of local sports teams.

Moved by Trustee Doman

Seconded by Trustee Spilsbury

*“That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) approves the Cowichan Secondary School Rugby Academy fees of \$550 per month or \$5,500 per year for local students, BC students and Canadian students enrolling from other provinces and territories, and \$1,500 per month or \$15,000 per school year for International students.”*

CARRIED

## **7. BUSINESS AND OPERATIONS**

### **7.1 2021-2022 Amended Annual Budget**

The Secretary-Treasurer presented the 2021/2022 Amended Annual Budget in the amount of \$113,416,478. The budget was impacted by a number of factors, including:

- Enrolment was 406 FTE above projection, which resulted in both increased revenue through Provincial grants, and increased expenses due to the addition of 26 FTE teachers;
- More students returned to in-class learning (with full FTE funding) from DL programs than anticipated;
- A higher number of students identifying for a program of Indigenous Study increased funding, which was matched by an increase in the targeted Indigenous expenditures;
- International Program enrolment was higher than expected due to recovery of European markets, resulting in increased tuition, homestay fees and transportation fees;
- An increase in the number of students living on reserve and recorded on the Nominal Roll impacted revenue;
- Income was received from the CSF for the rental of Charles Hoey;
- As a result of the increased revenue, the amount of surplus required to balance the budget was reduced from \$2.3M to \$1.4M;
- Long-term leaves and illness due to COVID resulted in an increase of \$150K to the casual replacement (illness and vacation) budget;
- Utility expenses rose due to an increase in natural gas rates, unseasonably cold temperatures in the fall, and higher energy requirements for ventilation;
- Capital expenses for the new Cowichan Secondary replacement increased from \$150K to \$5.7M as significant site work is set to begin;
- The former Crofton Elementary School property was sold with net proceeds of \$1.73M.

Moved by Trustee Doman  
Seconded by Trustee Croft

*"That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) adopts the 2021/2022 Amended Annual Budget in the amount of \$113,384,752."*

CARRIED

**8. POLICY**

8.1 Policy 17: Accumulated Operating Surplus

The Board's contingency policy, which assures that 1-3% of its Operating Budget remain in contingency (unspent), and contains language outlining when it is suitable to use the unspent funds, is required by the Ministry of Education to be replaced by an Accumulated Operating Surplus Policy. The new Policy is designed to ensure there is consistency, transparency and accountability for educational operating funding that is not used in the year in which it was provided, and is required to include the Board's plans for consultation regarding any operating surplus and how it will be used to support the Board's strategic priorities. The draft Accumulated Operating Surplus Policy was taken to the Audit Committee in November 2021 for feedback, and has been reviewed by the Ministry.

Moved by Trustee Doman  
Seconded by Trustee de Groot

*"That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) replace Policy 17 - Contingency Reserve with Policy 17 - Accumulated Operating Surplus."*

CARRIED

8.2 Administrative Procedure 516 - Promotion of Students in Trades

Administrative Procedure 516 - Promotion of Students in Trades was drafted to ensure that contractors are asked to consider using students in trades when RFPs are issued. When the contract is ready for award, the successful contractor will be provided with information on how to connect with the Careers Department, should there be opportunities for student involvement.

8.3 Administrative Procedure 157 - Flag Protocol

Revised Administrative Procedure 157 - Flag Protocol outlines how flags will be displayed at schools, key dates when flags shall be flown at half mast, where half masting direction comes from, and where flags are to be placed.

**9. COMMITTEES**

9.1 Highlights of the January 18, 2022 Advisory Committee Meeting

Trustee Kemmler provided highlights of the January 18, 2022 Advisory Committee Meeting.

**10. ADJOURNMENT**

10.1 Motion to Adjourn

The meeting adjourned at 5:46 p.m.

Moved by Trustee Spilsbury

Seconded by Trustee de Groot

*"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.	Completed
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# Instructional Technology and Innovation 2020-24

## Plan Summary

Globalization and Technological advances are creating rapid social and economic change.

By the time today's learners graduate in the 2030s...and beyond...problem solving and resilience will be essential as job skills will quickly evolve and become obsolete.

Besides being literate across domains, students will need skills to help them interpret the world and flourish in an ever-expanding technological and data driven environment.

Technology must be infused in daily learning to provide and support students in:

- entrepreneurship, technical skills, and knowing how to protect their personal privacy and security
- competencies to create and innovate, contribute socially, collaborate with others, and think critically

The Cowichan Valley School District Instruction and Innovation Department, along with our partner groups, believes in co-creating technology enriched learning environments offering students personalized, anytime anywhere, transformational, technology infused learning.

### Strategic Priorities



Expansion of internet bandwidths at each school.



Improving wired and wireless networks across schools through stronger security, traffic shaping, and 10G switch connections.



Provision of ongoing staff training and professional development to support instructional practice in digitally rich learning environment



Expansion of strategic leasing to keep technology equipment on a 3 – 4 year refresh cycle.



A continued system wide focus on privacy and security.



Ensuring actions are aligned to the broader District Strategic Plan focused on Learning, Indigenous Ways of Knowing, a Culture of Care and Future-Focused Systems.



# Briefing Note



**Date of Report:** February 15<sup>th</sup>, 2022

**Prepared for:** The Board of Education for Action for the February 22, 2022 Board Education and Business Committee Meeting

**Subject:** Cowichan Valley Performing Arts Academy

**Issue:** Proposal to establish a Specialty Academy and approval of the fees to be charged.

**Background:**

After one successful year of operation, the Adage Dance Academy is ready to expand to become a Performing Arts Academy. The attached proposal for the Program of Choice - Cowichan Valley Performing Arts Academy is being brought to the Board for approval. The Cowichan Valley Performing Arts Academy will provide students within our district and surrounding areas, opportunities to develop their skills and passion in the area of dance, musical theatre, singing, music and acting. This academy has the ability to draw in students from other districts as well as retain those students within our own district who are looking for options and next steps towards fulfilling their performing arts related goals.

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: Cowichan Open Learning Performing Arts Academy**

Academy Criteria	Additional Learning Outcomes	Area	Hours	Credits	1 or 2 yrs. +	Emphasis	Partnership with	Academy Fees
OLC Performing Arts Academy	Yes	Dance, Musical Theatre and Music Skills	480	Grade 8/9 4 Courses Grade 10-12 16 credits	1 +	PE Leisure Recreation	Adage Dance Studio.	\$325 per month (\$3,250 per year)

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

**Recommended Action:**

As the proposal for the Cowichan Open School Performing Arts Academy meets the criteria for a specialty academy the Board is asked to approve the establishment of the Performing Arts Academy and approving its fees.

**Action:**

Motion: *“That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) approves establishing a Performing Arts Academy at Cowichan Open School and authorizes the fees be set at \$325 per month or \$3,250 per year.”*

**Prepared by:**

Larry Mattin, Director of Instruction

**Reviewed by:**

Robyn Gray, Superintendent

Date: February 18, 2022

# COWICHAN PERFORMING ARTS ACADEMY

## PROGRAM INFORMATION

- Open to students Grade 7 - 12 (modified program for Gr 7)
- Performing Arts centred educational program focusing on the whole performer: fitness, leadership, personal planning, time management, social responsibility and integration of performing into academics
- Exploration of performing arts in varied cultural contexts, thereby promoting cultural and social understanding.
- Students select electives & receive training in all forms of the performing arts: Rock Band, Ballet, Jazz, Contemporary Vocals, Musical Theatre, Modern, Guitar, Voice, etc. Students select their performing arts classes based on their area of interest.
- Structured, instructor based academic instruction in the morning with performing arts focused classes in the afternoon.
- BC Curriculum based for graduation established by the BC Ministry of Education.



## BENEFIT OF PERFORMING ARTS IN BC EDUCATIONAL PROGRAMING

- Encouraging students to see opportunities and find solutions in their art can translate into the same thought processes and habits in the real world.
- Physical & Health Education Canada explains that "Dance educates the entire self and provides an ideal vehicle for students to learn physically, intellectually, emotionally & socially.
- By exploring concepts in science, language arts, math or social studies through the performing arts, students are able to have hands on learning experiences which engages their brain on multiple levels.
- Art education provides collaboration, perseverance, problem solving, creativity, focus/concentration & self discipline. All of these skills are transferable to the 21st Century workforce and are aligned with provincial initiatives for economic growth.

## ADAGÉ STUDIO ACHIEVEMENTS OVER THE PAST 12 YEARS

- Students have been accepted into top rated international performing arts programs in New York, LA, Las Vegas & Miami such as the Los Angeles Contemporary Dance Company, The Joffrey Ballet School, Joffrey Cirque Arts Las Vegas, Broadway Summit & Broadway Alliance.
- Students selected to be a member of Team Canada for World Performers in Portugal
- Students regularly selected to represent the Cowichan Valley at the Provincial and National, with many placing during these events.
- Students have auditioned and held roles in Nickelodeon's Escape from Mr Lemoncello's Library, Disney's Upside Down Magic, Disney's Descendants 1, 2 and 3, When Calls The Heart & more



COWICHAN VALLEY  
School District



THE GROVE  
Cowichan Valley Distributed Learning

adagé studio



**YEAR-END PROJECTION AS AT JANUARY 31, 2022**

	(A)	(B)	(C)	(D)	
	AMENDED BUDGET	YEAR TO DATE	PROJECTED REV AND EXP	(A - C) PROJECTED SURPLUS	NOTES
<b>REVENUE:</b>					
PROVINCIAL GRANTS	- 82,122,058	- 43,108,230	- 82,122,058	-	(6)
INTERNATIONAL PROGRAM	- 1,800,000	- 2,121,565	- 2,121,565	321,565	
LOCAL EDUCATION AGREEMENT	- 6,505,766	- 3,252,883	- 6,505,766	-	
MISCELLANEOUS REVENUE	- 80,000	- 174,921	- 174,921	94,921	
TRANSPORTATION	- 55,000	- 61,550	- 61,550	6,550	
RENTALS	- 150,000	- 141,284	- 179,870	29,870	
INTEREST	- 144,000	- 124,779	- 144,000	-	
PRIOR YEAR SURPLUS	- 3,213,717	- 3,213,717	- 3,213,717	-	
<b>TOTAL REVENUE</b>	<b>- 94,070,541</b>	<b>- 52,198,929</b>	<b>- 94,523,447</b>	<b>452,906</b>	
<b>EXPENDITURES:</b>					
<b>SALARIES</b>					
PRINCIPAL / VICE-PRINCIPAL SALARIES	6,302,617	3,649,741	6,273,399	29,218	(2)
TEACHER SALARIES	37,504,610	18,256,864	37,416,189	88,421	(2)
EDUCATION ASSISTANT SALARIES	7,993,759	3,740,998	7,631,880	361,879	(2)
CLERICAL / NHS SALARIES	4,126,677	2,152,712	4,010,131	116,546	(2)
USW SALARIES	5,579,167	2,939,023	5,573,823	5,344	(2)
EXCLUDED SALARIES	2,224,613	1,355,547	2,269,625	- 45,012	(2)
CASUAL REPLACEMENT (ILLNESS / VACATION)	3,517,908	1,829,061	3,433,102	84,806	(4)
INSERVICE / EXTRA CURRICULAR / DEP'T HEAD	1,024,716	409,604	1,024,716	-	(3)
<b>TOTAL SALARIES</b>	<b>68,274,067</b>	<b>34,333,550</b>	<b>67,632,865</b>	<b>641,202</b>	
<b>EMPLOYEE BENEFITS</b>					
STATUTORY BENEFITS	5,810,492	2,477,305	5,856,139	- 45,647	
PENSION BENEFITS	7,038,781	3,447,525	6,715,131	323,650	
HEALTH BENEFITS	2,606,962	1,255,980	2,589,812	17,150	
<b>TOTAL EMPLOYEE BENEFITS</b>	<b>15,456,235</b>	<b>7,180,810</b>	<b>15,161,082</b>	<b>295,153</b>	
<b>SERVICES AND SUPPLIES</b>					
SERVICES	3,280,153	1,467,194	3,280,153	-	(3)
STUDENT TRANSPORTATION	262,025	136,102	262,025	-	(3)
PROFESSIONAL DEVELOPMENT AND TRAVEL	639,696	293,682	639,696	-	(3)
RENTALS AND LEASES	92,100	41,087	92,100	-	(3)
DUES AND FEES	114,310	81,059	114,310	-	(3)
INSURANCE	250,134	193,530	250,134	-	(3)
SUPPLIES	3,793,227	1,901,641	3,793,227	-	(3)
UTILITIES	1,609,300	773,535	1,429,926	179,374	(5)
<b>TOTAL SERVICES AND SUPPLIES</b>	<b>10,040,945</b>	<b>4,887,830</b>	<b>9,861,571</b>	<b>179,374</b>	
TRANSFER TO CAPITAL	299,294	31,026	299,294	-	
<b>TOTAL EXPENDITURES</b>	<b>94,070,541</b>	<b>46,433,216</b>	<b>92,954,813</b>	<b>1,115,728</b>	
<b>SURPLUS (DEFICIT)</b>	<b>-</b>	<b>5,765,713</b>	<b>1,568,634</b>	<b>1,568,634</b>	(1)

**NOTES:**

- 1 This projection was prepared using information available on February 11, 2022. It is updated on a monthly basis or as new information is received. As we progress towards the June 30, 2022 year-end the reliability of the projection improves. Certain assumptions are made regarding the account balances.
- 2 Employee salaries and benefits are projected by adding the expected monthly expenditures to the year-to-date balance and adjusting for known differences.
- 3 Supplies and inservice budget allocations are assumed to be fully expended at year-end. The projection is adjusted for known differences.
- 4 Casual replacement balances are calculated using a method of extrapolation. The current account balance is divided by the prior year balance at the same date. This ratio is then multiplied against the prior year-end balance. This methods assumes that trends to date will continue.
- 5 Utilities and diesel fuel use the same method of extrapolation as the casual replacements.
- 6 Final funding figures will be known once the February and May enrolment counts are incorporated into the Operating Grant.

**Data Collection of Estimated Enrolments for 2022/23, 2023/24 and 2024/25**

	Estimated Enrolment						
	2021/22 Interim Base	2022/23		2023/24		2024/25	
		District	Ministry*	District	Ministry*	District	Ministry*
<b>July Enrolment Count</b>							
Summer Learning: Grades 1-7 Headcount Enrolment	0		0		0		0
Summer Learning: Grades 8-9 Course Enrolment	0		0		0		0
Summer Learning: Grades 10-12 Course Enrolment	0		0		0		0
Grade 8 & 9 Cross-Enrolment Courses	0		0		0		0
<b>September Enrolment Count - School-Age Basic Allocation</b>							
K-12 Standard (Regular) Schools FTE (School-Age)	7,785.5430	7,853.5650	7,816.5843	7,958.6800	7,839.8653	7,945.9390	7,810.7641
Continuing Education FTE (School-Age)	6.1250	6.0000	6.1250	6.0000	6.1250	6.0000	6.1250
Alternate Schools FTE (School-Age)	311.0000	300.0000	311.0000	300.0000	311.0000	300.0000	311.0000
Distributed Learning FTE (School-Age)	227.6875	220.0000	227.6875	220.0000	227.6875	220.0000	227.6875
<b>Total Estimated School-Age Enrolment</b>	<b>8,330.3555</b>	<b>8,379.5650</b>	<b>8,361.3968</b>	<b>8,484.6800</b>	<b>8,384.6778</b>	<b>8,471.9390</b>	<b>8,355.5766</b>
<b>Change from Previous Year</b>		<b>49.2095</b>	<b>31.0413</b>	<b>105.1150</b>	<b>23.2810</b>	<b>-12.7410</b>	<b>-29.1012</b>
<b>September Enrolment Count - Unique Student Needs</b>							
Level 1 Special Needs FTE	9	8	9	8	9	8	9
Level 2 Special Needs FTE	451	454	500	454	554	454	614
Level 3 Special Needs FTE	129	117	141	117	154	117	168
English Language Learning FTE	356	356	356	356	356	356	356
Indigenous Education FTE	1,673	1,670	1,713	1,670	1,754	1,670	1,796
Adult Education FTE (Non-Graduates only)	0.2500	0.0000	0.2500	0.0000	0.2500	0.0000	0.2500
<b>February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees</b>							
Continuing Education FTE - School-Age	20.0000	18.0000	20.0000	18.0000	20.0000	18.0000	20.0000
Continuing Education FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Distributed Learning FTE K-Grade 9 (School-Age)	25.0000	5.0000	25.0000	5.0000	25.0000	5.0000	25.0000
Distributed Learning FTE Grades 10-12 (School-Age)	12.0000	20.0000	12.0000	20.0000	12.0000	20.0000	12.0000
Distributed Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Level 1 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0
Level 2 Special Needs FTE Growth (All Schools)	5	5	5	5	5	5	5
Level 3 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0
Newcomer Refugees FTE (Standard & Alternate only)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
ELL FTE (applies to Newcomer Refugees only)	0	0	0	0	0	0	0
<b>May Enrolment Count - Continuing Education and Distributed Learning</b>							
Continuing Education FTE - School-Age	15.0000	15.0000	15.0000	15.0000	15.0000	15.0000	15.0000
Continuing Education FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Distributed Learning FTE K-Grade 9 (School-Age)	6.0000	0.0000	6.0000	0.0000	6.0000	0.0000	6.0000
Distributed Learning FTE Grades 10-12 (School-Age)	8.0000	15.0000	8.0000	15.0000	8.0000	15.0000	8.0000
Distributed Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000



## 2022/2023 Annual Budget Preview

### February 17, 2022

#### Introduction

The Board of Education of School District No. 79 (Cowichan Valley) (The Board) is accountable to the community for the publicly provided funds that support the School District. One of the Board's responsibilities is the adoption of the District's budget. The budget must conform to legislative requirements set out in the *School Act* and is the financial plan that supports the District's Strategic Plan.

The Board is currently planning for the next school year, which includes:

- Setting priorities for the delivery of student learning;
- Projecting student enrolment;
- Projecting the costs of providing the existing services into the next year (salaries, benefits, utilities, inflation, etc.);
- Determining what costs will change (number of students, contract changes, program changes, one-time items);
- Projecting revenues (rental fees, interest revenue, International Student fees, the Ministry grant, etc.);
- Identifying strategies and options to address the net budget position (projected revenues less projected expenditures);
- Reviewing the budget against the Board's Strategic Plan;
- Finalizing decisions.

Boards of Education operate on a fiscal year of July 1<sup>st</sup> to June 30<sup>th</sup>. Pursuant to section 156 of the *School Act*, Boards of Education are required to prepare and submit to the Minister financial reports, in the form, with the information, and at a time required by the Minister.

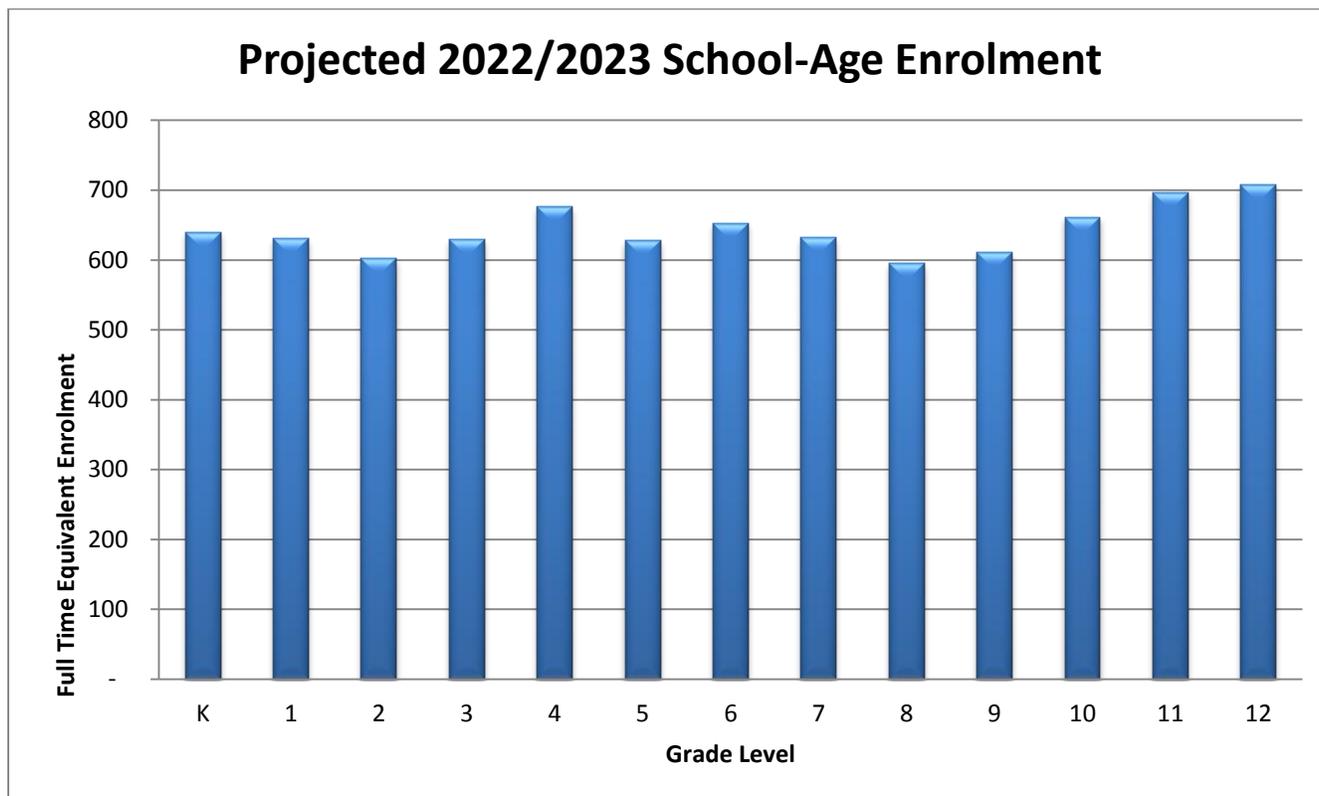
Pursuant to section 111 of the *School Act*, the Board must prepare an annual budget in the form and containing content specified by the Minister, and estimated expenditures must not exceed estimated revenues.

For 2022/2023, Boards must prepare an annual budget and have it adopted by bylaw on or before June 30, 2022 as per section 113 of the *School Act* and submit it to the Ministry by this date.

## Student Enrolment

Student enrolment is the primary factor determining the number of employees, the number of classrooms and schools that are required, and how much funding the District receives from the Ministry of Education.

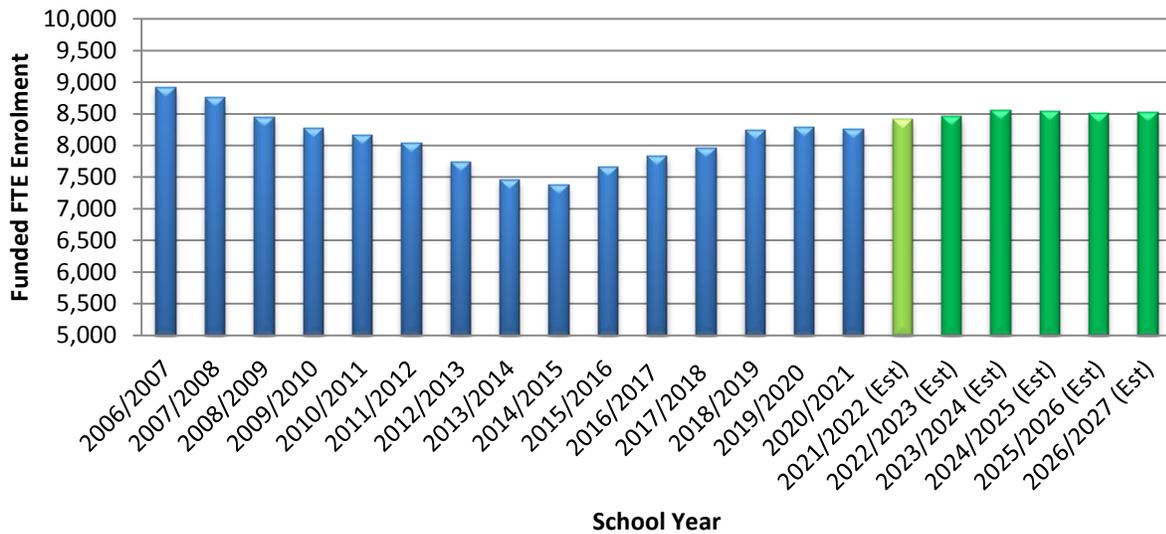
The chart below shows our estimated enrolment by grade for the 2022/2023 school year.



It is estimated that for 2022/2023 there will be a net increase of 36 FTE students. The projection includes amended K-9 Distributed Learning counts in February and May that reflect the application of the eligibility criteria. Enrolment projections are not an exact science. We utilize knowledge of birth rates, Baragar demographic projections, past retention rates, historical FTE for grades 10-12 and other local factors. The District will have a second chance to submit an updated enrolment estimate before the end of the school year and will continue to monitor the enrolment projections during the budget process.

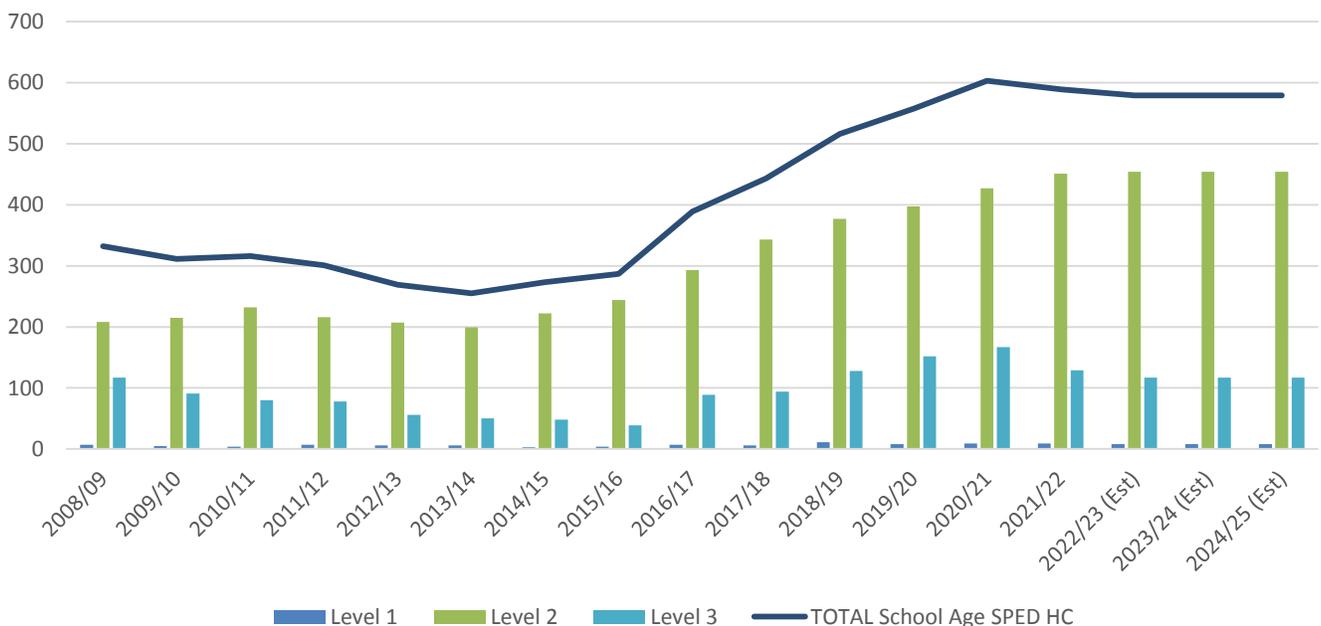
Enrolment is expected to increase again in 2023/2024 by 105 FTE and then begin a pattern of stabilization. Local birth rates peaked in 2017 and have been declining since. The 2020 birth rate was the lowest it has been since 2007. These lower Kindergarten intakes will be offset by in-migration growth anticipated at 2 to 3 percent per year.

## Funded FTE Enrolment by Year



The restoration of class size and composition language with the Memorandum of Agreement between BC Teachers, the Province of BC and the BC Public Sector Employer’s Association means that the number of designated students has an impact on the number of students in each classroom. The number of designated students is projected to stabilize over the next three years. Of note is the declining trend expected to continue in Level 3 H (students requiring intensive behaviour intervention or students with serious mental illness) designations.

## Unique Student Needs



## **Expenditures**

The District will be projecting the costs of providing existing services into the next year (salaries, benefits, utilities, etc.). Even though we are early in the budget development process, we are already aware of several cost pressures that will impact the school District in the 2022/2023 school year.

### **Funded**

The support staff collective agreements are expiring on June 30, 2022. Those agreements provided annual wage increases of 2%. Future collective agreement wage increases are currently unknown.

The teacher collective agreement is also expiring on June 30, 2022 and included annual wage increases between 2 and 3%. Future wage increases for teachers are currently unknown.

Costs associated with the wage increases for support staff and teachers will be funded by the Ministry of Education. Funding is provided based on an estimate of the incremental costs provincially and does not always adequately fund these increases locally.

### **Not Funded**

Principals, Vice-Principals and other employees not covered by a collective agreement may be entitled to compensation increases in the 2022/2023 school year. Provincial compensation policy has been to permit these employees with increases up to the amount that the teachers have negotiated. This increase will need to be estimated and will not be known until the provincial bargaining tables close.

The District's average teacher salary costs have typically increased as teachers advance in the number of years of service and the level of education they have obtained. The implementation of the Memorandum of Agreement on Class Size and Composition resulted in many new hires that were not yet at the top experience step of the compensation band.

During the pandemic, absenteeism costs have exceeded pre-pandemic levels. As the world comes out of the pandemic it is unknown if absenteeism will remain high or stabilize again.

Canada Pension Plan premiums continue to increase, with the rate increasing from 5.7% to 5.95% of earnings as at January 1, 2023.

For years the District led the province with an excessively high number of WorkSafe BC claims which added demerit costs on top of the base rate premiums. The District is seeing progress in reducing the number of claims and the associated costs. However, the premiums are continuing to increase due to a higher base rate, even though the WorkSafe BC demerits have been reduced.

Every four years the District holds elections to fill its seven Trustee seats. An election will be held on October 15, 2022. In the past this has cost approximately \$100,000 and is funded through the District's budget.

## **Capital**

While the enrolment projections overall do not suggest a significant increase in student numbers it is anticipated that elementary enrolment will increase by 101 FTE next year. As many elementary schools are at or nearing capacity, portable classrooms may be required. Each portable costs approximately \$200,000 per unit to procure, deliver and install. An additional portable classroom may also be required at Frances Kelsey Secondary to accommodate growth. Funding for portables may come from local capital or the operating budget.

The District has also committed to a multi-year upgrade of its financial, procurement, human resources and payroll software. Funding for this upgrade may come from local capital or the operating budget.

## **Pandemic Considerations**

During the 2020/2021 and 2021/2022 school years, the District received additional grant funding for the safe operation of schools. These grants have included supports for additional cleaning, hand washing, technology, remote learning options, community outreach, air quality and personal protective equipment (PPE). Some of these supports, such as custodial support, may be required to continue in September 2022. There are no commitments currently for the continuation of additional funding support.

Significant savings were realized in the 2021/2022 extended health and dental benefits for all staff as fewer people accessed services during the 2020/2021 school year due to the pandemic. It is unlikely that these reduced benefit rates will continue into the 2022/2023 school year. Benefit rates are typically finalized late in April and are expected to be known at the end of the budget process.

## **Other Considerations**

Early learning and literacy initiatives continue to be significant priorities for the District. Increasing the District's capacity to address these focus areas will be proposed during the budget process.

The mandate letter for Minister Whiteside included incorporating childcare into the Ministry of Education by 2023. The District currently has five childcare facilities approved and in various stages of construction. Childcare policy is currently under development. Operating future facilities with District employees is currently under discussion with CUPE.

In past years, the number of trades positions in the operating budget were decreased as positions were transferred to capital work, resulting in deferred maintenance in schools.

School supply allocations are currently allocated based on the number of FTE enrolled in each school plus a base rate. Elementary schools are all funded based on the same

distribution model, but all have different demographic bases resulting in differing instruction supply costs. Attention may be required to address these inequities.

Reconciliation with the local First Nations community remains an important priority of the Board.

## **Savings**

The 2021/2022 Amended Annual Budget provided for increases to the absenteeism and hydro budgets. These adjustments were in response to absenteeism due to COVID-19 and increased utility costs due to ventilation improvements. Each budget was increased by \$150,000 and will be reviewed to determine if the increases were temporary and can be removed in 2022/2023.

## **Revenues**

Approximately 98% of the District's revenue comes from the Ministry of Education and direct billing to the Local Education Agreement partners. The Ministry of Education determines the total amount of funding provided to Districts. Funding for the implementation of the Supreme Court of Canada ruling is recorded separately in a special purpose fund.

The Ministry will be announcing preliminary operating grants on or before March 15, 2022 for the 2022/2023 school year.

The provincial funding to Districts is distributed through a funding allocation system that contains several formulae. Approximately 80% of the grant is directly related to student FTE enrolment. The Ministry of Education is projecting that the provincial enrolment will increase by 5,000 to 7,000 students per year for the next five years. This growth will result in many pressures on the K-12 operating and capital budgets.

## **Ongoing Grants**

In August of 2016 the Ministry of Education provided districts with student transportation funding to remove bus fees for in-catchment ridership. School District No. 79's share amounted to \$283,524. The Minister of Education has committed that this funding will be ongoing.

The District also receives \$363,682 for pay equity. This fixed amount was introduced in 2001 and reflects the costs at that time to introduce a wage parity program in the District.

## **International Student Program**

International student enrolment has recovered well. The program is limited by the number of homestay families available to host students. It is expected that capacity will be met in 2022/2023.

## **Surplus**

The 2021/2022 Amended Annual Budget was balanced using \$1,449,830 of prior year unrestricted operating surplus when it was adopted on February 1, 2022. At that time, the Board still had \$3,293,925 of unrestricted operating surplus from 2020/2021. Early projections are predicting an additional surplus accumulation in 2021/2022 of \$1,568,634.

## **Next Steps**

The Board is required to approve an annual budget on or before June 30, 2022 for the 2022/2023 school year.

Over the next month the District will finalize expenditure estimates. The revenue announcement is expected on or before March 15, 2022, at which time, the District's revenue position will be announced.

The Board Education and Business Committee will meet on March 29, 2022 to review the funding announcement and first budget position.

On April 1, 2022, the District will release a budget survey to collect feedback.

The month of April will host a series of liaison meetings with partner groups, Advisory Committee and Board Education and Business Committee meetings.

The Board plans to consider first and second reading of the budget bylaw on May 3, 2022. Final reading and adoption of the bylaw must occur prior to June 30, 2022. The Board by motion may consider third and final reading at the May 3, 2022 Open Board meeting.

## **Conclusions**

Enrolment is expected to increase by net 36 FTE. This small increase in enrolment will require corresponding staffing and supply expenditure additions.

The Board will prepare a budget including the impacts of the Memorandum of Agreement on Class Size and Composition. For 2021/2022 approximately 84 FTE teachers and 6 FTE education assistants were added to meet the requirements.

The District is beginning the 2022/2023 budget process in sound financial position, having adopted an Accumulated Annual Surplus Policy that ensures that a contingency be retained that approximates 1% to 3% of the operating budget. It is anticipated that the Board will have surplus available to apply towards balancing the 2022/2023 Budget.

For additional information on the 2022/2023 Budget, please refer to the District's website [www.sd79.bc.ca](http://www.sd79.bc.ca)

## 2022/23 BUDGET GUIDING PRINCIPLES

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 within that plan. The budget also communicates how the District utilizes its financial resources and allows for detailed, and public, monitoring of expenditures.

### Guiding Principles for Budget Development:

- The budget must properly fund the priorities within the Strategic Plan and prepare our learners for a world they will create. This is done through the effective prioritization of student learning through the proper allocation of resources;
- Is developed as a mechanism to aid in Reconciliation;
- Accounts for uncertainties of the global COVID-19 pandemic and its effects on the school district;
- Must be developed in a transparent process and must include public and partner input through communication, consultation and reporting back;
- Is developed on the principle of equity;
- Complies with the *School Act*, collective agreements and other regulatory requirements and Board policy;
- Considers multi-year implications of decisions;
- Balances short-term and long-term priorities;
- Maintains appropriate contingency balance.

**HIGHLIGHTS OF THE ADVISORY COMMITTEE MEETING OF SCHOOL DISTRICT NO. 79  
(COWICHAN VALLEY) HELD ON TUESDAY, FEBRUARY 15, 2022 AT 4:30 PM VIA ZOOM**

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Trustee Johanne Kemmler, Chair  
Trustees Candace Spilsbury Barb de Groot, Randy Doman, Elizabeth Croft, Joe Thorne and Rob Hutchins  
Robyn Gray, Superintendent  
Jason Sandquist, Secretary-Treasurer  
Sheryl Koers, Associate Superintendent  
Tom Longridge, Associate Superintendent  
Larry Mattin, Director of Instruction  
Mike Russell, Director of Communications  
Erin Egeland, Associate Secretary-Treasurer  
Richard Dyble, Director of Operations  
Charlie Coleman, District Principal of Indigenous Education  
Mike Greenslade, CVTF  
Venessa MacDowell CVP/VPA  
Vicki Miller, USW  
Carmen Sundstrom, DPAC

**PRESENT:**

Claire Spencer, Recording Secretary

**APOLOGIES:** Naomi Nilsson, CVTF

**1. Call to Order**

Trustee Kemmler 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**

**Mike Greenslade:** It was a great boost to teachers to receive N95 masks and rapid tests, and has helped reduce stress for teachers. Bargaining has been a very collegial and positive experience, and he anticipates it will be finalized soon. It is nice to see conversations moving away from COVID and back to tech issues, Wi-Fi, etc., as we approach a degree of normalcy. What will life after COVID look like? There will still be elements to consider when planning education and servicing our kids.

**Vicki Miller:** It is encouraging to see that restrictions will start to be relaxed.

**Venessa MacDowell:** February is feeling more hopeful, especially with the sunshine. The focus at schools is on hearts and kindness, with anti-bullying campaigns, kindness/compassion weeks, and jump rope for heart events. There is a positive atmosphere, as it feels like we are stepping out of the sickness that was in schools in January.

**Candace Spilsbury:** We are midway through the year, and the Board is focusing on the Strategic Plan, learning, Health & Safety protocols, and the usual exciting times in the schools. They are also looking ahead to the next school year: projected enrolment, school capacities and the possible need for portables, and upcoming retirements. Budget preparation for 2022-2023 will start very soon. There is a sense of hope and optimism in the District.

**Jason Sandquist:** The focus now is the budget. Documents including enrolment estimates and budget assumptions are being prepared for the BEBC meeting next week. One item on today's Agenda is the Budget Guiding Principles for feedback from the Committee. Facility capacities are being reviewed to determine whether portable spaces are needed as enrolment grows and shifts between locations in the District. Bargaining is very close to being completed with teachers and will begin with CUPE and USW as early as the first week of March.

**Robyn Gray:** There is a sense of hope in the air – a lightness of spirit and fabulous collaboration and engagement with each other. Planning for the next school year has begun, with secondary schools planning course selections for next year and kindergarten registration taking place at elementary schools. Learning Coordinators organized great Ignite Sans Bite last week for District staff. February is Anti-Bullying Month, and Pink Shirt Day is on February 23.

**Carmen Sundstrom:** DPAC has its next meeting on Thursday. It continues to provide opportunities for parent education, with another presentation being planned. A representative from Mill Bay Nature School's Truth and Reconciliation Committee will be presenting an overview of the Committee, the work they've done this year and their future goals so that the concept might expand to other schools.

### 3. Old Business

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

##### 3.1.1 Equity in Action Presentation by Charlie Coleman

The Equity in Action project is a Ministry of Education initiative that identifies barriers to the success of Indigenous students. In 2017-2018 six Districts began the work, with more Districts getting on board each year. This school year every District in the province has started the journey. In October representatives of the District and its partners met and had training with Joe Heslip of the Ministry. The equity scan started by looking at gaps in the completion rates between non-Aboriginal students, Aboriginal students on reserve, and Aboriginal students off reserve in our District, which are similar to those found in districts across the province. In addition to completion rates, the scan looks at transition rates from grade to grade and the success rates of younger students. The focus of districts that have been involved in Equity in Action for years now is to accelerate success by using high level strategies to close the gaps. Some districts have achieved parity already, and in some instances the Indigenous completion rates have surpassed non-Indigenous rates. An upcoming survey will analyze policy and governance, learning environment, pedagogical core, and the learner profile, all with a lens of equity. When we talk about equity we are talking about fairness and removing obstacles, inclusion, and ensuring all students graduate with dignity, purpose and opportunities.

Process:

- Create a District Equity Team;
- Conduct an Equity Scan – surveys will take place in September and October. In the meantime, information on the Scan process is being communicated;
- Develop District Equity Profile –results from the surveys will be used to develop the profile during November and December;
- Determine a Theory of Change – in January results from the surveys and feedback from focus groups will be used to determine items that need to be addressed;
- Set Equity Action Plans and Goals – an action plan will be built and measurable goals set during the spring.

#### 4. **New Business**

##### 4.1 Anti-Racism Policy

The Board has been working on inclusion, recognizing diversity, having a culture of care for every person, and learning about anti-racism: it's not enough to say you're not racist, you have to practice opposing racism. The Board's Code of Conduct indicates the need to be inclusive and welcome everyone, be respectful, acknowledge people and support them. As Trustees prepare to develop an anti-racism policy, the Board invites input from its partners on its scope and details, as policies from other districts vary greatly. It was suggested that the policy include mechanism on how to confront overt racism, and ways to share knowledge and resources.

##### 4.2 2022/2023 Budget Guiding Principles

The Board is seeking feedback on its 2021-2022 Budget Guiding Principles to determine whether any changes need to be made as it begins to develop the 2022-2023 Budget. The Secretary-Treasurer advised that Boards have been directed by the Ministry to consider multi-year budget planning, which will need to be reflected in the 2022-2023 Budget Guiding Principles. In an effort to increase transparency, the Board will invite all local Nations including the Metis to participate in its partner liaison budget meetings. The Secretary-Treasurer responded to questions on multi-year budget planning and areas of enrolment growth within the District..

#### 5. **Adjournment**

The meeting adjourned at 5:14 p.m.