



COWICHAN VALLEY

School District

AGENDA
Board Education and Business Committee
Tuesday, February 23, 2021
Via Zoom 4:00 PM

Page

1. CALL TO ORDER
We respectfully acknowledge that we are meeting on the traditional and ancestral lands of the Coast Salish people where we live, learn and play.
2. ADOPTION OF AGENDA
 - 2.1. Motion to Adopt Agenda

"That the Board Education and Business Committee adopts the agenda of the February 23, 2021 Board Education and Business Committee meeting."
3. MINUTES
 - 3.1. Minutes of the January 26, 2021 Board Education and Business Committee Meeting 3 - 8

"That the Board Education and Business Committee adopts the minutes of the January 26, 2021 Board Education and Business Committee Meeting."
[Minutes of the January 26, 2021 Board Education and Business Committee](#)
4. ACTION LIST
 - 4.1. Action List 9
[Action List - BEBC](#)
5. PETITIONS AND DELEGATIONS
6. EDUCATION
 - 6.1. Update on the Distance Learning Virtual Classroom
DL Virtual Classroom Vice-Principal, Camila Bhandari

6.2.	Communicating Student Learning and Summaries of Progress Sheryl Koers, Associate Superintendent Glen Posey, District Principal of Instruction and Innovation	
6.3.	Three-Year Calendar: Preliminary Survey Results Mike Russell, Director of Communications	
7.	BUSINESS AND OPERATIONS	
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7.3.	2021-2022 Budget Preview Preliminary Budget Report Feb 2021	12 - 19
7.4.	Draft Budget Guiding Principles Budget Guiding Principles	20
8.	POLICY	
9.	COMMITTEES	
9.1.	Highlights of the February 16, 2021 Advisory Committee Meeting Highlights of the February 16, 2021 Advisory Committee Meeting	21 - 24
10.	ADJOURNMENT	
10.1.	Motion to Adjourn	

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

**MINUTES OF THE BOARD EDUCATION AND BUSINESS COMMITTEE OF SCHOOL DISTRICT NO. 79
(COWICHAN VALLEY) HELD ON TUESDAY, JANUARY 26, 2021 AT 4:00 PM VIA ZOOM**

PRESENT:
Trustee Johanne Kemmler, Acting Chair
Trustees Elizabeth Croft, Barb de Groot, Randy Doman, Johanne
Kemmler, Candace Spilsbury, Joe Thorne, Rob Hutchins
Robyn Gray, Superintendent
Jason Sandquist, Secretary-Treasurer
Sheryl Koers, Associate Superintendent
Tom Longridge, Associate Superintendent
Larry Mattin, Director of Instruction (Secondary)
Richard Dyble, Director of Operations
Karen Blow, Assistant Secretary-Treasurer
Mike Russell, Director of Communications

Claire Spencer, Recording Secretary

1. **Call to Order**

Trustee Kemmler called the meeting to order at 4:03 p.m. and respectfully acknowledged that the meeting was taking place on the traditional and ancestral lands of the Coast Salish people where we live, learn and play.

2. **Adoption of Agenda**

2.1. **Motion to Adopt Agenda**

Moved by Trustee de Groot seconded by Trustee Croft *"That the Board Education and Business Committee adopts the agenda of the January 26, 2021 Board Education and Business Committee meeting."*

CARRIED

3. **Minutes**

3.1. **Minutes of the November 24, 2020 Board Education and Business Committee Meeting**

Moved by Trustee Croft seconded by Trustee de Groot *"That the Board Education and Business Committee adopts the minutes of the November 24, 2020 Board Education and Business Committee Meeting."*

CARRIED

4. **Action List**

4.1. **Action List**

The Action List was reviewed.

5. **Petitions and Delegations**

6. Education

6.1. Report on School Meals Program

Tom Longridge, Associate Superintendent
Colleen Mullin, Vice-Principal, Alexander Elementary
Fatima Da Silva, Executive Director and Executive Chef, Nourish Cowichan
Corrine Thompson, Co-Chair, Starfish Cowichan Valley

Fatima Da Silva provided a history of Nourish Cowichan, which began in 2017 as a one-year pilot project at Khowhemun Elementary, serving 90 students. A formal partnership with the District in June 2017 led to creation of Nourish Cowichan's space at Ecole Mount Prevost. The increased need during the pandemic meant that work continued throughout the summer, with Nourish Cowichan, Starfish and the District coming together to provide over 6200 hampers to families between March and September 2020.

Corrine Thompson shared that Starfish also began as a Rotary pilot project from April to June of 2017, providing 90 bags a week to three schools. Starfish is now located in the foods lab at Ecole Mount Prevost and provides over 350 hampers to local families from 20 schools.

Trustee Doman joined the meeting at 4:21 p.m.

Colleen Mullin described the pre-pandemic school-based meal programs that were funded by Community Link and PAC's, and supplemented by school staff, Nourish Cowichan breakfasts and Starfish hampers. Having a central source provide meals improved efficiency and eliminated inequities between sites. The food delivery during the pandemic not only provided food and resources to the community, but also created an avenue to connect with families on a regular basis. The food became an access point for amazing, deep, meaningful relationship to keep the parents and schools connected.

Trustees thanked Nourish Cowichan and Starfish Cowichan and congratulated them on their accomplishments.

6.2. Results of the District Indigenous Education Inquiry - Yuw'en Skweyulus

Hannah Morales, Coordinator of Indigenous Student Success

The Yu'e'wu Skweyuls ("The Days Ahead") appreciative inquiry project had members of Indigenous Education and Education Directors from each of the local Nations interview 91 First Nations, Inuit and Metis students and six parents/guardians from across the District, to learn what students and their communities hope for their educational experiences.

Highlights of student interviews:

- Seeing friends was the biggest motivator for all ages to attend school, with graduation the second highest motivator for secondary students.
- Some students expressed feeling most comfortable in Indigenous student rooms, and appreciated having the space to come together and get to know one another.
- There are both pros and cons to having designated Indigenous rooms, and if physical space cannot be provided other opportunities should be created for Indigenous students to find belonging and community.
- Continuity of teachers, such as the pods at CVOLC, helps build stronger bonds and trust.
- There is power and importance in intergenerational learning.
- Students would like to see more opportunities for Indigenous culture such as canoe pulling, carving, inclusion of elders, opportunities to learn and speak Hul'q'umi'num'.

- Elementary students would like to spend more time outside.
- Secondary students wished there was more culture at school.

Parent/Guardian perspectives:

- Teachers should be attentive with students, have open communication, understand that students learn in different ways, include cultural teachings, and encourage positive friendships and acceptance of everyone. Parents felt their school held these values, or are working towards them.
- Families would like to see more culture and language opportunities in school.

Due to COVID, interviews were not able to be held with students who are disengaged and not attending school, but plans are to reach out to them at a later date to learn what systems worked/didn't work for them.

Findings from the project will be used to create action items for a pilot program, and have been shared with local Nations.

6.3. Proposed Rugby Academy at Cowichan Secondary School
Larry Mattin, Director of Instruction (Secondary)

The proposed Rugby Academy at Cowichan Secondary School could attract students not only from the Cowichan Valley, but from BC, across Canada, and from around the world. Students would be well prepared for either community sports opportunities, officiating or coaching. Some students may continue on to competitive college/university teams.

The program would run half days for the full academic year, with the cohort learning about the sport, personal fitness, the rules of the game, and officiating. Students can participate for one to three years, from Grades 10 through 12. Although some students may have aspirations to complete at an elite level, the program is for students of all abilities.

Fees for the program cover professional coaches, fields, dryland training, and equipment. Costs for SD79 students would be \$275/month, \$750 per month for out-of-Province students, and \$1,500 per month for international students. A small surplus charged to students from outside BC/Canada will provide a hardship fund to for students who couldn't otherwise afford to attend.

Robin MacDowell, who played for Cowichan Secondary, the local community team, and for the National team before becoming an international coach, would oversee the program.

Moved by Trustee Spilsbury seconded by Trustee Croft *"That the Board Education and Business Committee recommends to the Board of Education approval of the Cowichan Secondary School Rugby Academy."*

CARRIED

6.4. Report on York Road Corridor

The Report on the York Road Corridor was reviewed. The District's initial response to concerns in the corridor were temporary solutions, including volunteer needle pickup, installation of temporary fencing, and increased Noon Hour Supervisor and Principal/Vice-Principal support of the area.

Responses from the community included involvement from the RCMP, Bylaw Enforcement, Warmlands Shelter, Island Health and the Municipality of North Cowichan. In the fall, the RCMP increased patrols at the start of day, lunch hour and after school; they now come when requested. Warmlands provides staff to clean up and patrol the area. Phonenix Wellness Clinic has an outside supervisor from 6:00 a.m. - 4:00 p.m. and provides sharps pickup. The Wellness & Recovery Centre, which is anticipated to open in June 2021, will provide security, needle recovery, Assertive Community Treatment, an Intensive Case Management Outreach Team, Harm Reduction Services, and treatment for substance dependency. A Substance Use Integrated Outreach Team began operation on November 1, 2020. The Municipality of North Cowichan contributes bylaw services and has put political pressure on Island Health/VIHA regarding the location of the Wellness Centre. The Municipality is looking for the District to engage in its upcoming project that will look at ways to improve its management of community safety issues around homelessness, addiction and mental health.

Quamichan School has been making connections with the corridor's new supervision supports. Students who leave the property were surveyed in December, with 84% saying they noticed the additional supervision, 37% saying the additional supervision has contributed to an overall feeling of safety, and 63% saying it didn't improve their feeling of safety as they already felt safe. Just over two percent of students reported not feeling safe.

Between December 2 - 16, 2020, District staff members went out for 30-45 minutes three times a day (8:30 a.m., lunch break, and after school) to document and monitor what they saw. Their findings included:

- 80 - 105 students used the corridor;
- Minimal community supports were visible after school;
- There was almost always one community support person visible, and sometimes two;
- Students are most often in the corridor at lunch, and more use the corridor after school than before school;
- 5 incidents occurred during the period, with none impacting students.

In conclusion, the Board, community, schools and partners mobilized quickly for the safety of students. With the multiple layers of support, issues quickly dissipated and a more sustainable method was employed. As the school year went on, fewer incidents were reported. Community partners and organizations have committed to re-initiating supports to ensure student safety if needed. Quamichan has taken a proactive approach, using these conversations to create empathy in its students.

Costs for fencing, additional Noon Hour Supervision and security costs were estimated to be \$15K this year.

The meeting paused at 5:27 p.m.

When the meeting resumed at 5:46 p.m. Trustee Thorne was absent, and Trustee Hutchins joined the meeting.

Discussion took place regarding the costs incurred for patrols, needle pickup, etc., and who should be paying for the added expenses.

Moved by Trustee Doman, no seconder, *"That the Board Education and Business Committee recommend to the Board that it ask VIHA to reimburse the District for the costs associated with patrols, needle pickup and fencing."*

Moved by Trustee Spilsbury seconded by Trustee de Groot *"That the Board Education and Business Committee recommends to the Board of Education receipt of the Report on York Road Corridor as part of the Safety Audit on the corridor."*

CARRIED

7. **Business and Operations**

7.1. 2020-2021 Amended Annual Budget

When the 2020-2021 budget was being developed in the spring of 2020, COVID was just being identified, and its future implications weren't known. Increases to the costs for absenteeism and custodial supplies were anticipated but the actual costs were far more significant, with custodial services and remote learning being the greatest expenses. Thankfully, the District received grants from both the Federal and Provincial government to assist with these costs.

Highlights of the changes to the budget include:

- A shift in students from in-class learning to DL and a reduction in enrolment resulted in a decrease of \$204K in revenue.
- The District received \$122K to support increased extended benefit cost for support staff.
- International Student Program revenue expectations were reduced by a further \$120K to align with projections.
- Legal/investigation fees increased by \$40K.
- \$150K was spent on a grievance settlement.
- Funding for Local Education Agreements was increased by \$98K.
- Remote learning was extended through June at the cost of \$271K.
- \$38K was spent to upgrade library automation software.
- Teacher costs came in at \$176K over projection (related to teacher placement on the 10-step salary band).
- Principal/Vice-Principal and Exempt staff increases to align with the teacher agreement cost \$181K.
- Miscellaneous staffing and supply adjustments reduced the budget by \$250K.

At the start of the year the Operating Surplus was \$5.1M, with \$2.8M restricted, and \$2.3M available. Many of the expenditures listed above had to be funded from operating surplus, which reduced it by \$861K, leaving an unrestricted Operating Surplus of \$1.4M which is about 1.4% of the Operating Budget.

Special purpose funds have had some significant changes. The Classroom Enhancement Fund was updated to include estimated remedies and the cost of additional teachers. The two new funds from the Provincial and Federal governments provided almost \$3.8M to fund safety protocols and remote programs.

The budget bylaw increased from \$104,568,007 in the spring to \$111,621,185.

Moved by Trustee Croft seconded by Trustee de Groot *"That the Board of Education and Business Committee recommends that the Board of Education of School District No. 79*

(Cowichan Valley) adopts the 2020/2021 Amended Annual Budget in the amount of \$111,621,185."

CARRIED

8. **Policy**

9. **Committees**

9.1. Highlights of the January 19, 2021 Advisory Committee Meeting

Trustee Croft provided highlights of the January 26, 2021 Advisory Committee Meeting.

10. **Adjournment**

10.1. Motion to Adjourn

Moved by Trustee de Groot seconded by Trustee Hutchins *"That there being no further business, the meeting be adjourned."*

CARRIED

The meeting adjourned at 6:12 p.m.

ACTION LIST FOR BEBC MEETINGS

Description	Assigned To	Action	Disposition / Completion
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February 26, 2019

Rainbow crosswalks at all school sites	Jason Sandquist	Work with CDTA to create plan for Trustees to consider for installing rainbow crosswalks at all school sites	On hold until Spring
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2020/2021 YEAR-END PROJECTION AS AT JANUARY 31, 2021

	(A)	(B)	(C)	(D)	
	AMENDED	YEAR	PROJECTED	PROJECTED	NOTES
	BUDGET	TO DATE	REV AND EXP	(A - C) SURPLUS	
REVENUE:					
PROVINCIAL GRANTS	- 79,413,933	- 40,235,655	- 79,413,933	-	(6)
INTERNATIONAL PROGRAM	- 1,500,000	- 1,382,865	- 1,460,865	39,135	
LOCAL EDUCATION AGREEMENT	- 6,180,976	- 2,458,057	- 6,180,976	-	
MISCELLANEOUS REVENUE	- 67,000	- 45,855	- 45,855	21,145	
TRANSPORTATION	- 24,000	- 29,294	- 29,294	5,294	
RENTALS	- 85,000	- 68,966	- 85,000	-	
INTEREST	- 172,000	- 152,701	- 261,773	89,773	
PRIOR YEAR SURPLUS	- 3,694,455	- 3,694,455	- 3,694,455	-	
TOTAL REVENUE	- 91,137,364	- 48,067,848	- 91,172,151	34,787	
EXPENDITURES:					
SALARIES					
PRINCIPAL / VICE-PRINCIPAL SALARIES	5,921,120	3,395,805	5,797,075	124,045	(2)
TEACHER SALARIES	36,219,448	17,909,381	36,166,475	52,973	(2)
EDUCATION ASSISTANT SALARIES	8,055,608	3,657,859	7,495,712	559,896	(2)
CLERICAL / NHS SALARIES	4,129,923	2,163,027	3,845,560	284,363	(2)
USW SALARIES	5,379,883	2,694,547	5,281,868	98,015	(2)
EXCLUDED SALARIES	2,274,799	2,275,730	2,262,735	12,064	(2)
CASUAL REPLACEMENT (ILLNESS / VACATION)	3,367,908	1,655,466	3,300,955	66,953	(4)
INSERVICE / EXTRA CURRICULAR / DEPT HEAD	1,113,166	130,484	1,113,166	-	(3)
TOTAL SALARIES	66,461,855	33,882,299	65,263,546	1,198,309	
EMPLOYEE BENEFITS					
STATUTORY BENEFITS	5,226,701	2,229,332	5,301,107	74,406	
PENSION BENEFITS	6,891,124	3,301,542	6,515,058	376,066	
HEALTH BENEFITS	3,203,539	1,879,734	3,270,204	66,665	
TOTAL EMPLOYEE BENEFITS	15,321,364	7,410,608	15,086,369	234,995	
SERVICES AND SUPPLIES					
SERVICES	3,233,904	1,363,776	3,233,904	-	(3)
STUDENT TRANSPORTATION	232,025	79,226	232,025	-	(3)
PROFESSIONAL DEVELOPMENT AND TRAVEL	616,494	259,091	616,494	-	(3)
RENTALS AND LEASES	62,100	19,585	62,100	-	(3)
DUES AND FEES	114,310	89,812	114,310	-	(3)
INSURANCE	250,134	226,637	246,637	3,497	(3)
SUPPLIES	3,200,783	1,664,354	3,200,783	-	(3)
UTILITIES	1,345,130	528,658	1,295,130	50,000	(5)
TOTAL SERVICES AND SUPPLIES	9,054,880	4,231,139	9,001,383	53,497	
TRANSFER TO CAPITAL	299,265	89,058	299,265	-	
TOTAL EXPENDITURES	91,137,364	45,613,104	89,650,563	1,486,801	
SURPLUS (DEFICIT)	-	2,454,744	1,521,588	1,521,588	(1)

NOTES:

- 1 This projection was prepared using information available on February 15, 2021. It is updated on a monthly basis or as new information is received. As we progress towards the June 30, 2021 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 method 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 2021/22, 2022/23 and 2023/24

Version 1 - Revised 21/12/20

- Step 1:** Enter your school district number here: 79 Cowichan Valley
 Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.
- Step 2:** Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2020/21 Interim Base	Estimated Enrolment						Notes
		2021/22		2022/23		2023/24		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
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	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	7,505.9791	7,411.4890	7,552.0858	7,430.0000	7,582.1963	7,450.0000	7,604.7792	
Continuing Education FTE (School-Age)	12.6250	12.6250	12.6250	12.8700	12.6250	13.0000	12.6250	
Alternate Schools FTE (School-Age)	309.0000	300.0000	309.0000	300.0000	309.0000	300.0000	309.0000	
Distributed Learning FTE (School-Age)	283.6250	200.0000	283.6250	180.0000	283.6250	160.0000	283.6250	
Total Estimated School-Age Enrolment	8,111.2291	7,924.1140	8,157.3358	7,922.8700	8,187.4463	7,923.0000	8,210.0292	
Change from Previous Year		-187.1151	46.1067	-1.2440	30.1105	0.1300	22.5829	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	9	12	9	12	9	13	9	
Level 2 Special Needs FTE	427	433	491	424	565	420	650	
Level 3 Special Needs FTE	167	137	277	113	459	98	760	
English Language Learning FTE	353	321	362	286	371	243	380	
Indigenous Education FTE	1,593	1,570	1,630	1,485	1,668	1,452	1,707	
Adult Education FTE (Non-Graduates only)	0.6250	0.0000	0.6250	0.0000	0.6250	0.0000	0.6250	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	20.0000	20.0000	20.0000	20.0000	20.0000	20.0000	20.0000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	6.0000	0.0000	6.0000	0.0000	6.0000	0.0000	6.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	25.0000	25.0000	25.0000	25.0000	25.0000	25.0000	25.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	12.0000	12.0000	12.0000	12.0000	12.0000	12.0000	12.0000	Include only new post-September enrolment activity
Distributed Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Do not include Graduated Adult enrolment
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	Include only new post-September enrolment activity
ELL FTE (applies to Newcomer Refugees only)	0	0	0	0	0	0	0	
May Enrolment Count - Continuing Education and Distributed Learning								
Continuing Education FTE - School-Age	30.0000	15.0000	30.0000	15.0000	30.0000	15.0000	30.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	5.0000	0.0000	5.0000	0.0000	5.0000	0.0000	5.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	6.0000	6.0000	6.0000	6.0000	6.0000	6.0000	6.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	8.0000	8.0000	8.0000	8.0000	8.0000	8.0000	8.0000	Include only new post-February enrolment activity
Distributed Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	

***Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2020/21 operating grant autumn recalculation.

Special Needs, ELL and Indigenous Education have been estimated using five-year enrolment trends.

Continuing Education, Distributed Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2020/21 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2020/21 operating grant autumn recalculation.

- Step 3:** Enter estimates for the cause of your district's student movement for 2021/22. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2021 Enrolment Count - Estimated School-Age Enrolment Movement		
	2021/22	Comments:
Net provincial in-migration		COVID uncertainty and many independent schools pushing hard to attract students.
Net international in-migration		
Net migration to/from independent schools	-50,0000	
Net other entrances/exits (to/from other districts, graduates, Kindergarten)	-137,1151	
Total Estimated School-Age Enrolment Movement	-187,1151	

- Step 4:** Our district has considered all of the factors noted in the checklist provided in developing this estimate.
 Yes: No:

- Step 5:** Please provide a contact for follow-up questions:
 Name:
 Title:
 Email address:

- Step 6:** When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at: <mailto:Michael.Lebrun@gov.bc.ca?subject=SD 79 Enrolment Estimates> no later than Friday, February 12, 2021



2020/2021 Annual Budget Preview

February 19, 2021

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 goals.

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);
- Review of the budget against the Board’s Strategic Plan;
- Finalizing decisions.

Boards of Education operate on a fiscal year of July 1st to June 30th. 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.

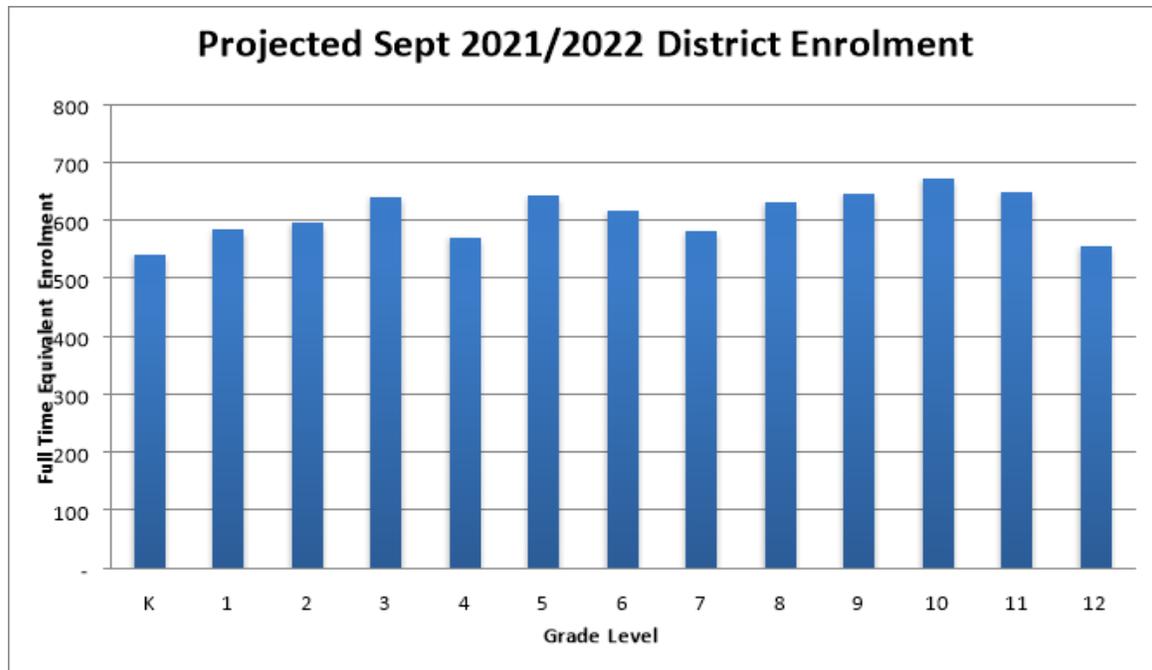
Pursuant to section 111 of the *School Act*, the Board must prepare an annual budget in the form and containing content specified by the Minister, and estimated expenditures must not exceed estimated revenues.

For 2021/2022, Boards must prepare an annual budget and have it adopted by bylaw on or before June 30, 2021 as per section 113 of the *School Act* and, and submit it to the Ministry by this date.

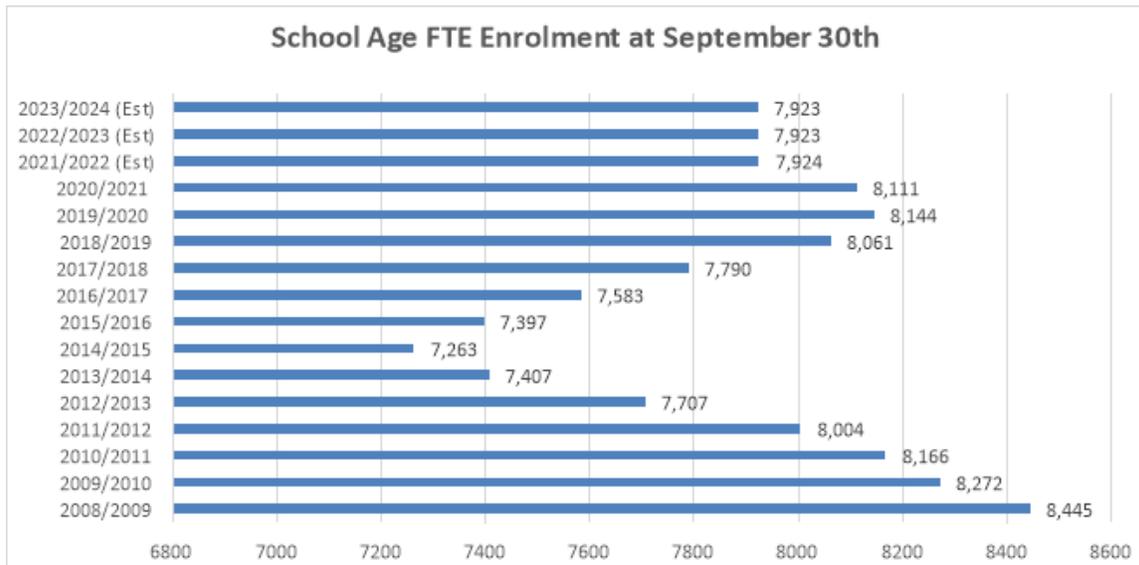
Student Enrolment

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

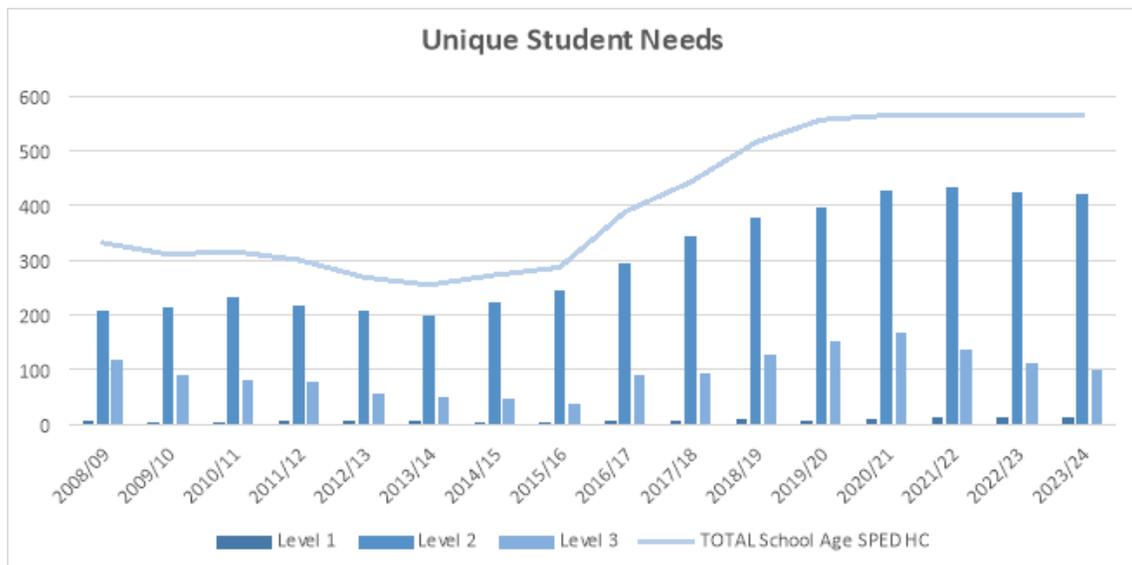
The chart below shows our estimated enrolment by grade for the 2021/2022 school year.



It is estimated that for 2021/2022 there will be a decrease of 187 FTE students. After five years of enrolment growth, we are anticipating a decrease for the next school year. 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. Past modeling techniques are not all applicable during the pandemic. 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.



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.



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 2021/2022 school year.

Funded

The support staff collective agreements were renewed for three years effective July 1, 2019. Wage increases of 2% were bargained and remain in effect for the 2021/2022 budget year.

Teacher bargaining concluded in the Spring of 2020 and was also renewed for three years effective July 1, 2019. Wage increases of 2% were bargained and remain in effect for the 2021/2022 budget year.

Costs associated with the wage increases for support staff and teachers will be funded by the Ministry of Education.

It is notable that all three collective agreements expire at the end of the 2021/2022 school year.

Not Funded

Principals, Vice-Principals and other employees not covered by a collective agreement may be entitled to compensation increases in the 2021/2022 School year. Provincial compensation policy has been to permit these employees with increases up to the amount that the teachers received in the previous year. As the provincial compensation framework for public sector bargaining has been set at 2%, this would be a reasonable estimate to use.

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.

Prior to the pandemic the replacement costs for teachers and support staff were projected to significantly exceed the 2019/2020 budget. During the pandemic absenteeism costs have returned to a traditional level. As the world comes out of the pandemic, it is unknown if absenteeism will remain stable or increase again as per the prior year's trend.

Canada Pension Plan premiums continue to increase for the second year in a row. The rate will be increasing from 5.25% to 5.45% of earnings, with an increase in the maximum payable from \$2,898 to \$3,166.45 per employee.

After years of leading the Province with excessively high WorkSafe BC rates, the District has now seen progress in reducing these demerits and the associated costs. For the first time in recent memory, the District has a premium credit instead of demerits. The rates are

continuing to increase due to the base rate premium even though the WorkSafe BC rates are now offset by the credits.

Pandemic Considerations

During the 2020/2021 school year the School District received additional grant funding for the safe operation of schools. The Provincial Government provided \$651,698 for additional cleaning, hand washing and technology. The Federal Government to date has provided \$3,050,412 which has been utilized for remote learning options, community outreach, additional cleaning, air quality and technology. Many of these supports, such as custodial levels, may be required to continue in September 2021. There are no commitments currently for the continuation of this funding.

Other Considerations

Mental health for employees is emerging as a significant issue for the School District. Increasing the District's capacity to address this issue will be proposed during the budget process.

The mandate letter for Minister Whiteside included incorporating childcare into the Ministry of Education by 2023. The School District currently has five childcare facilities out for tender, and another application awaiting approval by the Ministry of Children and Family Development. Childcare policy is currently under development. Operating future facilities with School District employees is currently under discussion with CUPE.

In past years, the number of Trades positions in the Operating Budget has been decreased as positions have been transferred to Capital work. This has resulted in deferred maintenance in schools.

School supply allocations are currently apportioned 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.

Early Years education remains a focus of the Board, and additional resources could be allocated to support this program area.

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

Savings

Budgeting for support staff and education assistants is based on the number of weeks that the employee is anticipated being paid. As vacation is based on years of service, and the District has hired many new staff members, the number of weeks of vacation on average will be adjusted down by one week, resulting in budget savings.

Benefit rates for extended health and dental are set by the benefit providers based on the prior year's experience rating. As a result of the pandemic, many employees did not access the health practitioners covered by the benefits (chiropractic, massage, physiotherapy, etc.).

It is expected that there will be a significant benefit premium holiday for one year associated with paying full premiums this year with less utilization.

BC Hydro has requested a rate decrease of 1.01% for 2021.

Revenues

Approximately 98% of the District's revenue comes from the Ministry of Education. 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, 2021 for the 2021/2022 school year. As a result of the pandemic, the Province will not be setting their 2021/2022 budget in February as per normal. The Province will likely adopt their budget in April, after the funding announcement date. The Ministry of Education still plans to issue the funding estimate on March 15, 2021, but it may contain contingencies in case the Provincial Education Budget changes.

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. Enrolment dropped Provincially in 2020/2021 and will result in a holdback distribution later in this school year. As enrolment predictability for 2021/2022 is difficult to gauge, the Ministry may again create a funding holdback.

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.

Pandemic Considerations

The significant impact of the coronavirus on International Student enrolment is expected to continue into next year. Recruitment efforts are continuing, and quarantine plans have been successful for those students still able to attend. It is not anticipated that these revenues will fully recover for the 2021/2022 school year.

Tripartite Agreement

A renewed *BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA)* has been signed, setting the foundation for further growth and changes to support the growth of the BC First Nations education system. Those changes include new funding

commitments, new First Nations education commitments from Canada and BC, continuation of a Special Education Program, and important Nominal Roll changes, among others.

The agreement has an effective date of July 1, 2018. The parties of the agreement are Her Majesty the Queen in Right of Canada (Canada), Her Majesty the Queen in Right of the Province of British Columbia (British Columbia), and First Nations Education Steering Committee (FNESC).

A joint application for funding for transportation services has been submitted on behalf of the Nations that wished to participate, and we are awaiting a response prior to incorporating these plans into the 2021/2022 Budget.

Surplus

The 2020/2021 Amended Annual Budget was balanced using \$2,486,147 of prior year unrestricted operating surplus. The 2020/2021 Amended Annual Budget was adopted on February 2, 2021. At that time, the Board still had \$1,445,911 of unrestricted operating surplus from 2019/2020. Early projections are predicting an additional surplus accumulation in 2020/2021 of \$1,521,588.

Next Steps

The Board is required to approve an annual budget on or before June 30, 2021 for the 2021/2022 school year.

Over the next month the District will finalize expenditure estimates. The revenue announcement is expected on or before March 15, 2021. At that time, the District revenue position will be announced but may change during the budget process, following the setting of the Provincial Budget.

The Board Education and Business Committee will meet on March 30, 2021 to review the funding announcement and first budget position.

On April 1, 2021, 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 June 1, 2021. Final reading and adoption of the bylaw will occur prior to June 30, 2021.

Conclusions

Enrolment is expected to decrease for 2021/2022 by 187 FTE. A decrease in enrolment will be offset by corresponding staffing and supply expenditure reductions.

For the fifth year, the Board will prepare a budget including the impacts of the Memorandum of Agreement on Class Size and Composition. For 2020/2021 the impact included the addition of approximately 76 FTE Teachers and 6 FTE Education Assistants.

The District is beginning the 2021/2022 Budget process in sound financial position, having adopted a Contingency Reserve Policy that ensures that surpluses be retained that approximate 1% to 3% of the Operating Budget. It is anticipated that the Board will have surplus available to apply towards balancing the 2021/2022 Budget.

For additional information on the 2021/2022 Budget, please refer to the District's website www.sd79.bc.ca



2021/22 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;
- [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 and consultation;
- Budget decisions must be reported back to public and partner groups;
- Supports the Strategic Plan;
- [Is developed on the principal of equity](#)
- Balances the priorities of Learning, Indigenous Ways of Knowing, Culture of Care, and Future-Focused System;
- Complies with the *School Act*, collective agreements and other regulatory requirements and Board policy;
- Recognizes that student population is increasing and allocates resources to support sustained growth;
- Maintains appropriate contingency balance;

HIGHLIGHTS OF THE ADVISORY COMMITTEE MEETING OF SCHOOL DISTRICT NO. 79 (COWICHAN VALLEY) HELD ON TUESDAY, FEBRUARY 16, 2021 AT 4:30 PM VIA ZOOM

Trustee Elizabeth Croft, Chair
Trustees Barb de Groot, Randy Doman, Rob Hutchins, Johanne
Kemmler, Candace Spilsbury, Joe Thorne
Robyn Gray, Superintendent
Jason Sandquist, Secretary-Treasurer
Sheryl Koers, Associate Superintendent
Larry Mattin, Director of Instruction (Secondary)
Mike Russell, Director of Communications
Karen Blow, Assistant Secretary-Treasurer
Richard Dyble, Director of Operations
Chris Rolls, LCTA
Naomi Nilsson, CDTU
Charlie Coleman, CVP/VPA
Brent Ranger, CVP/VPA
Adam Clutchey, CUPE
Aaron Henry, USW
Carmen Sundstrom, DPAC
Veronica Meyer, DSAC

PRESENT:

Claire Spencer, Recording Secretary

APOLOGIES:

Tom Longridge, Associate Superintendent

1. **Call to Order**

Trustee Croft called the meeting to order at 4:32 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**

Chris Rolls: On Friday's Pro-D Day teachers were busy working together, planning, and looking at new ideas and projects to try. Teachers are still COVID fatigued, and appreciated the long weekend and Pro-D Day. Report cards are completed.

Naomi Nilsson: Morale continues to be a concern. Teachers' lack of access to schools on evenings and weekends (due to COVID/cleaning), especially during report cards, was challenging. Bringing work home can be tricky for teachers who are parents of toddlers! Richmond and West Vancouver have approved mask posters to be hung up. Our teachers are encouraging mask use, especially in elementary schools.

Charlie Coleman: Secondary Schools have moved into their next quarter/semester. Report cards are done. Working on outreach with families who students are staying home. Schools are trying to retain their connection with students and families and are helping to provide schoolwork. Most high schools are starting to prepare for course selections for next year and in the early preliminary stages of timetable building. They are looking to create Plans A, B and C, as they don't know what next September will bring. There was good feedback from sessions with administrators on Tapestry. Indigenous Education has had great turnout for its optional Indigenous Knowledge Sessions. Wednesday sessions are moving from 10:00 a.m. to 2:45 p.m. to make it easier for school-based folks to attend. They have also started Dolly's Hul'q'umi'num for kids (1:00 for elementary students and 1:30

for secondary). The original intent was for students learning from home, but they are seeing whole classes attend.

Brent Ranger: There aren't a lot of students at Discovery who are of Indigenous descent, but kids there are really enjoying the 15-minute lessons with Dolly. He has been amazed watching students enjoy the snow by throwing themselves down the snowy hill without even toboggans or crazy carpets. Students at Bonner put together a video clip asking questions they had about nature. A biologist from The Nature Trust responded with a video answering the students' questions. Camila Bhandari, Vice-Principal DL Virtual Classroom, is helping to organize online Foundation Skills Assessments with remote learning teachers. Even with COVID fatigue, teachers are persevering. The students are happy and seem energized. The promise of vaccines is bringing hope.

Aaron Henry: There have been some concerns around health and safety reporting, and the Union hopes to find additional avenues to address them. They are seeing burnout and injuries, mainly with custodians, due to the added pressures of COVID, and they would like to see enhanced protocols to support custodians. Maintenance members are optimistic regarding upcoming changes. Concerns around security in schools have flared back up, and they hope to look at that shortly with user groups and union partners.

Carmen Sundstrom: There has been a focus on the IEP Committee, which was renamed the PIE Committee (Parents for Inclusive Education). A logo is being developed and a poster on the Committee will be distributed to schools. The Committee will hold drop-in meetings on the second Tuesday of the month. Members have also been working on workshops/presentations for remainder of the year, and will have 5 or 6 motions up for approval at this week's meeting. The meeting will also include discussion of the Community of Care Pledge, and members will be invited to sign. They have been answering questions from parents on the changes to summaries of learning as students move up through the grades.

Robyn Gray: The District is so fortunate to have such a great team helping our students to learn, supporting their social and emotional wellbeing, and providing food. There is also a great team helping with facilities. There are a number of initiatives on the go to support Indigenous learners who are sheltering at home. It has also been a busy time with kindergarten registration, student learning surveys, and Foundation Skills Assessments. A number of BAA courses have recently been approved. It has been impressive to see how people are coming to the table at such a challenging time to support our students.

Veronica Meyer: On behalf of students, we're doing okay! The student parliament at Frances Kelsey has had a lot of discussions about the quarter system. Students initially thought it would be great to have long classes, but they are finding it challenging to comprehend all the information in ten weeks. Although long classes let you dig into a subject, students are finding it stressful. Within FKSS and DSAC, schools and leadership classes have been working hard to boost students' morale through events such as spirit days, pumpkin decorating, and door decorating.

Jason Sandquist: Next week will be the first full-day collaborative meetings with each of the three builders/design firms for the new Cowichan Secondary School replacement. Budgeting for next year has begun, and Trustees will get their first look at the documents later this month at the Board Education and Business Committee Meeting. Enrolment estimates for next year have been completed and a small decrease in enrolment is anticipated for next year, as we are not sure if students who left due to COVID will return. Expenditures for the end of the year are also being reviewed.

Candace Spilsbury: This year marks the 10th anniversary of the Moose Hide Campaign. The grassroots organization was originally created as a way for men and boys to stand up against violence towards women and children. Wearing the moose hide signals a commitment to honour, respect and protect the women/children you know. The campaign also brings attention to murdered and missing

Indigenous women. Trustees are working on the creation of the Board Ad Hoc Committee on Anti-Racism. This is a systemic issue that has erupted across the world and locally in the last few years. Trustees want to ensure that as the District prepares our children and youth for the future, that we help them establish values and beliefs to respect, appreciate and honour each individual they meet. This is a large issue and will require a lot of people to work together. The Committee will include Trustees, members of the District Leadership Team, representatives from each partner union, DPAC, students, Indigenous Education, the community, organizations that are actively working on anti-racism, and a community media representative. An anti-racism policy will be developed to ensure a safe environment for everyone, including children, youth and adults. The policy will include a reporting mechanism that is trauma informed and based on the principles of reconciliation, and includes a transparent process for responding to incidents of racism in our schools and workplaces.

Adam Clutchey: A lot of CUPE members are struggling with fatigue. CUPE has been supporting members who have had to move from cohort to cohort, making it as safe as possible for members. Last Friday was Pro-D Day and members stayed at their work sites to take part in a lot of good collaborative talking sessions and watching videos related to their jobs.

3. **Old Business**

3.1 Truth and Reconciliation (Standing Item)

Naomi Nilsson shared that the Union executive has moved away from traditional rote land acknowledgment in order to deepen their own knowledge about the unceded (stolen) land. For example, her task before their next meeting is to find out why there is no longer a big house on Khenipsen Road, as part of her journey to honour and respect the land she lives and works on. Trustee Thorne shared that every territory had longhouses, where people lived in family groups and each person had a role (hunter, fisherman, weaver, gatherer). People lived and performed their roles inside their longhouse. The area on Khenipsen got marshy, and land in the area became privately owned, so there wasn't the need for a longhouse in the area. People moved to Genoa Bay. There is a lot of Indigenous history in the Stoney Hill area, which is where warriors went to die, women entered womanhood, and they had burial caves. One of his traditional names tells people which longhouse he comes from.

4. **New Business**

4.1 Post-COVID Considerations

This topic came from the Board's Ad Hoc COVID Committee and is a reflection of COVID-related educational/operational changes that are positive and could be continued. An example is Zoom meetings, which not only save money in terms of time and travel costs, but have also resulted in increased attendance by the public.

Carmen confirmed that DPAC will likely continue to use Zoom as it allows more people to attend meetings. The option of multiple ways of learning (in class, distance, or combo) has been fantastic, as all our learners learn in different ways. It may be beneficial to get input from students on the quarter vs. semester system.

Naomi agreed with the benefits of using Zoom. A survey of teachers indicated that most don't like the quarter system, and there is a push provincially for the semester system to come back. The decrease in worker absences could be because we're more aware of not going in when we are sick, and hopefully that is something that will continue into the future. It would be good to continue the increased janitorial services that were put in place with the federal funding, as we're not seeing the flu and colds that we would normally see.

Adam agreed that the level of cleanliness in schools this year is amazing, and hopes people will continue to stay home if they are unwell.

Chris agreed with previous suggestions, and added that COVID highlighted the ability of schools to connect more with communities and the willingness of communities to connect with schools. Parents were encouraged to have communication with the school, and even on Facebook conversations became, "Have you contacted the school." Lake Cowichan School was able to remain on the semester system and preserve a level of normalcy.

Charlie is looking forward to having a mix of in-person and Zoom meetings. Zooms are handy, but when you're in back-to-back-to-back Zooms it can be fatiguing. One real advantage is that there has been much more and better regular communication with each Nation because of Zoom. Communication with Nations is better now than it has been in a long time.

4.2 Proposed Three-Year Calendar

The calendar approval process happens every three years, and we are in the last year of the previously-approved three-year calendar. The Board has a responsibility to go through a 30-day consultation process. The calendar has to conform with the School Act and the Teachers' collective agreement, and must provide the number of instructional hours set by the Ministry. Mike provided a review of the survey that has been launched on the website to gather feedback.

Adam commented that CUPE members always don't get paid for spring break, and would appreciate the opportunity to work some extra time during the school year to make up for time lost during spring break.

4.3 COVID Fatigue Strategies

This item was referred to the next meeting.

5. Adjournment

The meeting adjourned at 5:32 p.m.