



AGENDA
Board Education and Business Committee

Tuesday, January 25, 2022

4:00 p.m.

Via Zoom

	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 <i>"That the Board Education and Business Committee adopts the agenda of the January 25, 2022 Board Education and Business Committee meeting."</i>	
3. MINUTES	
3.1. Minutes of the November 23, 2021 Board Education and Business Committee Meeting <i>"That the Board Education and Business Committee adopts the minutes of the November 23, 2021 Board Education and Business Committee Meeting."</i>	3 - 8
4. ACTION LIST	
4.1. Action List	9
5. PETITIONS AND DELEGATIONS	
6. EDUCATION	
6.1. Literacy Framework: Update from Darlene Crane, District Principal (Literacy and Numeracy)	
6.2. School Plan: CVOLC Kevin van der Linden, Principal, Open Learning	
6.3. Rugby Academy Fees Larry Mattin, Director of Instruction	10 - 11

"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."

- 7. BUSINESS AND OPERATIONS
 - 7.1. 2021-2022 Amended Annual Budget 12 - 13
"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 \$_____."
- 8. POLICY
 - 8.1. Policy 17: Accumulated Operating Surplus 14 - 19
"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."
 - 8.2. Administrative Procedure 516 - Promotion of Students in Trades 20
 - 8.3. Administrative Procedure 157 - Flag Protocol 21 - 22
- 9. COMMITTEES
 - 9.1. Highlights of the January 18, 2022 Advisory Committee Meeting 23 - 26
- 10. ADJOURNMENT
 - 10.1. Motion to Adjourn

MINUTES OF THE BOARD EDUCATION AND BUSINESS COMMITTEE

Tuesday, November 23, 2021, 4:00 p.m.

Via Zoom

PRESENT

Trustee Rob Hutchins, Chair
Trustee Candace Spilsbury
Trustee Barb de Groot
Trustee Elizabeth Croft
Trustee Johanne Kemmler
Trustee Randy Doman
Trustee Joe Thorne
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

1. CALL TO ORDER

Trustee Hutchins 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 Thorne

"That the Board Education and Business Committee adopts the agenda of the November 23, 2021 Board Education and Business Committee meeting."

CARRIED

3. MINUTES

3.1 Minutes of the October 26, 2021 Board Education and Business Committee Meeting

Moved by Trustee Kemmler
Seconded by Trustee de Groot

"That the Board Education and Business Committee adopts the minutes of the October 26, 2021 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 School Plan: Ecole Cobble Hill

Principal Lisa Leclerc and Vice-Principal Grant Mellemstrand

Our Story/Learners: Ecole Cobble Hill is a single-track French Immersion K-7 School with 378 students, of whom 30 students self-identify as Indigenous (85% Metis), 12 students are ELL, 13 students have designations, and 3 students are low incidence. There are approximately twelve languages other than English and French being spoken in the homes of the school's students. A wall is being created to say "Hello" in all of those languages, including Hul'q'umi'num', French and English, so everyone feels included in the school and that their language is celebrated. French culture is celebrated in a variety of ways. French is spoken at all times in the school, except for the 20% English instruction through English Language Arts. There are big celebrations each February/March for Carnaval. The school has great sports teams supported by teachers who coach them. Efforts are made to spend time outdoors, and to engage students in a lot of hands-on learning and in multi-age groups. The school features Big Buddy classes, a variety of clubs, and creates school spirit through different spirit days such as Crazy Hair Day. The school has a highly-engaged parent community.

Our Goals: As the school wrapped up its successful three-year goal to create an empathetic, caring school community, it began to see emerging needs around oral language and literacy. After analyzing the results of the District Wide Write and DART, a new goal was developed and staff spent a PLC developing strategies to target the goals. While the goal will land heavily on the Learning pillar of the Strategic Plan, they will continue to look at ways to embed the other pillars in with the learning goals. Data from spring of 2021 indicated that 26% of Grade 3 students (who are now in Grade 4) struggled with phonological awareness. Goal 1 is to improve phonological awareness for all primary students. Staff will be exploring the use of strategies from the book "Story Workshop: New Possibilities for Young Writers" by Susan Harris MacKay to support their young learners with vocabulary and in-context use of French language as they create imaginative storyboards out of various objects and "loose parts" provided in the classroom. The District Wide Write, which students write in French, is the primary source of data for intermediate students. Results from the District Wide Write indicated that intermediate students needed more support with writing conventions and oral French language. Goal 2 is to improve the use of French oral language and writing proficiency for all intermediate students. The Grade 4-7 teachers will be adapting strategies suggested in Roy Lyster's book "Vers une approche intégrée en immersion" to

support their older students with transferring proper spelling of frequently-used French words, and new vocabulary, into meaningful written projects. Students will learn to use peer and self-assessment strategies to edit their work more intentionally, and oral language development strategies will be aligned to the focus words in each unit of study. To make sure they are not just using District Wide Write, DART and Early Success Screen as the only data points, they interviewed one to two students in each class using Shane Safir's "Street Data" to get information directly from the students regarding their experiences and learning in the classroom, to hear their ideas of their needs and how they can serve them.

6.2 Mental Health COVID Transition Plan

Associate Superintendent Longridge presented a Mental Health COVID Transition Plan to utilize the annual \$52K Mental Health Grant, along with the additional one-time grant of \$71K. The Plan would see all secondary schools build and implement a school Mental Health Plan, and all elementary schools build and implement a Social Emotional Learning Plan. These Plans would be:

- designed to help schools create a living document to develop, plan and follow through with support initiatives year after year and be sustainable;
- easy to use, realistic, "plug and play" documents which encourage the team approach to planning, involving students, staff and parents;
- strength based, using gifts and assets, personal and material, that are within the school communities;
- be informed by and honour Indigenous ways of knowing and being.

A model has been created that can be used by all schools to gather information through surveys and interviews to inform a plan for the school. Information on the programs used at both secondary and elementary schools was shared, along with timelines for data collection and plan development. The majority of the costs involved are to cover release time for training and resources. Grants for schools will allow them to sustain their planning and cover the cost of future teacher and support staff training.

Moved by Trustee Spilsbury
Seconded by Trustee Croft

"That the Board Education and Business Committee recommends to the Board the implementation of the Mental Health COVID Transition Plan as presented."

CARRIED

6.3 Inclusive Education Communications Plan - Diverse Learners

Charting the Journey: Navigating Inclusion Support in the Cowichan Valley.

The District helps students with disabilities and diverse abilities find success in school so they are prepared for a future of their choosing. The way in which the District has communicated about the services for diverse learners could be confusing and lead to frustration and unnecessary stress for families. This communication plan sets out to correct the communication shortfall and

endeavours to provide a streamlined and comprehensive flow of information to and from our families. The Plan is built of three consecutive parts that all involve our key audiences:

1. Check in with partners and stakeholders (parents, students, DPAC/PAC, Indigenous PAC, Parents for Inclusive Education) to find out how they access information and how we can better connect.
2. Use the information gathered in step one to help guide the revised information flow. Create a welcome video that focuses on entry into the District and how the Culture of Care informs what we do at a District level. Revise the website to break down barriers of access for parents and families, and include flow charts, contact information, and descriptions on entry points for students with disabilities and diverse abilities.
3. Reconnect with our partners to ensure what we created is able to be easily accessed and understood.

Four key audiences have been identified for the Plan:

1. Prospective families with a student with disabilities/diverse abilities looking to come to District;
2. Families with students with disabilities/diverse abilities already enrolled in the District;
3. The media, which plays a role in helping the District communicate with the public;
4. Partner agencies, who need to be kept informed of our services, processes and communications.

A key objective of the plan is to have staff help families find success for their child by guiding them to the best possible supports. We do this by alleviating the confusion and overwhelm so that families can focus on what's most important to them.

Moved by Trustee Croft

Seconded by Trustee Kemmler

"That the Board Education and Business Committee recommends the Board adopt the Inclusive Education Communications Plan - Diverse Learners as presented."

CARRIED

7. BUSINESS AND OPERATIONS

7.1 Estimated Operating Grants 2021/2022

The Board can expect to see a net increase of enrolment-based funding of \$2.7M. Changes to the number of students with special needs is expected to result in an additional \$141K of funding for inclusive education. Indigenous Education saw 103 students over estimated enrolment, which will generate an additional \$161K. In total, the Board can expect approximately \$3.2M in additional funding. The next update for the Board will include the expenses to service the additional 400+ students.

7.2 Report on the Budget 2022 Consultation: K-12 Education

The Cowichan Valley School District was one of the Boards that completed a survey by The Select Standing Committee on Finance and Government Services. The Committee's recommendations for K-12 Education were reviewed and discussed.

8. POLICY

8.1 Revised AP 300 - Eligibility for Admission

Changes to Administrative Procedure 300 - Eligibility for Admission were reviewed.

8.2 Policy 8: Climate Change Committee

The draft update to Policy 8 to cover the Board's new Climate Change Committee was brought to the Board through the BEBC on September 28, 2021. The revised draft policy incorporates the changes suggested at that meeting, including revised language to broaden the purpose, added duties to promote clean transportation options, and added language to the Committee's membership to state that invitations will be extended to a specific list of groups.

The draft policy was discussed.

Moved by Trustee Spilsbury

Seconded by Trustee de Groot

"That the Board Education and Business Committee requests that the Policy 8: Climate Change Committee draft be amended to increase the flexibility in "Duties" to include initiatives such as tree planting to mitigate climate change, to include a maximum of ten Committee members, and to replace the word "will" with the word "may"."

CARRIED

Opposed: Trustee Doman

Moved by Trustee de Groot

Seconded by Trustee Kemmler

"That the Board Education and Business Committee recommends the Board add the Climate Change Committee as presented to Policy 8 - Board Committees."

CARRIED

Opposed: Trustee Doman

9. COMMITTEES

9.1 Highlights of the November 16, 2021 Advisory Committee Meeting

Trustee Croft presented highlights of the November 16, 2021 Advisory Committee Meeting.

10. **ADJOURNMENT**

10.1 Motion to Adjourn

The meeting adjourned at 5:26 p.m.

Moved by Trustee de Groot

Seconded by Trustee Croft

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

CARRIED

ACTION LIST FOR BEBC MEETINGS

Description	Assigned To	Action	Disposition / Completion
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April 27, 2021

CUPE/USW Time Bank	Jason Sandquist	Investigate options to compensate CUPE and USW employees in subsequent budget years for wages lost during District Closure week.	In progress
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Briefing Note



Date of Report: January 21, 2022

Prepared for: The Board of Education for **Action** for the January 25, 2022 Board Education and Business Committee Meeting

Subject: Sports Academy Program – Cowichan Secondary School Rugby Academy

Issue: Proposal to approve an updated fee structure for Cowichan Secondary School Rugby Academy.

Background:

Cowichan Secondary School Rugby Academy was originally presented at the January 26, 2021 Board Education and Business Committee Meeting and approved by the Board on February 2, 2021. Below is a review of this year’s program and proposal for expanding the program and adjusting the fees.

The Rugby Academy has had a very successful first year. The program has 33 students with mostly grade 10-12 students, 2 grade 8 students and 1 grade 9 student. This year’s program attracted students from all over BC and Canada with one student from the United States. 49% of the students are local students, 33% from around BC and 18% from outside of BC (Saskatchewan, Alberta and Texas).

The Rugby Academy has had a profound impact on so many students and families. Parents have commented on how the Rugby Academy has refocused their child, enhanced their friendship circles, positively impacted their life choices and changed their perspective of school to one of optimism and hope. Thanks to the support and vast network of contacts of Robin MacDowell, there are currently eleven grade 12 students actively being recruited by post-secondary schools around North America. One student has already been offered an \$87,000 scholarship to play at Lindenwood University in St. Charles, Missouri and another student has been offered a scholarship to play on the UVIC Rugby team. Interviews are ongoing and MacDowellRugby anticipates more offers coming in the next few weeks. These students being recruited by post-secondary institutions will benefit from partially subsidized to fully funded post-secondary education – life changing opportunities for many.

The Rugby Academy has been a great opportunity for many of our local youth to explore their passion in rugby while getting world class coaching. Although there are fees in the program, 7 students’ fees were subsidized this year (4 were local students). MacDowellRugby’s subsidy program is supported by local business and Cowichan Athletic Alumni. They work very hard to ensure all students have the opportunity to participate. In addition to MacDowellRugby’s subsidy program, students are also encouraged and supported to apply to JumpStart and Kidsport for funds. For next year, MacDowellRugby will be implementing an Indigenous Student Scholarship Program whereby a local Indigenous youth will receive a full scholarship to participate for free in the program.

For students interested in exploring Rugby but who are not prepared to jump into the Academy, Cowichan Secondary offers Rugby 10, 11 and 12 at no cost to the students. These courses are taught by a Cowichan Secondary teacher who is a certified Rugby coach and can be taken in place of their Physical Health Education (PHE) course. One class of students participated in these three courses this year.

Researching Academies throughout the province to make comparisons and investigate potential new academies, it has been discovered that there are two different types of Academies in BC: School Based Academies and Private Academies.

School Based Academies:

- 1 course per semester / 2 courses per year.
- 3-6.7 hours per week of instruction.
- Taught by school teacher and supplemented with a community coach.
- Fees collected by the school/district and paid to community coach through the district.
- Range of Sports Academy fees per year.
 - Sooke: \$630 - \$1,615
 - Delta: \$3,350 - 3,850;
 - West Van: \$2,000 - \$5,250
 - North Van: \$1,400 - \$2,780
 - Nanaimo: \$550 - \$1,800

Private Academies:

- 2 courses per semester / 4 or more courses per year.
- Minimum of 13.3 hours per week week of instruction.
- Taught by a team of Community Coaches.
- Can be supported by school district teacher.
- Community program collects fees and pay their own staff
- Range of fees per year
 - Sooke: \$4,800 - \$20,000
 - West Van: \$5,250

Some districts also differentiate their school based academies by level: i.e. Regular Academy and Competitive streams. The Cowichan Secondary School Rugby Academy is open to anyone, competitive or beginner, and is more inline with Private Academies: the School District partners with MacDowellRugby to offer the specialty training, MacDowellRugby collects all fees and pays their employees who support the program.

Considerations: Cowichan Secondary Rugby Academy

After one year of operation, MacDowellRugby is planning to expand and enhance the program by offering Strength and Conditioning and training gear for those students in the program. Being a pilot year, a lot of additional supports were provided at the cost of MacDowellRugby. MacDowellRugby would like to adjust their fees to more accurately reflect the cost of running this exemplary program, a program that is being looked at in BC and Canada as a one-of-a-kind opportunity for students with a passion for Rugby. Below is the current fee structure with the proposed adjustments:

	Current Fee Structure	Proposed 2022/23 Fee Structure
Cowichan Student	275	550*
		(*up to \$200 subsidy + 1 Indigenous Scholarship)
BC Student	275	550
Out of Province (Inside Canada)	750	550
International (Outside Canada)	1500	1500

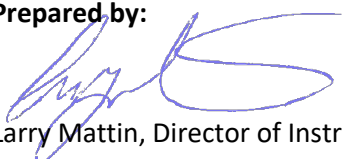
Recommended Action:

As the proposal for the Cowichan Secondary Rugby Academy meets the criteria for a specialty academy the Board is asked to approve the Rugby Academy’s adjusted fee structure.

Action:

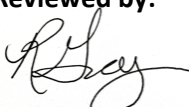
“That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) approves the Cowichan Secondary School Rugby Academy fees of \$550 per month or \$5,500 per year for local students, BC students and Canadian students enrolling from other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

Prepared by:



Larry Mattin, Director of Instruction

Reviewed by:



Robyn Gray, Superintendent
Date: January 21, 2022



TRACKED CHANGES TO 2021/2022 AMENDED ANNUAL OPERATING BUDGET

	AMENDED BUDGET AS AT JAN 4, 2022	AMENDED BUDGET AS AT JAN 19, 2022	RECOMMENDED ADJUSTMENTS	AMENDED BUDGET RECOMMENDATION	DESCRIPTION
REVENUE:					
PROVINCIAL GRANTS	82,122,058	82,122,058		82,122,058	
INTERNATIONAL PROGRAM	1,800,000	1,800,000		1,800,000	
LOCAL EDUCATION AGREEMENT	6,505,766	6,505,766		6,505,766	
MISCELLANEOUS REVENUE	80,000	80,000		80,000	
TRANSPORTATION	55,000	55,000		55,000	
RENTALS	150,000	150,000		150,000	
INTEREST	144,000	144,000		144,000	
PRIOR YEAR SURPLUS	2,852,082	2,721,693	492,024	3,213,717	Surplus Requirement
	93,708,906	93,578,517	492,024	94,070,541	
EXPENDITURES:					
SALARIES					
PRINCIPAL / VICE-PRINCIPAL SALARIES	6,302,617	6,302,617		6,302,617	
TEACHER SALARIES	37,504,608	37,504,608		37,504,608	
EDUCATION ASSISTANT SALARIES	7,993,759	7,993,759		7,993,759	
CLERICAL / NHS SALARIES	4,126,677	4,126,677		4,126,677	
USW SALARIES	5,579,167	5,579,167		5,579,167	
EXCLUDED SALARIES	2,224,613	2,224,613		2,224,613	
CASUAL REPLACEMENT (ILLNESS / VACATION)	3,367,908	3,367,908	150,000	3,517,908	Illness Replacement
INSERVICE / EXTRA CURRICULAR / DEP'T HEAD	1,020,716	1,024,716		1,024,716	
	68,120,065	68,124,065	150,000	68,274,065	
EMPLOYEE BENEFITS					
STATUTORY BENEFITS	5,559,138	5,810,492		5,810,492	
PENSION BENEFITS	6,978,832	7,038,781		7,038,781	
HEALTH BENEFITS	3,068,944	2,606,962		2,606,962	
	15,606,914 22.91%	15,456,235 22.69%	-	15,456,235	
SERVICES AND SUPPLIES					
SERVICES	3,280,155	3,280,155		3,280,155	
STUDENT TRANSPORTATION	262,025	262,025		262,025	
PROFESSIONAL DEVELOPMENT AND TRAVEL	639,696	639,696		639,696	
RENTALS AND LEASES	92,100	92,100		92,100	
DUES AND FEES	114,310	114,310		114,310	
INSURANCE	250,134	250,134		250,134	
SUPPLIES	3,780,237	3,793,227		3,793,227	
UTILITIES	1,456,000	1,459,300	150,000	1,609,300	Hydro - Ventilation / Weather Adjustment
	9,874,657	9,890,947	150,000	10,040,947	
TRANSFER TO CAPITAL	107,270	107,270	192,024	299,294	SDS Software Upgrade
	93,708,906	93,578,517	492,024	94,070,541	
BUDGET BALANCE	-	-	-	-	



COWICHAN VALLEY

School District

**2021/2022 Amended Annual Operating Budget
Surplus Reconciliation**

	Amended Budget	2020/2021 Financial Statements	Change
Operating Surplus at at June 30, 2021	6,507,642	6,507,642	-
Internally Restricted :			
Offset 2021/2022 Shortfall	1,449,830	2,341,544	(891,714)
Other	1,763,887	1,763,887	-
Subtotal	3,213,717	4,105,431	(891,714)
Unrestricted Surplus	3,293,925	2,402,211	891,714
% Of Operating Budget	3.50%	2.55%	

Policy 17

ACCUMULATED OPERATING SURPLUS

The purpose of the Accumulated Operating Surplus Policy (Policy) is to provide guidelines and rules to ensure accountable and transparent financial planning, and develop procedures that guide the accumulation, spending and reporting of operating surplus funds. An accumulated operating surplus is achieved by spending less than the revenue the school district receives. The Board of Education (Board) is required by legislation to approve a balanced annual operating budget, which may include use of accumulated surplus funds from the previous year. The Board will engage the local community prior to approving restrictions on the spending of surplus funds. The restriction of accumulated surplus funds will be guided by the Board's strategic priorities. This policy aligns with and ensures compliance with the Ministry of Education (Ministry) Accumulated Operating Surplus Policy.

Specifically

Engagement with Local Community, First Nations and BC Metis Nation

When developing local budgets (including the use of operating surplus) boards will ensure that they consult and engage their local communities by providing information on:

- Where, when and how long the community will have the opportunity to provide input, feedback and ask questions on the Board's annual budget;
- Specific opportunities for the local community to provide feedback on how the use of operating surplus supports the Board's strategic priorities; and
- How the Board will report out to the community on its progress towards meeting its strategic priorities (including the use of surplus).

This engagement may occur in conjunction with the public and partner budget feedback sessions.

Internally Restricted Operating Surplus

The restriction of accumulated operating surplus will be reported in three categories:

1. Restricted due to the nature of constraints on the funds. These funds have external restrictions that are not at the discretion of the Board;
2. Restricted for anticipated unusual expenses identified by the Board; and
3. Restricted for operations spanning multiple school years. These funds will include items that the Board of Education has determined are required to be held for use in a future year.

Examples include:

- a. Held to offset a funding shortfall in future years;
- b. Held to plan for a future new school contribution; and
- c. Held to assist schools and departments plan for multi-year expenditures.

Unrestricted Operating Surplus (Contingency)

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

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

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

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

Restricted for Future Capital Cost Sharing

To support major capital projects that are identified in the Board's Five-Year Capital Plans and approved by the Ministry of Education for concept plan or business case development, the Board may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval.

Local Capital

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

The Board will approve planned interfund transfers in alignment with the approval of the Annual Operating Budget. Subsequent requests will be presented to the Board of Education for approval as required. Capital assets purchased out of departmental operating budgets do not require subsequent board approval.

Reporting

The Board is required to provide the Ministry with an annual report on its budget allocation decisions (including operating surplus and local capital), demonstrating that approved allocations support the Board's strategic priorities. This reporting ensures that the Ministry receives all information relevant

to operating surplus. The Board will provide additional narrative-type information explaining how the funds were accumulated and how the operating surplus will be used through the Financial Statement Discussion and Analysis (FSD&A).

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

K-12 public education accumulated operating surplus policy

On this page:

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

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

Date came into force or revised

Effective: July 1, 2021

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

Overview

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

Purpose

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

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

Policy

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

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

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

How to comply with policy requirements

Local board policy required

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

To do this, board policy will:

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

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

Internally restricted operating surplus

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

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

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

Unrestricted operating surplus (contingency)

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

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

Restricted for future capital cost sharing

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

Local capital

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

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

Ministry oversight

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

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

Policy guidelines and resources

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

Policy alignment

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

Authority for the policy

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

Information and other resources

- [Financial statement instructions](#)

PROMOTION OF STUDENTS IN TRADES

Background

The School District regularly utilizes external contractors for projects that exceed the capacity of its regular workforce. These projects are generally of a capital nature and may include:

- Roofing
- Painting
- Siding
- Large scale construction

The School District also promotes opportunities for students to enroll in programs related to skills in trades and works to ensure that students have opportunities to learn on worksites and within the classroom.

It is the desire of the School District to work with contractors to create opportunities for trades placements.

Procedures

1. Requests for Proposals
 - 1.1 When issuing Requests for Proposals the package will include the request for contractors to consider in their response the use of students in trades.
 - 1.2 When a 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.
2. Insurance
 - 2.1 WorkSafe BC provides coverage for students in volunteer work placements. Information related to this coverage will be provided to contractors interested in utilizing students in trades.

Reference: Sections 20, 22, 23, 65, 85 School Act

Adopted:

FLAG PROTOCOL

Background

Principals and appropriate District Office personnel shall ensure that the Canadian flag and the British Columbia flag are displayed at schools and other District facilities.

Procedures

1. General
 - 1.1 The Canadian and British Columbia flags shall be displayed at all schools while in session.
 - 1.2 When a flag becomes tattered, torn or faded to the extent that it is no longer a fitting emblem for display, it shall be turned over to the maintenance department for proper disposal.
2. The Principal shall:
 - 2.1 Purchase flags, as required, for display within the school.
 - 2.2 Display the Canadian and British Columbia Flags in accordance with this procedure. Principals may display flags in other areas within the school at his/her discretion.
3. Placement of the flags shall be such that when displayed with another provincial or national flag, the Canadian flag is always placed at the same height as the other, and to the left of an observer facing both flags.
4. For any death related, or special events not noted in item 6, the BC Half-Masting Protocol will be applicable. Refer to the document in item 7 for more information.
5. Direction on any half-masting at the discretion of the District, will come from the District with specific instructions.
6. Key Dates Flags shall be flown at half-mast:
 - 6.1 On April 28, Workers' Mourning Day;
 - 6.2 On June 23, National Day of Remembrance for Victims of Terrorism;
 - 6.3 Second Sunday in September – Firefighters' National Memorial Day;
 - 6.4 On the last Sunday in September, Police and Peace Officers' National Memorial Day;
 - 6.5 The week of September 30, National Day of Truth and Reconciliation: District approved half-masting for the week that September 30th falls within;
 - 6.6 On November 11, Remembrance Day - Flag lowered to half mast at 11 a.m.;
 - 6.7 On December 6, National Day of Remembrance and Action on Violence Against Women;

7. Current BC Half-masting Protocols can be found at:
<https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/organizational-structure/office-of-the-premier/intergovernmental-relations-secretariat/protocol/flag/bc-half-masting-policy.pdf>

Reference: Sections 20, 22, 65, 85 School Act
School Regulation 265/89

Adopted: October 8, 1997

Amended: November 1, 2016; September 1, 2018; January 25, 2022 - Draft

**HIGHLIGHTS OF THE ADVISORY COMMITTEE MEETING OF SCHOOL DISTRICT NO. 79
(COWICHAN VALLEY) HELD ON TUESDAY, JANUARY 18, 2022 AT 4:30 PM VIA ZOOM**

Trustee Johanne Kemmler, Chair
Trustees Barb de Groot, Randy Doman, Elizabeth Croft, Joe Thorne and Candace Spilsbury
Robyn Gray, Superintendent
Jason Sandquist, Secretary-Treasurer
Sheryl Koers, Associate Superintendent
Tom Longridge, Associate Superintendent
Larry Mattin, Director of Instruction (Secondary)
Mike Russell, Director of Communications
Erin Egeland, Associate Secretary-Treasurer
PRESENT: Richard Dyble, Director of Operations
Naomi Nilsson and Mike Greenslade, CVTF
Camila Bhandari, CVP/VPA
Vicki Miller, USW
Kelsey Scholz, CUPE
Carmen Sundstrom, DPAC
Meghan Lewthwaite, DSAC
Sienna Waller, DSAC

Claire Spencer, Recording Secretary

APOLOGIES: Trustee Rob Hutchins
Charlie Coleman, District Principal of Indigenous Education

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: He's been working to stay on top of the COVID announcements, which have been coming out fast and furious with conflicting information. There have been a lot of meetings today!

Vicki Miller: USW is still going strong, although members are burnt out and tired, like everyone else. COVID rules are making it tough for everyone, but they are plugging along.

Kelsey Scholz: CUPE members are going strong, but they are getting tired and are hoping to see daylight at the end of the tunnel soon.

Sienna Waller and Meghan Lewthwaite: DSAC held its first meeting after the winter break via Zoom. Members discussed the District's budget and got opinions from students on what they'd like more of, less of, and suggestions of anything they're missing.

Camila Bhandari: In December secondary schools were able to invite families to share their students' learning with families and the community through events such as band concerts, festivities, and

celebrations. Restriction notices in January made them relook at things. Principal/Vice-Principal meetings helped them understand the current situation through fresh eyes, and they worked to share that knowledge and the sense of calm it provided with their staff and communities. While the Frances Kelsey production of Little Mermaid can't be shared live with families and the community, students are able to perform for three classes at a time, and the production is being filmed. Sports have been able to continue. Students at Cowichan Secondary organized a food drive challenge, and Frances Kelsey held a "Bottles for Bikes for Cambodia" fundraiser. Although there have been disruptions, they are getting back on track. There is a meeting tomorrow to learn more about the most recent changes. The support from senior management is appreciated!

Naomi Nilsson: Thank you for ordering N95 masks for staff. News of the masks, in addition to booster shots being moved up and the two rapid tests per staff member, are helping morale. It is quite a challenging time and teachers are feeling vulnerable, so any positive news goes a long way.

Carmen Sundstrom: DPAC will hold its first meeting since November this Thursday. They are looking forward to hearing how the restart into 2022 has gone for everyone. There have been a few challenges with the pandemic still going on and throwing us curveballs every day.

Candace Spilsbury: Happy New Year everyone! Trustees heard the announcement about the vaccine status order, but the media's reporting on the order created confusion. Today they received clarification that the order is passive, not active, and provides framework for local Medical Health Officers to use at their discretion. Our local Medical Health Officer, Shannon Waters, could trigger a reporting request to the Board of Education. The order was surprising, and caught everyone off guard provincially and locally, as no one had been asked for input or received any warning. We know we have some exposures in our schools and in our community: it's something we're going to have to work around. The Board is busy with its normal activities, including the upcoming budget. The Board will continue its efforts to remain transparent and collaborative. This year the Board plans to develop an anti-racist policy, and will involve the community to help develop strategies. Trustees look forward to working with everyone in 2022.

Robyn Gray: It is nice to see everyone! There have been some challenges over the past three weeks. The first week there was impressive support by staff and the community for health care workers and priority learners during the staggered return to class. The second week had a potential snow day. The third week has already had a continuity of learning plan, and the establishment of a daily process to monitor staff attendance to gather the information needed to determine whether a functional closure is warranted. The Board put finances towards purchasing N95 masks to support all staff members across the District, which should be arriving any day. Two rapid antigen tests will also be given to each staff member. It's no wonder people are feeling tired already as they've done so much heavy lifting. We are the little District with great people and resources! Student attendance and the availability of replacement staff are being monitored but have not resulted in any closures to date. Thanks to Camila for providing photos from the schools of our learners, as it brings us joy and reminds us of the reason behind all our hard work. Assessments are still taking place. Initiatives to support the Strategic Plan's agenda are ongoing thanks to the collective team, which includes you all. Many thanks to all of you for supporting the work of the District.

Jason Sandquist: Teacher bargaining is underway, and good progress is being made. The Cowichan Secondary replacement project has passed the 30% design phase and is moving closer to 60%. Steps are being taken to ensure the design complies with the Statement of Requirements, with modifications being made as needed. Fencing will be erected shortly as they prepare to start work on the site. The Board will receive the amended 2021-2022 budget at the BEBC meeting next Tuesday to recommend to the Board for adoption in February. As the 2021-2022 budget comes to an end, the

process to create the 2022-2023 budget begins. The Board will hold partner liaison meetings in April to get feedback on the 2022-2023 budget. DSAC has already gathered some really helpful feedback, which will be consolidated and presented to the Board at its meeting.

3. **Old Business**

- 3.1 Truth and reconciliation (Standing Item)
 - 3.1.1 BCSTA Indigenous Learning Day

Trustee Thorne is the Elder and Knowledge Keeper for the BC School Trustees' Association (BCSTA). He's done tremendous work throughout the province, making connections with people around Indigenous education. As a result of his connections, our Board and District have become well know to BCSTA, and we've been asked to be the offsite "host" for the BCSTA Indigenous Learning Day in April. While Trustee Thorne is working with Gordon Li, Director of Education Services for BCSTA, to do the majority of the work, our Board is working behind the scenes to try to contribute. Boards from across the province will gather in Vancouver April 20-23, if COVID allows. Eleven elders from communities all areas of the province, including Haida Gwaii, will talk about how to make education better. On the first night of the event, Trustee Thorne will be part of a group talking about the children who have been found. Carmen Sundstrom asked if a workshop or learning night based on the Indigenous Learning Day could be held for parents, students and staff.

4. **New Business**

- 4.1 Strategic Plan

Trustee Spilsbury asked Committee members for ideas on how to keep the community involved in the planning and implementation of the District's Strategic Plan. During the development of the Plan, a large community meeting was held for the Board to receive input. There were also a number of processes in place to reach out to organizations, unions, schools, and students. It was probably the largest, most interactive strategic planning process that any local government in the Cowichan Valley has been through. After the development process was completed, a community meeting was held to launch the Plan. We are almost half way through the four-year Plan, and the Board is feeling the need to re-engage with the community. All District departments have created three-year plans to operationalize the Strategic Plan. In September, an annual 10-page report was submitted to the Ministry. A presentation on the Strategic Plan will precede the DPAC meeting on Thursday, which will provide an opportunity for feedback. It was suggested that if the Board is looking for ways to increase engagement, to give people ownership over the process. Once people are invested, they will be more committed.

- 4.2 Long-Range Facility Plan

A Long-Range Facility Plan looks at the facility needs of the District over the next 10 years, and supports any future school requests the Board might have. Considerations include looking at catchment areas, grade configurations, facility conditions, and may identify a need for portables. The Board hired an external consultant who met with all the different local governments to understand what housing developments are anticipated. Our demographer, Baragar, is using the data on new housing units as well as information on birth rates in the area to predict how many students we will have in the future. These enrolment predictions will be incorporated into the Long-Range Facility Plan. Committee members were asked how the District could best engage with stakeholders to get feedback, and what factors other than enrolment, facility capacity and facility condition the Board should consider when creating the Plan. Mike Greenslade suggested that an appreciative inquiry lens

be used to engage stakeholders, and recommended not using open-ended questions, which are harder to respond to. He also suggested that Health & Safety meetings may include factors to consider, such as transportation and climate, and that creating a reciprocal relationship with the Municipality may be beneficial. Naomi asked whether the District has looked at purchasing land as there are already capacity concerns at schools. Jason confirmed that the Board is actively in conversation with local governments regarding potential future school sites. The Board's response to North Cowichan's Official Community Plan put the Municipality on notice that the Board recognizes there are areas that may require future school sites. In addition to the increase in enrolment, the reinstatement of class size and composition language has changed our facilities' operating capacities. The District will need to prove to the Ministry of Education that land is needed before the Ministry authorizes any purchase. This Long-Range Facility Plan builds a business case to show the District's need.

5. **Adjournment**

The meeting adjourned at 5:15 p.m.