



AGENDA
Board Education and Business Committee

Tuesday, November 23, 2021

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 November 23, 2021 Board Education and Business Committee meeting."</i>	
3. MINUTES	
3.1. Minutes of the October 26, 2021 Board Education and Business Committee Meeting	3 - 9
<i>"That the Board Education and Business Committee adopts the minutes of the October 26, 2021 Board Education and Business Committee Meeting."</i>	
4. ACTION LIST	
4.1. Action List	10
5. PETITIONS AND DELEGATIONS	
6. EDUCATION	
6.1. School Plan: Ecole Cobble Hill Lisa Leclerc, Principal	
6.2. Mental Health COVID Transition Plan Tom Longridge, Associate Superintendent	11 - 15
<i>"That the Board Education and Business Committee recommends to the Board the implementation of the Mental Health COVID Transition Plan as presented."</i>	
6.3. Inclusive Education Communications Plan - Diverse Learners Tom Longridge, Associate Superintendent	

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

7.	BUSINESS AND OPERATIONS	
7.1.	Estimated Operating Grants 2021/2022	16
7.2.	Report on the Budget 2022 Consultation: K-12 Education	17 - 24
8.	POLICY	
8.1.	Revised AP 300 - Eligibility for Admission <i>"That the Board Education and Business Committee recommends the Board adopt the revised AP 300 - Eligibility for Admission."</i>	25 - 27
8.2.	Policy 8: Climate Change Committee <i>"That the Board Education and Business Committee recommends the Board add the Climate Change Committee as presented to Policy 8 - Board Committees."</i>	28
9.	COMMITTEES	
9.1.	Highlights of the November 16, 2021 Advisory Committee Meeting	29 - 31
10.	ADJOURNMENT	
10.1.	Motion to Adjourn <i>"That there being no further business, the meeting be adjourned."</i>	

MINUTES OF THE BOARD EDUCATION AND BUSINESS COMMITTEE

Tuesday, October 26, 2021, 4:00 p.m.
Via Zoom

PRESENT

Trustee Johanne Kemmler, Acting Chair
Trustee Barb de Groot
Trustee Elizabeth Croft
Trustee Candace Spilsbury
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 (Secondary)
Richard Dyble, Director of Operations
Erin Egeland, Associate Secretary-Treasurer
Mike Russell, Director of Communications
Claire Spencer, Recording Secretary

APOLOGIES Trustee Rob Hutchins

1. CALL TO ORDER

2. ADOPTION OF AGENDA

2.1 Motion to Adopt Agenda

Moved by Trustee de Groot
Seconded by Trustee Croft

"That the Board Education and Business Committee adopts the agenda of the October 26, 2021 Board Education and Business Committee meeting."

CARRIED

3. MINUTES

3.1 Minutes of the September 28, 2021 Board Education and Business Committee Meeting

Trustee Randy Doman joined the meeting at 4:01 pm.

Moved by Trustee Croft
Seconded by Trustee Spilsbury

"That the Board Education and Business Committee adopts the minutes of the September 28, 2021 Board Education and Business Committee Meeting."

CARRIED

3.2 Minutes of the October 12, 2021 Special Board Education and Business Committee Meeting

Moved by Trustee de Groot

Seconded by Trustee Croft

"That the Board Education and Business Committee adopts the minutes of the October 12, 2021 Special Board Education and Business Committee Meeting."

CARRIED

4. **ACTION LIST**

4.1 Action List

The CUPE/USW Time Bank will be part of the next budget discussions. Staff will aim to have revisions to the proposed Climate Change Committee section of Policy 8 brought to the November BEBC meeting.

5. **PETITIONS AND DELEGATIONS**

6. **EDUCATION**

6.1 School Plan Presentation: Mill Bay Nature School

Trustee Thorne joined the meeting at 4:03 p.m.

Mill Bay Nature School Principal Kim Ondrik presented the School Plan to Trustees.

What are we paying attention to this year?

- What we observe and document permeates how we relate to the children in our care which will have major impacts on our expectations, our judgements, our lenses, our relationships with the whole child, their family and the community.

What are the unique, positive characteristics of our school?

- Over the past three years the school has been developing relationships with the Cowichan, Malahat, and Penelakut peoples, walking together with our Elders and residents and seek to build a place that honours the natural rhythms of this place, the lessons learned over millennia, and the structures of a village that honours and ultimately serves our sacred children.
- We enact the First Peoples Principles of Learning here because they reflect the natural rhythms of a healthy, sustainable human ecosystem.
- The staff is committed to an emergent curriculum which flows from provocations, questions, challenges, in the living of life in a community of people.
- The staff are also committed to the development of core competencies as described in the BC curriculum within themselves and the children.
- A video was shared showing a teacher gathering the students to work together to discuss a risky activity in the playground, which turned into a physics lesson.
- The school's 180 students are ungraded, but are put in groupings by age:
 - Dandelion Pod has three clans ages 4-8;

- Cedar Pod has 3 clans ages 6-10;
- Smuqwa'a' Pod has 2 clans ages 8-12; and
- Blended Clan has ages 6-13.
- Dandelion Pod: The structure, design, rhythms and protocols are full of rigour for their young brains, e.g. finding friends on a huge field, helping to find consensus when there's a problem or conflict, and sitting respectfully for an hour in circles.
- Cedar Pod: The structure, design, rhythms and protocols are fodder for their developing thinking skills; they are growing agency and voice, and their sense of social and community of dynamics. They really love to do things like critique school guidelines and rules, adding new rules, guidelines and structures, beginning to problem solve with peers on their own and discerning when they need assistance, walking long distances for bathroom or water breaks and finding their way back to clans, and supporting younger children to find their shoes or backpack.
- Smuqwa'a' Clan: The structure, design, rhythms and protocols were found wanting for this clan after the school's second year. They received a \$20,000 grant from the Vancouver Foundation and are working with their elders-in-residence, knowledge keepers, students, families, staff, university researchers and community members to think about how they can create an embedded, land-based Hul'q'umi'num immersed middle school at Mill Bay Nature School. The clan wanted to take action after seeing the amount of garbage at a provincial park on a field trip, and decided to protest at the parliament buildings. Ultimately different ministries got involved and the park has undergone significant cleanup since then.
- Blended Clan: This Clan was created initially as a response to COVID, but is now an alternative for families that want to home school with guidance from a trained teacher. This year students are coming to school at times to participate with the bigger school community.

What are our School Goals?

- Weaving the Truth and Reconciliation Calls to Action, the First Peoples' Principles of Learning and the BC Curriculum (core competencies, curricular competencies and content) to form a container to hold our children so each can thrive.
- **Learning Goal 1:** The intentional creation of a culture that develops and nurtures literacy in our children as well as a deepening understanding of the underlying brain processes so that literacy becomes a joy-filled, deeply-valued part of our school culture and each child can see their growth over time. The non-contact time at the school is used for literacy.
- **Learning Goal 2:** Helping teachers be able to witness learning as it uniquely emerges from each child and be able to communicate it well to parents, because what we observe and document permeates how we relate to the children in our care, which will impact our expectations, judgements, lenses and relationship to the whole child.
- **Indigenous Ways of Knowing:** The District's Strategic Plan is an inspiring document and is used a lot for the vision it contains. They are working to continue to amplify the Hul'q'umi'num culture in the school through speaking the language, drumming, singing, circle protocols, consensus building, privileging time/patience, Coast Salish artwork/design, practicing gratitude, witnessing, walking gently with themselves and others, apprenticeship learning pedagogy, and holding their sacred children - 'Xe'Xe Smune'em - in a generous gaze full of wonder. A \$6500 grant has been received which will be used for a mural by Stuart Pagaduan that will depict the land acknowledgement the students have been working on.

Louis Sylvester, a bus driver who did COVID cleaning at the school last year, is part of the Community and has been drumming once a week at the school. They also have a Knowledge Keeper from Penelakut who spends Fridays at the school. Many students, families and staff members participated in the march organized on the National Day for Truth and Reconciliation.

- **Culture of Care:** They have been learning about how to move from democratic decision making to more consensus building decision making. They are learning the value of coming to understand that decisions take a long time to make if you want everyone to have a vote and have everyone's ideas heard.

6.2 Three Year Plans

6.2.1 Finance: Jason Sandquist, Secretary-Treasurer

The 2021-2024 Financial Plan was designed to align to the Board's strategic priorities, and is a requirement of the new K-12 Public Education Financial Reporting Policy. This is a dynamic document that will change as further information is received. The purpose of the plan is to help stakeholders understand the financial processes, and provide a summary of information used to make financial decisions that support the Board's strategic priorities.

The Board's budget process, which runs from December through May, ensures the priorities in the Strategic Plan are properly funded, and includes partner and public input through communication and consultation. The budget must comply with the School Act, collective agreements, and maintain an appropriate contingency balance.

Three different fund types are laid out in the Financial Plan:

1. The Operating Fund is roughly 80% of the Board's budget, and is used to support learning, teaching programs, administration, facility operations and maintenance, and busing.
2. Special Purpose Funds, such as the Annual Facilities Grant, are used for specific purposes and have rules governing their use.
3. The Capital Fund is used to fund buildings, fields, infrastructure, and land purchases.

Data from the three enrolment counts per year (September, February and May) is used to estimate funding, based on a lot of assumptions including the future per-pupil base grant. The anticipated growth in the International Student Program over the next few years has been reflected into the estimated International Revenues estimates and staffing levels. For future year forecasting, an assumption was made that each employee group will receive a 2% raise.

6.2.2 Operations: Richard Dyble, Director of Operations

The Operations Department's 2020-2024 Multi-Year Plan was created with input from employees and the management team to align with the District's strategic priorities. The Department's Mission Statement "Committed to providing excellent service out front and behind the scenes to support our District" was an employee submission, voted on within the work groups.

Operations provides support to the District and community related to capital planning and implementation, facilities, rentals, grounds, health and safety, maintenance, and transportation.

Strategic Goals

Learning:

- Integrate operations within early learning and K-12 programming;
- Introduce and engage learners in various aspects of school operational support;
- Assist with the renovations of spaces necessary to support childcare and outdoor classrooms.

The Department would like to engage and inspire students by having trades work done where students can watch and ask questions, and offering interactive tours and demonstrations.

Indigenous Ways of Knowing:

- Embrace an environmentally-sensitive way of thinking that will form the foundation for decision making;
- Engage in knowledge sessions on the historical lands and culture of our local Indigenous peoples;
- Support the schools with the creation of outdoor learning spaces;
- Rethink the use of our school sites to create greater access to natural play;
- Continue the incorporation of Hul'q'umi'num' greetings and messaging on our school buses;
- Encourage a district-wide composting and organics program (in partnership with Nanaimo Regional District, which gifted us green composting bins).

Culture of Care:

- Continue work to destigmatize mental health;
- Encourage Operations staff to engage in school activities and events;
- Create a focus towards projects that promote equity and inclusivity;
- Explore community engagement opportunities;
- Expand their knowledge sessions to include SOGI, respectful workplace, Indigenous knowledge, inclusivity and diversity.

Future-Focused System:

- Review operational plans quarterly for cohesive alignment with District strategies;
- Create access to online learning opportunities for opportunities for staff;
- Expand maintenance and renewals programs;
- Create opportunities for staff knowledge-sharing sessions;
- Complete a transportation review and align outcomes with the Strategic Plan;
- Implement new custodial techniques including the bucket system for chemical control;
- Increase alternate fuel options including electric alternatives within the school bus and light-duty fleet.

6.2.3 Communications: Mike Russell, Director of Communications

Director of Communications Mike Russell presented an overview of the Storytelling Strategy 2021-2024, which is guided by the District's Strategic Plan and is part of the larger Communications Plan.

The Storytelling Strategy is a framework that helps find compelling stories to engage the public in what's happening in the District and its schools. The Strategy isn't so much finding specific stories, but is a framework to go over the top of any story to pick out the important pieces so we have something that's very compelling, tells a very good story, and brings people into the change that we're trying to effect as an organization and as individuals.

Over the past three years, the District's stories have typically been told using captivating photos, compelling text and inspiring videos shared via Facebook, Instagram, Twitter, and on our website. The stories that generated the most social media conversations dealt with Indigenous education, community service, land-based learning, or individual contributions to community. We want our stories to be hopeful, learner centered, future focused, unique and interesting, and reflective of our communities and our roles within.

The Cowichan Valley School District is the only Canadian participant in Shared Story, which is a subgroup of The Partnership for the Future of Learning. The goal of this collaborative group is to shift the cultural narrative about public education. The Shared Story Strategy Screen refines our storytelling vision and provides a guide to our framing and the telling of our stories to:

- Advance a bold vision;
- Offer solutions and inspire action;
- Navigate, leverage and shift frames,
- Illuminate structural inequities; and
- Build power and participation.

The goal for the 2021-2024 Storytelling Strategy is to inspire hope. The last couple of years have been hard on people, and if we focus on inspiring hope within our School District's staff and community, it will resonate.

Our stories will be told using the following methods:

- Individual stories - 2-3 minute video stories from individual schools;
- Mini-Doc Series such as Xe'Xe' Smun'een (Our Sacred Children) and Nuts'a' maat shqwaluwun kw tst yaayus (Working together with one heart, one mind, one thought) produced by Keywork Designs
- In-house stories - photos and stories created by the Director of Communications and shared on social media;
- Indigenous Education - Hello Dolly and Hul'q'umi'num Word of the Week;
- Media outreach - focusing on ensuring that the media gets copies of our stories with the hope that they help us share them.

7. BUSINESS AND OPERATIONS

7.1 K-12 Public Education Accumulated Operating Surplus Policy

Boards are required to update their contingency policies to clearly explain the purpose of operating surplus and how that surplus will be used to support their Board's strategic objectives and other operational priorities of their District. The policies must also include guidelines on how inter-fund transfers will be managed, and outline how financial risks will be mitigated by establishing a contingency operating surplus. Boards are required to consult with all partner groups and First Nations around what will be restricted from the operating surplus at the end of the school year. A companion guide lays out steps Boards should take to manage their surpluses.

7.2 K-12 Public Education Financial Planning and Reporting Policy

The Secretary-Treasurer provided an overview of the new Policy, which ensures that Boards align their resources to their strategic plans, and that they are on target to achieve their long-term, strategic and financial goals. Boards should develop and implement internal processes to monitor and track the financial progress and performance.

7.3 Policy 17 Contingency Reserve

8. POLICY

9. COMMITTEES

9.1 Highlights of the October 19, 2021 Advisory Committee Meeting

Trustee Croft provided a summary of the October 19, 2021 Advisory Committee Meeting.

10. ADJOURNMENT

10.1 Motion to Adjourn

The meeting adjourned at 5:32 p.m.

Moved by Trustee de Groot
Seconded by Trustee Spilsbury

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

CARRIED

ACTION LIST FOR BEBC MEETINGS

Description	Assigned To	Action	Disposition / Completion
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April 27, 2021

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

Policy 8: Climate Change Committee	Jason Sandquist	Deferred to the next BEBC Meeting	Completed
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Provincial: Mental Health in Schools Strategy, ERASE

District: Strategic Plan (Culture of Care): SEL & Mental Health

School / Site Community Element	ESSELP	ESSELP	ESSELP	ESSELP	ESSELP	Staff Development	SSMHLSP	SSMHLSP	SSMHLSP	SSMHLSP	Staff Development
Initiative	CALM Curriculum	EASE (Everyday Anxiety Strategies for Educators)	DEPTHS OF COMFORT	GO TO Elementary MHL	ESSELP TEAM DEVELOPMENT	TeachMentalHealth.org (UBC/Stan Kucher)	SSMHLSP Implementation (Year 1)	EASE (Everyday Anxiety Strategies for Educators)	GO TO! Curriculum	Student Led Peer Mentoring Program (Safer Schools)	Indigenous Voice (Trauma Informed) Collaboration with INED
Focus	Primary K-3 - Full SEL curriculum - Early Learning Framework - Trauma sensitive instruction - Mental health/classroom	K-7 - Anxiety reduction in classroom - Trauma sensitive instruction - Mental health literacy / classroom	3-7 - Full SEL Curriculum - Trauma sensitive instruction - Mental health literacy/classroom	4-6 - MH Curriculum - MH Literacy / Classroom	Site based Elementary SEL Team / Capacity / Systems leadership	Staff MHL Capacity	Site based Secondary MH Team / Capacity / Systems Leadership	8 – 12 - Anxiety reduction in secondary classrooms - Trauma sensitive instruction - Mental health literacy	9-10 - Mental health literacy full curriculum	Grade 10 - Mentors Grade 6/7 - Mentees	To insure our practices, processes, and approach to Critical Incidents, Mental Health and Social Emotional Learning are culturally safe and informed by Indigenous staff, counsellors, and the indigenous community
Timeline / Status	K-1 full implementation (invited, not mandated) in 12 schools. 2-3 PILOT in spotlight schools (ECH/KHOW/ALEX/DI SC/PALS)	Full implementation (invited, not mandatory) in most Elementary Schools Ongoing to expand	Pilot Khowhemun / The Grove	Pilot G. Bonner Alexander Lake Cowichan School (March 2022)	Template development NOV-JAN PILOT FEB-APR	Jan 2018 (FALSE START) Partial Implementation	Data Collection NOV-JAN Strategy Development FEB-MAR Plan Articulation APR-JUNE <i>(ready for year 2 implementation)</i>	NEW (Fall 2022)	Partially implemented in 3 schools (<i>False Start</i>) - Requires "Reboot"	Pilot Nov 21 – Mar 22	In progress. October – met with Mary Peters, and Deloria Bighorn to plan next steps November, meeting schedule to meet with Mary Peters, IES staff, Counsellor from Cowichan Tribes.
Training Requirements	Foundational (TTOC Req.)	Foundational (TTOC Req)	Foundational (TTOC Req)	Foundational (TTOC Req)	Inservice (TTOC Req)	Foundational (TTOC Req)	Inservice (TTOC Req)	Foundational (TTOC Req)	Foundational (TTOC Req)	Inservice (TTOC Req)	Working with Indigenous Education staff and indigenous professional counsellors, and elders from the community to train and inform our counselling staff and school staffs
Resource Requirements	Curriculum Kits Partnering with developer to create online resource(s)	EASE Resource kit for each school	Online usage license fee	Online Free		Online Free		Online Free	Online Free	Online Free	Release time for staff Indigenous counsellor time
Incentive / Sustainability Requirements	Supplementary resources Community of practice	Supplementary resources Community of Practice				ESSELP/SSMHLSP Development will help with reboot	Inservice Support (meals, etc.)	Supplementary Resources	Supplementary Resources Community of practice SSMHLSP will help reboot	Mentors (food) Class Resources	
Outcome / Data Source	Implementation surveys Teacher surveys Student Assessment	Implementation Surveys Teacher Surveys Interviews	Teacher Survey Student Outcome Assessments	Teacher Survey Student Outcome Assessments	Template created Pilot completion surveys/feedback Parent surveys		- Parent survey - Staff survey - Student survey <i>*Ready to implement Sept 22?</i>	- Implementation Survey - Student Response survey in SSMHLSP	- Student Survey in SSMHLSP	- Mentor survey (post pilot) - Mentee survey	

Provincial: *Mental Health in Schools Strategy, Trauma Events Systems, Compassionate LC Framework*

District: *Strategic Plan (Culture of Care); Trauma Informed Communities*

School / Site Community Element	STAFF DEVELOPMENT	STAFF DEVELOPMENT	STAFF DEVELOPMENT	CRISIS RESPONSE / STAFF DEVELOPMENT	CRISIS RESPONSE	CRISIS RESPONSE	DISTRICT SCREENING / STAFF DEVELOPMENT	Staff Development
Initiative	Reclaiming our Students	Understanding Behavior	CLCF Mentored Teams	NVCI (UKERU / CPI)	District Compassionate Learning Team	Trauma Event Systems	H & R Student Screening (Response to Intervention)	SOGI <i>Establish a SOGI working group</i>
Focus	Capacity (staff) MH Literacy Trauma sensitive instruction Community building	Capacity Behaviour as communication Trauma informed	Capacity Staff Support Trauma Informed Practice	Capacity De-escalation strategies Staff & Student safety Level I, II, III	Support for school teams Interdisciplinary & community support Compassionate system leadership	Support for school teams Critical incident response Compassionate systems Leadership	R.T.I. Compassionate Systems Leadership	Emotional safety and Inclusion
Timeline / Status	Pilot 20/21 Pro-D Oct 21 Implementation	Partially implemented Moving to online model (online resource development) Pilot: Online resource through Complex Trauma Institute	Pilot 19-21 3 Groups Launching @ NID FKSS – Closed Group Two interschool groups	Pilot 20-21 Renewal Training Nov 21 FULL Implementation in Elementary by June 22	Pilot 20-21 Referral process in place Team Active	Protocol Updated <i>*Some aspects need renewal</i>	New screen in effect as of Nov. 21	October - Meet with all SOGI Leads and Learning Team members Establish Working Group to plan support program and learning opportunities for the year
Training Requirements	October Pro-D Nuts'amat Shqwaluwun		NID Intro	Train the trainer School Teams (TTOC Req)	UKERU / CPI	Renewal of training for counselors, admin, and CIRT (TTOC Req)		<i>Regional Meeting</i> <i>Attend at SOGI Summit</i> <i>Attend</i>
Resource Requirements	Reclaiming our Students Book Pro-D Series	NID Pilot	CLCF Modules (Online Free)	Online Safety Pads for 12 Schools	New Safety Plan Template New Student Reintegration plan New de-escalation plan	CIRT Protocol (CIRT Team) Suicide Protocol (Counsellor) VTRA (Team)		SOGI 1,2,3 Resources Rainbow Kits at all schools Rainbow crosswalks at all sites
Incentive / Sustainability Requirements	Community of Practice / NID Support		Community of Practice / NID Support	Ongoing training costs Replacement costs for materials	Staff/Parent Interviews Development of new plans			Grant to each of our schools to support GSA clubs and SOGI resources
Outcome / Data Source	50+ Participants Staff Interviews / Staff Survey		Staff Survey / Interviews	Staff surveys/Interviews/WPV Reports	Template created Pilot completion surveys/feedback Parent surveys			SOGI Survey.

Provincial: Mental Health in Schools Strategy, Trauma Events Systems, Compassionate LC Framework // District: Strategic Plan (Culture of Care); Trauma Informed Communities									Subtotal Line Item
School / Site Community Element	Staff Development	Staff Development	Staff Development	Crisis Response / Staff Development	Crisis Response	Crisis Response	District Screening / Staff Development	Staff Development	
Initiative	<i>Reclaiming</i>	<i>UB</i>	<i>CLCF (TIP)</i>	<i>NVCI</i>	<i>DCLT</i>	<i>TES</i>	<i>H&R Student Screening</i>	<i>SOGI</i>	\$0.00
Focus									\$0.00
Timeline / Status									\$0.00
Training Requirements				\$10,450.00	\$5,000.00	\$6,000.00		\$8,000.00	\$29,450.00
Resource Requirements		\$250.00		\$7,500.00		\$2,000.00		\$2,500.00	\$12,250.00
Incentive / Sustainability Requirements	\$1,300.00		\$1,500.00	\$0.00				\$7,500.00	\$10,300.00
Outcome / Data Source									\$0.00
Subtotal(s)	\$1,300.00	\$250.00	\$1,500.00	\$17,950.00	\$5,000.00	\$8,000.00	\$0.00	\$18,000.00	
Grand Total	\$52,000.00								

Provincial: Mental Health in Schools Strategy, ERASE // District: Strategic Plan (Culture of Care), SEL & Mental Health

Subtotal Line Item

School / Site Community Element	ESSELP	ESSELP	ESSELP	ESSELP	ESSELP	Staff Develop	SSMHLSP	SSMHLSP	SSMHLSP	SSMHLSP	Staff Develop	
Initiative	<i>CALM</i>	<i>EASE</i>	<i>D of C</i>	<i>GO TO Elem</i>	<i>Team Develop</i>	<i>Teach Mental Health</i>	<i>Implem.</i>	<i>EASE 8-12</i>	<i>GO TO!</i>	<i>Peer Support</i>	<i>IND Voice</i>	\$0.00
Focus												\$0.00
Timeline / Status												\$0.00
Training Requirements	\$3,000.00	\$4,000.00	\$400.00	\$1,200.00			\$8,000.00	\$5,000.00		\$1,200.00	\$13,800.00	\$36,600.00
Resource Requirements	\$7,000.00	\$3,000.00	\$1,200.00		\$13,000.00						\$5,000.00	\$29,200.00
Incentive / Sustainability Requirements			\$3,000.00	\$400.00			\$800.00	\$1,000.00				\$5,200.00
Outcome / Data Source												\$0.00
Subtotal(s)	\$10,000.00	\$7,000.00	\$4,600.00	\$1,600.00	\$13,000.00	\$0.00	\$8,800.00	\$6,000.00	\$0.00	\$1,200.00	\$18,800.00	
Grand Total	\$71,000.00											

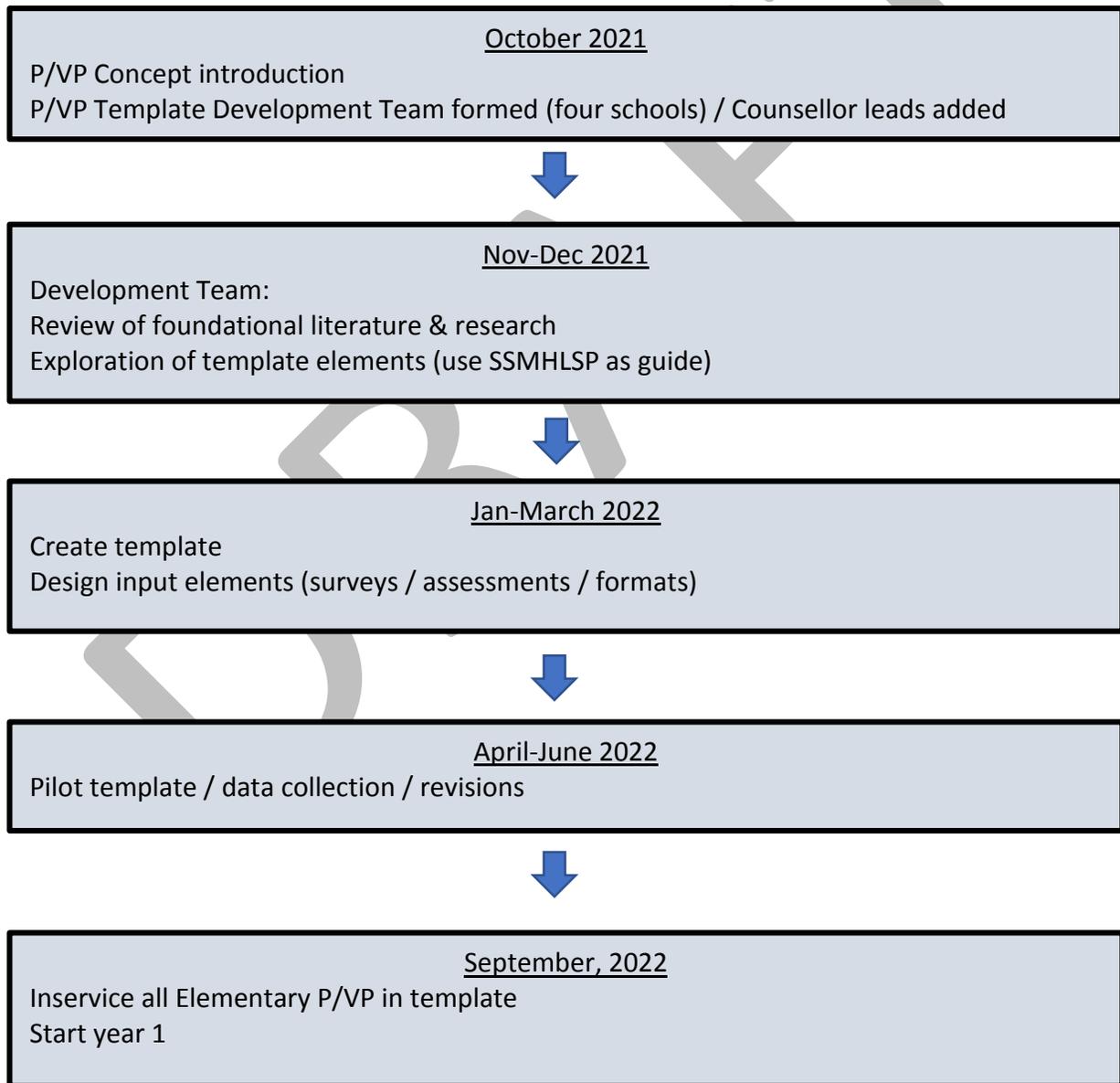


COWICHAN VALLEY

School District

Elementary School Social Emotional Learning Plan (ESSELP)

Timeline for Implementation (Pilot)



FUNDING ANNOUNCEMENT ESTIMATE

	NOVEMBER ESTIMATE		MARCH ESTIMATE		FTE	DIFFERENCE
	FTE	2020/2021	FTE	2021/2022		
SEPTEMBER ENROLMENT COUNT:						
STANDARD	7,785.5430	61,389,007	7,411.4890	58,439,591	374.0540	2,949,416
CONTINUING EDUCATION	5.0000	39,425	12.6250	99,548	(7.6250)	(60,123)
ALTERNATE SCHOOLS	311.0000	2,452,235	300.0000	2,365,500	11.0000	86,735
DISTRIBUTED LEARNING	228.8125	1,455,248	200.0000	1,272,000	28.8125	183,248
HOME SCHOOLING	15.0000	3,750	23.0000	5,750	(8.0000)	(2,000)
COURSE CHALLENGES	-	-	1.0000	246	(1.0000)	(246)
ENROLMENT-BASED FUNDING		65,339,664		62,182,635		3,157,029
ENROLMENT DECLINE		-		417,969		(417,969)
LEVEL 1 SPECIAL NEEDS	9.0000	403,650	12.0000	538,200	(3.0000)	(134,550)
LEVEL 2 SPECIAL NEEDS	450.0000	9,576,000	433.0000	9,214,240	17.0000	361,760
LEVEL 3 SPECIAL NEEDS	129.0000	1,386,750	137.0000	1,472,750	(8.0000)	(86,000)
ENGLISH LANGUAGE LEARNING	356.0000	564,260	321.0000	508,785	35.0000	55,475
INDIGENOUS EDUCATION	1,673.0000	2,618,245	1,570.0000	2,457,050	103.0000	161,195
ADULT EDUCATION	1.1250	5,659	-	-	1.1250	5,659
EQUITY OF OPPORTUNITY SUPPLEMENT		450,031		450,031		-
UNIQUE STUDENT NEEDS		15,004,595		14,641,056		363,539
SALARY DIFFERENTIAL		1,308,763		1,244,939		63,824
UNIQUE GEOGRAPHIC FACTORS		5,332,716		5,332,716		-
EDUCATION PLAN		73,001		73,001		-
TOTAL SEPTEMBER ENROLMENT		87,058,739		83,892,316		3,166,423
FEBRUARY ENROLMENT COUNT:						
ENROLMENT-BASED FUNDING		313,520		313,520		-
UNIQUE STUDENT NEEDS		53,200		53,200		-
TOTAL FEBRUARY ENROLMENT		366,720		366,720		-
MAY ENROLMENT COUNT:						
ENROLMENT-BASED FUNDING		181,875		181,875		-
TOTAL MAY ENROLMENT		181,875		181,875		-
FULL YEAR FUNDING		87,607,334		84,440,911		3,166,423

Select Standing Committee on Finance and
Government Services

REPORT ON THE BUDGET 2022 CONSULTATION

November 2021



LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

Second Report
Second Session, 42nd Parliament

K-12 EDUCATION

CAPITAL FUNDING

Several school districts and associations recommended increasing capital funding for K-12 education. The BC School Trustees Association noted that school districts are not funded for numerous capital items, including IT infrastructure, portables, classroom furniture, retrofits, or administrative or maintenance facilities. School District No. 41 (Burnaby) referred to a 2020 BC School Trustees Association report, which indicated that the routine capital program totaled \$204 million; however, the estimated cost of repairs and maintenance recommended by building system engineers was more than double that at \$441 million. School District No. 5 (Southeast Kootenay) highlighted the need to address aging infrastructure, noting that the cost of maintenance increases as schools age, pointing to maintenance challenges with Mount Baker Secondary which is over 70 years old. Similarly, School District No. 60 (Peace River North) shared that 78 percent of their buildings received a poor or critical rating upon assessment. Two school districts emphasized the need to decrease the environmental impact of schools; School District No. 42 (Maple Ridge-Pitt Meadows) stated that significant investments in retrofitting schools need to be made to achieve greenhouse gas emission reduction goals.

Some school districts focused on funding for maintenance and recommended increasing the Annual Facility Grant. School District No. 71 (Comox Valley) noted that the increased cost of building supplies due to the pandemic has put pressure on Annual Facility Grant resources. They also stated that the grant remains a fixed amount and is not dependent on the age of a school and level of maintenance required. Other school districts including School District No. 57 (Prince George) cited buildings in poor condition and aging infrastructure as rationale for increasing the grant. School District No. 42 (Maple Ridge-Pitt Meadows) explained that not completing necessary facility renovations at the time of seismic upgrading is inefficient and will add to the overall cost if completed separately.

The Committee also heard about the need for capital funding related to COVID-19. School District No. 41 (Burnaby) emphasized the importance of ventilation for infection prevention and exposure control and noted that funding is needed for many older classrooms and classrooms that are not connected to ventilation systems. Similarly, the BC Teachers' Federation stated that improving air quality in BC schools would have an immediate impact in reducing the total number of cases of COVID-19 as well as long-term benefits in decreasing transmission of other common respiratory viruses such as influenza.

With respect to capital funding policy, two school districts remarked on the requirement to have school districts contribute up to 50 percent of the total cost of capital projects for new space. School District No. 43 (Coquitlam) stated that this practice redirects funds away from student needs to capital projects which is cross-purpose to successful education. School District No. 73 (Kamloops-Thompson) noted that due to rapid growth, they have exceeded capacity and are obliged to make decisions about students being taught in portables or moving students outside of their neighbourhoods. School District No. 41 (Burnaby) also remarked on the needs of growing districts and recommended providing additional funding to acquire and setup necessary portable classrooms to accommodate student enrolment growth when districts can demonstrate no alternative solution exists.

Three submissions made recommendations related to funding for seismic upgrades. The BC Confederation of Parent Advisory Councils cited a September 2021 Ministry of Education report which stated that only 38 percent of schools have had the seismic mitigation process completed, while School District No. 38 (Richmond) noted that 37 of their schools were identified as having at least one high-risk building section needing to be addressed.

DISTRIBUTED LEARNING AND INDEPENDENT SCHOOLS

The Committee heard a presentation from Self Design Learning Foundation regarding their independent online school which they state is the largest school of record for students with special needs in BC. They note that in 2020, the Ministry of Education decreased the per student funding amount to independent online schools which has negatively impacted all online students, and especially students with special needs. Further, they state that the Ministry has proposed additional funding changes to provincial online education which has created a high level of uncertainty for families with children with special needs who require a high level of care and continuity. They recommended maintaining funding and ensuring that the proposed changes to online education do not disrupt the continuity and support provided to students.

With respect to private schools, the BC Humanist Association recommended phasing out funds currently spent on funding private education and using that funding to support innovation and students with special needs within the public school system. According to the association, private school funding increases have outpaced increases for public school funding. The BC Teachers' Federation and Canadian Union of Public Employees British Columbia focused specifically on elite private schools, noting that these schools, in addition to receiving funding growth, also benefit from tax breaks for both schools and parents.

OPERATIONAL FUNDING

Some organizations called for general or overall increases to operational funding. School District No. 36 (Surrey) noted a growing reliance on portables for which there currently is no additional funding allocated to school districts. They advocated for a modified funding model or a specific grant to cover the cost of acquiring, moving, operating, and maintaining portables for those districts without sufficient school capacity to accommodate all students appropriately. First Call: Child and Youth Advocacy Society spoke to the need for increased investment to restore lost programming and address the inequities created by relying on parent fundraising. School District No. 71 (Comox Valley) noted the need for resources to develop and operationalize strategic plans to meet the Ministry of Education's goals in the Framework for Enhancing Student Learning as many districts do not have robust data collection tools for measuring outcomes. Other recommendations

cited the need for increased funding to address the cost of implementing the new curriculum, inflationary pressures, and enrolment growth.

With respect to the funding formula, the BC Teachers' Federation noted that the current model for funding public education is based on enrolment which they stated has led to some austerity budgets and inadequate funding. They proposed a funding model that follows from the vision for what public education should be, and that is firmly connected to the identified needs of students. School District No. 60 (Peace River North) referred to changes in the calculation of transportation funding, noting that it resulted in an immediate funding reduction of \$541,000 to their district, and recommended that this change be reviewed and addressed. Some organizations advocated for actions stemming from the Funding Model Review Panel Report with respect to reserves and the annual budget process.

A few submissions remarked on the shortfall in international student tuition due to the COVID-19 pandemic; for example, School District No. 41 (Burnaby) explained that the pandemic resulted in a 45 percent decrease in international education students attending their schools, representing approximately \$10 million in tuition grants. Recommendations in this area related to funding and supports for affected school districts.

The Committee also heard about other funding needs stemming from the COVID-19 pandemic. Many school districts noted the need for funding for health and safety measures, enhanced cleaning requirements, and learning recovery. With respect to health and safety, Canadian Union of Public Employees British Columbia described the increased demand on custodial workers and stated that understaffing and overwork in this area is a health and safety issue for all staff and students. Similarly, the Institute for Public Education BC stated that school districts should be funded to meet the higher expectations of cleaning from this past year. Some submissions, including First Call: Child and Youth Advocacy Society, also noted the need for funding to respond to student needs resulting from their experiences in the pandemic.

Two school districts called for funding related to compensation, noting that salary and benefits account for a very high percentage of operating costs. School District No. 71 (Comox Valley) shared that staffing is expensive and a long-term, committed cost that requires sustained funding, and explained that districts are reluctant to increase staffing when the funding is unpredictable. School District No. 43 (Coquitlam) explained

that the basic student grant is usually increased to cover teacher and support staff wage increases; however, it has not provided for benefit cost increases, salary increments for administrators and professional managers, or inflationary costs for supplies and services.

Regarding student transportation, recommendations highlighted the environmental impact of diesel buses and personal vehicles used to drive students to and from school. For Our Kids explained that the average diesel school bus emits 20 tonnes of greenhouse gases each year and that diesel buses produce pollutions that are harmful to children and bus drivers. They advocated for electric school buses to comprise 100 percent of new school bus purchases. School District No. 23 (Central Okanagan) stated that they spend an extra \$3.1 million per year on student transportation beyond the \$1 million they charge riders in busing fees. Further, they noted that adding to the number of personal vehicles driving to and from schools would be discriminatory to some families. They advocated for increased funding for the transportation of students.

Some organizations and districts advocated for funding related to programming and curriculum. The BC Teachers' Federation made two recommendations in this area, noting the need for resources to integrate Indigenous ways of knowing across the curriculum as well as resources for professional learning and planning time for teachers. Similarly, School District No. 43 (Coquitlam) explained that implementing the new curriculum requires an increased commitment to staffing at the district level to provide classroom teachers with resources, support, and modern technology. Comox Valley Families for Public Education highlighted the need for education regarding consent, noting that the BC curriculum has no mandatory sexual health education curriculum regarding consent for students in grades 11 and 12 and that the sexual health curriculum is taught through physical education which is not mandatory after grade 10.

Some organizations highlighted the need for funding related to reconciliation and supporting Indigenous learners. School District No. 39 (Vancouver) noted that while significant improvements in outcomes for Indigenous students is evident over the last several years, additional support is essential to continue this pivotal work. Further, they explained that many Indigenous learners who live on reserve attended school virtually last year and require support for the transition back to in-person learning. They advocated for funding to identify and amplify best practices in strategies and pedagogy to service Indigenous

learners. Canadian Union of Public Employees British Columbia called for funding to implement Article 14 of the United Nations Declaration on the Rights of Indigenous Peoples regarding education, particularly with respect to expanding and adding Indigenous language learning opportunities for Indigenous and non-Indigenous students.

RECRUITMENT AND RETENTION

The Committee heard that teacher recruitment and retention is a chronic challenge in BC and that more than 20,000 teachers will be needed over the current decade. School District No. 39 (Vancouver) explained that competition between districts as well as with other jurisdictions across Canada leads to challenges in adequately staffing roles to offer programs in French language instruction, tech studies, and special education. They advocated for funding for post-secondary institutions to increase their student intake for teacher training programs.

Recommendations related to compensation called for consistent and predictable funding and flexibility at the local level. School District No. 60 (Peace River North) noted that there are restrictions that make it impossible to adequately compensate existing district staff based on performance which exacerbates recruitment and retention issues. School District No. 46 (Sunshine Coast) stated that salary increases for non-union staff are linked to provincially negotiated union wage increases but are not funded which creates a structural deficit resulting in resources being removed from the classroom.

With regard to staff supports, the BC Teachers' Federation referred to a survey which indicated that 40 percent of teachers were more likely to leave education in the next two years than they were before the pandemic. Similarly, the BC Principals' and Vice-Principals' Association explained that the mental health and wellness of their members is deteriorating, and long-term disability claims have been increasing. They also pointed to the need for leadership support and development throughout principals' careers.

STUDENTS WITH SPECIAL NEEDS

Several organizations advocated for increased funding to support students with special needs with some highlighting inclusive education, as well as the need for counsellors, speech and language pathologists, and additional education assistants. With respect to inclusive education, the Down Syndrome Society of British Columbia stated that learners in inclusive education

settings tend to perform better than those in segregated settings. Similarly, Inclusion BC cited research which indicates that diverse and inclusive classrooms benefit all learners; however, they noted that many families of diverse learners are, or are considering, pulling their children from neighbourhood schools because their educational needs are not being met. School District No. 5 (Southeast Kootenay) shared that approximately 14 percent of their student population is identified as having diverse abilities and require additional support to meet their needs and graduate with confidence and purpose.

With respect to the funding model for students with special needs, some recommendations called for needs-based funding while others called for resources for high-cost/low incidence students. BCEdAccess Society stated that the school district or independent school authority is free to use their discretion regarding how to spend funding for students with special needs and as a result, the per-student allocation or supplemental amount may fail to impact the student(s) in question. The BC Teachers' Federation noted that school districts disproportionately spend more money on inclusive education than they take in as they only get about 65 percent of what is needed. They added that about half of students with an identified need have a "high incidence" designation, which is accompanied by no additional funding. School District No. 41 (Burnaby) described a significant increase in the total number of students with disabilities and diverse abilities over the past number of years, especially in the Special Needs Funding Supplement Level 2 Category. They noted that the supplemental funding provided for students in Level 2 does not cover the cost of what the district pays to support these students in the learning environment. Regarding severe learning disabilities, Dyslexia BC explained that the funding category J was taken away in 2002; they recommend bringing this category back, stating a prevalence model is unlikely to include Dyslexia in Ministry of Education funding levels.

Many organizations made recommendations related to identification and assessments, highlighting long waitlists and the need for early identification. The BC Confederation of Parent Advisory Councils noted that waitlists of three and four years for assessment are common and as a result, many parents opt to have their children assessed privately which creates further inequity in the public education system. Similarly, Cindy Dalgish noted that long waitlists for assessments within the education system impede students' ability to get the support they need in a timely fashion. Dyslexia BC recommended early screening

in kindergarten so that reading remediation can be done as soon as possible; they explain that it takes four times longer to remediate dyslexia if you wait until grade 3 or 4 to start. Both Inclusion BC and BCEdAccess Society suggested a targeted fund to increase the number of educational assessments, thereby reducing waitlists.

There were also a few organizations and individuals who made recommendations specific to education assistants. Canadian Union of Public Employees British Columbia stated that education assistants and aboriginal education assistants can help students make emotional connections to their education to improve their learning outcome; however, insufficient hours are a concern as shifts generally range from just four to six hours per day. BCEdAccess Society explained that there is no professional body governing education assistants in BC and no standardized program requirements in their certification. They added that without standards of practice, it is difficult to assign the role of professional to education assistants. They also discussed the importance of continuity and challenges when a child's relationship with an education assistant abruptly ends, and the emotional and intellectual energy needed to express the student's needs to a new person.

VULNERABLE STUDENTS

The Committee received a number of recommendations with respect to school food programs. Several organizations called for the expansion of school meal programs for low-income students, with many recommending a universal school program and some making recommendations related to specific nutrition programs including those run by the Breakfast Club of Canada and Backpack Buddies. The BC Agriculture in the Classroom Foundation highlighted the BC School Fruit and Vegetable Nutritional Program created in partnership with the ministries of Health, Agriculture, Fisheries and Food, and Education through which fruits, vegetables, and milk, supplied by over 1,000 BC farmers, are delivered to classrooms a total of 24 weeks in the school year. School District No. 46 (Sunshine Coast) noted that for many vulnerable students, time at school presents their only access to healthy meals. Similarly, the BC Teachers' Federation cited the most recent household food security dataset published by Statistics Canada which indicated that less than 70 percent of single-parent families in BC were food secure. The BC Chapter of the Coalition for Healthy School Food stated that Canada remains the only G7 nation without a national school food program and made several recommendations

related to a task force, a school meal program coordinator, and pilot programs. The BC Alliance for Healthy Living stated that a universal healthy school food program could help increase fruit and vegetable consumption amongst children, reducing risk for numerous chronic diseases. The Institute for Public Education BC advocated for funding to be expanded and guaranteed through provincial initiatives, rather than a patchwork of programs.

The need for mental health and student supports was another key theme. Several submissions highlighted the impact of the pandemic on student mental health and the need for counsellors and other supports. CUPE 728 Surrey School District Support Staff stated that the pandemic has both triggered mental health conditions and made existing conditions worse. Similarly, School District No. 71 (Comox Valley) noted that 50 percent of families in the district report needing access to mental health services for their children. Both School District No. 36 (Surrey) and School District No. 43 (Coquitlam) stated that CommunityLink and Equity of Opportunity funding are insufficient and allocated inequitably across districts. The BC Confederation of Parent Advisory Councils noted that the new normal will require more funding for learning recovery, acceleration programs, school health and safety, student mental health and well-being, and connectivity and support to teachers. The Surrey Teachers' Association advocated for investment in counsellors for children and teenagers as providing students with the supports they need at a time when they are receptive to learning results in savings for society over the course of their lifetime.

School District No. 57 (Prince George) remarked on the number of students living in poverty and the impact on their readiness for full participation in their learning. They advocated for a provincial poverty reduction strategy to address the needs of vulnerable students and families. School District No. 43 (Coquitlam) explained that a decrease in in-class instruction time due to the pandemic has been detrimental for many students, both socially and academically, particularly those who are most vulnerable and recommended funding to address learning loss.

CONCLUSIONS

The Committee reflected on the large volume of input related to capital funding for K-12 education which highlighted difficulties associated with capacity and new builds, and addressing aging infrastructure. They also discussed the implications of districts needing to make capital contributions, and capital expenses

such as portables coming out of operating budgets, and how this impacts their ability to fund classroom expenses, transportation, staffing, and other operational expenses. They recognized that the province has areas of rapid growth where capacity is a real challenge, and discussed the need for innovative long-term capital solutions, such as modular construction, that would allow flexibility to respond to population changes and help to move away from portables. The Committee additionally considered how work can be done with municipalities to better respond to areas of population growth. Further, Members noted that capital funding needs to be proactive and responsive and reflected on presentations which highlighted the need for transparency in funding and decision processes. Members also recognized the importance of IT infrastructure investments both to prepare for another possible shift to online learning in the future and to provide education on the use of technology and to reflect a modern curriculum.

With respect to operational funding, the Committee again emphasized the importance of a proactive funding formula that anticipates future needs and population changes while also addressing a range of challenges highlighted by submissions. They discussed how current policies that do not take into consideration the cost of maintaining older buildings puts pressure on school districts that have declining or stagnant enrolment. Members also remarked on the challenge of student transportation in many communities and noted that investments in public transportation can help address this issue (see Transportation and Transit). They also discussed the environmental impact associated with diesel buses and the use of personal vehicles to drive students to and from schools.

Committee Members noted many benefits related to online and distributed learning for families in rural BC who may live three or four hours away from schools and for students, including those with special needs, who may learn better in such an environment. They discussed how distributed learning models could be better supported and further explored as part of a dynamic education system.

The Committee acknowledged that recruitment and retention is a significant issue and reflected on the many submissions that highlighted the toll of the pandemic on teachers and staff as well as the need for work-life balance. Members noted that the teaching profession has evolved over time, increasing in complexity and with new pressures. They also discussed challenges related to the high cost of housing which impact teachers' ability to live in the communities in which they work.

They considered ways to support and attract teachers from other countries, including supporting the Provincial Nominee Program and reducing barriers for individuals educated outside of Canada.

Committee Members acknowledged the number of presentations and recommendations which emphasized the importance of supports for students with special needs, including the need for inclusion, and to address challenges with respect to identification and long waitlists for assessments. They recognized that funding to support students with special needs is a significant issue in BC and were supportive of recommendations to increase these supports and improve early identification and assessment.

With respect to vulnerable students, the Committee emphasized the importance of school food programs, especially given the

link between nutrition and education outcomes. They noted that food programs can help to reduce stigma for students in need and encourage socialization and interactions between students and staff. Further, they discussed how these programs are largely volunteer driven and that there are gaps with respect to funding and coordination, resulting in a patchwork of programs across the province. Committee Members also noted that the COVID-19 pandemic has affected student mental health and led to an increase in eating disorders, depression, and anxiety for many as well as issues related to retention and support for guidance counsellors who are overwhelmed. Committee Members also acknowledged the interrelation between students with special needs and vulnerable students, noting that many students fall into both categories.

RECOMMENDATIONS

The Committee recommends to the Legislative Assembly that the provincial government:

Capital Funding

107. Re-examine capital funding with a view to being more forward-looking and responsive, addressing inequities and gaps with respect to provincial funding for IT and maintenance, and reviewing policies regarding district contributions and portable construction.
108. Prioritize methods to fast-track construction of new schools and additions, including exploring the use of modular construction and prioritizing means to lower the environmental impact of new and existing schools.

Operational Funding

109. Review the operational funding formula for K-12 education to ensure it is proactive and transparent, based on the identified needs of school districts, with appropriate consideration for anticipated population changes, equitable distribution of resources, supports to deliver the new curriculum and reconciliation initiatives, increased health and safety measures, and student transportation.

Distributed Learning and Independent Schools

110. Recognize online and distributed learning programs as integral to the K-12 education system and re-examine funding to ensure these programs continue to meet the needs of all learners, particularly children and families in rural and remote areas and children and youth with special needs.

Recruitment and Retention

111. Explore creative measures to recruit and retain teachers, including providing incentives, providing relief to teachers in school districts with high housing costs, addressing work-life balance challenges, and reducing barriers for immigrants and internationally educated teachers.

Students with Special Needs

112. Increase supports for students with special needs, including providing supports and training to staff to support inclusion and improving early identification and assessment.

Vulnerable Students

113. Support the expansion, coordination, and sustainability of school meal programs, such as the BC School Fruit and Vegetable Nutritional Program, and encourage collaboration with BC agricultural producers.
114. Increase funding for mental health supports in schools, including student-focused resources, wrap-around services, and personnel.

ELIGIBILITY FOR ADMISSION

Background

Pursuant to the *School Act*, the District shall provide an education program, free of charge, to all children of school age 'ordinarily resident' in the District, and may provide an educational program free or at a fee to temporary attendees, non-residents, or over-age students.

For the purposes of Section 82 of the *School Act*, a student is a resident in the District if:

- The student is 'ordinarily resident' in the District;
- The parent of the student is also 'ordinarily resident' in British Columbia.

Procedures

1. Admissions

- 1.1. Subject to section 74.1 of the *School Act*, a person is entitled to enroll in an educational program provided by the board of a school district if the person is of school age and is resident in that school district. To be eligible for provincial funding, students must be ordinarily resident in BC with their parent/legal guardian.
- 1.2. Schools should directly register students whose parent/guardians are First Nations, Metis, Canadian Citizens and Permanent Residents, including those with convention refugee status.
- 1.3. Permanent Residents, Temporary Residents including refugee claimants, deemed residents, authorized students, and dependents of study permit or work permit holders will be referred to the International Student Program to verify their eligibility for admission as fee-paying or non-fee-paying students, and for receipt of an Acceptance Letter, where applicable.

Eligibility Requirements

2. School Age

- 2.1. A student is eligible for admission in September of a school year if the student will have attained the age of five years on or before December 31 of a school year. The student is eligible to continue to receive an educational program until June 30 of the school in which the person reaches the age of 19 years.
- 2.2. Student registering in District schools shall be required to submit appropriate proof of age, residency within the District and citizenship.
- 2.3. The district will accept submissions for proof of age, such as the following:
 - 2.3.1. Original Birth Certificate
 - 2.3.2. BC Identification Card

- 2.3.3. Passport
- 2.3.4. Status Card
- 2.3.5. Student Driver's License
- 2.3.6. Student BC Services Card (photo version only)
- 2.3.7. Letter from the Ministry of Children and Families
- 2.3.8. Letter from local Band membership

3. Residency and Citizenship

- 3.1. In accordance with Section 82, of the British Columbia *School Act*, a board must provide instruction free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the board. Section 82(2) states a student is resident in British Columbia if the student and the student's guardian are ordinarily resident in British Columbia.
- 3.2. To be eligible for Ministry of Education Operating Grant Funding ("funding"), boards must ensure that students meet age and residency requirements. A board may charge fees for services provided by the board to any applicant not ordinarily resident in BC.
- 3.3. In addition to establishing Citizenship/Permanent Residency in Canada, one primary document and one supporting documents showing residency in the school district is required. The District will accept submissions for proof of residence such as the following:
 - 3.3.1. Parent or student BC ID or Driver's License
 - 3.3.2. Utility bill
 - 3.3.3. Home purchase/rental agreement
 - 3.3.4. BC Care Card
 - 3.3.5. Letter from the Ministry of Children and Families
 - 3.3.6. Letter from local Band membership
 - 3.3.7. Property tax notice with home owner grant eligibility
- 3.4. The District will accept submissions for proof of citizenship such as the following:
 - 3.4.1. Canadian Birth Certificate
 - 3.4.2. Canadian Passport
 - 3.4.3. Canadian Citizenship Card
 - 3.4.4. Canadian Citizenship Certificate
 - 3.4.5. Confirmation of Permanent Residence and Passport
 - 3.4.6. First Nations Documentation or Band Card
 - 3.4.7. IRCC confirmation or Permanent Residence being processed within Canada

Reference Documents:

The School Act, Sections 74 and Section 82 and others

School Regulation, Section 16

The Family Law Act, Section 27 and Section 39

The Infants Act, Section 50 and Section 51

The Child, Family and Community Service Act The Adoption Act

Adopted: March 11, 1998

Amended: September 1, 2018

6. Climate Change Committee

6.1 Purpose

- 6.1.1 Recognizing that climate change is a World issue affecting current and future generations, the Climate Change Committee will develop recommendations to mitigate the environmental impact of the School District's operations.

6.2 Powers and Duties

6.2.1 Powers

Make recommendations to the Board where deemed appropriate.

6.2.2 Duties:

To ensure that the School District takes actions to mitigate its environmental impact by:

1. Focusing on energy efficiency and renewable energy;
2. Exploring options for water conservation;
3. Minimizing waste at School District facilities through the implementation of recycling and composting programs;
4. Promoting clean transportation options;
5. Developing opportunities for learning and student engagement on climate issues.

6.3 Membership

- 6.3.1 Three trustees as appointed by the Board Chair. The Chair of the Committee is determined by the Board Chair. Three senior staff members. Invitations will be extended to the following groups:

- Students
- DPAC
- CVTF
- CVPVPA
- CUPE
- USW
- Local Governments
- Local First Nations and Metis Nation
- Community Experts

6.4 Meetings

- 6.4.1 Two times a year or at the call of the Chair.

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

Trustee Elizabeth Croft, Chair
Trustees Barb de Groot, Randy Doman, Rob Hutchins, Johanne Kemmler, 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)
PRESENT: Mike Russell, Director of Communications
Erin Egeland, Associate Secretary-Treasurer
Richard Dyble, Director of Operations
Charlie Coleman, District Principal of Indigenous Education
Mike Greenslade, LCTA
Venessa MacDowell, CVP/VPA
Vicki Miller, USW

Claire Spencer, Recording Secretary

APOLOGIES: Naomi Nilsson, CDTU

1. Call to Order

Trustee Croft called the meeting to order at 4:30 p.m. and respectfully acknowledged that the meeting was taking place on the traditional and ancestral lands of the Coast Salish people where we live, learn and play.

2. Check-In

Venessa MacDowell: Elementary updates highlighting the District's Strategic Priorities of Indigenous Ways of Knowing and Culture of Care were shared, including:

- A Grade 4/5 class at Bench Elementary is co-taught by teachers who believe that taking their students, along with a Knowledge Keeper, to the Cowichan Bay Estuary on repeated occasions allows students to get to know the location and understand its significance to its First People.
- Maple Bay Elementary is grouped into neighbourhoods which have Hul'q'umi'num animal names, and weave in and around the building in all aspects of learning.
- Mill Bay Nature School tried something different for Remembrance Day and held a cedar ceremony which was impactful and respectful.

Mike Greenslade: Mike shared apologies from Naomi Nilsson, CVTU, who is unable to attend tonight's meeting. It has been a very long day!

Vicki Miller: She is glad winds and rains have stopped. The weather made yesterday a really busy day for everyone.

Robyn Gray: We are a district that can respond rapidly to emergent situations due to its collective staff, who stepped in yesterday to support people across the District and in the community. Thank you to all staff for their flexibility and for managing things so well. An exceptional Non-Instructional Day focused on trauma-sensitive instruction has been organized for November 26. The morning keynote presentation will feature Tom Hierck, who will also participate in an afternoon session. There are many options for staff across the system. Thank you to our partners who support us – it's a huge effort to provide learning and opportunities for a very diverse staff.

Jason Sandquist: A major focus has been the CSS Replacement Project. A new updated long-range facilities plan is also in the works. The Board has hired a retired planner to meet with all the municipalities to determine short, medium and long-term development plans for the area. The data was sent to Baragar Systems who will translate that information into projections for future enrolment. The data will be critical for determining future needs for the District and will require community feedback. The budget is being updated to reflect the unexpected enrolment growth and the unused prior year budgets that have rolled over into the current fiscal year.

Candace Spilsbury: The Board has been working on all things connected to the Cowichan Secondary School replacement, and they were very disappointed to have to cancel the community presentation last night. A new date should be announced very soon. The Board is still in the process of collecting information before making a decision on a vaccine mandate. The Board is trying to do the best for its students, staff, and the community, so it is taking the time necessary to carefully research and discuss the matter.

Elizabeth Croft: Due to recent changes, Trustee Croft will be moving on to Chair the Climate Change Committee. Trustee Kemmler will take over as Chair of the Advisory Committee at the December meeting.

3. Old Business

3.1 Truth and reconciliation (Standing Item)

3.1.1 Indigenous Learning Session

Charlie Coleman, District Principal of Indigenous Education, expanded on the information on how to be an ally which was shared at the October Advisory Committee Meeting, and discussion ensued. Highlights included:

- Examples of how to “Walk the Talk” and “Keep Learning” are to be visible in your support, and visibly challenge biases.
- You won’t be perfect the first time you step up, but we need to keep trying until we get it right.
- Be visible and explicit in your support, at whatever level you are comfortable with.
- If you hear someone say something racist or biased, you need to speak up and say, “That’s not true/right”. If you don’t say anything you’re silently being supportive.
- Listen to people and be willing to learn something new.
- Admit when you make a mistake and invite someone to teach you. We don’t have to be experts at this. Reconciliation will be a journey.
- If you’re talking to an Indigenous parent, student, or staff member, really listen to them and listen to their perspective and be open to the idea of learning something new.
- A lot of our non-Indigenous staff may or may not personally know an Indigenous person. We tend to gravitate to people/things that are familiar, that we understand. There is a goal to get Indigenous Education staff in as many schools as possible so they become familiar.
- Engage in courageous conversations. Don’t be afraid to call someone out if you hear a racist comment or biased attitude. This takes courage, and it may be easier to start by talking to close friends/family if a misguided comment is made. Having your first conversation with someone close may make you feel more comfortable to speak with someone further removed from your inner circle.
- “Education is the key to reconciliation – education got us into this mess and education will get us out of it.” The Honourable Murray Sinclair.

4. **New Business**

4.1 **CSS Replacement Update**

Mike Russell presented a slideshow on the new Cowichan Secondary School replacement. The architects did research to foster a deep understanding of Cowichan Tribes and the area, which they incorporated into the school's design. Water, and the way it flows, is the basis for the layout of the buildings, which represent the atoll or stepping stones in a river. Round outdoor seated spaces were inspired by tubing in the river. Large wooden canoes that can be moved throughout the multi-purpose space for seating resemble a canoe landing. An estuary in the Indigenous Plaza is designed like a marsh.

The 3-storey school features learning communities with four classrooms which have a centre breakout room/hallway. Each learning community has an outdoor balcony, washrooms, and walls that can be retracted to form two big classrooms that share collaboration spaces. Other notable features include a science super lab with studios on the outside, yoga/dance studio, Indigenous Education centre, TED labs (auto, wood, and metal shops), maker space area, and a large gym with seating for 1,000.

The neighbourhood learning centre will encompass a Health and Wellness Centre and an Indigenous Language and Cultural Centre. The Health and Wellness Centre, which will include a high tech boardroom, will be operated by third party and offer services to students, staff and the community. The Indigenous Language and Cultural Centre will feature a gathering place with an attached Elders space.

The exterior of the school was inspired by the greyed cedar, wood beams and slanted roofing of traditional longhouses and homes. The look of the traditional weirs has been incorporated into the Indigenous Language and Cultural Centre.

The partner groups were asked how often and how in-depth they would like future updates on the project to be. Members shared that it is impressive to see the level of thought that went into the school's design. They can take their excitement and share their knowledge with others, to create more awareness. Partners will also be better able to answer questions with accurate information.

5. **Adjournment**

The meeting adjourned at 5:16 p.m.