

**COMMITTEE of the WHOLE MEETING  
PUBLIC AGENDA  
Tuesday, May 12, 2020  
6:00pm**

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A copy of the Public Board Meeting Agenda is available on the School District website at:  
<http://www.comoxvalleyschools.ca>

Alternatively, copies are available on request from [Marlene.Leach@sd71.bc.ca](mailto:Marlene.Leach@sd71.bc.ca).

**Public Board Meetings are recorded and live streamed on the School District's YouTube channel.**

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**1. Call to Order**

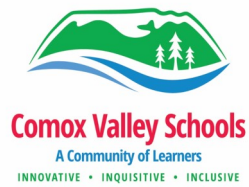
*The Board of Education acknowledges that we are on the traditional territories of the K'ómoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.*

**2. Secretary-Treasurer**

- i. 2020-21 Annual Budget Recommendations  
Board Information**

**3. Adjournment**

# School District No. 71 (Comox Valley)



## 2020-21 Annual Budget Recommendations

May 2020

Prepared by:

Nicole Bittante, Secretary-Treasurer

**SCHOOL DISTRICT NO. 71 (Comox Valley)**  
**Ministry of Education Operating Grant - Preliminary - for the 2020-21 Year**

	2019-20 Amended Budget (based on actual Sept enrolment)			2020-21 Preliminary Budget (based on projected Sept enrolment)		
	FTE	Grant	Total	FTE	Grant	Total
<b>Enrolment Based Funding</b>						
Standard schools	7555.688	7,468	56,425,874	7673.000	7,560	58,007,880
Continuing education	0.000	7,468	0	0.000	7,560	0
Alternate schools	183.000	7,468	1,366,644	168.000	7,560	1,270,080
Distributed learning	813.188	6,100	4,960,444	790.000	6,100	4,819,000
	<u>8551.875</u>			<u>8631.000</u>		
Home Schooling	15.000	250	3,750	15.000	250	3,750
Course Challenges	4.000	233	932	4.000	236	944
<b>Total September Enrolment Based Funding</b>			<b>\$62,757,644</b>			<b>\$ 64,101,654</b>
<b>Unique Student Needs</b>						
English as a second language	108.000	1,495	161,460	120.000	1,520	182,400
Aboriginal education	1367.000	1,450	1,982,150	1387.000	1,500	2,080,500
Special education - level 1	11.000	42,400	466,400	13.000	43,000	559,000
Special education - level 2	342.000	20,200	6,908,400	325.000	20,400	6,630,000
Special education - level 3	66.000	10,250	676,500	78.000	10,300	803,400
Adult education	19.000	4,773	90,687	15.000	4,823	72,345
Equity of Opportunity Supplement						391,545
			<u>10,285,597</u>			<u>10,719,190</u>
<b>Salary differential</b>			<b>2,436,481</b>			<b>2,457,836</b>
<b>Unique geographic factors</b>			<b>5,150,214</b>			<b>5,515,404</b>
<b>Subtotal September Operating Grant</b>			<b>80,629,936</b>			<b>82,794,084</b>
<b>BC Education Plan Supplement</b>			<u>165,548</u>			<u>76,967</u>
<b>Total September Operating Grant</b>			<b>\$80,795,484</b>			<b>\$ 82,871,051</b>
<b>Summer learning</b>			<b>24,940</b>			<b>24,940</b>
<b>Estimated enrolment based funding - February</b>			<b>1,257,230</b>			<b>1,613,080</b>
<b>Estimated enrolment based funding - May</b>			<b>798,563</b>			<b>847,091</b>
<b>Total Aggregate Funding Announced</b>			<u><b>\$82,876,217</b></u>			<u><b>\$ 85,356,162</b></u>
						<u><u><b>\$ 2,479,945</b></u></u>

# School District No. 71 (Comox Valley)

## 2020-21 Annual Budget

### REVENUE

#### **Ministry of Education Operating Grant**

Increase in revenue - enrolment growth	1,058,936
Equity of Opportunity Grant	391,545
Carbon Tax Grant	60,000
Employer Health Tax Grant	611,726
Labour Settlement Funding - CUPE	357,738

#### **Increase in Operating Grant**

**\$ 2,479,945**

#### **Other Revenue Changes**

Carbon Tax Grant	-60,000
Employer Health Tax Grant	-611,726
Labour Settlement Funding - CUPE	-357,738
International Program	-1,425,000
Investment Income	-100,000
Labour Settlement Funding - Teachers	1,600,000

#### **Total Revenue Increase**

**\$ 1,525,481**

# **2020-21 Annual Budget**

## **Update – May 12, 2020**

### **COVID-19**

In March 2020, the World Health Organization declared coronavirus COVID-19 a pandemic. The impact of COVID-19 on the global economy and on school district finances and operations is very difficult to estimate. With this high level of uncertainty, the district is not estimating any budget changes at this time, other than the effect of the pandemic on the International Program. There may be additional cost savings in the current school year (2019-20) and there may be additional costs of providing services next year depending upon recommendations and directions from the Ministry of Education and Public Health.

In preparing the 2020-21 balanced budget, the district has worked to protect the structures and supports that best serve our students.

### **Update on Budget Adjustments**

Since the last budget information package was shared on April 28, 2020, two significant budget items have been addressed:

#### **International Program**

In the midst of the COVID-19 pandemic, the district is anticipating a decrease of approximately 60 international students attending our international program next year. This results in a revenue reduction of approximately \$1,425,000.

Staffing has been aligned with student projections and program expenditures have been reduced to reflect the decrease in enrolment. The costs related to the program have been reduced by approximately \$1,035,000.

In addition to funding its own operations, the international program contributes funding to the district to enhance programs for all students. The district contribution of approximately \$390,000 has been eliminated due to the reduction in revenues.

#### **Provincial Collective Agreement – Teachers**

On March 26, 2020, a tentative agreement was reached between BCPSEA and the BCTF. The agreement was ratified on May 1, 2020 by boards of education and members of the BCTF.

The provincial collective agreement includes a general wage increase of 2% on July 1, 2019 and a general wage increase of 2% on July 1, 2020, as well as a 1% increase to the top step of the teacher salary grid in each district effective July 1, 2020.

The estimated cost of these increases is approximately \$1,600,000. The Ministry of Education has stated that they will fully fund the negotiated increases for teachers (likely through a labour settlement grant).

## **Preliminary Budget Position**

For 2020-21, School District No. 71 is in a position to implement a balanced budget which represents a status quo operation (maintain the current levels of service and programs) plus the costs to accommodate enrolment growth and the increased costs to operations which are not funded by the Ministry.

## **Partner Group/Staff/Public Input**

Partner groups, staff, and the public were asked to submit feedback/input on the budget. Submissions were received from CUPE, DPAC, CVPVPA, and the Information Technology department. A public budget survey was posted on the district website and shared with social media. There were 37 responses by the public. All submissions from partner groups, staff and the public are included in this package – see attached.

The district is not in a position at this time to make any enhancements to the existing programs and services. However, the feedback that has come forward has been reviewed by senior management and will be considered in the fall if enrolment increases again in September and additional funding is received.

## **Next Steps**

The Board is required to approve an Annual Budget on or before June 30, 2020 for the 2020-21 school year.

The attached recommended budget plan is provided for review and discussion.

Management is recommending these budget adjustments in order to adopt a balanced 2020-21 Annual Operating Budget.

The 2020-21 Annual Budget and Bylaw will be prepared in the required format and will be presented for adoption at the Board Meeting on May 26, 2020.

**School District No. 71 (Comox Valley)**  
**2020-21 Preliminary Budget Position (as of May 6, 2020)**

		Preliminary Budget Changes 2020-21
<b>REVENUE INCREASES (DECREASES)</b>		
<b>Ministry - Operating Grant</b>		
Enrolment Change	Projected increase in overall enrolment	1,058,936
Labour Settlement Funding - CUPE	Moved into operating grant from "Other MOE Grants"	357,738
Employer Health Tax Grant	Moved into operating grant from "Other MOE Grants"	611,726
Carbon Tax Grant	Moved into operating grant from "Other MOE Grants"	60,000
<b>Labour Settlement Funding - Teachers</b>	<b>Extra funding to offset increase in teacher salaries</b>	<b>1,600,000</b>
Equity of Opportunity Supplement	New grant	391,545
<b>Other Revenue Changes</b>		
Employer Health Tax Grant	Moved from "Other MOE Grants" into operating grant	-611,726
Carbon Tax Grant	Moved from "Other MOE Grants" into operating grant	-60,000
Labour Settlement Funding	Moved from "Other MOE Grants" into operating grant	-357,738
<b>International Program</b>	<b>Reduction in revenue (including district contribution)</b>	<b>-1,425,000</b>
Investment Income	Reduction in rates	-100,000
<b>TOTAL REVENUE INCREASES (DECREASES)</b>		<b>\$ 1,525,481</b>
<b>COST INCREASES (DECREASES) - Required</b>		
Teacher Staffing	Increase 4.062 FTE due to enrolment growth	389,760
PVP Admin time	Increase 0.2 FTE Admin time	20,000
Negotiated CUPE contractual increases	2% general wage increase and service improvement allocation of \$112,000	442,000
<b>Negotiated teacher contractual increases</b>	<b>Increases per contract</b>	<b>1,600,000</b>
PVP/Exempt Staff Salary Increases	Increase to maximum grid rates of 2%	115,000
Trustee Remuneration	2% - per CPI	2,400
Teacher Benefit Premiums	Benefit premium increases resulting from increased usage and cost of existing plans	202,264
CUPE Benefit Premiums	Benefit premium increases resulting from increased usage and cost of existing plans	130,000
PVP/Exempt Staff Benefit Premiums	Benefit premium increases resulting from increased usage and cost of existing plans	20,000
CPP and EI premiums	Changes to employer contribution rates/increase in salaries	100,000
WCB premiums	Changes to employer contribution rates	10,000
Utility costs	Hydro - decrease 1%	-10,000
Indigenous Education	Targeted funding - increase in programs and services	98,350
<b>International Program</b>	<b>Reduction in staffing and expenditures</b>	<b>-1,035,000</b>
Transportation Contract	2.5% annual increase	48,707
Extra-curricular Transportation	Reduction due to endowment contribution	-20,000
NGN Recoveries	Reduction per Ministry	-53,000
One Time Expenses	One time expenses in 2019-20 not required in 2020-21	-535,000
<b>Total Required Cost Changes</b>		<b>1,525,481</b>
<b>COST INCREASES (DECREASES) - Other</b>		
N/A		
<b>Total Other Cost Changes</b>		<b>0</b>
<b>TOTAL COST INCREASES (DECREASES)</b>		<b>\$ 1,525,481</b>
<b>BUDGET CHANGE REQUIRED FOR ALL COST INCREASES</b>		<b>\$ -</b>

April 29 2020

## CUPE local 439 Budget 2020/2021 Requests

I would like to take this opportunity to thank the budget committee for all their valuable input while working towards our budget for next year. A big shout out to Nicole for doing an amazing job providing the information to the committee.

We appreciate having the chance to provide budget requests for our members. Although we understand there are many more requests from all stakeholder groups than can be approved, we respectfully submit the below requests. We believe the requests capture the need within our membership and can be an incentive for further recruitment with having full time work within our district. We have seen firsthand how valuable and how meaningful the work that all our members provide. We continue to foster trusting relationships with respect, integrity and ethical behavior which empowers, not just our students, but all staff within our district to have a positive impact on our district, community and the world.

**Daytime Custodial** – As we move into a new normal and understand the importance of contact surface cleaning for us all to remain safe, we believe that the introduction of daytime custodian at elementary level to keep up with the high standard of cleanliness that will be necessary.

**Increase staffing numbers for IT and Maintenance** to spread the work out over more staff. This could help with the wait times for work orders, as well as allowing internal coverage for sick leave etc.

**Work Experience** start up and shut down hours returned.

**Increase Library Clerk assignment hours** an incentive for recruitment as well.

**Increase the number and hours of Program Workers/Support Workers.** Strong Start program workers run a complete program for 0 to 5. They deal with the unique needs for the families they support in several ways. Having more hours to collaborate with colleagues and

**Increase staffing levels for EA's and increase hours for assignments** for meaningful collaboration time, student readiness and evidence base student learning outcomes. We believe that to better serve the students a daily debriefing would be helpful with other EA's and other staff within the school without being rushed. Information sometimes can be lost in translation if there is not clarity provided at the time because there is not enough time to communicate efficiently and effectively for a clear understanding.

**Increase ISW's assignments** hours per week to allow enough time for collaboration time and to connect with students and families on a not so rushed basis. There are several unique challenges that ISW's face with additional paperwork that takes valuable time away from those students that we serve.



**Increase All (HR/PR/Accts./DL/Administrative Assistants) Clerical hours to 40 hours per week** would allow more time to support all staff, parents and students within the site.

**If you need further clarification on any of the above requests, please do not hesitate to contact us.  
Thank you all stay safe, be patient and be kind.**

**Respectfully submitted,**

**Denise Bullock  
President CUPE Local 439**

**Susan Hansen  
Treasurer CUPE Local 439**

**SD71 2020-21 Annual Budget**  
**Submission by DPAC – April 24, 2020**

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DPAC requests that the SD71 2020/21 budget include the following:

1. Funding for the establishment a full-time physical health & mental well-being coordinator. Such a position is in keeping with the district’s Strategic Plan (for 2019-2023)’s 4<sup>th</sup> priority (physical health & mental well-being) and specifically its intended action of “implement[ing] a district-wide mental health initiative”. It would also support its intended action of “continu[ing] to build capacity in sexual health education” This person would oversee mental/emotional health, sexual health, physical well-being and could also incorporate active transportation goals within the context of physical health.

Our district has stated for years that this is a district priority and it is now enshrined in our district’s Strategic Plan (for 2019-2023). If there was ever a time to move forward with this goal, it is now. With the ongoing pandemic and expected aftermath, we need to be fully resourced in this area.

This position is crucial as experiences of anxiety, depression, grief, and trauma etc., are expected to increase due to isolation and increased stress. The coordinator should oversee all aspects of mental, physical, emotional, and sexual health of our students, including acting as a liaison between the District, schools, VIHA, families, and other community groups. Secondary students will likely require additional supports due to additional stress, anxiety and depression associated with the uncertainty of their foreseeable futures (graduation, start of college/university, entry into a limited and changing workforce). The coordinator could also work closely with the Foundry if the Comox Valley becomes a chosen location

2. Funding for one full time counsellor at each school, who would work with teachers and EAs at the individual schools to support students as well as with the health and well-being coordinator to implement a district-wide approach.

This has been a need for some time, but with the added stress of home learning/social isolation, the students will need access to more resources delivered consistently by the same professional school counsellors who are available to the students year after year and who the students grow to know and trust. No more roving counsellors who cover multiple schools and are only in some schools a couple days a week, counselors are needed as a full time resource to students.

3. Funding for training for teachers in critical incident stress debriefing before school resumes full time. Many students returning to school full time will have suffered from anxiety, depression, grief, trauma, neglect and in many cases a combination thereof. Teachers need to be educated on these issues so they are equipped to properly help students and are not overwhelmed themselves. This could be accomplished by a short series of one hour videoconferences.



## Comox Valley Principal's and Vice Principal's Association

Friday, April 24<sup>th</sup>, 2020

Below is a summary of the feedback we received from our Principals and Vice-Principals. Before we get to that, we were pleased to see reference in the documents to an anticipated increase in negotiated salary increases for non-unionized employees. Thank you.

1. There were positive responses for money connected to supporting collaboration to improve teaching.
2. There were also responses that responded to our new learning context. We need to have students stay home as much as possible and may need them to return to learning from home at some point next year. Robust distant learning options that can and are supporting blended learning will be crucial. We think that money directed towards course creation that can be delivered in person, online, or through a print package for all grades would be a good use of district resources.

Unfortunately, as we do not have granular detail, we cannot propose numbers or where we would suggest such resources could come from. We are cognizant of the fact the district might be saving some money with changes to our instruction model and are wondering if any of that money will be able to be rolled forward for next year and utilized as suggested above. We are also curious about what conversations are happening about the potential effects on enrollment next year based on the changing economy.

We hope that this information is helpful and welcome your thoughts, questions, and feedback.

Sincerely,

Comox Valley Principals and Vice-Principals.



**Comox Valley Schools**

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

# Comox Valley Schools

School District No. 71  
Information Technology Department

607 Cumberland Road  
Courtenay, B.C. V9N 7G5  
Fax (250) 334 5552  
Telephone (250) 334 5500

27 April 2020

RE: 2020-2021 Information Technology Budget Requests

The IT department has recently completed a department review, working with Spindrift Consulting. The results of that review include several recommendations, reflected below:

- **Manager of Information Technology (Exempt)**
  - One additional exempt staff position to provide critical backup and succession planning for the Director of IT.
  - The department director is responsible for all supervision, project management, planning, budgeting and system security.
  - Additional responsibilities include programming/scripting and the student information system, MyEducationBC.
  - The sheer volume of work requires a significant amount of additional time on a regular basis. The threat of potential burnout and lack of backup for the department director is considered a significant risk by senior leadership.
  - Provide support for security oversight, project management, supervision, network administration and other critical duties.
- **Data Coordinator/Clerical (Support)**
  - Currently the Director of IT is also responsible for most of the support for the student information system MyEducationBC.
  - Ideally a potential incumbent would currently hold a clerical position at a secondary school and have significant experience with MyEducationBC, including reports, scheduling and general data extracts (GDE). They would then take over the responsibilities for support, training and data of the MyEducationBC system in conjunction with a programmer analyst position.
- **Programmer Analyst (Support)**
  - Most scripting and programming duties are currently being accomplished by the Director of IT.
  - There is an opportunity for a qualified programmer analyst support position to support general data extracts and secure data transfer between the student information system, the HR/Accounting system and other programs.
  - With the right qualifications this position could also provide backup for the network technician and assist with data and system security.
- **Information Technology Department office/work/warehouse space**
  - The department currently occupies two spaces; office space co-located at Maintenance/Facilities on Vanier Drive and storage/workspace at the closed Comox Elementary.
  - The department has seen steady growth over the past few years and have exceeded the capacity of existing office space. As well, with the current IT department offices there is very little space to repair or maintain equipment.
  - Currently the existing allocation only has 4 offices and would not accommodate additional staff.

- There is concern about new equipment being housed at Comox Elementary with very little security.
- **Disaster Recovery Plan**
  - Although a good deal of work has been done upgrading the district data centre and backups, there is no established Disaster Recovery Plan for the district technology infrastructure.
  - The objective of a disaster recovery plan is to ensure that the district can respond to a disaster or other emergency that affects information systems and minimize the effect on the operation of the district.
  - This is considered to be important strategic planning recommended by core government, ministries and public bodies and should be accomplished as soon as possible.
- **Business Continuity Plan**
  - It would be highly advisable for the district to initiate Business Continuity Planning with Disaster Recovery Planning as a subset. This would include the Secretary Treasurer, Assistant Superintendent or Superintendent, Department Heads.
  - A business continuity plan (BCP) helps ensure that business processes can continue during a time of emergency or disaster. Such emergencies or disasters might include an earthquake or fire or any other case where the business is not able to occur under normal conditions.

# BUDGET 2020-21 PUBLIC SURVEY RESPONSES

## 1. With regards to your child's education, what is most important to you and why?

- Education Assistant Support. My child has multiple LD's.
- Indigenous education and indigenous content. She is Métis, First Nations and European and I want her to have a positive educational experience (to benefit her self esteem and overall wellbeing) and this will make a huge difference.
- Quality of teachers.
- School community. We chose to live within our school neighbourhood because we wanted to be apart of our school community.
- Quality evidence based education. Focus on basics at the elementary stage.
- The basics so they have a good foundation to grow on.
- More straight grades; my daughter has been in 5 split classes (all 5 years of Elementary so far); keep classes as small as possible.
- A balanced education of academics, the arts, physical pursuits and the outdoors.
- Our little girl will be starting Kindergarten at Arden this fall. What is most important to us - two working parents - is for her social and mental well being during this difficult time. Having a plan in place and routine/schedules for little ones is important as changing the direction all the time causes anxiety in many little children. If the plan is online learning a few days a week and in class another few days a set schedule needs to be created. One this schedule makes it easier for parents (working or not) and easier on the children.
- They have access to technology and extra curricular sports.
- For my child to be in a class with only her grade. I despise split classes.
- Ensure access to resources to support learners with challenges. Literacy, self esteem, and team building are most important as they are the foundations for success.
- That they continue to grow into lifelong learners. That they are prepared for any academic opportunities they choose in the future.
- Access to school, teaching kids to think, get along with others, respect the staff.
- Getting a seat in a real classroom for the courses they need.

- Learning to function ethically in the world.
- Having a school that is not bursting at the seams with too many children. I want my child to have the access to the resources including teachers who are not overwhelmed because they have too many students.
- Availability of classes.
- As a parent of a special needs child with ASD I see the value in having enough EA support for students. He has never had enough support.
- Alternative learning options.
- Beginner's financing. Grade 9-12 should acquire the basic awareness of personal financing. Too many children leave school and enter the work force (or higher education) and don't have a clue about managing money/finances. The basic bare minimum should be an introduction into the banking system i.e.; how to open a bank account; the importance of managing credit (and the effects of student loans); investment opportunities such as TFSAs, GICs, RRSPs; and for starters how to write a check. I and many others were never introduced to this subject matter and we had to learn the hard way. Let's make our children wiser to the ways of adulthood by implementing some degree of financial responsibility. Why has the Dept. of Education neglected to teach our kids and us (former students) these life skills? It's time to take responsibility Board of Education and teach your students something beneficial toward life skills, for once!
- Balanced learning - school subjects are important, but just as critical is the social learning (group dynamics, etc.), community learning, etc.
- To outside and learn about nature. It's great for mental health. Kids spend too much time indoors.
- Variety, stimulation, continuous feedback and updates from the classroom. The upside of the current COVID environment is the constant outreach from and to teachers and also being able to see what our children are doing-what challenges them, what their behaviours are.
- Emotional and social development are the most important. Followed by cultivating a love for learning and curiosity.
- Literacy and numeracy, basic skills, content of programs has to be consistent over all years of the course of instruction, too often early years content is simplified to an extent that it is distorted and delivered by teachers who lack the ability to synthesize the curriculum information to make it worthwhile.
- There are two areas that are important and underrepresented:
  1. Quality Special Education with oversight to ensure best practices and curriculum are being followed
  2. Health Education. PE at the elem. level is sporadic and not following modern curriculum

and learning practices. At the secondary level, there is too much emphasis and time spent on competitive/representative sport and not enough on health education.

- Climate adaptation considerations.
- A safe and equal place of learning for my child. Smaller class sizes.
- Learning things that they can put to use in everyday life. I don't think schools teach enough about regular life.
- That she is always taught to her highest level of learning and that if she is struggling in any areas that I am informed so she can get help and not fall through the cracks or be pushed through with out a strong grasp of each concept.
- Quality - smaller classes, focused programs, less reliance on technology.
- Making sure there is more than one EA in every classroom to support those children who do need extra support.
- That they have all the resources needed to achieve great success.
- More flexible learning options - programs that offer blended learning.
- Resources they may or do need are available like learning assistance teachers and more education assistant support for ALL learners not just my children.



## **2. What changes to programs, services and/or activities would you like the District to consider as we develop the 2020-21 budget?**

- More Educational Assistant (EA) support!
- More funding for indigenous education (not limit it to targeted funding). Expand the indigenous program: perhaps French immersion, perhaps grade 2 and/or a Comox option.
- Schools that have low enrolment to de slip choice programs.
- Hard to know with current situation. Likely easiest to keep the status quo while everything else is so uncertain. Stability will help the adults and children within the system.
- Less focus on play and more focus on actual math and reading skills.
- I Ride programs for kids that missed out this year.
- Ensure physical education/activity actually takes place on a regular/daily basis and keep expanding the work of your environmental teacher and your partnerships with Fish and Game, Tribune Bay, Miracle Beach, etc. etc.
- Increased opportunities within nature and outdoor education. Being stuck in small classrooms right now is probably not ideal so trying to find more ways to get the children outside learning in nature combine that with online learning from home (not links to YouTube videos) but actual online learning. Private schools have invested in high end programs similar to Universities to provide online learning for all ages. Instead of reinventing the wheel - look at how other higher education and elementary programs being set up and completed by both public and private sectors nationally.
- Extra support for kids wanting to do sports and assistants for teachers.
- More outdoor activities.
- Keep Epic for student use to enable research at home and promote fun reading.
- I would like to see the same opportunities available to all students regardless of what school they attend. For example, band is not available to all students. Lake trail students do not have an opportunity to join band until grade 10, 2-3 years behind their peers.
- Busing kindergarten children to school and back.
- Overcrowding at some schools. One school has SIX portables.
- Promote learning outside the classroom.
- I would like international students to take a back seat to our own children. I am tired of the high schools especially Mark R. Isfeld being over full due to the district taking on International students. I would totally get it if our schools were half full then yes fill them up with others

but that is no longer the case. The local demographics in the Valley seem to be shifting in recent years with more families making the Valley home resulting in an increase in students. Having to have more and more portables is not okay. I understand you get way more money for these kids but our kids need to take priority. Especially now as the world is changing due to COVID 19. PUT OUR CHILDREN FIRST and I am not being racist. This is purely a space issue. Has an analysis been done as to whether having international students really is a benefit financially or does it actually cost us more by having to install more portables and hire more staff etc.?

- Isfeld cafeteria and a running track.
- increase funding to student services.
- Reduce the lesson plan syllabus dedicated toward algebra, trig and calculus to include personal financing. More emphasis needed on percentages especially the power of compound interest.
- More on conflict resolution for social dynamics in class. There doesn't seem to be any at our school.
- More programs for outdoor recreation.
- We are in favour of a good balance of programs from arts and music to sports and challenging academics while allowing the teachers enough resources (time included) to do this effectively. Take care of the teachers first.
- Focus on supports for environmental and indigenous learning.
- More focus on delivery of content through electronic means, with emphasis of in person educator to student interaction to focus on student achievement. Evaluation of student performance and achievement should be done by both primary educator and a separate evaluator.
- Exposing intermediate students to applied skills and middle school aged students to post secondary opportunities.
- More focus on climate adaptation, community resilience, and community partnerships.
- Embedded acts of reconciliation.
- I'd like to see more art, music and shop. More hands on courses. Again, things that kids should know by the time they graduate.
- If we need to continue with online/homebased learning, I'd like to see more iteration between the teachers and the students.... 2 half hour chats is not enough!
- More recess, before and after-care.
- Having something that children with Disabilities can do, and be included in.

- More access to technology.
- Continued investment in Indigenous education, increased funding for EAs, counsellors, LSTs, and a more robust investment in the arts at all levels.
- More Education Assistants, smaller classrooms.

### **3. Are there any efficiency measures or cost-savings ideas that the District should consider as we develop the 2020-21 budget?**

- Re-evaluate school biking and walking routes to lessen the costs of biking and increase daily physical activity.
- Don't allow retired teachers to sub at high rates of pay. Give the new, starting teachers a chance.
- Straighter grades: no more playing so much catch up for younger grades in a split for the fall session, not helping the higher grade in a split class.
- Are you sure we need so many Educational Assistants (EAs)? Channel funds into more teaching positions.
- Instead of each school district coming up with its own solution, perhaps the province can come up with one solution for all school districts and programs for all the teachers to follow for BC which also aligns with other provinces. One thing I have heard is that depending on the school you are going to right now, you are getting everything from actual online classes and teaching to a list of YouTube links and no instruction from teachers. The education needs to be consistent across all the schools as well as the outcomes. No matter what school the children attend, the program should be the same for all grade levels and investment in education the same.
- Zero waste recycling programs. Farm to table food programs.
- School trustees. Are they needed? I called one to ask a question and did not get a callback. Reduce or eliminate unnecessary positions. I think teachers do a fabulous job and hats off to them.
- Upper management review. Streamline top management. Two health and safety?
- Use existing facilities such as parks and community resources and develop roving classrooms that do not require expensive brick and mortar but make use of the environment and the natural world which surrounds us.
- This is a difficult question since the budget is rather vague as to where the expenses go. General categories are hard to determine what the money is actually being spent on.
- Offering online PE classes for grades 8-10 could save on multiple PE instructors being needed. As many kids with ample outside activities to replace it.
- The decision made to not reconfigure schools will cost money, and if other decisions were made, that would have been more efficient.
- I don't know what it looks like now, so wouldn't have any valuable input.
- Cutting the amount of time at school for students and staff.

- A review of expenditure in detail. Use volunteers to supplement staff resources. Investigate opportunity to contract for services or supply of goods rather than continue current practices. Are retired teachers who are hired as supply to replace absent teachers paid at a rate which reflects the remuneration which they receive as pension from their former service?
- More Teams type meetings to reduce transportation, catering, time costs, etc.
- Investment in energy efficiency initiatives - long term life cycle cost considerations.
- I think as a whole our school district in my experience is doing well with the budget they are allotted.
- Make learning fun by combining subjects (ex: math and cooking, physics and sports).
- Having more for children with disabilities.
- Stop building onto schools to accommodate, use outdoor spaces.
- Raise education assistants' hours or pay. They are amazing and my kids would not be successful without them.