

**REGULAR BOARD MEETING AGENDA**  
**Tuesday, February 26, 2019**  
**7:00pm**

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A copy of the Public Board Meeting Agenda is available on the School District website at:

<http://www.comoxvalleyschools.ca>

Alternately, copies are available on request from [Debbie.Page@sd71.bc.ca](mailto:Debbie.Page@sd71.bc.ca).

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1. **Call to Order**

*The Board of Education acknowledges that we are on the traditional territories of the K'omoks 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. **Adoption of Agenda**

Recommendation:

***THAT the Board of Education adopt the February 26, 2019 Regular Public Board Meeting Agenda as presented.***

3. **Board Meeting Minutes**

Recommendation:

***THAT the Board of Education adopt the Regular Board Meeting Minutes of January 22, 2019 as presented.***

4. **Report on In-Camera Meeting –**  
No January 22, 2019 In-Camera Meeting

5. **Board Chair's Report**

6. **Presentation / Delegation**

7. **Education Committee Meeting Report – February 12, 2019 Education Meeting cancelled due to weather**

Next Meeting:

**DATE:** Tuesday, March 12, 2019

**TIME:** 6:30 pm

**LOCATION:** Glacier View Secondary Centre, 241 Beecher Place, Courtenay, BC

8. **Strategic Direction**  
A. Superintendent

Page 12

- i. **District News**
- ii. **Distance Learning Funding Review Recommendations Presentation**,  
Jeff Taylor, Principal, Navigate/NIDES

Recommendation:

***THAT the Board of Education submit their response to the Ministry of Education and ask for a one-on-one meeting with ministry staff to discuss our submission.***

- iii. **District Data Reports**, Geoff Manning, Director of Instructional Services K-12

Board Information

- iv. **Mental Health Conference**, Esther Shatz, Director of Instruction (Student Services)

Board Information

- B. Secretary Treasurer

Page 15

- i. **Draft Board of Education Annual Work Plan**, Briefing Note

Recommendation:

***THAT the Board of Education of School District No. 71 (Comox Valley) receive the final proposed Board Annual Work Plan as presented.***

- ii. **Lake Trail Seismic Project**, Briefing Note (Handout)

- C. Human Resources

Page 19

- i. **Retirements and Recognition**

Board Information

- ii. **Fun-Raiser Event**

Board Information

Recommendation:

***THAT the Board of Education receive this report as information.***

9. **Board Committee Reports**

Page 20 **Finance Committee Report –**  
Minutes of February 19, 2019 provided for Board information.

Page 22 **C.1 Audit Committee – Public Members**

Recommendation:

***THAT the Board of Education approve the advertisement presented to recruit two public members for the Audit Committee.***

Page 24 **C.2 2018-19 Amended Annual Budget Bylaw**

Recommendation:

***THAT School District No. 71 (Comox Valley) Amended Annual Budget Bylaw for 2018-19 in the amount of \$105,771,243 receive its first reading.***

***THAT School District No. 71 (Comox Valley) Amended Annual Budget Bylaw for 2018-19 in the amount of \$105,771,243 receive its second reading.***

***THAT the Board unanimously agree to suspend the requirements of the School Act and Board's Procedural Bylaw 2017 to have the third reading of the Amended Annual Budget Bylaw at a subsequent meeting.***

***THAT School District No. 71 (Comox Valley) Amended Annual Budget Bylaw for 2018-19 in the amount of \$105,771,243 receive its third and final reading.***

Page 49 **D.1 Classroom Enhancement Fund Letter from the Ministry of Education**

Board Information

Recommendation:

***THAT the Board of Education receive the Finance Committee report.***

Page 51 **Facilities Committee Report –**  
Minutes of February 13, 2019 provided for Board information.

Page 53 **C.1 Facilities Committee – Updated Terms of Reference, Briefing Note**

Recommendation:

***THAT the Board of Education refer the DRAFT Facilities Committee Terms of Reference as presented to the Policy Committee.***

Page 56 **C.2 Additional Classrooms Required for September 2019, Briefing Note**

Recommendation:

***THAT the Board of Education approve the use of approximately \$475,000 from surplus to purchase two modular buildings (Royston Elementary and Miracle Beach Elementary) and ensure that 5 additional classrooms are ready for September 2019.***

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**D.1 Capital Project Update, February 2019, Briefing Note**

Board Information

Recommendation:

***THAT the Board of Education receive the Facilities Committee report.***

Page 60

**Policy Committee Report –**

Minutes of February 19, 2019 provided for Board information.

Page 62

**1. Board Policy – 3 – 4: Ordinarily Resident**

Recommendation:

***THAT the Board of Education approve Board Policy 3-4: Ordinarily Resident as presented.***

**2. Administrative Procedures:**

Page 65

Page 68

- **4006** – *Assignment and Selection of Vice Principals*
- **6020** – *Physical Restraint and Seclusion of Students*

Board Information

Recommendation:

***THAT the Board of Education receive the Policy Committee report.***

10.

**Board Business / Correspondence**

Page 72

- i. Comox Valley Schools Education Enrichment Fund with the Comox Valley Community Foundation, Sheila McDonnell, Trustee, Baynes Sound, Hornby and Denman Islands**

Recommendation:

***THAT the Board of Education request the Superintendent of Schools to continue discussion with the Comox Valley Community Foundation and report back to the Board with recommendations for the establishment of a Comox Valley Schools Fund under the Comox Valley Community Foundation umbrella.***

AND,

***THAT the Board of Education assign the establishment and ongoing development of the Comox Valley Schools Fund to be included in the mandate and oversight of the Community Engagement Committee.***

- Page 74      ii.    **BC School Trustees Association (BCSTA) Provincial Council Report**, February 7-9, 2019, Briefing Note, Ian Hargreaves, BCSTA Provincial Council Representative
- Board Information
- Page 79      iii.    Correspondence: BC Music Educators' Association (BCMEA) and Coalition for Music Education in BC re: **Proposed Funding Model Review and Recommendations**
- Board Information
- Page 91      iv.    Correspondence: from BC School Trustees Association (BCSTA) President Gordon Swan to Minister of Education Rob Fleming re: **Input to Upcoming Changes to the Provincial Graduation Program**
- Board Information
- Page 93      v.    Correspondence: from BC School Trustees Association (BCSTA) President Gordon Swan to Minister of Education Rob Fleming re: **BCSTA Response to Funding Model Independent Panel Report**
- Board Information
11.          **Public Question Period**
12.          **Adjournment**

**REGULAR BOARD MEETING MINUTES**  
**Tuesday, January 22, 2019**  
**7:00pm**

**1. Call to Order – 7 pm**

**Present:**

**Trustees**

Janice Caton, Board Chair  
Tonia Frawley, Vice Chair  
Ian Hargreaves  
Sheila McDonnell  
Kat Hawksby  
Michelle Waite  
Sarah Jane Howe

**Staff**

Dean Lindquist, Superintendent of Schools  
~~Tom Demeo~~, Assistant Superintendent  
~~Nicole Bittante~~, Secretary Treasurer  
~~Lynda-Marie Handfield~~, Director of Human Resources  
Candice Hilton, Director of Finance  
Geoff Manning, Director of Instructional Services K-12  
Ian Heselgrave, Director of Operations  
Esther Shatz, Director of Instruction (Student Services)  
Josh Porter, Director, Information Technology  
Mary Lee, Communications & Community Engagement Manager  
Debbie Page, Recording Secretary

**Regrets**

Tom Demeo, Assistant Superintendent  
Nicole Bittante, Secretary Treasurer  
Lynda-Marie Handfield, Director, Human Resources

**2. Appointment of Acting Secretary Treasurer for January 22, 2019 regular public board meeting.**

**Recommendation:**

***THAT the Board of Education appoint Candice Hilton as acting secretary treasurer for the January 22, 2019 regular public board meeting. CARRIED***

**3. Adoption of Agenda**

**Recommendation:**

***THAT the Board of Education adopt the January 22, 2019 Regular Public Board Meeting Agenda as presented. CARRIED***

**4. Board Meeting Minutes**

**Recommendation:**

***THAT the Board of Education adopt the Regular Board Meeting Minutes of December 18, 2018 as presented. CARRIED***

**5. Report on In-Camera Meeting –  
No December 18, 2018 In-Camera Meeting**

6. **Board Chair's Report**

Highlights:

- Hornby Island Update
- Community Engagement
- Enrolment
- Modularity
- Indigenous Education

7. **Presentation or Delegation – G.P. Vanier Creative Collective or Breezeway Program**

Students work with art, metalwork, woodwork and electronics to complete fine art/applied skills projects.

G.P. Vanier Secondary School Principal, Julie Shields introduced the following teachers: Chris Armstrong, David Randall, Dawson Ross and Troy Dakinewich

Thank you to the following talented students who presented their beautifully crafted projects: Abi Ogilvie, Abigail Forth, Austin Barnes, Brynn Creek, Caitlin Sanderson, Evan Barker, Kenisha Anderson, Zakk Davidson

8. **Education Committee Meeting Report – January 8, 2019 Education Meeting cancelled due to weather**

Next Meeting:

**DATE:** Tuesday, February 12, 2019  
**TIME:** 6:30 pm  
**LOCATION:** Glacier View Secondary Centre

A revised Education meeting schedule was provided for information.

9. **Strategic Direction**

A. Superintendent

i. **District News**

- *Robots Gather for STEM Competition, Saturday, January 19, 2019, Highland Secondary School*
- *Protocol – Temporary School(s) and / or District Closure*
- *Non-Instructional Day, Friday, February 15, 2019; Family Day, Monday, February 18, 2019*

ii. **Hornby Island – Update / Presentation**

Director of Operations, Ian Heselgrave presented on the progress being made at Hornby Island School. The aim is to have students in the new facility on Tuesday, February 19, 2019, following Family Day.

iii. **Kindergarten Registration**

Director of Instructional Services K-12, Geoff Manning gave a verbal update on the kindergarten registration process.

iv. **Board Governance Model - Implementation of the Role Clarification and Accountability Model in Comox Valley Schools**, Briefing Note

Recommendation:

***THAT the Board of Education, School District No. 71 (Comox Valley) enter into a contract with Leroy Sloan to implement the Role Clarification and Accountability model in the school district and complete the implementation prior to June 30, 2019.*** **CARRIED**

v. **Board Support for Comox Valley Regional District Application for a Physical Literacy Grant from PacificSport**, Briefing Note

Recommendation:

***THAT the Board of Education, School District No. 71 (Comox Valley) support the grant application from Active Comox Valley, CVRD and the City of Courtenay and provide a letter of support signed by the Board Chair.*** **CARRIED**

B. Assistant Superintendent

i. **Board Authority Authorized (BAA) Courses**

- Active Lifestyles for Girls 10
- Conditioning for Sport and Physical Activity 10
- Canadian Culture 10
- Emergency Care 10
- Fitness and Healthy Lifestyles – 10 (Fitness 10)
- Hockey Skills, 10, 11 and 12
- Human Performance 10 (Sport)
- Introduction to Academic Language for ELL 10
- Introduction to Criminal Law Studies 10
- Jewelry – TBA
- Leadership 10
- Marine Biology 10
- Peer Mentorship 10 (Cross Disciplinary and Interdisciplinary Arts)
- Peer Tutoring 10, 11 and 12
- Rugby Foundations 10, 11 and 12
- Team Sports 10
- Yearbook 10, 11 and 12

Recommendation:

***THAT the Board of Education, School District No. 71 (Comox Valley) approve the updated Board Authority Authorized courses as being presented in the new curriculum format.*** **CARRIED**



C. Secretary Treasurer

i. **Draft Board of Education Annual Work Plan, Briefing Note**

Recommendation:

***THAT the Board of Education of School District No. 71 (Comox Valley) receive this briefing note and proposed Board Annual Work Plan as information presented for feedback and revisions as necessary.*** **CARRIED**

ii. **Draft Board Procedural Bylaw**

Recommendation:

***THAT the Draft Board Procedural Bylaw be referred to the Policy Committee.***

**CARRIED**

Recommendation:

~~***THAT the Board of Education of School District No. 71 (Comox Valley) receive this briefing note and the proposed updated Procedural Bylaw for feedback and revisions as necessary.***~~

D. Human Resources

#### **Retirements**

Stewart Savard, Teacher, Navigate/NIDES will retire effective January 31, 2019 after 20 years of service with the district.

Terry Murray, Teacher, Lake Trail Middle School will retire effective January 31, 2019 after 28 years of service with the district.

Linda Taylor, Education Assistant, Lake Trail Middle School will retire effective March 31, 2019 after 26 years of service with the district.

Barbara Forrest Pannell, Education Assistant, G.P. Vanier Secondary School will retire effective March 31, 2019 after 23 years of service with the district.

Lynda Robson, Education Assistant, Queneesh Elementary School will retire effective March 31, 2019 after 26 years of service with the district.

#### **Recognition**

Bobbie Bailer, Indigenous Support Worker, Indigenous Education, Glacier View Secondary Centre resigned effective December 21, 2018 after 5 years of service with the district.

Recommendation:

***THAT the Board of Education receive this report as information.***

**CARRIED**

10. **Board Committee Reports**

i. Finance Committee Report – January 14, 2019

a) **Committee Terms of Reference**

Recommendation:

***THAT the Board of Education approve the amended Committee Terms of Reference as presented.*** **CARRIED**

b) **Draft Committee Work Plan**

Recommendation:

***THAT the Board of Education approve the Draft Committee Work Plan as presented.*** **CARRIED**

ii. Budget Committee Report – January 16, 2019

a) **2019-20 Budget Committee Terms of Reference**

Recommendation:

***THAT the Board of Education approve the 2019-20 Budget Committee Terms of Reference as presented.*** **CARRIED**

b) **2019-20 Budget Guiding Principles**

Recommendation:

***THAT the Board of Education approve the 2019-20 Budget Guiding Principles as presented.*** **CARRIED**

c) **2019-20 Budget Development Process and Timelines**

Recommendation:

***THAT the Board of Education approve the 2019-20 Budget Development Process and Timelines as presented.*** **CARRIED**

11. **Board Business / Correspondence**

- iii. Correspondence from the Board of Education, School District No. 71 (Comox Valley) to Minister Rob Fleming, Minister of Education re: **Audit** (attached)

Board Information

- iv. Correspondence from the Board of Education, School District No. 71 (Comox Valley) to Comox Valley Early Years Collaborative Child Care Planning Committee - Letter of Support re: **Childcare Needs Study** (attached)

Board Information

12. **Public Question Period**

13. **Adjournment - 8:55 PM**

DRAFT



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Board of Education of School District No. 71

**BRIEFING NOTE**

**TO:** Board of Education

**DATE:** January 22, 2019

**RE:** *District News*

*There are many, many things to celebrate daily in our schools. We encourage anyone with news to send items to [debra.page@sd71.bc.ca](mailto:debra.page@sd71.bc.ca) so that monthly we can honour all that our schools do to support the community and world.*

**Important Notice:** No March Public Board Meeting

Due to Spring Break – the Board of Education will hold its next regularly scheduled public meeting as follows:

**DATE:** Tuesday, April 2, 2019

**TIME:** 7 pm

**LOCATION:** School Board Office, Board Room  
607 Cumberland Road, Courtenay BC

**SCHOOL DISTRICT 71 2019 MUSICAL**  
**HIGHLAND VANIER & ISFELD** TOGETHER PRESENT...

THE NEXT GENERATION  
**SCHOOL  
of  
ROCK**  
THE MUSICAL



**SCHOOL PRODUCTION 2019**

**MARCH 5-9**

**HIGHLAND SECONDARY COMOX, BC**  
**TIX \$15 @ ALL 3 SCHOOLS**



### G.P. Vanier Senior Improv Team . . .

Off to the National Improv Tournament being held in Ottawa April 2019.

Congratulations and good luck.

### Highland Secondary School Grads Give Back -- *19 for 19 Campaign*

Grads Give Back – 19 acts of wholesome charity and bringing the community together for their 2019 graduation year. As a collective, students want to present fellow neighbours and friends with the love and kindness they deserve based on the support they have received during their years of education. For more information or to show your support, please visit: <https://www.gofundme.com/highland-grads-give-back-19-for-19-campaign>

### 2018 Premier's Awards for Indigenous Youth Excellence in Sport

Metis student Sierra Murphy, Mark R. Isfeld Secondary School, has been selected to receive the 2018 Premier's Awards for Indigenous Youth Excellence in Sport. Sierra was among district recipients of the regional award for the Premieres Excellence in Sports earlier this year.

**February 15th Pro-D Day** was a special opportunity to unveil the official school district song *Am'lala sa kumuxse'*. The song was presented by the Song Keepers and then performed by 50 elementary students from Ecole Puntledge Park and Queneesh. Resources including a recording of our song is available on our Indigenous Education website: <http://www3.sd71.bc.ca/School/abed/resources/teacher/Pages/default.aspx>



Jenna Leggett, Highland Secondary Grade 12 is one of 160 students across Canada to receive the 2019 Horatio Alger Canadian Scholarships, valued at \$5,000. Scholarships are given to students who have overcome adversity while showing a strength of character, a desire to contribute to society and strong academics.



### *Hornby Island Community School*

A special day February 19<sup>th</sup> for staff and students at Hornby Island Community School as they were welcomed into their brand-new school, a long-term temporary facility until a permanent structure is built.

Modular structures were delivered to the island mid-January and the district operations staff have worked hard over the past four weeks readying the classrooms for instruction. The structure includes 3 classrooms, a large library and smaller administrative office.





**Comox Valley Schools**  
Board of Education of School District No. 71  
Office of the Secretary-Treasurer

**BRIEFING NOTE**

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**TO:** Board of Education  
**FROM:** Nicole Bittante, Secretary-Treasurer  
**RE:** Board of Education Annual Work Plan

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**DATE:** February 26, 2019

**Purpose**

The purpose of this briefing note is to receive the final Annual Work Plan for the Board of Education of School District No. 71 (Comox Valley).

**Background**

A draft Board Annual Work Plan was presented to the Board at the December board meeting. There was no feedback on the proposed Annual Work Plan and as such, it should be received by the Board in final format.

**Recommendation**

THAT the Board of Education of School District No. 71 (Comox Valley) receive the final proposed Board Annual Work Plan as presented.

Respectfully submitted,

*Nicole Bittante*

Nicole Bittante  
Secretary-Treasurer

## Board of Education Annual Work Plan

### Monthly

- Attend Board meetings
- Attend Education Committee meeting
- Attend Board Standing Committee meetings (Policy, Finance, Facilities, Community Engagement)
- Attend Parent Advisory Council meetings

### September

- Review the Audit Findings Report and Management Letter for June 30th Year End
- Approve Audited Year End Financial Statements
- Submit Audited Year End Financial Statements to the Ministry of Education
- Review proposed Trustee calendar for Board meetings, Committee meetings, PAC meetings, and related functions
- Submit Executive Compensation Disclosure to Public Sector Employers' Council
- Consider motions to BCSTA Provincial Council

### October

- Recognize World Teachers' Day
- Review class size report on school organizations
- Receive Student Learning Frameworks report
- Submit Classroom Enhancement Fund report to the Ministry of Education
- Represent Board at BCPSEA Symposium
- Represent Board at BCSTA Provincial Council Meeting
- Represent Board at Ministry of Education Annual Liaison Meeting
- Attend BCSTA Branch meeting (VISTA)
- Community Engagement Session

### November

- Receive enrolment update report
- Election of Board Chairperson and Vice-Chairperson
- Annual Chairperson Report
- Approve Trustee Appointments to Committees and Community Liaison Groups
- Attend the BCSTA Trustee Academy



## December

- Consider motions for BCSTA Annual General Meeting and Provincial Council
- Receive Statement of Financial Information (SOFI)
- Circulation of draft budget process

## January

- Strategic Plan review
- Attend Governance and Policy Workshop
- Receive the Ministry of Education funding update
- Approve the budget process for upcoming year
- Represent Board at BCPSEA Annual General Meeting
- Community Engagement Session

## February

- Strategic Plan review
- Attend Governance Workshop – Eli Mina
- Adopt the Amended Annual Budget Bylaw
- Review and Approve Programs of Choice
- Review 3-year enrolment projection
- Represent Board at BCSTA Provincial Council Meeting
- Represent Board at Ministry of Education Annual Liaison Meeting
- Receive June 30th Operating Fund Projection

## March

- Nominate candidates for Premier’s Award of Excellence and BCSTA Innovation Award
- Receive Ministry of Education Preliminary Operating Grant for upcoming year
- Approve School District Calendar
- Receive June 30th Operating Fund Projection

## April

- Receive proposed Preliminary (Annual) Budget
- Approve the Preliminary (Annual) Budget for implementation
- Adopt the Annual Facilities Grant Bylaw
- Receive annual review of rental fees
- Attend the BCSTA Annual General Meeting
- Receive June 30th Operating Fund Projection
- Attend BCSTA Branch meeting (VISTA)
- Community Engagement Session

## May

- Adopt the Annual Budget Bylaw
- Approve School Fees
- Receive the Carbon Neutral Action Report
- Receive June 30th Operating Fund Projection

## June

- Receive the Aboriginal Education Report
- Adopt the Board Calendar for the upcoming year
- Adopt the Board Annual Work Plan for the upcoming year
- Approve trustee school liaison assignments for the upcoming year
- Review trustee remuneration
- Approve Five-year Capital Plan for submission to Ministry of Education
- Community Engagement Session
- Year-end briefing to review Strategic Plan
- Written acknowledgement of contributions by PAC and DPAC and others as appropriate

## SUMMER

- Complete Superintendent Growth Plan Review
- Complete Board Self Evaluation
- Trustee/Senior Leadership Working Session

## Other Items Ongoing or Scheduled as Needed

- Attend trustee learning/development/orientation sessions
- Attend school functions (as invited)
- Review the district Strategic Plan
- Review and approve Board Policies and Bylaws
- Review and approve Capital Project Bylaws
- Hear student appeals as needed
- Respond to media requests regarding governance matters in consultation with the Superintendent of Schools and the Communications Manager
- Review and approve Board/Authority Authorized Courses
- Ratify Collective Agreements
- Approve exempt compensation
- Approve disposition of real property (land and buildings)
- Declare facilities/properties surplus to the needs of education
- Attend Board Liaison meetings as outlined in the Trustee Calendar
- Advance Board positions through BCSTA
- Recognize school and community highlights
- Receive Technology Plan updates
- Receive energy management plan updates
- Attend employee recognition events



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Board of Education of School District No. 71

**BRIEFING NOTE**

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**TO:** Board of Education

**DATE:** February 26, 2019

**RE:** **Human Resources Administration**  
*Retirements and Recognition*

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***Retirements***

Sandra Collins, Education Assistant, Queneesh Elementary School will retire effective April 30, 2019 after 11 years of service with the district.

Sharon de Goede, Teacher, G.P. Vanier Secondary School will retire effective April 30, 2019 after 28 years of service with the district.

Tracy Ramshaw, Education Assistant, Lake Trail Middle School will retire effective June 30, 2019 after 15 years of service with the district.

Randy Grey, Teacher, Sandwick will retire effective June 30, 2019 after 23 years of service with the district.

Dale Hallier, Teacher, Highland Secondary School will retire effective June 30, 2019 after 33 years of service with the district.

**FINANCE COMMITTEE  
BOARD REPORT**

**Date:** Tuesday, February 19, 2019  
**Time:** 3:00 – 4:00pm  
**Venue:** School Board Office

**Committee Members:**

Tonia Frawley: Chairperson  
Ian Hargreaves: Trustee  
Sarah Jane Howe: Trustee - Regrets  
Nicole Bittante, Secretary-Treasurer

Dean Lindquist, Superintendent  
Tom Demeo, Assistant Superintendent  
Candice Hilton, Director of Finance  
Ian Heselgrave, Director of Operations - Regrets

Recording Secretary: Marlene Leach  
Guest: Janice Caton, Trustee  
Guest: Cathie Collins, Manager of Finance

**A. WELCOME**

The Chair welcomed the Committee and commenced the meeting at 3:05pm.

**B. ITEMS DISCUSSED**

1. Briefing Note – Audit Committee – Public Members
2. 2018-19 Amended Annual Budget Report

**C. ITEMS FOR RECOMMENDATION**

1. Briefing Note - Audit Committee – Public Members

**The Finance Committee recommends:**

*THAT the Board of Education approve the advertisement presented to recruit two public members for the Audit Committee.*

2. Briefing Note – 2018-19 Amended Annual Budget Bylaw

**The Finance Committee recommends:**

*THAT the Board of Education give three readings and approve the 2018-19 Amended Annual Budget Bylaw.*

**D. ITEMS FOR INFORMATION**

1. Classroom Enhancement Fund – Letter from Ministry of Education

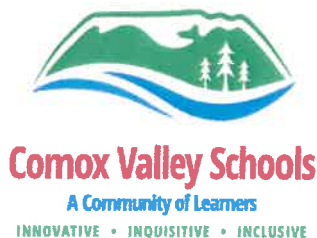
Received for information.

**E. FUTURE AGENDA ITEMS**

1. Review Financial Policies

**F. ADJOURNMENT**

The meeting was adjourned at 4:00pm.



# Comox Valley Schools

School District No. 71  
Office of the Secretary-Treasurer

## BRIEFING NOTE

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**TO:** Finance Committee **DATE:** February 19, 2019  
**FROM:** Nicole Bittante, Secretary-Treasurer  
**RE:** Appointment of Audit Committee Public Members

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### Purpose

The purpose of this briefing note is to seek approval from the Board of Education to use the attached draft advertisement to recruit two public members for the Audit Committee.

### Background

The purpose of the Audit Committee is to assist the Board of Education and the Superintendent of Schools in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control over financial reporting, the audit process (including GAPP/PSAB compliance), and monitoring the school district's compliance with laws and regulations pertaining to financial operations.

The composition of the Audit Committee is the Finance Committee and two members of the public, who are independent to the school district, have no relationship to the audit firm and who are knowledgeable about financial procedures and analysis.

It is expected the Audit Committee will meet twice per year – in June with the auditor prior to the audit occurring and in September to receive the auditor's report and audited financial statements.

Recognizing that the June 2019 meeting is quickly approaching, the recruitment process should commence immediately. The selection process and recommended appointment of the two public members will be completed by the Finance Committee.

### Recommendation

THAT the Board of Education approve the advertisement presented to recruit two public members for the Audit Committee.

Respectfully submitted,

*Nicole Bittante*

Nicole Bittante  
Secretary-Treasurer

**SCHOOL DISTRICT NO. 71 (COMOX VALLEY)  
AUDIT COMMITTEE PUBLIC MEMBER**

School District No. 71 (Comox Valley) is seeking two (2) public members with financial expertise and business knowledge to serve on its Audit Committee. The appointment term will be from June 2019 to September 2022.

The Audit Committee is comprised of the Finance Committee and two (2) independent public members drawn from the Comox Valley community at large. The primary role of the Audit Committee is to assist the Board of Education in fulfilling its duties related to governance and oversight. The purpose of the Audit Committee is to assist the Board of Education and Superintendent of Schools in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control over financial reporting, the audit process, and monitoring the schools district's compliance with laws and regulations pertaining to financial operations.

The Committee will meet at least two (2) times a year with the auditor, plus ad hoc meetings as required. Board policy provides financial compensation for public members that attend Audit Committee meetings.

**Candidate Eligibility:**

- Applicants must have sufficient accounting, senior financial management or other relevant experience to understand public sector accounting and auditing standards.
- Ideal applicant will possess an accounting designation (CPA, CA, CGA, or CMA) or have a university degree in a related field.
- The applicant must not be a current employee or officer of the school district.
- The applicant must not have a parent, child or spouse currently employed by the district.

**Submission of Applications**

Suitably qualified candidates interested in serving on the Audit Committee are invited to submit a letter of interest along with resume and three (3) references by 2:00 p.m. on Friday March 29, 2019 to:

**Nicole Bittante, CPA, CA**  
**Secretary Treasurer**  
**Email: [Nicole.Bittante@sd71.bc.ca](mailto:Nicole.Bittante@sd71.bc.ca)**  
**School District No. 71 (Comox Valley)**  
**607 Cumberland Road, Courtenay, BC V9N 7G5**

Candidates who are short-listed may be requested to attend an interview conducted by the Audit Committee's selection committee.

**BRIEFING NOTE**

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**TO:** Finance Committee **DATE:** February 19, 2019  
**FROM:** Nicole Bittante, Secretary-Treasurer  
**RE:** **2018-19 Amended Annual Budget Bylaw**

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**Purpose**

The Minister of Education requires that the Amended Annual Budget is prepared, adopted by bylaw and submitted by February 28, 2019. The 2018-19 Amended Annual Budget Bylaw for School District No. 71 (Comox Valley) is presented to the Board of Education for approval. Three readings are required.

**Background**

On May 22, 2018, the Board of Education approved the 2018-19 Annual Budget. The Annual Budget was based on preliminary estimates of enrolment, funding and other revenue and expenditure factors. On December 7, 2018, the Ministry announced the 2018-19 recalculated funding allocation.

The 2018-19 Amended Annual Budget has been prepared in accordance with Public Sector Accounting Standards and includes budgets for the Operating Fund, Special Purpose Funds, and the Capital Fund.

The attached "2018-19 Amended Annual Budget Report" provides an analysis of changes to revenue and expenditure estimates included in the 2018-19 Amended Annual Budget. The updated revenue and expenditure estimates include changes resulting from changes to enrolment, revenue changes announced by the Ministry of Education in December 2018, and other known revenue and expenditure changes.

**Recommendation**

The 2018-19 Amended Annual Budget Bylaw is attached requires three readings.

It is therefore recommended THAT the Board of Education give three readings and approve the 2018-19 Amended Annual Budget Bylaw.

Respectfully submitted,

*Nicole Bittante*

Nicole Bittante  
Secretary-Treasurer





# **Comox Valley Schools**

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## **2018-19 AMENDED ANNUAL BUDGET REPORT**

**SCHOOL DISTRICT NO. 71 (COMOX VALLEY)**

February 26, 2019

# 2018-19 Amended Annual Budget

What has changed since the Annual Budget in the spring?

## OPERATING FUND

The following table summarizes the changes between the 2018-19 Amended Annual Operating Budget and the 2018-19 Annual Operating Budget.

2018-19 Operating Budget			
	Amended	Annual	Change
Revenue	\$ 85,733,206	\$ 84,989,947	\$ 743,259
Expense	(84,432,679)	(85,550,602)	1,117,923
Capital Assets Purchased	(1,450,000)	-	(1,450,000)
Transfer to Local Capital	(1,560,000)	(1,560,000)	-
Budgeted Use of Prior Year Surplus	1,709,473	2,120,655	\$ (411,182)
	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## REVENUE

### Ministry of Education

Based on the interim operating grant announced by the Ministry of Education in December 2018, School District No. 71 will receive \$79,104,714 in operating grant funding for 2018-19. The recalculated funding allocation for the district is \$1,488,817 less than the funding estimates in the 2018-19 Annual Budget. The major differences between the two estimates are as follows:

2018-19 Operating Revenue	
Annual Operating Grant Estimate	\$ 80,593,531
Enrolment Changes	(1,544,445)
Salary Differential Funding	53,936
Summer Learning	1,692
<b>Amended Annual Operating Grant</b>	<b>\$ 79,104,714</b>
<b>Net Additional Operating Grant</b>	<b>\$ (1,488,817)</b>

The decrease in the Ministry of Education revenue of \$1,488,817 is mainly due to:

- Actual student enrolment in September was lower than projected for school age, aboriginal education, and students with special needs (see details in table below).
- The Salary Differential funding for School District No. 71 has increased due to a higher than anticipated average educator salary variance from the provincial educator salary (from \$910 to \$1,126 per educator).

### Enrolment Changes

Actual student enrolment was lower than projected for school age, aboriginal education, and students with special needs, resulting in a \$1,544,445 reduction in funding.

Student Enrolment	2018-19 Amended Annual Operating Grant		2018-19 Annual Operating Grant		Variance	
	Enrolment	Funding	Enrolment	Funding	Enrolment	Funding
Standard Schools	7366.750	\$ 54,683,385	7561.000	\$ 56,125,303	-194.250	\$ (1,441,918)
Continuing Education	0.000	-	0.000	-	0.000	-
Alternate Schools	156.000	1,157,988	122.000	905,606	34.000	252,382
Distributed Learning	754.625	4,603,213	788.000	4,806,800	-33.375	(203,588)
Course Challenges	2.000	464	3.000	696	-1.000	(232)
Home School	9.000	2,250	6.000	1,500	3.000	750
<b>Total School Age Enrolment</b>	<b>8288.375</b>	<b>60,447,300</b>	<b>8480.000</b>	<b>61,839,905</b>	<b>-191.625</b>	<b>(1,392,605)</b>
English Language Learners	118.000	167,560	92.000	130,640	26.000	36,920
Aboriginal Education	1324.000	1,628,520	1345.000	1,654,350	-21.000	(25,830)
Special Needs						
Level 1	8.000	310,400	6.000	232,800	2.000	77,600
Level 2	337.000	6,537,800	345.000	6,693,000	-8.000	(155,200)
Level 3	59.000	578,200	66.000	646,800	-7.000	(68,600)
Adult Education	11.313	53,124	14.875	69,853	-3.563	(16,730)
<b>Total Enrolment Changes</b>						<b>\$ (1,544,445)</b>

It should be noted that although actual enrolment was down from projected enrolment, actual enrolment increased from the prior year actual enrolment by 153 students.

### **Other Provincial Grants**

Other provincial grants are estimated to increase by approximately \$223,792 due to:

- Funding received for graduated adults
- An increase in the support staff benefits grant
- An increase in the FSA marking grant
- Additional funding anticipated in the February count for students with special needs

## Tuition

Tuition is estimated to increase by \$1,941,250 mainly due to homestay revenues being recorded correctly in the current year. The increase will be offset by an increase in the associated homestay expenses also being recorded correctly.

## Other Revenues

Other revenue is estimated to decrease by \$25,000 due to a budgeted reduction of out of district sales for the print shop.

## Rentals and Leases

There are no budgeted changes to rentals and leases revenue.

## Investment Income

Investment income is generated due to district cash invested in the Province's Central Deposit Program and district accounts. The budgeted increase in investment income is due to an increase in the interest rates.

***Additional information regarding Operating Revenues can be found in [Schedule 2 and 2A](#) in the attached Amended Annual Budget document.***

## EXPENSES

### Salaries and Benefits

2018-19 Salaries and Benefits			
	Amended	Annual	Change
<b>Salaries</b>			
Teachers	\$ 33,158,430	\$ 33,126,110	\$ 32,320
Principals and Vice-Principals	4,826,569	4,774,149	52,420
Educational Assistants	5,084,774	6,247,374	-1,162,600
Support Staff	7,579,315	7,843,725	-264,410
Other Professionals	2,487,840	2,200,319	287,521
Substitutes	2,487,445	3,609,274	-1,121,829
<b>Total Salaries</b>	<b>\$ 55,624,373</b>	<b>\$ 57,800,951</b>	<b>\$ (2,176,578)</b>
<b>Benefits</b>	<b>14,005,635</b>	<b>14,858,005</b>	<b>-852,370</b>
<b>Total Salaries and Benefits</b>	<b>\$ 69,630,008</b>	<b>\$ 72,658,956</b>	<b>\$ (3,028,948)</b>

## **Salaries - Teachers**

An additional 10 FTE teachers were added in September; however, 3 of these were subsequently funded through the Classroom Enhancement Fund, resulting in an additional 7 FTE teachers in the Amended Annual Budget. This increase was offset by a reduction in the average teacher salary.

## **Salaries – Principals/Vice-Principals**

The increase of \$52,420 is mainly due to:

- Wage increase that was approved and applied for exempt staff, effective August 1, 2018.

## **Salaries - Educational Assistants**

The reduction of \$1,162,600 is mainly due to the following:

- Reducing the budget for Educational Assistants (EAs) from 44 weeks/year to 43 weeks/year, to more accurately reflect the hours worked during the year.
- Removing EA assignments funded through Classroom Enhancement Fund but accounted for in operating in the annual budget per Ministry instructions
- Adjusting the number of EAs in the amended budget to the actual number of EAs hired

## **Salaries – Support Staff**

The reduction of \$264,410 is mainly due to the following:

- Removing custodial assignments funded through Classroom Enhancement Fund but accounted for in operating in the annual budget per Ministry instructions
- Properly categorizing support staff replacements in the amended budget

## **Salaries – Other Professionals**

The increase of approximately \$287,521 is mainly due to the following:

- Addition of the Health and Safety Manager position
- Addition of the Communications Manager position (partial cost previously budgeted for in services budget)
- Wage increase that was approved and applied for exempt staff, effective August 1, 2018
- Increase in the trustee stipend, effective January 1, 2019

## **Substitutes**

The reduction of \$1,121,829 is mainly due to:

- Reviewing actual substitute costs for all employee groups over the last 3 years and adjusting the budget to more accurately reflect actual costs

### Employee Benefits

A decrease of approximately \$852,370 is in line with the overall reduction in budgeted salaries.

### Services and Supplies

2018-19 Services and Supplies			
	Amended	Annual	Change
Services	\$ 4,331,483	\$ 2,856,814	\$ 1,474,669
Student Transportation	1,933,125	2,143,566	-210,441
Professional Development/Travel	709,000	393,750	315,250
Dues and Fees	119,200	63,537	55,663
Insurance	201,800	203,500	-1,700
Supplies	5,458,564	5,710,980	-252,416
Utilities	2,049,499	1,519,499	530,000
<b>Total Salaries and Benefits</b>	<b>\$ 14,802,671</b>	<b>\$ 12,891,646</b>	<b>\$ 1,911,025</b>

The overall budgeted increase in services of supplies expenditures of \$1,911,025 is due to:

*Services* – the increase is mainly due to homestay expenses in the international program being recorded correctly in the current year (corresponding increase in homestay revenue is reflected in tuition revenue).

*Student Transportation* – the decrease is mainly due to a thorough review of the department budget and reallocating unused budgets to another department.

*Professional Development and Travel* – the increase is mostly due to properly categorizing other expenditures to Professional Development and Travel.

*Dues and Fees* – the increase is mostly due to properly categorizing other expenditures to Dues and Fees.

*Insurance* – decrease is not significant.

*Supplies* – decrease is mainly due to properly categorizing some of the expenditures to other

categories (Professional Development and Travel and Dues and Fees).

*Utilities* – the increase is due to increasing the budget to properly reflect increases in utility expenditures in the past few years.

***Additional information regarding Operating Expenditures can be found in Schedule 2B and 2C in the attached Amended Annual Budget document.***

## ACCUMULATED OPERATING SURPLUS

The Budgeted Accumulated Surplus at the end of the year is \$4,298,292.

The restricted portion of this surplus is \$1,601,899 (Board Reserve). The remaining amount of approximately \$2,696,393 is unrestricted surplus.

***Additional information regarding Accumulated Operating Surplus can be found in Schedule 1 in the attached Amended Annual Budget document.***

## SPECIAL PURPOSE FUNDS

Special Purpose Funds include funds received from the Ministry of Education or other sources that have been designated for specific purposes.

Special Purpose Funds include School Generated Funds, Annual Facilities Grant, Learning Improvement Fund, Strong Start, Ready, Set, Learn, OLEP, Scholarships and Bursaries, Special Education Equipment, Community Link, and the Classroom Enhancement Fund.

2018-19 Special Purpose Funds Budget			
	Amended	Annual	Change
Revenue	\$ 13,452,464	\$ 10,643,437	\$ 2,809,027
Expenses	(13,452,464)	(10,643,437)	(2,809,027)
	\$ -	\$ -	\$ -

Overall, the increase in revenue of \$2,809,027 is mainly due to:

- \$1,656,893 in Classroom Enhancement Fund Overhead funds not confirmed and budgeted for in the annual budget
- \$ 1,007,520 in the Stage 2 allocation from Classroom Enhancement Fund



The corresponding increase in expenditures of \$2,809,027 relates to teacher staffing and overhead expenditures related to the restored language, including wages for educational assistants, custodians, principals, substitutes, and supplies.

***Additional information regarding Special Purpose Funds can be found in [Schedule 3 and 3A](#) in the attached Amended Annual Budget document.***

## **CAPITAL FUNDS**

The capital fund is made up of Invested in Tangible Capital Assets and Local Capital surplus. The overall change in the fund balance is due to the following:

- A decrease in the budgeted amortization of deferred capital revenue of \$608,588
- An increase in the budgeted amortization of tangible capital assets of \$58,457
- A transfer of \$1,450,000 from operating fund to local capital to cover the GP Vanier seismic project

***Additional information regarding Capital Funds can be found in [Schedule 4](#) in the attached Amended Annual Budget document.***

## **RECOMMENDATION**

THAT the Board of Education of School District No. 71 (Comox Valley) pass three readings to approve and adopt the 2018-19 Amended Annual Budget Bylaw as presented.



Amended Annual Budget

**School District No. 71 (Comox Valley)**

June 30, 2019

# School District No. 71 (Comox Valley)

June 30, 2019

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\*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 71 (COMOX VALLEY) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2018/2019 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 71 (Comox Valley) Amended Annual Budget Bylaw for fiscal year 2018/2019.
3. The attached Statement 2 showing the estimated revenue and expense for the 2018/2019 fiscal year and the total budget bylaw amount of \$105,771,243 for the 2018/2019 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2018/2019.

READ A FIRST TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2019;

READ A SECOND TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2019;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2019;

\_\_\_\_\_  
Chairperson of the Board

( Corporate Seal )

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 71 (Comox Valley) Amended Annual Budget Bylaw 2018/2019, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2019.

\_\_\_\_\_  
Secretary Treasurer

# School District No. 71 (Comox Valley)

Amended Annual Budget - Revenue and Expense  
Year Ended June 30, 2019

	2019 Amended Annual Budget	2019 Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	8,642,750	8,835,875
Adult	44,313	47,875
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>8,687,063</b>	<b>8,883,750</b>
<b>Revenues</b>	<b>\$</b>	<b>\$</b>
Provincial Grants		
Ministry of Education	90,891,192	89,355,490
Tuition	4,628,750	2,687,500
Other Revenue	3,195,728	3,212,394
Rentals and Leases	150,000	150,000
Investment Income	320,000	228,000
Amortization of Deferred Capital Revenue	3,303,000	3,911,588
<b>Total Revenue</b>	<b>102,488,670</b>	<b>99,544,972</b>
<b>Expenses</b>		
Instruction	82,206,270	81,136,131
District Administration	3,454,181	3,106,124
Operations and Maintenance	15,329,110	14,901,415
Transportation and Housing	1,947,582	2,043,912
Debt Services	4,100	4,034
<b>Total Expense</b>	<b>102,941,243</b>	<b>101,191,616</b>
<b>Net Revenue (Expense)</b>	<b>(452,573)</b>	<b>(1,646,644)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>1,709,473</b>	<b>2,120,655</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>1,256,900</b>	<b>474,011</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	1,256,900	474,011
<b>Budgeted Surplus (Deficit), for the year</b>	<b>1,256,900</b>	<b>474,011</b>

**School District No. 71 (Comox Valley)**

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2019

	2019 Amended Annual Budget	2019 Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	84,432,679	85,550,602
Operating - Tangible Capital Assets Purchased	1,450,000	
Special Purpose Funds - Total Expense	13,452,464	10,643,437
Capital Fund - Total Expense	5,056,100	4,997,577
Capital Fund - Tangible Capital Assets Purchased from Local Capital	1,380,000	460,000
<b>Total Budget Bylaw Amount</b>	<b>105,771,243</b>	<b>101,651,616</b>

Approved by the Board

DRAFT

Signature of the Chairperson of the Board of Education \_\_\_\_\_ Date Signed \_\_\_\_\_

Signature of the Superintendent \_\_\_\_\_ Date Signed \_\_\_\_\_

Signature of the Secretary Treasurer \_\_\_\_\_ Date Signed \_\_\_\_\_

# School District No. 71 (Comox Valley)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)  
Year Ended June 30, 2019

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<u>(452,573)</u>	<u>(1,646,644)</u>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(1,450,000)	
From Local Capital	(1,380,000)	(460,000)
From Deferred Capital Revenue	(10,762,278)	(9,021,245)
<b>Total Acquisition of Tangible Capital Assets</b>	<u>(13,592,278)</u>	<u>(9,481,245)</u>
Amortization of Tangible Capital Assets	5,052,000	4,993,543
<b>Total Effect of change in Tangible Capital Assets</b>	<u>(8,540,278)</u>	<u>(4,487,702)</u>
	-	-
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<u>(8,992,851)</u>	<u>(6,134,346)</u>

# School District No. 71 (Comox Valley)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
 Year Ended June 30, 2019

	Operating Fund	Special Purpose Fund	Capital Fund	2019 Amended Annual Budget
	\$	\$	\$	\$
<b>Accumulated Surplus (Deficit), beginning of year</b>	6,007,766	-	32,749,580	38,757,346
<b>Changes for the year</b>				
Net Revenue (Expense) for the year	1,300,527		(1,753,100)	(452,573)
Interfund Transfers				
Tangible Capital Assets Purchased	(1,450,000)		1,450,000	-
Local Capital	(1,560,000)		1,560,000	-
<b>Net Changes for the year</b>	<u>(1,709,473)</u>	-	<u>1,256,900</u>	<u>(452,573)</u>
<b>Budgeted Accumulated Surplus (Deficit), end of year</b>	<u><b>4,298,293</b></u>	-	<u><b>34,006,480</b></u>	<u><b>38,304,773</b></u>

**School District No. 71 (Comox Valley)**  
 Amended Annual Budget - Operating Revenue and Expense  
 Year Ended June 30, 2019

Schedule 2

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	80,171,728	81,457,053
Tuition	4,628,750	2,687,500
Other Revenue	462,728	467,394
Rentals and Leases	150,000	150,000
Investment Income	320,000	228,000
<b>Total Revenue</b>	<b>85,733,206</b>	<b>84,989,947</b>
<b>Expenses</b>		
Instruction	69,104,234	70,843,122
District Administration	3,454,181	3,106,124
Operations and Maintenance	9,926,682	9,557,444
Transportation and Housing	1,947,582	2,043,912
<b>Total Expense</b>	<b>84,432,679</b>	<b>85,550,602</b>
<b>Net Revenue (Expense)</b>	<b>1,300,527</b>	<b>(560,655)</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>1,709,473</b>	<b>2,120,655</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(1,450,000)	
Local Capital	(1,560,000)	(1,560,000)
Other		-
<b>Total Net Transfers</b>	<b>(3,010,000)</b>	<b>(1,560,000)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>



# School District No. 71 (Comox Valley)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2019

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	79,104,714	80,593,531
DISC/LEA Recovery	(154,728)	(134,428)
Other Ministry of Education Grants		
Pay Equity	451,831	451,831
Funding for Graduated Adults	92,160	-
Transportation Supplement	421,375	421,375
Carbon Tax Grant	55,000	55,000
Support Staff Benefits	63,112	56,780
FSA Marking	18,964	12,964
Miscellaneous	2,500	-
February and May Count	116,800	-
<b>Total Provincial Grants - Ministry of Education</b>	<b>80,171,728</b>	<b>81,457,053</b>
<b>Tuition</b>		
International and Out of Province Students	4,628,750	2,687,500
<b>Total Tuition</b>	<b>4,628,750</b>	<b>2,687,500</b>
<b>Other Revenues</b>		
LEA/Direct Funding from First Nations	154,728	134,428
Miscellaneous		
Instructional Cafeteria	120,000	120,000
Other Miscellaneous	188,000	212,966
<b>Total Other Revenue</b>	<b>462,728</b>	<b>467,394</b>
<b>Rentals and Leases</b>	<b>150,000</b>	<b>150,000</b>
<b>Investment Income</b>	<b>320,000</b>	<b>228,000</b>
<b>Total Operating Revenue</b>	<b>85,733,206</b>	<b>84,989,947</b>

# School District No. 71 (Comox Valley)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2019

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	33,158,430	33,126,110
Principals and Vice Principals	4,826,569	4,774,149
Educational Assistants	5,084,774	6,247,374
Support Staff	7,579,315	7,843,725
Other Professionals	2,487,840	2,200,319
Substitutes	2,487,445	3,609,274
<b>Total Salaries</b>	<b>55,624,373</b>	<b>57,800,951</b>
<b>Employee Benefits</b>	<b>14,005,635</b>	<b>14,858,005</b>
<b>Total Salaries and Benefits</b>	<b>69,630,008</b>	<b>72,658,956</b>
<b>Services and Supplies</b>		
Services	4,331,483	2,856,814
Student Transportation	1,933,125	2,143,566
Professional Development and Travel	709,000	393,750
Dues and Fees	119,200	63,537
Insurance	201,800	203,500
Supplies	5,458,564	5,710,980
Utilities	2,049,499	1,519,499
<b>Total Services and Supplies</b>	<b>14,802,671</b>	<b>12,891,646</b>
<b>Total Operating Expense</b>	<b>84,432,679</b>	<b>85,550,602</b>

# School District No. 71 (Comox Valley)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2019

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	26,436,828	951,859	34,219	50,000		1,948,000	29,420,906
1.03 Career Programs	309,372		197,582				506,954
1.07 Library Services	228,600			649,214			877,814
1.08 Counselling	1,337,310					5,000	1,342,310
1.10 Special Education	3,608,070	112,166	4,032,380	68,545	175,502	325,000	8,321,663
1.30 English Language Learning	133,350						133,350
1.31 Aboriginal Education	228,600	126,155	755,200	57,196		20,000	1,187,151
1.41 School Administration		3,462,372		1,611,329		25,000	5,098,701
1.62 International and Out of Province Students	876,300	174,017		115,703	196,656	5,000	1,367,676
1.64 Other			65,393	100,290			165,683
<b>Total Function 1</b>	<b>33,158,430</b>	<b>4,826,569</b>	<b>5,084,774</b>	<b>2,652,277</b>	<b>372,158</b>	<b>2,328,000</b>	<b>48,422,208</b>
<b>4 District Administration</b>							
4.11 Educational Administration					713,800		713,800
4.40 School District Governance					190,857		190,857
4.41 Business Administration				353,618	731,486		1,085,104
<b>Total Function 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>353,618</b>	<b>1,636,143</b>	<b>-</b>	<b>1,989,761</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration					467,737		467,737
5.50 Maintenance Operations				4,172,072		159,445	4,331,517
5.52 Maintenance of Grounds				401,348			401,348
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,573,420</b>	<b>467,737</b>	<b>159,445</b>	<b>5,200,602</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration					11,802		11,802
7.70 Student Transportation							-
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>11,802</b>	<b>-</b>	<b>11,802</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>33,158,430</b>	<b>4,826,569</b>	<b>5,084,774</b>	<b>7,579,315</b>	<b>2,487,840</b>	<b>2,487,445</b>	<b>55,624,373</b>

**DRAFT** - Not Finalized  
February 15, 2019 9:58

# School District No. 71 (Comox Valley)

Amended Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2019

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	29,420,906	7,464,927	36,885,833	4,408,352	41,294,185	42,647,421
1.03 Career Programs	506,954	134,762	641,716	365,845	1,007,561	1,087,089
1.07 Library Services	877,814	234,944	1,112,758	376,355	1,489,113	2,398,971
1.08 Counselling	1,342,310	352,782	1,695,092	500	1,695,592	1,669,685
1.10 Special Education	8,321,663	1,996,538	10,318,201	160,350	10,478,551	11,143,193
1.30 English Language Learning	133,350	35,178	168,528	1,000	169,528	118,212
1.31 Aboriginal Education	1,187,151	308,486	1,495,637	234,700	1,730,337	1,684,356
1.41 School Administration	5,098,701	1,247,105	6,345,806	448,200	6,794,006	6,964,866
1.62 International and Out of Province Students	1,367,676	347,433	1,715,109	2,375,000	4,090,109	2,354,297
1.64 Other	165,683	44,569	210,252	145,000	355,252	775,032
<b>Total Function 1</b>	<b>48,422,208</b>	<b>12,166,724</b>	<b>60,588,932</b>	<b>8,515,302</b>	<b>69,104,234</b>	<b>70,843,122</b>
<b>4 District Administration</b>						
4.11 Educational Administration	713,800	160,605	874,405	101,300	975,705	686,086
4.40 School District Governance	190,857	42,943	233,800	151,745	385,545	278,706
4.41 Business Administration	1,085,104	254,327	1,339,431	753,500	2,092,931	2,141,332
<b>Total Function 4</b>	<b>1,989,761</b>	<b>457,875</b>	<b>2,447,636</b>	<b>1,006,545</b>	<b>3,454,181</b>	<b>3,106,124</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	467,737	105,241	572,978	328,200	901,178	455,435
5.50 Maintenance Operations	4,331,517	1,165,178	5,496,695	930,000	6,426,695	7,097,510
5.52 Maintenance of Grounds	401,348	107,962	509,310	130,000	639,310	105,000
5.56 Utilities	-	-	-	1,959,499	1,959,499	1,899,499
<b>Total Function 5</b>	<b>5,200,602</b>	<b>1,378,381</b>	<b>6,578,983</b>	<b>3,347,699</b>	<b>9,926,682</b>	<b>9,557,444</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	11,802	2,655	14,457	7,000	21,457	80,297
7.70 Student Transportation	-	-	-	1,926,125	1,926,125	1,963,615
<b>Total Function 7</b>	<b>11,802</b>	<b>2,655</b>	<b>14,457</b>	<b>1,933,125</b>	<b>1,947,582</b>	<b>2,043,912</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>55,624,373</b>	<b>14,005,635</b>	<b>69,630,008</b>	<b>14,802,671</b>	<b>84,432,679</b>	<b>85,550,602</b>

# School District No. 71 (Comox Valley)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2019

	<u>2019 Amended Annual Budget</u>	<u>2019 Annual Budget</u>
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	10,719,464	7,898,437
Other Revenue	2,733,000	2,745,000
<b>Total Revenue</b>	<u>13,452,464</u>	<u>10,643,437</u>
<b>Expenses</b>		
Instruction	13,102,036	10,293,009
Operations and Maintenance	350,428	350,428
<b>Total Expense</b>	<u>13,452,464</u>	<u>10,643,437</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u>-</u>	<u>-</u>

**School District No. 71 (Comox Valley)**  
 Amended Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2019

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	10,550	755,586	774,454	-	-	-	143,614
<b>Add: Restricted Grants</b>									
Provincial Grants - Ministry of Education	350,428	312,360	-	40,000	2,600,000	160,000	41,650	195,945	603,303
Other	350,428	312,360	-	40,000	2,600,000	160,000	41,650	195,945	603,303
<b>Less: Allocated to Revenue Recovered</b>									
Deferred Revenue, end of year	-	-	10,550	60,000	2,600,000	160,000	41,650	195,945	746,917
				<b>755,586</b>	<b>774,454</b>				
<b>Revenues</b>									
Provincial Grants - Ministry of Education	350,428	312,360	10,550	60,000	2,600,000	160,000	41,650	195,945	746,917
Other Revenue	350,428	312,360	10,550	60,000	2,600,000	160,000	41,650	195,945	746,917
<b>Expenses</b>									
Salaries									
Teachers									
Principals and Vice Principals									
Educational Assistants		242,642				119,000		20,427	316,554
Support Staff									
Substitutes									
Employee Benefits		242,642				119,000		20,427	316,554
Services and Supplies	350,428	69,718	10,550	60,000	2,600,000	30,940	4,800	85,416	344,947
	350,428	312,360	10,550	60,000	2,600,000	160,000	41,650	195,945	746,917
<b>Net Revenue (Expense)</b>									

**School District No. 71 (Comox Valley)**  
 Amended Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2019

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing and Remedies	Professional Development	TOTAL
Deferred Revenue, beginning of year	\$ -	\$ 127,439	\$ 93,103	\$ 1,904,746
<b>Add: Restricted Grants</b>				
Provincial Grants - Ministry of Education	1,656,893	7,244,721	73,000	10,565,300
Other	1,656,893	7,244,721	73,000	13,278,300
<b>Less: Allocated to Revenue Recovered</b>	1,656,893	7,244,721	73,000	13,452,464
<b>Deferred Revenue, end of year</b>	-	127,439	93,103	1,603,143
<b>Revenues</b>				
Provincial Grants - Ministry of Education	1,656,893	7,244,721	73,000	10,719,464
Other Revenue	1,656,893	7,244,721	73,000	2,733,000
<b>Expenses</b>				
Salaries				
Teachers		5,698,582		5,698,582
Principals and Vice Principals	273,160			293,587
Educational Assistants	620,448			1,298,644
Support Staff	116,715			116,715
Substitutes	321,981			321,981
	1,332,304	5,698,582		7,729,509
Employee Benefits	253,121	1,546,139		1,990,134
Services and Supplies	71,468		73,000	3,732,821
	1,656,893	7,244,721	73,000	13,452,464
<b>Net Revenue (Expense)</b>	-	-	-	-

# School District No. 71 (Comox Valley)

Schedule 4

Amended Annual Budget - Capital Revenue and Expense  
Year Ended June 30, 2019

	2019 Amended Annual Budget			2019 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Amortization of Deferred Capital Revenue	3,303,000		3,303,000	3,911,588
<b>Total Revenue</b>	<b>3,303,000</b>	<b>-</b>	<b>3,303,000</b>	<b>3,911,588</b>
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	5,052,000		5,052,000	4,993,543
Debt Services				
Capital Lease Interest		4,100	4,100	4,034
<b>Total Expense</b>	<b>5,052,000</b>	<b>4,100</b>	<b>5,056,100</b>	<b>4,997,577</b>
<b>Net Revenue (Expense)</b>	<b>(1,749,000)</b>	<b>(4,100)</b>	<b>(1,753,100)</b>	<b>(1,085,989)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	1,450,000		1,450,000	
Local Capital		1,560,000	1,560,000	1,560,000
<b>Total Net Transfers</b>	<b>1,450,000</b>	<b>1,560,000</b>	<b>3,010,000</b>	<b>1,560,000</b>
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	1,380,000	(1,380,000)	-	
Principal Payment				
Capital Lease	134,000	(134,000)	-	
Capital Loan				
<b>Total Other Adjustments to Fund Balances</b>	<b>1,514,000</b>	<b>(1,514,000)</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>1,215,000</b>	<b>41,900</b>	<b>1,256,900</b>	<b>474,011</b>





January 15, 2019

**VIA EMAIL**  
Ref: 206916

To: Dean Lindquist, Superintendent of Schools  
Nicole Bittante, Secretary-Treasurer  
School District No. 71 (Comox Valley)  
Email: Debra.Page@sd71.bc.ca, Nicole.Bittante@sd71.bc.ca

**RE: 2018/19 Classroom Enhancement Fund – Final Allocations**

Dear Dean and Nicole:

Your 2018/19 Classroom Enhancement Fund (CEF) fall submissions have been reviewed and you have been approved funding for 73.9 FTEs, with costs expected to be \$7,244,721. You have also been approved for \$1,656,893 in overhead and \$57,060 to fund reported remedies, for a total CEF allocation of \$8,958,674. Please note that you are not permitted to overspend your CEF allocation or transfer funds between staffing, overhead and remedies without prior authorization from the Ministry.

Your final 2017/18 CEF submission has been reviewed and the following adjustments will be made:

Staffing:	(\$77,994)
Overhead:	\$0
Remedies:	(\$49,445)
<b>Total:</b>	<b>(\$127,439)</b>

CEF grant adjustments will be disbursed to school districts on the following basis:

January 2019	40 percent
February and March 2019	15 percent each month
April, May and June 2019	10 percent each month

You will be required to report back to the Ministry on your CEF spending in April 2019 on the following information (recoveries may be made before the end of the year if significant underspend is reported):

- Actual hiring of teacher FTEs compared to your funded hiring;
- Actual compensation costs for the teacher FTEs that are hired;
- Actual overhead costs; and
- Actual remedy utilization and costs.

... / 2

A final year-end report on spending will also be required in July 2019, noting that any underspend in CEF from 2018/19 will be applied as a reduction to your 2019/20 CEF grant amount.

If you have any questions about your allocation or would like further information, please contact either myself at [Kim.Horn@gov.bc.ca](mailto:Kim.Horn@gov.bc.ca), Jonathan Foweraker at [Jonathan.Foweraker@gov.bc.ca](mailto:Jonathan.Foweraker@gov.bc.ca), or Ian Aaron at [Ian.Aaron@gov.bc.ca](mailto:Ian.Aaron@gov.bc.ca).

Sincerely,

A handwritten signature in black ink, appearing to read 'Kim Horn', with a small dot at the end.

**Kim Horn**  
Executive Director  
Resource Management Division

cc: Janice Caton, Board Chair  
School District No. 71 (Comox Valley)  
[Janice.Caton@sd71.bc.ca](mailto:Janice.Caton@sd71.bc.ca)

**FACILITIES COMMITTEE**  
**BOARD REPORT**

---

**Date:** Wednesday, February 13, 2019  
**Time:** 3:00 – 4:00pm  
**Venue:** School Board Office

**Committee Members:**

Ian Hargreaves: Chairperson  
Michelle Waite: Trustee  
Sarah Jane Howe: Trustee - Regrets  
Nicole Bittante, Secretary-Treasurer  
Ian Heselgrave, Director of Operations

Recording Secretary: Marlene Leach

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**A. WELCOME and INTRODUCTIONS**

The committee completed a round table of introductions.

**B. ITEMS DISCUSSED**

1. Briefing Note – Facilities Committee – Updated Terms of Reference
2. Briefing Note – Additional Classrooms Required for September 2019

**C. ITEMS FOR RECOMMENDATION**

1. **Facilities Committee – Updated Terms of Reference**

**The Facilities Committee recommends:**

*THAT the Board of Education refer the DRAFT Facilities Committee Terms of Reference as presented to the Policy Committee.*

2. **Briefing Note – Additional Classrooms Required for September 2019**

**The Facilities Committee recommends:**

*THAT the Board of Education approve the use of approximately \$475,000 from surplus to purchase two modular buildings (Royston Elementary and Miracle Beach Elementary) and ensure that 5 additional classrooms are ready for September 2019.*

**D. ITEMS FOR INFORMATION**

**1. Briefing Note – Capital Project Update**

Received for information.

**E. FUTURE MEETINGS/AGENDA ITEMS**

**1. Next Meeting – March 12<sup>th</sup> – 4pm**

- a. Review Baragar data/enrolment trends
- b. Review Long Term Facilities Plan
- c. Review 2019-20 Annual Facilities Grant spending plan

**F. ADJOURNMENT**

The meeting was adjourned at 4:00pm.

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**TO:** Facilities Committee **DATE:** February 13, 2019  
**FROM:** Nicole Bittante, Secretary-Treasurer  
**RE:** **DRAFT Terms of Reference – Facilities Committee**

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### **Purpose**

The purpose of this briefing note is to provide an updated draft Terms of Reference for the Board Facilities Committee.

### **Background**

Currently the Terms of Reference for the Facilities Committee are found in Policy Board Operations 1-4 – Committees of the Board. They are:

- “the Board of Education shall appoint three (3) trustees to this committee.
- the Facilities-Property Committee, who working with the secretary-treasurer and director of operations shall make recommendations to the board regarding all matters pertaining to SD71 property”

A more detailed and specific Terms of Reference should be developed. A draft is included below for review and consideration.

### **Draft Terms of Reference – Facilities Committee**

#### **Purpose/Function**

The purpose of the Facilities Committee is to review and provide recommendations to the Board in regard to assigned facilities planning matters.

#### **Key Responsibilities**

1. Student Enrolment:

Annually review enrolment and enrolment trends and the potential impact on capital planning, student accommodation and catchment changes.

2. Capital Planning:

Annually review and make recommendations regarding the draft five-year capital plan for submission to the BC Ministry of Education.

3. Long Range Facilities Plan:

Annually review and make recommendations regarding the long-range facilities plan for submission to the BC Ministry of Education.

4. Facilities Planning Matters Referred to the Committee by the Board:

Review matters referred and make recommendations as requested.

5. Naming and Renaming Schools:

Within the constraints of Board direction provided at the outset of any potential school naming or renaming process, provide recommendations to the Board.

6. School Closures:

Review the materials provided by senior staff to the Board regarding a possible school closure and provide a recommendation to the Board as to whether the committee supports the possible closure advancing to the school closure public consultation process phase.

### **Membership**

The Facilities Committee will consist of the following members:

1. three (3) board members, one of whom shall act as Chair of the Committee; and
2. Secretary-Treasurer
3. Director of Operations
4. Assistant Superintendent

A quorum shall be a majority of the members.

The Chair of the Committee shall preside. If absent the Chair of the Committee shall designate a member to act as Chair. Such appointee shall assume all powers and duties of the Chair when acting as such.

### **Meetings**

The Committee shall meet at least 4 times per year unless items referred to the committee by the board necessitate additional meetings.

**Recommendation**

THAT the Board of Education refer the DRAFT Facilities Committee Terms of Reference as presented to the Policy Committee.

Respectfully submitted,

*Nicole Bittante*

Nicole Bittante  
Secretary-Treasurer

**BRIEFING NOTE**

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**TO:** Facilities Committee **DATE:** February 13, 2019  
**FROM:** Nicole Bittante, Secretary-Treasurer  
**RE:** **Additional Classrooms Required for September 2019**

---

**Purpose**

The purpose of this briefing note is to update the Board of Education on the need for additional classrooms for the next school year and request approval to use surplus funds to address the need.

**Issues**

Due to increasing enrolment and capacity issues at some of the schools in the district, there is an ongoing need for additional classroom space.

A review of Baragar enrolment projections indicate that there will be capacity issues at a number of schools for the 2019-20 school year:

- Royston Elementary – a modular will be required as there is no available classroom space at the school.
- Miracle Beach Elementary – a modular will be required as there is no available classroom space at the school.
- Cumberland Community School – the fitness room in the Strathcona building will need to be converted into 2 classrooms that will be needed for September.
- Huband Elementary – the Multi-Purpose room will need to be converted to a classroom for September.

**Implications**

There is \$400,000 in Local Capital that has been reserved for modular building purchases; however, the current cost of purchasing and installing two modular buildings will be closer to \$600,000. An additional \$200,000 will be required to move forward with the purchase and installation.

Funds will be needed to complete the conversion of 3 additional classrooms (Cumberland and Huband) for September, as well as to purchase furniture and equipment to make all 5 new classrooms functional (whiteboards, projectors, technology, blinds, carpet, classroom furniture, etc.). These costs are estimated to be approximately \$275,000.



There is currently approximately \$2.6M left in the district's operating surplus from prior year. It is recommended that surplus funds be used to ensure that the additional classrooms are ready for September 2019.

**Recommendation**

THAT the Board of Education approve the use of approximately \$475,000 from surplus to purchase two modular buildings (Royston Elementary and Miracle Beach Elementary) and ensure that 5 additional classrooms are ready for September 2019.

Respectfully submitted,

*Nicole Bittante*

Nicole Bittante  
Secretary-Treasurer

**BRIEFING NOTE**

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**TO:** Facilities Committee  
**FROM:** Ian Heselgrave, Director of Operations  
**RE:** Capital Project Update – February 2019

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**DATE:** February 13, 2019

**Purpose**

To update the Board of Education on the capital projects that are currently underway.

**Background**

School District No. 71 currently has capital project approval and funding from the Ministry of Education for three major capital projects: G.P. Vanier Seismic Project Upgrade - \$33 million, Lake Trail Seismic Project Upgrade - \$27 million, and Hornby Island School (modular project and partial demolition of the fire damaged school) - \$2 million. These projects require a significant amount of time to plan, manage and execute.

In addition, there are several other capital projects ongoing that are funded through the Annual Facilities Grant (AFG) and the Annual Capital Program.

**Update on Current Projects**

**G.P. Vanier Seismic** – this project achieved substantial completion status on September 4, 2018. Final work on the roof, sheet flooring and building cladding, flashing and paint were completed in December 2018. The only remaining task is the painting of three shops in the tech wing and this will be completed in the summer of 2019.

**Lake Trail Seismic** – detailed design and schematic drawings were finished in the late fall. Working drawings are underway and they form the basis for the tender package. The next step is to prepare a pre-tender estimate based on the working drawings for Ministry approval to proceed with tender. The drawings will be ready by March 31<sup>st</sup>, the pre-tender estimate will be ready by April 15<sup>th</sup>, and with a timely approval from the Ministry, the project will be out to tender by May 6, 2019. This will allow for a July 1<sup>st</sup> construction start.

The biggest obstacle that has been encountered in the planning and management of this project has been the rapid escalation of construction costs on Vancouver Island. At present, escalation costs are running at approximately one percent per month. In the fall there was concern the project would be underfunded due to cost escalation and the “Trump” tariffs that were imposed effective July 1, 2018 on construction materials.

An additional Class B estimate was undertaken based on the schematic design and it was determined that the project is currently under funded by approximately \$5-6 million dollars. We have been in close communication with the Ministry of Education Capital Management Branch about the project funding concerns and they are working to increase the Project Certificate to the amount that will be required to complete the project.

**Hornby Island School Fire** – the arson at the school has resulted in four major projects at the school site:

1. Temporary classrooms – the Room to Grow building and the Community Hall were quickly and significantly upgraded to allow for educational programming. The School District has a lease for both spaces until February 28, 2019.
2. Building assessment, salvage and partial demolition – the preparatory work is complete, and the contract was awarded for the partial demolition (\$300,000). The partial demolition project is complete.
3. Modular classrooms, library and administration building project – the project to design, locate, conduct site preparations and procure five modular buildings (\$2.0 million) is almost complete. The modulares are on site and final carpentry and electrical work to fit-out the buildings is underway. The school is scheduled to open on February 19, 2019. This will provide an excellent learning space for students.
4. School replacement – a consulting team is engaged to work with the Director of Operations to prepare a report for the Ministry of Education with options for the replacement school. The Project Development Report will be submitted to the Ministry Capital Branch for review and consideration on February 15, 2019. If approved, an Educational Design Committee will be formed to work with the consulting team to design the replacement/renovated school.

**Royston Elementary Mechanical Upgrade** – the mechanical upgrades including a replacement DDC are complete. The installation of a fire sprinkler system will be finished in March 2019.

**Valley View Boiler Replacement** – this project is complete, and the boilers are operating very well. The short amount of trend information indicates at least a 35% increase in efficiency over the old boilers.

**Gym Walls** – the project to replace the moveable gym dividing walls at G.P. Vanier and Highland is complete. The old walls were assessed as a high safety hazard.

### **Recommendation**

It is recommended that this briefing note be received by the Board of Education as information.

Respectfully submitted,

*Ian Heselgrave*

Ian Heselgrave  
Director of Operations



# Policy Committee Meeting

Tuesday, February 19, 2019

1 pm

Location: Seminar Room

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## Committee Members:

Michelle Waite, Committee Chair  
Tonia Frawley, Trustee  
Kat Hawksby, Trustee  
Dean Lindquist, Superintendent of Schools

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Michelle Waite brought the meeting to order at 1:22 pm.

All committee members are present.

1. Board Policy – Statutory Compliance 3 – 4: *Ordinarily Resident*
  - a. The K-12 Enrollment Auditors identified that the Board’s Ordinarily Resident Policy required changes to add the words “regular education programming” prior to the words ... and Distributed Learning services....
  - b. The Committee asked that all changes be shown using track changes (all mark-up) for the policy that appears in the board package.
  - c. Policy 3.4 – Ordinarily Resident will be brought forward to the February 26, 2019 regular public board meeting for approval.
2. DRAFT *Board Procedural Bylaw*
  - a. The Board will be meeting with the consultant in the coming months to discuss board policies, bylaws and administrative procedures.
  - b. The Policy Committee recommends the referral of the bylaw to the consultant implementing the role clarity and accountability model.
3. Administrative Procedure 4006 – *Assignment and Selection of Vice Principals*
  - a. This is an update of the current AP and includes the process of developing a District Eligible Administrator Pool for vice-principals.
  - b. It was discussed that the district used a similar model in the past.
  - c. Currently this concept does not exist in our AP, but is needed.
  - d. Many teachers are interviewed multiple times as they are not the successful candidate for a VP position, yet they are excellent in their position and possess the requisite knowledge and skills needed to be effective. The DEAP is a model that will enable further knowledge

and skill development of the individual while they remain in the pool for a maximum of two years (unless appointed to a VP position).

- e. This reflects the practice in many school districts for the purpose of improved recruitment, practice and timeliness for appointing VPs.
- f. Show changes to the AP with track changes (all mark-up).
- g. This AP will be presented by the Policy Committee Chair as information to the Board.

4. Administrative Procedure 6020– *Physical Restraint and Seclusion of Students*

- a. Director of Education (Student Services) presented the re-drafted Administrative Procedure.
- b. This AP is required by the Ministry of Education. This AP is re-written from a 2011 Administrative Procedure to reflect Ministry requirements.
- c. The Ministry’s document pertaining to required guidelines for Restraint and Seclusion is available at the following url:
  - i. <https://www2.gov.bc.ca/.../education/...to.../physical-restraint-seclusion-guidelines.pdf>
- d. The Committee indicated that they would like trustees to bring this AP to DPAC and PAC meetings to ensure transparency of process.
- e. This AP will be presented by the Policy Committee Chair as information to the Board.

## Statutory Compliance 3 – 4

### ***Ordinarily Resident***

For the purposes of delivering all regular educational programming and Distributed Learning services, a student is resident in the province of British Columbia if the student is ordinarily resident in the province and the guardian of the student is ordinarily resident in British Columbia. The status of the parent or legal guardian must be evaluated prior to applying this resident review. Parents or legal guardians who have a status of Canadian Citizen, landed immigrant status, admitted under a K-12 teacher exchange, diplomat, Minister’s permit, work permit or study permit are considered eligible for provincial funding.

#### Statutory Reference:

- a) “School Age” is defined in the *School Act* as a person who has or will have attained the age of five (5) years on or before December 31 of that school year and who has not attained the age of nineteen (19) years before July 1 in the year of application.
- b) Ministry of Education policies “Eligibility of Students for Operating Grants” and “Distributed Learning – BC Residency” govern the application of this policy.

#### Residency Determination:

1. The Board of Education will determine a student is ordinarily resident if both student and parent (or legal guardian) have a permanent place of residency and an ongoing physical presence in British Columbia.
2. The place of residence for the student shall be determined by the place where the parent/guardian is ordinarily resident unless there is satisfactory evidence that the student’s ordinary residence is different.
3. A legal guardian is the parent(s) or a person appointed by a Canadian court order. A letter from the parent is not sufficient to designate a person as a legal guardian.
4. For the purposes of delivering distributed learning services, a student is ordinarily resident in the province of British Columbia if the student and the parent (or legal guardian) are ordinarily resident in the province (see Residency Determination point 1. above)

5. Notwithstanding the definition offered above, students may be temporarily absent from British Columbia, yet still retain status as ordinarily resident, as follows:
  - a) The parent or guardian remains resident in British Columbia while the student is temporarily absent. This temporary absence, normally not greater than two (2) school years, is marked by clear documentation that the student will be returning to the parental home at the end of this temporary absence. Some exchange students, athletes competing at elite levels, and students involved in extended travel or self-funded studies overseas could be considered ordinarily resident in British Columbia.
  - b) If the student is temporarily absent from the province with the parent or guardian they may be considered ordinarily resident in British Columbia if there is clear evidence that the family will be returning to British Columbia. This evidence might be a letter from an employer indicating the commencement or termination of a contract for work, or any other documentation deemed sufficient by the Superintendent or designate.
6. An International Student who is regarded as “ordinarily resident” for funding purposes as defined by the Ministry of Education’s Policy Document International Students is considered ordinarily resident for the purposes of receiving distributed learning services.

**Administrative Proof of Residency:**

1. Proof of residency of the student new to the district and/or his/her legal guardian(s) will be required by the district staff or principal/vice-principal at time of registration.
2. Proof of residency for a home owner will be one of the following documents:
  - a. BC Driver’s License
  - b. BC Care Card (if separate from BC Driver’s License)
  - c. BC ID Card
  - d. Recent property tax statement
  - e. Purchase agreement for the purchase of a new home
  - f. A utility statement outlining the owner’s name and address
3. Proof of residency for a renter will be one of the following documents:
  - a. Document listed in 2. above
  - b. Formal rental or lease agreement
  - c. A utility statement outlining the renter name and address
4. For Canadian immigrants, confirmation of landed immigrant status is required for both the parent and student. Citizenship shall be confirmed by proof of birth certificate, passport, or permanent resident card. The International Student Program Principal shall be involved in all immigrant student status determinations.

5. For guardianship, a court order is required
6. For parents(s)/guardian(s) on an employment or study visa or a student on a student visa, a copy of the visa will be required as well as proof of residency.



**Administrative Procedure 4006*****Assignment and Selection of Vice-Principals*****Preamble**

The Board of Education recognizes that the assignment and selection of vice-principals is an important function. Vice-principals are appointed to the district and will be assigned by the board to the position that the board feels is an appropriate match to the needs of schools and of the district. Vice-principals are considered to be working with the principal of a school in support of student achievement. There are benefits to assigning vice-principals to different schools. New assignments can expand experiences and provide schools with the expertise and leadership offered by the vice-principals from other schools in the district. In making vice-principal appointments, the Board must determine the qualities and the potential that a person would bring to the position.

The board believes that the first consideration in the assignment of vice-principals must be for the educational leadership needs of the district and its schools in support of student achievement. The board also believes that consideration must be given to the benefits that a change in assignment will provide individual vice-principals as well as the expertise and leadership that such vice-principals will bring with them to new assignments. In the assignment of a vice-principal to a school, the board will consider vice-principals who are currently in the district. After any reassignment of current vice-principals, further vacancies may be posted or individuals may be assigned from the candidate pool.

**Guiding Principles**

1. Vice-principalships are considered to be district appointments with assignments to a school as determined by the board. Vice-principals are considered key educational leaders in the schools and within the district.
2. As vacancies occur, processes will be in place to allow the superintendent to make any change in assignments that is appropriate prior to determining the process to fill the position.
3. In addition to the opportunities provided through vacancies, the board will consider other options for vice-principals to gain experience in other schools. To this end, a review of assignment and career plans will take place with vice-principals annually or more frequently at the request of the vice-principal or the superintendent.

4. The superintendent will consider the impact of more than one administrative change from schools with an administrative team of two or more members. The superintendent recognizes that it may not be beneficial to the school community for the entire administrative team to be transferred out of the school in the same school year.
5. Staff and parent representatives will be involved in providing feedback which will assist the board in the selection processes for vice-principal positions.
6. Whenever possible, filling of vacant vice-principalships will follow the step by step approach outlined in this policy. The board may waive the stipulations of some or all steps of this administrative procedure should it deem such action appropriate to the circumstance.

#### **Administrative Procedures for the Assignment of Vice-Principals**

1. Each year as part of their Annual Growth Plan review, vice-principals will submit a Career Plans Form indicating their interests for possible administrative placement in the following year. This may include requests for assignment to different schools, levels, or an indication of interest in opportunities in a different district. In addition, vice-principals will be asked to share retirement plans for the subsequent year with the Superintendent by January 31, or as soon as possible, to insure a timely selection of another administrator to fill their position. Reassignment date may either be mid-year or year-end as determined by the superintendent.
2. In addition to the annual requirement to indicate a preference for administrative placement, vice-principals may meet with the superintendent and other senior district staff at any time during the year to discuss career aspirations or to elaborate on information provided in their Career Plans Form. Vice-principals may normally be considered for a reassignment based on operational needs of the district or a specific school and/or if they have been in their current assignment for more than 5 years.
3. As part of the district's preparation for the coming year, vice-principals who are being considered for a change in assignment will be consulted as early as possible in the planning cycle. It is important to note that this consultation can occur at any time during the year but all consideration will be given to appropriate and early consultation. This consultation will occur prior to a decision being made by the Superintendent.
4. All vice-principals moving into a new assignment may request to meet with the superintendent to discuss the proposed change in assignment.
5. Due to time constraints or emergent factors, the board may from time to time create a term vice-principalship of specified duration, and appoint a person the Board determines to be best suited to the role pending the full processes contemplated by this policy. Such process will take place within 6 months of the beginning of the term appointment.
6. If after considering school and district needs, a vice-principal vacancy may exist in a school. The superintendent and/or other senior district staff, and the principal may request input from staff and PAC at the school and about any specific concerns or priorities that the staff or PAC may have

in regard to the vacant vice-principal position. For vacancies at senior secondary, students may also be involved in the consultation.

7. The superintendent, assistant superintendent, and principal representatives will interview the shortlisted candidates for the purpose of hiring a qualified candidate.
8. Candidates who have been successfully screened, shortlisted, interviewed and selected are assigned to the District Eligible Administrator Pool (DEAP). Internal applicants may remain in the pool for two (2) years. External applicants remain in the pool for one (1) year. After one (1) year, the external applicants are reviewed and their references checked. Positive references allow external applicants to remain in the eligibility pool for a second year.
9. After being in the pool for two (2) years, all applicants must re-apply. An extension may be provided to individuals within three (3) months of the end of the two (2) year period subject to current references being provided.
10. At any point in time a candidate may request to be removed from the Administrator Pool.
11. Vice-Principal positions are district appointments but with initial assignment indicated (e.g., Comox Valley Schools is searching for a secondary school vice-principal with the initial assignment being the XYZ Secondary School.)
12. The superintendent or designate will inform the principal and then the selection committee of the decision on the successful applicant in the competition and then will send an email announcement to all school administrators in the district and the Board on the result of the competition.

**Administrative Procedure****Physical Restraint and Seclusion of Students (6020)**

This Administrative Procedure for the physical restraint and seclusion of students is aligned with the BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings. June 2015.

The Comox Valley Board of Education believes that access to an effective educational program is a basic right of each student. The Board further considers positive educational/behavioural interventions, mental health supports and least restrictive approaches to the provision of student supports to be best practice. Respect for human rights, maintaining student dignity and the safety of all involved is paramount. The Board believes that schools should be safe and caring places in which educational programs are carried out in positive and supportive learning environments. Every effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences, rather than punitive disciplinary ones. The Board acknowledges that employees use a variety of educative, preventative and restorative interventions to respond to a range of disruptive student behaviours that compromise student safety. In exceptional circumstances when student behaviour presents as imminent danger of serious physical harm to self or others, including school personnel and where less restrictive interventions have proven to be ineffective in ending the danger or serious physical harm it may be necessary, as a last resort, for staff to use reasonable physical restraint or seclusion.

The decision to use reasonable physical restraint is guided by the professional judgement of staff. Staff will have the full support of the Board in their efforts to maintain a safe learning environment to the extent that their actions comply with relevant legislation and district policy and procedures governing the physical restraint and seclusion of students.

The Comox Valley School Board do not support any form of physical restraint or seclusion as an on-going intervention. Any intervention that involves physical restraint or seclusion may be used only in cases of extreme emergency where the physical actions of the student threaten to cause harm to self or others.

**Guiding Principals**

1. Behaviour interventions for students must promote the rights of all students to be treated with dignity and honour each student's right to feel safe.

2. Behaviour Interventions for all students emphasize prevention and positive behaviour supports. Every effort must be made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.
3. Positive emotional and behavioural interventions and mental health supports are provided for all students who need them in a safe and least restrictive environment.
4. Effective implementation of school-wide programs that support positive behaviour, such as Positive Behaviour Intervention supports (PBIS), are linked to greater academic achievement among students, and to significantly fewer disciplinary problems, increased constructive instructional time, and to increased perception of safer teaching and learning environments (pg. 2 Provincial Guidelines - Physical Restraint and Seclusion in School Settings).
5. There is a continuum of interventions in the management of disruptive behaviour. Behaviour interventions address the underlying cause and purpose of potentially harmful behaviour.
6. For students whose pattern of behaviour impedes their learning or the learning of others, a functional behaviour assessment is recommended to inform the development of a behaviour intervention plan. These plans incorporate positive interventions, and include instruction in appropriate behaviour and strategies that will help students to learn to regulate and de-escalate their behaviour. Opportunities for parents/guardians and where appropriate, students to be consulted in the development of these plans must be offered.
7. Physical Restraint or seclusion is only used in exceptional circumstances where the behaviour of a student poses imminent danger or serious physical harm to self or others and where less restrictive interventions have been ineffective in ending imminent danger or serious physical harm. Restraint or seclusion is discontinued once imminent danger or serious physical harm to self and/or others has dissipated.
8. It is expected that all staff working in situations that involves physical restraint or seclusion is trained in Non Violent Crisis Intervention (CPI).
9. Students exhibiting behaviour that is compromising safety of self and or others should be supported by appropriate documentation support (i.e. IEP and/or Behaviour Plan and/or Safety Plan and/or specialist consultation).
10. Parents/guardians of students who require physical restraint or seclusion will be informed as soon as possible when these interventions are used.
11. Recurring practice of restraint or seclusion is not common practice in any student's educational program. If a student struggles to show safe behaviour and interrupts the learning of others consistently, educational programming may need to be reviewed with parents, outside agency and team. This review may include and is not exclusive to: an abbreviated school day, an alternate setting, alternate programming, home schooling, Distributed Learning until the student's behaviours have stabilized.



## Administrative Procedures

1. At the beginning of each school year, principals will review this policy with all staff and others working with students as appropriate. Principals are advised to ensure that staff are aware of the Ministry of Education provincial Guidelines for Physical Restraint and Seclusion in School Settings along with the following definitions of physical restraint and seclusion:
  - Physical Restraint: is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.
  - The provision of a "physical escort", i.e. temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.
  - The provision of physical guidance or prompting of a student when teaching a skill, redirecting attention, or providing comfort does not constitute physical restraint.
  - Seclusion: is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.
  - Behaviour strategies such as time out, used for social reinforcement as part of a behaviour plan, are not considered seclusion.
  - The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.
2. It shall be made clear to all staff and others working with students that restraint and seclusion procedures are for extreme emergency situations only, are not to be used as a regular means of intervention and are to be used as a last resort.
3. The school district will provide appropriate training opportunities for staff in order to maintain supportive, safe environments for staff and students.
4. The school district will provide opportunities for district and school staff to acquire the training necessary to conduct Functional Behaviour Assessments, analyses and interviews and write Individual Behaviour Plans, Positive Behaviour Support Plans and Employee Risk Reduction Plans.
5. The case manager and classroom teacher will develop in consultation with district staff, and interagency team Behaviour Support Plans for students whose behaviour could potentially pose imminent danger of harm to self or others.
6. Behaviour support Plans and/or Risk Reduction Plans shall be attached to the Students IEP and shall be reviewed regularly.
7. Parents, and where appropriate, students are to be consulted as part of the development process for behaviour intervention and/or risk reduction plans.

8. If physical restraint or seclusion have been used in an extreme emergency situation, as a last resort, to prevent harm to self or others, the school must provide notification, written documentation, and follow up that confirms that:
- the school principal was notified as soon as possible after the incident (if possible prior to the end of the school day on which the incident occurred);
  - the students parents were notified as soon as possible and,
  - the superintendent or designate was notified as soon as possible.

Debriefing occurred with:

- involved school personnel;
  - parents/guardians of the student;
  - the student by a school counsellor or case manager;
  - the debriefing examined what happened, what caused the incident and what could be changed i.e. preventative and response actions that could be taken in the future to make the use of physical restraint or seclusion unnecessary.
9. A School District Threat/Violence Report Form must be completed and forwarded to the District Health and Safety Officer.

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**TO:** Board of Education **DATE:** February 26, 2019  
**FROM:** Sheila McDonnell, Trustee, Baynes Sound, Hornby and Denman Islands  
**RE:** **Motion to Create a Comox Valley Schools Education Enrichment Fund with the Comox Valley Community Foundation**

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### **Background:**

In 2011, SD71 looked into establishing a charitable School District Foundation. An Ad hoc committee researched the activities in other districts including several on Vancouver Island. At the time, it was decided that the administrative requirements would outweigh the advantages and that SD71's current status, allowing it to issue receipts for charitable tax purposes for any donations, was sufficient.

The benefits that were identified included:

- Allows foundation or charitable society to build assets separate from the district and focus on permanent endowments
- Promotes long-term viability and integrity of major gifts and endowments
- Enhances capacity to promote charitable opportunities and work with donors, providing clear way of handling endowments and bequests
- Generates trust with donors that gifts will never be included in general district operating funds.
- Creates separate administration to manage duties such as issuing receipts and support program recipients
- Broadens the base of volunteers and community partners in specific funding categories

However, the costs of administration, time for endowment to reach significant levels, need to build capacity for promotion, fundraising, donor relations and increased fiduciary responsibilities led the board to defer any action at the time.

Since that time, we have heard increasingly of very significant donations from former students of schools such as Shawnigan Lake, who want to share their success with the schools they feel were significant in fostering them. We also see the power a community-fundraising event can have in supporting many of the valley's important social safety-net and cultural initiatives. SD71 continues to have support of local businesses and community members for school-based activities, but we do not have visibility as an option for more significant gifts that would build endowments for educational enrichment beyond the scholarships. SD 71 now has a strong communication plan to share our stories and engage with the community, but we do not have a visible, trusted path for Valley residents to share their success with future generations through charitable gifts and bequests.



The Comox Valley Community Foundation has now established itself as a well-respected leader in the realm of supporting a range of community good works by managing a portfolio of endowment funds totally over \$11 million dollars, managed within the Vancouver Foundation (\$1 Billion). The CV Community Foundation and other partners raise awareness and promote action on the urgent issues of quality of life, such health, housing, seniors and child development. SD71 has been a participant in the Vital Signs project and collaborates on many initiatives with the Foundation and the network of agencies and community groups.

Establishing a Comox Valley Schools Fund within the CV Community Foundation portfolio offers the benefit of administrative support with a recognized and trusted Endowment manager, participation in capacity-building and networking, experience and advice in soliciting donations and working with grantees. It would allow us to start with a modest base investment without incurring significant administrative costs while the fund is developing. The possibility of consolidating our current scholarship endowment base for greater returns as part of a much larger fund and reduced administrative work for district staff may be explored. Separate streams within the fund would allow for donations, fundraising activities and community partnerships in specific sectors such as athletics, arts, STEM, and leadership.

The Community Engagement Committee is an appropriate table to provide ongoing support and oversight, as this is an opportunity to strengthen our partnerships with all stakeholders - education partners, students, parents, agencies and community members - that share our dreams for enhanced experiences in every aspect of student life.

Motion:

***That the SD71 Board of Education request the Superintendent to continue discussion with the Comox Valley Community Foundation and report back with recommendations for the establishment of a Comox Valley Schools Fund under the CVCF umbrella.***

And;

***THAT the Board assign the establishment and ongoing development of the Comox Valley Schools Fund to be included in the mandate and oversight of the Community Engagement Committee.***

**TO:** Board of Education **DATE:** February 26, 2019  
**FROM:** Ian Hargreaves, Trustee, Puntledge/Black Creek  
**RE:** BCSTA Provincial Council Report

Highlights From Opening Presentation – Guest Speakers: Reg Bawa, Assistant Deputy Minister and Kim Horne, Executive Director regarding the Funding Model Review

1. Our purpose
  - The Provincial Education funding formula is intended to allocate funding in a equitable model.
  
2. Current funding system
  - Operating grants \$5.2B
  - Special Purpose grants \$0.7B i.e Classroom Enhancement fund, Community Links Fund, Rural Ed Enhancement Fund, Student Transportation Fund
  - Capital Funding \$550M
  - Independent school funding \$400M
  - Districts tend to be conservative in their projections ... preliminary grant information March 15th.
  - Between 2002 & 2014 enrolment was declining so funding was set as “Block Funding” now it is a little bit different because enrolment is going up so the funding is changing between predicted and actual.
  
3. How does the current funding model perform?
  - How the current model is viewed, depends on who’s asking the question; students, parents/ stakeholders, Trustees and District staff, teachers and support staff.
  - Common Perspectives ... complex, confusing, and ineffective
  
4. Funding model Review & Recommendations
  - To achieve an “Educated and engaged citizens that thrive in a rapidly changing world” there are “pockets” of students that are struggling to achieve this goal.
  - “What We Heard” paper panel went away with a lot of information as they heard a lot but not a lot of solutions
  - Guiding Principles;
    - Responsiveness
    - Equitable
    - Stable and Predictable
    - Flexible
    - Transparent
    - Accountable
  - Recommendations:
    - Theme 1. Equity of Educational Opportunity
      - Allocate funding for special needs first
      - Retain targeted funding for self-identified Indigenous learners
      - Work with First Nations Education Steering Committee
      - Create a single geographic funding supplement with two components:

- Replace all current supplements for enrolment decline and funding protection with a new, transitional model that allows districts to manage the impact of ...
- Create a single Inclusive Education Supplement with two components:
- Work with the Conseil scolaire francophone de la Colombie-Britannique
- The Ministry should eliminate the Classroom Enhancement Fund and .... this funding as part of the school district operating grants
- The Ministry should base funding allocations for school-age educational programming on the number of students, instead of the number of courses

#### Theme 2. Accountability

- Ministry should establish a provincial accountability and reporting framework
- Boards should be required to develop Strategic Plans that are based on the broad goals of the Ministry.

#### Theme 3. Financial Management

- Ministry should identify net cost pressures
- Three-year operating funding to Boards and Districts should be required to develop three year financial plans
- Ministry should establish clear provincial policies on reserves to ensure ..

#### 5. Next Steps and Feed back:

- fewer boxes, less complicated BUT not necessarily less money but simplified
- Gather additional input to inform implementation approaches
- Some areas require additional work before implementation:
- Meet with a range of partners
- Working groups to study implications
- Utilize input from Working Groups

Government is seeking feedback/input through our association or directly from individuals through [K12fundingreview@gov.bc.ca](mailto:K12fundingreview@gov.bc.ca)

#### Focus - Inclusive Education

Recommendation 6: The Ministry should create a single Inclusive Education Supplement that incorporates all of the following:

- Supplemental Special Needs Funding
- English/French Language Learning
- Supplement for Vulnerable Students
- CommunityLINK
- Ready Set Learn
- Supplemental Student Location Factor
- Funding currently in the Basic Allocation that was previously allocated to high incidence categories of special needs
  - this recommendation was met with a lot of questioning and concern from Boards

Questions around "Complete assessment and designation against criteria" and an "Education Needs assessment" how are these similar/different? See slide on Inclusive Education Recommendations

In response to Chair Caton's statement and question regarding the possibility of 1 on 1 meetings with Ministry Staff to discuss Board submissions, the Assistant Deputy Minister responded that Regional or Branch Meetings might be possible but that 1 on 1 Meetings with all 60 Boards would not possible.

1. No “Emergent” motions were submitted but two “late” motions were submitted.

**2. Oral Reports:**

• 5.1 President’s Report included:

- Implementation of the Funding Model Review is delayed until the 2020 school
- Contract negotiations
- Local Education agreements with Indigenous peoples
- Emergency Preparedness
- Report was presented and accepted

• 5.2 Chief Executive Officer’s Report ... presented and accepted highlights ...

- Presented the Min. Of Ed. “BY The Numbers” Report
- Changing demographics
- Changing numbers, what are the implications?
- See the graph for Enrolment Trends over time ... no guarantee that government will always fund new student growth ... it is our expectations that they will but there are no

guarantees

- 15 Districts, 25% of the Districts in this province are still in decline.
- the difference between the largest Districts and the smallest Districts is growing, the gap

is

going to get bigger over time, the difference between the rural and urban Districts is

growing

and it a challenge for the Funding Model.

- Immigration and migration driving growth

What are the implications for:

1. Any changes to the Funding Model?
2. The configuration and/or number of school Districts?
3. Capital construction prioritization?
4. Equity of educational opportunity for students?
5. The future of remote or rural school Districts?

• 5.3 BCSTA Standing Committee Reports:

- Professional Learning Committee ... presented and accepted
- Indigenous Education Committee ... presented and accepted (a copy of the Report to

Board

of Directors on Board Work Plan February 2019, is available)

• 5.4 CSBA Report ... presented and accepted

- threats to democracy are a concern for all of us not only provincially but nationally as well
- the consolidation and elimination of Boards is happening across the country and is concerning and damaging to education.

**6. Written Reports:**

• Links provided to ...

6.1 Minutes of the meetings of the Board of Directors held on 2018-10-26

6.2 Minutes of the meetings of the Finance and Audit Committee held on 2018-11-29

- The Chair and I have received a copy of the BCSTA Draft 2019/2020 Budget from Jodi Olstead with an invitation for the Board to provide Feedback. Interested Trustees May contact me for a copy.

6.3 Minutes of the meetings of the Legislative Committee held on 2018-10-24

**7. Tracking Reports:** see links on the BCSTA Hub to

7.1 Provincial Council Resolution Tracking from February 2018 to December 2018

## 7.2 Annual General Meeting Resolution Tracking from April 2018

- it's important to "link back" motions to the Speech From The Throne, or Party Platforms etc.

### 8. Action Items:

#### 8.1 BCSTA Draft 2019/2020 Budget

- motion to receive the 2019/2020 BCSTA Draft Budget
- note ... member fee increased and boards will be invoiced \$9,634
- feedback is still possible before the final budget is passed

### 9. Motions to Provincial Council:

- Mike Roberts provided a copy of the BCSTA AGM Historical Motion Tracking Report as discussed and for Board reference. The new motion tracking data base should be operational in late Spring. Interested Trustees may contact me for a copy. A link to this data should also be available on the BCSTA hub.org

### 10. Late Motions To Provincial Council:

10.1 That BCSTA and CSBA be requested to send letters to the Honourable Ahmed D. Hussen, MP, Minister of Immigration, Refugees and Citizenship Canada and Robert Oliphant, MP, chair, CIMM Committee, requesting that clients (students and families) "ineligible for settlement services be added to the "eligible" list and that funding be increased to accommodate this change.

- moved, amended and passed

10.2 The BCSTA advocate to the Min. of Ed and Min. of Ed requesting that:

1. The new graduation assessments mandated by the Minister not act as a barrier to the continued advancement of the learning.

### Issues Forum:

<http://www2.gov.bc.ca/assets/gov/education/administration/resource-management/>

### Theme 1: Equity of Educational Opportunity:

- Which recommendations from this theme are viewed as positive by your district? Why?
- Which recommendations from this theme are viewed as concerning for your district? Why?
- Which recommendations from this theme are viewed as needing further consideration? Why?

### CONCERNS AROUND:

- \* recommendation 1, 2, 3, 4, 6, 9, 10, 11 (bullet 5), 15, 22
- \* meaning of the terms used i.e. "community,"
- \* recommendations around "equity"
- \* recommendations around indigenous communities
- \* what the next steps are moving forward
- \* audit issues
- \* funding protection change
- \* the "prevalence" model of funding

### Theme 2: Accountability

- Which recommendations from this theme are viewed as positive by your district? Why?
- Which recommendations from this theme are viewed as concerning for your district? Why?
- Which recommendations from this theme are viewed as needing further consideration? Why?

**CONCERNS AROUND:**

- \* the recommendation around Board Strategic Plans being aligned with Government goals and objectives ... a return to "accountability contracts?"
- \* recommendation 12, 17, 20 (restricted and unrestricted reserves and control of reserve overages) a well earned experience that results in suspicions around the governments interest in this area
- \* the recommendation around audits i.e. the DL audit

**Theme 3: Financial Management:**

- Which recommendations from this theme are viewed as positive by your district? Why?
- Which recommendations from this theme are viewed as concerning for your district? Why?
- Which recommendations from this theme are viewed as needing further consideration? Why?

**CONCERNS AROUND:**

- \* recommendation 18, 19, 21, 22
- \* some districts are creating "reserves" to manage capital cost needs that the government is not covering now or fast enough.
- \* some Boards found all of these recommendations are something that trustees have been asking for and felt pretty good about.

**Further Consultation:**

- Upcoming Important Meetings:
- pay close attention to timelines and BCSTA communications
- Make time for discussion in your district
- May want to utilize questions from Jan. 22 invitation letter from Min. Fleming to help guide discussion at the local level.
- Make a district submission to [K12fundingreview@gov.bc.ca](mailto:K12fundingreview@gov.bc.ca) and cc BCSTA so we can share across the province

1. List the recommendations in order of importance to your organization.

Highlight the POSITIVE as well as the negative ... as there is concern that if it is all negative they will just throw the whole report



Dear Members of the Funding Model Review;

**Re: Improving Equity and Accountability –  
Report of the Funding Model Review Panel 2018**

On behalf of the British Columbia Music Educators' Association (BCMEA), I am writing to provide an initial response to the *Report of the Funding Model Review Panel* that was released December 2018. The BCMEA Table Officers, Executive Members, and membership have reviewed the recommendations and have identified many areas of concern. These concerns are shared among teachers in the province, who teach both inside & outside of the timetable. For the purposes of this document, any classes that are taught before the start of the school day, during a lunch hour, or after the end of the school day (i.e. X Block, Outside-of-the-timetable, etc.) will be referred as "Co-curricular" classes. All responses appear in the order as it is introduced in the "*Report of the Funding Review Model 2018*".

**Improving Equity**

The overarching theme of this document is to reduce the cost of education and school district budgets at the expense of student learning conditions, educator working conditions, and specialized programs. Under the guise of *equity*, this report seems to indicate that students should be expected to take no more than eight courses, essentially placing focus on academic learning outcomes and not the *whole student* outcomes. By removing a *per-course-funding model*, all teachers that teach students in multiple grade courses (music, drama, dance, arts, athletics, leadership, work experience, etc.) have an increased risk of losing their positions. The amount of FTE that could be lost throughout the province is staggering. Is the Panel considering eliminating all co-curricular classes (i.e. fine arts, athletics, enrichment)? Ultimately indicating that all students should learn *within the block structure* of the school day actually takes away equity for students to have the opportunities that educators across this province can provide. Do we as a province only value academics or do we value a whole person that can function well in today's society?

**Consultation**

As stated on pg. 3 "*one-on-one meetings with sector partners and stakeholders, regional meetings with or written submissions from all 60 school district leadership teams, and over 100 written submissions from a range of other stakeholder and partner organizations*".

How did the Panel consult all 60 school districts?

Many of the teachers in the province did not know about these consultations and were not informed about this review. While many stakeholders were consulted, the voice of music educators was not heard. Both the BCMEA and Coalition for Music Education in BC (CMEBC) are strong advocates representing music specialists across the province with significant and valid concerns regarding the effect this will have on music education in the province.

## **Executive Summary**

On pg. 5, it was stated that *“This includes one-time funding announcements and new program add-ons in recent years, such as the Classroom Enhancement Fund and the Rural Education Enhancement Fund.”* It is reminded that the Classroom Enhancement Fund is in the restored language and is not considered additional support funding as it is eluding towards. Furthermore, *“Such adjustments have been exacerbated funding differences between school districts. This has not only led to service inequities to students...”*, which is incorrect. These funds are in place to combat service inequities, especially for those remote schools and districts.

## **Funding Model Process Review**

In reference to p. 14 *“In addition, the Panel held meetings with individual stakeholders and partner groups to gain a better understanding of their perspectives (Appendix H) and received over 100 written submissions....”* How were these written submissions asked for? Who was given this opportunity to do so? As the Music Provincial Specialist Association, we are also a stakeholder and many of the recommendations affect our music departments. We were not consulted during this review.

## **Key Issues**

In reference to p. 15, para. 2 *“During the Panel’s engagement process, stakeholders also raised concerns with how the current funding model works. Because it is based largely on ‘claiming’ students for funding through course enrolments and student counts, much of school district administrative effort is placed on identifying what qualifies for funding, at the expense of focusing on the services needed for individual students and educational outcomes. According to many of the stakeholders consulted, the current funding model has systemic issues that do not align with modern education pedagogy or the redesigned provincial curriculum and graduation requirements, which involves more blended and flexible learning environments, especially at the secondary level.”*

By moving to a *per-student funding* model, then the mentioned *“redesigned provincial curriculum and graduation requirements, which involves more blended and flexible learning environments, especially at the secondary level”* will not be met. The current *course-by-course funding* model allows students to be flexible as they are able to take co-curricular classes.

## **Observations & Recommendations**

Recommendation no. 4 – *“The Ministry should consolidate and simplify existing geographic funding supplements, the Supplement for Salary Differential, and relevant special grants outside the block into a single supplement, with two components:*

*Component 1 – The distance from communities containing schools to geographic centers containing basic services.”* This recommendation will limit the number of teachers willing to teach in those smaller, isolated communities.



Recommendation no. 5 - *“The Ministry should replace all current supplements for enrolment decline and funding protection with a new, transitional, mechanism that allows school districts to manage the impact of enrolment decline over a three year rolling time period (i.e. allowing three years to manage the impact of decline, starting with no funding change in the first year, one-third funding reduction in the second year, two-thirds funding reduction in the third year, and fully implemented funding reduction in the fourth year).”* As enrollment changes every year, how will the school districts be able to budget over three years?

Recommendation no. 6 - *“The Ministry should create a single Inclusive Education Supplement that incorporates all of the following:”* - Combining together all of these distinct groups is not reasonable, nor educationally sound. Each of these groups all require specific resources and assistance to ensure that student success is achieved.

Recommendation no. 6 - Component no. 2 - *“the remaining inclusive education funds should be allocated to school districts through a prevalence-based model, using a comprehensive range of third-party medical and socio-economic population data.”* Why are these numbers already set? If the school has a change in population, how will these set numbers affect the funding?

Recommendation no. 7 - *“Classroom Enhancement Fund....The restored language is unique for each school district thereby requiring the implementation of different class size and composition limits, as well as specialist teacher ratios, in each school district. The restored language is a source of frustration for many school districts, as are the changes enforced by the MoA, and the application and reporting requirements of CEF. While school districts welcome the additional resources provided by CEF, the prescriptive nature of the restored language means the resources provided by CEF may not be going to areas of highest need.*

*As an example, one school district has language in their teacher collective agreement that restricts the number and type of students with special needs that can be in a classroom at any one time, while a neighboring school district has no such restrictions.*

*To manage this, the Ministry has introduced a highly administrative and complex, cost-based, funding process for the restored language through CEF, further complicated by the fact that government funding timelines and school district staffing timelines are not aligned. In order to ensure equity of educational opportunity, CEF should not exist in its current form and this funding should be part of regular operating grants for school districts. However, the restored language generates costs that cannot be avoided and differ from school district to school districts.*

*School districts also have different non-enrolling staffing ratios, which require different numbers of counsellors, librarians, learning assistance teachers and English Language Learning teachers. This means students in some school districts have access to greater supports than their counterparts in other school districts.”*

Regardless of differences in collective agreement language from school district to school district, the province can *always* make the political decision to fund school districts properly so that equitable services can be available to students. The Classroom Enhancement Fund cannot be eliminated as it is part of our restored language.

Recommendation no. 8 – *“The Ministry should eliminate the Classroom Enhancement Fund and allocate this funding as part of school district operating grants. This will require negotiated changes to collective agreement provisions.”* To reiterate, the Classroom Enhancement Fund cannot be eliminated as it is part of our restored language.

The following is a statement from the Central Okanagan Music Educators Association, a Music Local Specialist Association.

The Central Okanagan Music Educators Association (COMEA) has unanimously supported the following statement:

*The music educators of the COMEA have carefully reviewed Recommendation 8 in the BC Ed Funding Review. The current "course-based" funding model has opened up powerful learning opportunities for Senior music students including:*

- creation of thriving courses in multi-grade senior choral and instrumental ensembles
- opening up cross-enrolment of high performing students between our schools, for best accessibility to all students
- offering of new courses where students can explore and/or specialize in music at all levels
- allowing flexibility for all students to best develop Competencies through engagement and enrichment across all courses, including arts, academics, trades/tech, languages, athletics, and leadership.

The proposed change to a *per-student funding model* would cancel many of these courses, causing inequities between schools and lost opportunities for students. Therefore, the COMEA urges the Minister to continue to support excellence in BC music education by preserving the current *per-course funding* model.

In reference to p. 25 - *“There was no consensus amongst stakeholders on whether per-student or course-based funding would be more desirable and the Panel explored a range of options from status quo, to per-student, to a hybrid approach. In general, funding based on student counts is considered less complex, more flexible, and aligns well with the objectives of learning transformation in BC. That being said, implementation of any changes should consider timelines associated with the implementation of the BC Graduation Program, which is set to be fully-implemented in the 2020/21 school year.”* This statement points out that “going the easy way out” is what the Panel has concluded to. By using the “*less complex*” approach, the Panel has made it more difficult for school districts to be “*more flexible*” with their course and service offerings. A *per-student funding* model would not allow course loads beyond eight blocks to be

funded as administrators would need to offer student prep blocks in the timetable to help counterbalance this issue.

Recommendation no. 9 – *“The Ministry should base funding allocations for school-age educational programming on the number of students, rather than on the number of courses being taken. The Ministry should phase out current course-based funding model by 2020/21 school year.”* Will students be able to take beyond eight courses? If a student transfer from one school to another or from one district to another, will the funding travel with them?

This recommendation could completely destroy many of the co-curricular classes that many Performing Arts, Leadership, and Enrichment Programs rely on. This approach would have far reaching effects on how administration approaches, promotes, and retains current school programming. Any outside timetable classes, despite the fact that they are credited classes, would be in jeopardy, as would senior classes that run with less than maximum enrolment. The resources are already spread thin, with this *per-student funding model*, the resources would be even less. This could jeopardize not only music programs, but also all specialized/senior programming throughout a school (Advanced Placement classes, International Baccalaureate classes, senior level science classes, for example). The larger picture for this kind of recommendation must include a plan to protect fine arts programs and school-based student opportunities, such as leadership classes, which often function outside of the timetable. Endangering these programs with these funding decisions is tantamount to endangering a school’s culture.

Recommendation no. 10 – *“With a shift to a per-student-based funding model.....”* This funding model, as mentioned before, would not allow co-curricular classes to operate under a teacher’s FTE. This could completely destroy the majority of Secondary School Music, Leadership, and Enrichment Programs in the province. Is it the Panel’s recommendation to only create schools and districts with no culture?

#### *“Adult Learning, Continuing Education and Summer School*

*The K-12 public education system also provides services to adults interested in either completing their graduation or upgrading marks. These students are not typically full-time, so adopting a per-student based model for students who are taking a few courses would not make sense. Summer school provides an opportunity for students to complete courses or upgrade their marks for one or two courses, and is an important option for some students. Continuing to fund per course makes sense for these students as well.”*

This also needs to be adopted for students who chose to take more than eight courses. As stated above, co-curricular classes need funding as well.

Recommendation no. 11 – *“Notwithstanding Recommendation 9, funding for the following programs should remain course-based;”* – Music, Performing Arts, Leadership, Work

Experience, Athletics, Enrichment Programs need to be part of this list of courses to remain on a *course-based funding model*. Do we not value any subject that is beyond the “traditional academic” courses?

Recommendation no. 12 – *“The Ministry should establish a provincial accountability and reporting framework for K- public education sector, including common principle templates. This framework should have three to five board, system-wide goals that are specific, measurable, and focused on student outcomes... ..”* We are unsure of which “*student outcomes*” this is referencing. The new curriculum do not include “*student outcomes*”. How will a teacher measure “*student outcomes*”?

Recommendation no. 17 - *“...many stakeholders felt the overall quantum of funding was not enough, some indicated it was sufficient. While a review and recommendation on the total quantum of funding allocated to school districts was not part of the Panel’s scope, failure to recognize these costs can impact the ability to deliver educational programs effectively. The burden of these cost pressures, if not funded, should be distributed to school districts in a way that protects the equity objective described in Theme 1 (page 17).”*

When raising concerns about their ability to effectively deliver educational programs, if there is no funding to alleviate these cost pressures, districts will have to make the decision on how to use their funding so that it works so long as they protect what this report has identified as the “*equity objective*” (page 30, “Funding Pressures” paragraph 2), which is:

1) *Targeted funding for Indigenous Students*

2) *Operational costs unique to their school district (i.e. increased costs due to inclement weather, operational costs outside of “the norm” compared to school districts, and under- or over-population of schools)*

3) *Inclusive Education*

School programs, such as fine arts, applied skills, leadership, etc. will continue to be jeopardized and will run the risk of absorbing all of those budget cuts.

This points to a shift of focus that accompanies the funding changes being recommended. Instead of investing in educational programming and diverse educational programs/opportunities that benefit all students they seem to be focusing on individual at-risk students by moving to *per-student funding* model. In the name of equity, successful students will lose out on valued aspects of their education because they are able to be successful in the current model. While there needs to be greater support and funding for at-risk youth, the funding ideas put forward will result in the reduction of school district budgets, which is passed down to schools. Those will



result in programs being cut, causing a shift in school culture, and all students, regardless of their school success, will lose out.

### **Background : Current Funding Model**

*In reference to p. 45 “Currently, funding is not directly linked to furthering student success, but rather, is largely based on inputs (numbers of students reported by school districts in specific categories). This approach leads to more time and resources being spent on counting and assessing students, as opposed to delivering educational services and driving student outcomes. B.C.’s K-12 education system must prepare students for the future by helping them successfully transition to post-secondary education and the workplace, and to thrive in a rapidly changing world. The funding model has not adjusted to 46 Improving Equity and Accountability | Report of the Funding Model Review Panel O 2018 4 reflect the changes noted above, with the same model having remained in place for more than 15 years.”*

This statement strongly suggests that funding be linked to student success and performance. What is meant by “*more time and resources being spent on counting and assessing students...*”?

*In reference to p. 47 “The funding model that has been in place since 2002 does not include any direct link between funding and student outcomes, and does not explicitly promote student success. However, there is no consensus amongst stakeholders on how to define meaningful, relevant outcomes either broadly or for individual students, and so this concern must be viewed in the context of a high-performing education system with graduation rates and other education outcomes at an all-time high.”*

The suggestion of performance-based funding **should not** be a part of any educational system. This should never be a part of public education, especially in BC. Considering that equity is the focus and direction of the new funding model recommendations, the suggestion that education moves to performance/success-based funding will inevitably lead to increased funding for successful school districts, and less funding for school districts who are not meeting “*student outcomes*”.

*In reference to p. 51 “Key Questions. The funding model review presents an opportunity to investigate whether there are more effective approaches to allocating funding for vulnerable students. Potential questions may include:*

- How can a new funding model contribute to improved equity of access to services, and improved outcomes for vulnerable students?*
- Should allocations for vulnerable students be combined with those for other students?*
- Should the funding model differentiate between the needs of different types of vulnerable students?*
- Are there data sources from other agencies that could be incorporated to better capture*

*trends in vulnerable student populations in school districts?”*

How does the Panel or the Ministry label a vulnerable student? Is this not undoing the work of a society trying to end stereotypes and embrace reconciliation?

In reference to p. 55 “*Key Questions. The current review is an opportunity to investigate whether different funding approaches could resolve some of the challenges faced by Boards of Education with respect to flexibility. Questions to explore through the funding model review could include:*

– *Should the number of grants “outside the block” be reduced, or have fewer restrictions?”*

Courses that run outside the block are still curricular. The bookends of the day have no relation to curriculum. If this is adapted as policy we would see an end to distributed learning, arts education, athletics programs, electives and distributed learning courses.

In reference to p. 56 “*Key Questions. The funding model review presents an opportunity to explore these issues further, and to strengthen financial governance and accountability in the education sector.*

*Possible areas of focus and questions may include:*

*Should the funding model account for school district own-sourced revenues, ensuring equity of educational opportunities for all students, regardless of where they live in the province?”*

A school board that generates their own funds should not be penalized for having the initiative to supplement their students’ education.

In reference to p. 60 “*The Chair of the Independent Review Panel will present a final report and recommendations to the Minister of Education in the late summer of 2018 for consideration, and the Ministry will work with the Technical Review Committee to model options going forward.*

*Once a decision has been made by government, the key features of the new model will be communicated in the winter of 2018/19, with preliminary grant announcements issued under the new funding model in March 2019 (for the 2019/20 school year), including transitional measures (if required). Boards of Education are encouraged to work with their local stakeholder groups, including parents, to gather their views on how funds should be allocated for K-12 public education, and provide this feedback to the Independent Review Panel in writing. Written submissions and questions about the funding model review can be sent to: [k12fundingreview@gov.bc.ca](mailto:k12fundingreview@gov.bc.ca) before the end of April 2018.”*

The timeline of the submissions and questions, and the implementation of this proposed funding model is ludicrous and unrealistic. This report was sent out in December 2018, yet the “written

*submissions and questions about the funding model....”* was due for April 2018. Why was this report sent out seven months after the deadline for the submissions?”

## **Conclusion**

As submitted above, the *per-student funding model* does not provide flexibility for schools and school districts to allow students to take more than their eight courses. If this model is implemented, many of the province’s Music, Musical Theatre, Dance, Leadership, Sports Leadership, Work Experience, Distributed Learning, Distance Education and Blended-Learning Programs will be dissolved. If the new BC curriculum is based around flexibility, student-centred individualized learning, and core competencies, the *per-student funding model* will take all of that away. It is also noted that the University of British Columbia now recognizes that Fine Arts Courses are part of the recognized Academic requirements for entrance.

If one of the goals of the new curriculum is to engage students to be life-long learners, per-student funding threatens the reduction and possible dissolution of programs that provide a model for practical and positive engagement with learning; programs that foster and develop lifelong learners; programs that provide many students across our province a safe place to explore, learn, develop, and grow.



Mandart Chan, MMus  
President  
BC Music Educators’ Association

### **Improving Equity**

The overarching theme of this document is to reduce the cost of education and school district budgets at the expense of student learning conditions, educator working conditions, and specialized programs. Under the guise of *equity*, this report seems to indicate that students should be expected to take no more than eight courses, essentially placing focus on academic learning outcomes and not the *whole student* outcomes. By removing a *per-course-funding model*, all teachers that teach students in multiple grade courses (music, drama, dance, arts, athletics, leadership, work experience, etc.) have an increased risk of losing their positions. The amount of FTE that could be lost throughout the province is staggering.

### **Consultation**

Many of the teachers in the province did not know about these consultations and were not informed about this review. While many stakeholders were consulted, the voice of music educators was not heard. Both the BCMEA and Coalition for Music Education in BC (CMEBC) are strong advocates representing music specialists across the province with significant and valid concerns regarding the effect this will have on music education in the province.

**Recommendation no. 8** – *“The Ministry should eliminate the Classroom Enhancement Fund and allocate this funding as part of school district operating grants. This will require negotiated changes to collective agreement provisions.”* To reiterate, the Classroom Enhancement Fund cannot be eliminated as it is part of our restored language.

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The Central Okanagan Music Educators Association (COMEA) has unanimously supported the following statement:

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- creation of thriving courses in multi-grade senior choral and instrumental ensembles
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- offering of new courses where students can explore and/or specialize in music at all levels
- allowing flexibility for all students to best develop Competencies through engagement and enrichment across all courses, including arts, academics, trades/tech, languages, athletics, and leadership.

The proposed change to a *per-student funding model* would cancel many of these courses, causing inequities between schools and lost opportunities for students. Therefore, the COMEA urges the Minister to continue to support excellence in BC music education by preserving the current *per-course funding* model.



February 12, 2019



Dear Parents, Students, and Supporters of Music Education,

Recently, the Ministry of Education released a report titled "Improving Equity and Accountability-Report of the Funding Model Review Panel 2018." This report is a product of the government's review of K-12 funding across BC. There is a recommendation in the report that if implemented, will cause the elimination of many secondary school music programs throughout the province.

Recommendation 9 reads as follows:

*The Ministry should base funding allocations for school-age educational programming on the number of students, rather than on the number of courses being taken. The Ministry should phase out the current course-based funding model by the 2020/21 school year.*

Funding for schools is currently course-based, meaning that students have the opportunity to enroll in courses of their choice, beyond 8 blocks. If a per-student funding model is implemented, students will lose the opportunity to take more than 8 blocks, and schools will lose funding for teachers to teach these courses, as most of them operate off timetable.

As outlined in the letter that follows, the current course-based funding model offers exceptional flexibility and richness in Fine Arts programming that is aligned with the values of the new BC Curriculum.

Your support and voice are desperately needed to prevent the implementation of a funding model that will decimate our province's treasured music programs. Please consider adding the required information into the attached letter and sending it to your MLA. Additionally, please share your concerns and your letter with your school's Parent Advisory Council (PAC) and your district's council (DPAC).

If sharing on social media, please use the following hashtags:

#PerCourseFunding

#bced

#bcpoli

Sincerely,

A handwritten signature in black ink that reads "Christin Reardon MacLellan".

Christin Reardon MacLellan  
President, Coalition for Music Education in BC  
[president@cmebc.org](mailto:president@cmebc.org); [www.cmebc.org](http://www.cmebc.org)

February 9, 2019

The Honourable (First Name)(Last name)  
MLA (riding)  
(Address)

Re: Improving Equity and Accountability

Dear (Salutation)(Last name),

Recently, I was made aware that there is a document entitled "Improving Equity and Accountability - Report of the Funding Model Review Panel 2018". This document outlines recommendations supporting the *per-student funding model* rather than the current *course-by-course funding model*. If implemented, the majority of our music, musical theatre, dance, drama, leadership, enrichment, distributed learning, etc., programs could be taken out of our schools. Having a *per-student funding model* will impact both students and staff. It will limit students' ability to participate in courses that are offered outside of the timetable and will reduce a teacher's full-time equivalent (FTE) in their trained subject area.

The current *course-by-course funding model* has allowed the creation of enriched learning opportunities for performing arts programs, including multi-grade senior level classes that are offered outside of the timetable (which allows for flexibility for students with heavy academic schedules), cross-enrolment performance classes between schools in a district, offering of new courses where students can explore and/or specialize in at all levels allowing flexibility, and enrichment classes including arts, academics, trades/tech, languages, athletics, and leadership. The proposed *per-student funding model* would cancel many of these courses, causing a significant amount of lost opportunities for our students.

I personally do not want to see any of these vital programs reduced and I strongly believe that changing the funding model will do this. It will affect thousands of jobs, will affect students' abilities to complete graduation requirements, and will change the course of education for decades to come. I urge you to defeat these recommendations and to keep the current *course-by-course funding model*.

I look forward to your response,

Sincerely,

(Your name), (City/town)



British Columbia  
School Trustees  
Association

February 14, 2019

**The Honourable Rob Fleming**

*Minister of Education*

PO Box 9045, Stn Prov Govt

Victoria, BC V8V 9E2

**RE: Input to upcoming changes to the provincial Graduation Program**

Dear Minister Fleming,

The membership of BCSTA feels great concern over the manner in which the decision was made and enacted to add the graduation assessment into the graduation years requirements. As a result, BCSTA member Boards of Education passed the following resolution at our most recent Provincial Council meeting this past weekend:

*The BCSTA advocate to the Minister of Education and Ministry of Education requesting that:*

- 1. The new graduation assessments mandated by the Minister not act as a barrier to the continued advancement of the learning transformation;*
- 2. That any assessments enacted as a result of this decision place the needs of the learners first, and provide a broad and nuanced picture of student learning; and*
- 3. That BCSTA engage with the Ministry of Education regarding the potential use of assessment data, and continue to advocate against the release of assessment data that can be used to rank schools and/or districts.*

I believe that the underlying sentiment to the above motion is our common and strongly held belief that the current learning transformation initiative being implemented across the province is paramount to the future success of our K-12 education system.

This does not mean that BCSTA opposes student assessments; nor does it mean that we are against appropriate accountabilities within the sector. The focus for us in passing this important motion is ensuring that any new student assessment tied to graduation do not inadvertently impede transformation or aid ill-founded attempts to rank students, schools or school districts. We understand and appreciate that both you and Premier John Horgan are opposed to this potentially negative outcome as well.

In September 2015, the Advisory Group on Provincial Assessment (AGPA) released its final report 'The Graduation Learning Years' with the full support of twelve sector partner groups, including BCSTA. The report did an excellent job of both identifying the proper purposes of assessment in the graduation years and providing recommendations as to how provincial assessments should be implemented in support of improved student outcomes.

BCSTA continues to support the findings and recommendations put forward by AGPA, and suggest that these should form the basis under which any new graduation focused assessments are implemented.

BCSTA is highly supportive of the work of the Ministry of Education toward ensuring we maintain one of the strongest and most relevant K-12 public education systems in the world. Our goal is to work cooperatively with you and your staff through the transformation process and help to ensure that the needs of students remain our shared priority.

Thank you for your consideration of our member motion. I look forward to further discussions on how we might jointly maintain the appropriate balance between learner focused assessment and system accountability. In the meantime, let us keep the spirit of AGPA alive in whatever changes are initiated in the coming months.

Sincerely,



**Gordon Swan**

*President*

BC School Trustees Association

cc: Scott MacDonald, *Deputy Minister of Education*  
BCSTA Member Boards of Education



British Columbia  
School Trustees  
Association

February 20, 2019

**The Honourable Rob Fleming**  
*Minister of Education*  
PO Box 9045, Stn Prov Govt  
Victoria, BC V8W 9E2

**Re: BC School Trustees Association response to  
Funding Model Independent Panel Report**

Dear Minister Fleming,

Let me begin by thanking you for providing additional opportunities for our association and our member Boards of Education to provide further input to the current discussion of a new funding model for K-12 education as we had previously requested. Your decision to delay the implementation of any new funding model to March 2020 will help to ensure both a broad and in-depth discussion of the various improvements which might be made to the current outdated formula. The revised course of action certainly supports our two previous member motions forwarded to you in May 2018.

The first of these motions was:

*That BCSTA request that the Education Minister require the Independent Panel of the Funding Model Review hold additional consultation for boards of education, parents, and students, and that education partners be given an opportunity to consider the impact of the proposed new funding model and provide further feedback before the model goes into effect.*

The intent of the motion was to emphasize that Boards of Education, as well as other partner groups, should have an opportunity to reflect on and respond to the components of any new funding formula model before it is finalized and implemented. This includes being able to reflect on the recommendations found in the independent panel report.

The second motion passed was:

*That BCSTA urge the Minister of Finance that any change to the Education Funding Model be considered no earlier than March 2020.*

As noted above, we thank you for the extended opportunity to provide input into one of the most important components of the K-12 regulatory framework.

Your letter of January 22, 2019 invited sector partner groups to submit their comments, suggestions and concerns regarding the funding model independent review panel report released in December 2018. While BCSTA is providing this input (i.e. this letter), I want to emphasize the need for you to also consider the submissions expected from each of our 60 member Boards of Education.

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As I am sure you appreciate, it would be extremely difficult, if not impossible, for BCSTA to research and reflect the views of 60 independent boards within a four-week period.

It is also important for us to recognize that the potentially diverse views of each board deserve to be heard independently, so as to properly reflect the large range of circumstance and opinion across our province. This is something that we hope can be reflected in any newly adopted funding model. BCSTA does, however, offer the following comments to you in regard to the funding model independent panel report.

First, BCSTA continues to support the need for the current funding model to be reviewed and modernized. Our members have passed no less than 12 motions in recent years directly or indirectly calling for changes to the current funding distribution model.

Second, we continue to support the jointly developed guiding principles developed in the fall of 2018 by BCSTA and the Ministry of Education. We believe the adopted guiding principles remain valid and should direct any new funding model.

***Responsive*** - Allocates available resources amongst Boards of Education in consideration of unique local and provincial operational requirements.

***Equitable*** - Facilitates access to comparable levels of educational services and opportunities for individual students across the province.

***Stable and Predictable*** - Supports strategic multi-year planning for educational programming and school district operations.

***Flexible*** - Respects the autonomy of, and does not unnecessarily restrict, individual Boards of Education in the spending of their allocations to further student success.

***Transparent*** - Calculates funding using a clear and transparent methodology.

***Accountable*** - Allocates resources to Boards of Education in the most efficient manner, and ensures that resources provided are being utilized as intended.

On May 22, 2018, BCSTA provided the funding model independent review panel with an overview of specific recommendations that should be considered in the formation of their final report. Our third point for your consideration is that these recommendations also be incorporated into any new funding model. They include:

1. *We support the need for the current funding model to be reviewed toward identifying and implementing a more modern alternative reflective of the current provincial context.*
2. *The implementation of any new funding model should be phased in over time and in such a way as to 'do no harm' to any school district. While we recognize any change has to have an impact, every effort should be made to minimize the short-term consequences on individual school districts.*



3. *Any new funding model must remain flexible over time in order to address changing circumstances or added external factors. For example, scheduled bargaining in 2019 with both support staff and teacher unions will likely impact school districts financially. A new funding model should remain open to change to address the impact of changes to current collective agreements.*
4. *Wherever possible, the new funding model should increase flexibility for boards of education to determine local spending priorities. While we recognize that many of the current constraints of local decision making (in support of improving student outcomes) lie outside of the current funding model, any changes to improve flexibility would be beneficial.*
5. *The current funding model review process should be viewed as an opportunity to look at the various components through fresh eyes, and to consider different approaches to current practice. For example, the way in which we fund special education and rural schools have both been identified as concerns by many boards. We support the establishment of special committees or working groups to make special recommendations on options in these areas and other significant components of the current funding model.*
6. *Discussions at the FMR regional and partner group meetings have raised a number of external issues related to the funding model, but outside of the mandate of the committee. BCSTA supports the assignment or creation of working groups to address such issues as appropriate accountabilities, appropriate school district financial reserves, bargaining objectives, etc. In many cases, there are management existing working groups that could be utilized to address these issues in a timely fashion (e.g. the MoE Financial Health Working Group, the BCPSEA Board of Directors, BCCASE, etc.).*
7. *We support the need for our association, as well as boards of education, to be part of the solution to current concerns and the implementation of future changes. As co-governors of the K-12 public education system, we have an ongoing responsibility to do more than just identify concerns.*

Once again, I would like to reiterate the importance of these core concepts in the formulation of any new funding model. Events such as the Ministry of Education hosted partner groups meeting on Friday, February 15 to review the panel report and discuss its strengths and weaknesses, are valued. BCSTA supports the continuation of such initiatives throughout the funding model review and implementation process.

The one key concept that stood out for us during last Friday's discussions matches well with number two above:

*That no school district should see a reduction in funding as a direct result of the implementation of any new funding model.*



British Columbia  
School Trustees  
Association

While we appreciate that funding for individual school districts might decline over time due to significantly declining enrollment, we support the establishment of a guiding requirement that no school district should see its overall funding (from the school year prior to any new funding model being established) reduced as the result of the implementation of a new funding model.

In short, BCSTA is calling on government to ensure that the implementation of any new funding provisions be phased in over time from a base established by the current funding amounts per school district.

The intent of this suggested requirement is to ensure change in the funding model is implemented in much the way funding protection has protected school districts from the unmanageable or overly negative impact of declining enrollment. This provision is put forward by BCSTA to help ensure equity of educational programming across all districts during implementation as well as the ultimate success of any new funding model.

BCSTA will not be providing additional feedback on the individual recommendations of the independent panel (beyond the above comments) at this time, and will instead, for now, defer to our individual member boards to speak to the specific benefits or concerns of each item noted in the panel report. We do, however, look forward to actively participating in the working groups and other discussion forums planned in the next phases of the review process.

The weeks ahead will provide us with the opportunity to receive greater input from our members as to their priorities and suggestions regarding any new funding model for K-12 education in our province. This information will be shared with you and your staff through the processes ahead. We trust the time and process will also provide everyone involved with the opportunity to bring specificity to the independent panel report recommendations and to do the modelling required to fully understand the implications of proceeding as outlined.

Thank you once again for addressing the points raised by BCSTA in the early phases of the funding model review process. We look forward to jointly developing a new funding model that will serve the students of BC in the decades to come.

Sincerely,

**Gordon Swan**  
*President*  
British Columbia School Trustees Association

cc Scott MacDonald – Deputy Minister of Education  
BCSTA Member Boards of Education