

## Open Committee of the Whole Meeting Report to the Board June 11, 2024

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### In Attendance at Meeting:

#### Trustees:

Michelle Waite, Board Chair  
Susan Leslie, Vice-Chair  
Chelsea McCannel-Keene, Trustee  
Cristi May Sacht, Trustee  
Janice Caton, Trustee  
Sarah Jane Howe, Trustee  
Shannon Aldinger, Trustee

Regrets: None

#### Staff:

Dr. Jeremy Morrow, Superintendent  
Carrie McVeigh, Secretary Treasurer  
Dr. Vivian Collyer, Associate Superintendent  
Jennifer Nelson, Assistant Secretary Treasurer  
Candice Hilton, Director of Finance

#### Virtual Guest:

Lisa Bernoties McCullough, Facilitator of the Writing  
Committee sessions

Recording Secretary: Marlene Leach, Senior Executive Assistant

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### A. Welcome

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

### B. Call to Order

Trustee Aldinger called the meeting to order at 6:30 pm.

### C. Adoption of Agenda

*THAT the Board of Education of School District No. 71 (Comox Valley) approve the agenda as presented.*

[May Sacht/Waite]

**CARRIED**

### D. Presentations / Delegations

#### 1. Draft Strategic Plan – Presentation with Document

Jeremy Morrow, Superintendent and Staff

Pages 1-44

The Superintendent, expressed gratitude to the Draft Strategic Plan Writing Team Committee and acknowledged that the Team will provide different components of the process in the presentation. Lisa Bernoties McCullough attended virtually and shared the process with the Board, thanking the outstanding and dedicated people who attended the writing team meetings. Lisa Bernoties McCullough provided PowerPoint slides around what the writing team developed together, their purpose, the dates spent together, and the guiding principles for the strategic planning process.

Principal Warren Colegrave provided a presentation around Evidence of Core Competency Development, triangulating, and answered Trustee questions.

Lynn Swift (Indigenous K-7 Curriculum Support Teacher), Joanne Restoule (Youth Family Support Worker), Jeannie McDonald (Indigenous Support Worker) provided a presentation on Indigenous Ways of Knowing and Being, Decolonizing and Indigenizing, Inclusion, Personalized Learning, Student Centered Assessment, Experiential Learning, Flexible Learning Environment, Digitally Enhanced Learning, and Nature Based Learning. The presenters received Trustee comments, gratitude and answered their questions. The Superintendent provided comments and thanked these presenters.

Meagan Goudreault (Indigenous Education Council, Parent Rep.), Erin Higginbottom (Education and Capacity Development Coordinator at K'ómoks First Nation), Sherry Dittrick (Vice Principal) and Kiyoshi Kosky (President, CUPE 439) presented on the SD 71 Professional Learning Plan (medicine wheel, all working together to support the students, respect them and their journey) and included a district wide framework, to include quality professional development for leadership, teachers, parents, and education workers. The Superintendent and Committee Chair thanked these presenters.

Craig Sorochoan (SD71 Communications Manager) provided information around communicating the plan and effective strategies for outreach and engagement, including methods and consistency of communication. Mr. Sorochoan answered Trustee questions.

The Superintendent went over what's next and alignment of the Draft Strategic Plan.

## **E. Information Items**

### **1. 2024-25 Preliminary Operating Budget – Briefing Note** Carrie McVeigh, Secretary-Treasurer

Pages 45-96

Jennifer Nelson, Assistant Secretary-Treasurer, presented the annual budget in a PowerPoint presentation and acknowledged the work that Candice Hilton, Director of Finance did on the budget. The Assistant Secretary-Treasurer focused on the changes since the last presentation and spoke to capital and special purpose funds.

The Secretary-Treasurer, Assistant Secretary-Treasurer, Director of Finance, and Superintendent answered the Trustees questions and Trustees shared their comments, experiences, and how the budget relates to the draft strategic plan and students' education. The Committee received some public comments.

**F. Adjournment – 8:50 pm**

*THAT the Board of Education of School District No. 71 (Comox Valley) adjourn the meeting at 8:50 pm.*

[Caton/Leslie]

**CARRIED**



# Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

## **DRAFT STRATEGIC PLAN**

June 2024



**The Board of Education  
acknowledges that we are on  
the traditional territories of the  
K'ómoks First Nation. We  
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with their children.**

## Introduction

Comox Valley Schools (School District 71) is dedicated to fostering an inclusive, wholistic, and personalized learning environment that supports the development of core competencies in students. The creation of the Strategic Plan is a critical step in aligning our district's efforts with the educational vision set forth by the BC Ministry of Education's Framework for Enhancing Student Learning. This document provides a comprehensive background of the strategic planning process, the rationale behind it, and the methodologies used to develop a plan that addresses the unique needs and aspirations of our community.

## **Why Strategic Planning?**

Strategic planning in education is essential for several reasons:

- **Guidance and Direction:** It provides a clear roadmap for the district, ensuring all efforts are aligned with the overall vision and goals.
- **Resource Allocation:** It helps in the effective allocation of resources, ensuring that funding, time, and effort are directed towards the most impactful areas.
- **Accountability:** It establishes benchmarks and metrics to measure progress, ensuring that the district remains accountable to its rightsholders and partner groups.
- **Continuous Improvement:** It fosters a culture of continuous improvement, allowing for regular review and adjustment based on feedback and outcomes.

## **What is Included in a Strategic Plan?**

A comprehensive Strategic Plan typically includes:

- **Vision and Mission Statements:** Articulating the long-term aspirations and fundamental purpose of the district.
- **Core Values:** Defining the principles and beliefs that guide decision-making and actions.
- **Goals and Objectives:** Specific, measurable targets that the district aims to achieve.
- **Action Plans:** Detailed strategies and initiatives designed to achieve the set goals.
- **Assessment and Evaluation:** Methods for monitoring progress and evaluating the effectiveness of implemented strategies.

# Values

Shared values establish the foundation for our interactions as we pursue common goals. They help us demonstrate consistent and fair leadership, guiding our collaborative and productive efforts to achieve our Vision.

## **Truth and Reconciliation Commitment**

We are deeply committed to learning, unlearning, and relearning and taking action for lasting Truth and Reconciliation

## **Learning**

Growth and excellence for all.

## **Equity**

Leading with diversity as a strength and inclusion as a right.

## **Relationships**

Caring, compassion, and respect in all that we do.

## **Safety**

Creating safe spaces where all belong.

## **Integrity**

Sharing and maintaining high ethical standards.

## **Visioning Process and Vision Selection**

The Board of Education for Comox Valley Schools initiated the strategic planning process with an extensive visioning exercise. This involved gathering over 500 detailed responses through an online survey and conducting four in-person community engagement sessions. These sessions facilitated constructive dialogue, allowing the community to share their perspectives on the future direction of the district. The result of this process was a collectively chosen vision that emphasizes inclusivity, personalized learning, and the wholistic development of students.

## Student Learning Focus: Core Competencies

The focus on core competencies was chosen based on the feedback from the visioning process. Core Competencies such as critical and reflective thinking, creative thinking, communication, collaboration, personal and cultural identity, personal awareness and responsibility, and social awareness and responsibility are seen as fundamental to student success. The district aims to enhance these competencies through various educational strategies and initiatives.



## **The Education Planning Process with the Writing Team**

The strategic planning process involved a dedicated Writing Team comprising diverse members, including students, District Parent Advisory Council representatives, Indigenous Education Council representatives, Ni'Noxsola (Elders), teachers, support staff, Principals, Vice Principals, Trustees, and Senior Leadership. Over four intensive writing sessions, the team collaborated to analyze data, research, and feedback to develop themes for the new Strategic Plan.

### **Why a Writing Team?**

The inclusion of a diverse Writing Team ensures that the Strategic Plan is comprehensive and reflective of the entire community's needs and aspirations. The collaborative nature of the writing sessions facilitated the synthesis of vast amounts of information, leading to a well-rounded and inclusive plan.

### **What the Writing Team Created**

The Writing Team employed a backward design approach, focusing on desired outcomes and working backward to develop action plans that would achieve these outcomes. This method ensures that all aspects of the plan are interconnected and support the overall goals. The team also created access points for each educator and pathways to future learning, using current publicly available tools to assess student competency development and identify areas for ongoing improvement.

## **Next Steps and Continuous Improvement**

The next steps include aligning all school and department plans with the Strategic Plan and establishing an ongoing Continuous Improvement Process. This process will involve regular reviews, updates, and adjustments to ensure the plan remains relevant and effective in achieving its goals.

By embracing these strategic principles, Comox Valley Schools is committed to enhancing each student's development of core competencies over time, fostering a learning environment that is inclusive, wholistic, and personalized.



# Goal Statement

Our Comox Valley School District is committed to creating inclusive, wholistic, and personalized learning environments in order to enhance each student's development of the core competencies over time.

# EVIDENCE OF CORE COMPETENCY DEVELOPMENT

THINKING	
CRITICAL AND REFLECTIVE THINKING	CREATIVE THINKING
<ul style="list-style-type: none"> <li>Grade 12 Literacy Assessment Level 2</li> <li>Grade 12 Literacy Assessment Level 3</li> <li>At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects).</li> <li>SLS: At school, are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions)</li> <li>FSA Literacy Grade 4 Level 3: The student applies knowledge to go beyond the text to explain, generalize, and connect ideas to support thinking and make interpretations. Ideas are complex and demonstrate synthesis and analysis.</li> <li>FSA Literacy Grade 4 Level 3: The student applies knowledge to go beyond the text to explain, generalize and connect ideas to support thinking and make interpretations. Ideas are complex and demonstrate synthesis and analysis.</li> <li>FSA Numeracy Grade 7 Level 3: STRATEGIC THINKING: The student is able to solve a problem and explain his or her thinking through reasoning, planning, and using evidence.</li> <li>FSA Numeracy Grade 4 Level 2: SKILLS AND CONCEPTS: The student is able to demonstrate conceptual understanding through models and explanations, and to make decisions on how to approach a problem or activity.</li> <li>FSA Numeracy Grade 4 Level 2: SKILLS AND CONCEPTS: The student is able to demonstrate conceptual understanding through models and explanations, and to make decisions on how to approach a problem or activity.</li> <li>YDI.182. Do you know how your actions impact others?</li> </ul>	<ul style="list-style-type: none"> <li>EDI.52. Would you say that this child demonstrates special skills or talents in problem solving in a creative way?</li> </ul>

## Index

The Early Development Instrument (EDI)

The Youth Development Instrument (YDI)

The Middle Years Development Instrument (MDI)

Student Learning Survey (SLS)

# EVIDENCE OF CORE COMPETENCY DEVELOPMENT

COMMUNICATION	
COLLABORATE	COMMUNICATE
<ul style="list-style-type: none"> <li>• Self Reflection</li> <li>• "I can" statements</li> <li>• Teachers recognizing where students are in Core Competencies.</li> <li>• New SLS questions based on Collaborating using the language from the profile.</li> <li>• Provide criteria on what must be taught &amp; how it is measured (often collaboration is implied that they know how to collaborate).</li> <li>• We need to explicitly communicate what is required.</li> </ul>	<ul style="list-style-type: none"> <li>• FSA Literacy Grade 4 Level 3: The student applies knowledge to go beyond the text to explain, generalize, and connect ideas to support thinking and make interpretations. Ideas are complex and demonstrate synthesis and analysis.</li> <li>• SLS: At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects).</li> <li>• SLS: At school, I am learning to communicate well.</li> <li>• SLS: At school, I am learning to communicate effectively (for example, listening fully, watching for visual cues, asking for clarity, considering your audience when speaking, summarizing clearly).</li> <li>• We need different assessment tools.</li> <li>• Adaptive Schools</li> <li>• Create a structure and process where there is intent and norms around communication.</li> <li>• New SLS questions based on communicating using language from the profile.</li> <li>• Make embedded time for teachers to have opportunity to confer/communicate in an impactful and meaningful way.</li> <li>• Create a new tool of measure.</li> <li>• Teacher Survey Questions</li> <li>• What communication strategies are you using in your classrooms (Checklist of strategies/ideas + room to describe activities).</li> <li>• How do we make evidence/data out of a massive communication activity like the Capstone Project or in-class presentations/projects at any grade level?</li> <li>• Communication is about speaking in a safe environment, listening, and developing relationships where trust, respect, and integrity are valued.</li> </ul>

# EVIDENCE OF CORE COMPETENCY DEVELOPMENT

PERSONAL AND SOCIAL		
PERSONAL AND CULTURAL IDENTITY	PERSONAL AWARENESS AND RESPONSIBILITY	SOCIAL AWARENESS AND RESPONSIBILITY
<ul style="list-style-type: none"> <li>MDI.8.8: Do you have a lot to be proud of?</li> <li>YDI.1: Which race category best describes you?</li> <li>YDI.2: What is your first language?</li> <li>MDI.5.7: In general, do you like being the way you are?</li> <li>YDI.76: I feel good most of the time?</li> <li>SLS: Do you feel good about yourself?</li> <li>MDI.5.47: Do you feel like you are important to your school?</li> <li>SLS: I believe I can be successful at almost anything I set my mind to.</li> <li>MDI.5.8: Overall, do you feel like you have a lot to be proud of?</li> <li>YDI.108: I feel part of a group of friends that do things together.</li> <li>MDI.5.13: Do you worry about what other kids might be saying about you?</li> <li>YDI.4: What best describes your current gender identity?</li> <li>YDI.216: Have you ever felt like you are not loved or cared about?</li> <li>MDI.5.44: Do people care about each other in your school?</li> <li>MDI.5.9: Do you feel that a lot of things about you are good?</li> <li>YDI.109: I feel that I usually fit in with other kids around me.</li> <li>SLS: Feel Safe (All Resident Students)</li> <li>SLS: Do you feel safe at school?</li> </ul>	<ul style="list-style-type: none"> <li>YDI.89: Do you get very angry?</li> <li>MDI.5.71: When you are sad, can you usually start doing something that will make you feel better?</li> <li>YDI.148: When you are feeling sad, what helps you feel better?</li> <li>YDI.87: Over the last 2 weeks, how often have you been bothered by feeling nervous, anxious, or on edge?</li> <li>YDI.92: Are you calm?</li> <li>MDI.8.40: Are you certain you can learn the skills taught in school this year?</li> <li>SLS: How would you describe your health (mental or physical)?</li> <li>YDI.210: In the last month, how often have you felt confident in your ability to handle your personal problems?</li> <li>MDI.5.52: In general, how would you describe your health?</li> <li>MDI.5.53: Who would you talk to if you were feeling sad, stressed, or worried?</li> <li>SLS: How would you describe your physical health?</li> <li>MDI.5.42: Do you feel that, even if the work is hard in school that you can learn it?</li> <li>YDI.167: Do you think you can succeed if you put your mind to it?</li> <li>YDI.150: Do you feel you can calm yourself down when you're excited or upset?</li> <li>SLS: How would you describe your mental health?</li> <li>MDI.5.72: After you're interrupted or distracted, can you usually continue working where you left off?</li> <li>YDI.184: Do you share what you are feeling with others?</li> <li>MDI.5.73: Can you calm yourself down when you are excited or upset?</li> <li>MDI.8.41: Can you do a good job on all your school work if you use your own strengths?</li> <li>YDI.149: When you have a serious disagreement with someone, do you avoid them, or do you talk to them about how you can resolve the situation?</li> </ul>	<ul style="list-style-type: none"> <li>MDI.8.23: Have you ever helped someone who was hurt?</li> <li>SLS: Do people care about each other in this school?</li> <li>SLS: At school, are you being taught about Aboriginal peoples in Canada?</li> <li>YDI.186: Do you get along with people who are different from you?</li> <li>YDI.114: There is an adult at school who really cares about me.</li> <li>SLS: At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?</li> <li>EDI.69: Would you say that this child takes care of school materials?</li> <li>YDI.183: Do you get along with others?</li> <li>MDI.5.75: Are you concerned about species extinction (when an entire type of animal dies out)?</li> <li>SLS: At school, do you respect people who are different from you (for example, think, act, or look different)?</li> <li>YDI.189: Do you believe that doing things for other people when they need help is important?</li> <li>EDI.89: Would you say that this child helps other children who are feeling sick?</li> <li>MDI.5.74: Are you concerned about climate change?</li> <li>MDI.5.2: Does it bother you when you see someone being treated mean?</li> <li>MDI.5.23: Have you ever helped someone who was hurt?</li> <li>YDI.188: Do you believe that participation in activities that help improve the community is an important job for everyone?</li> </ul>

# EVIDENCE OF CORE COMPETENCY DEVELOPMENT

## Personal and Social Continues

<ul style="list-style-type: none"> <li>MDI.8.7: Do you like being the way you are?</li> <li>SLS: Feel Welcome (All Resident Students, Indigenous Students on Reserve, Indigenous Students off Reserve, Students with Disabilities/Diverse Abilities, Children and Youth in Care)</li> <li>SLS: Do you feel welcome at your school?</li> <li>MDI.8.34: Do you feel part of a group of friends that do things together?</li> <li>SLS: Are you of Aboriginal ancestry (First Nations, Inuit, Metis)?</li> <li>MDI.5.46: Do you feel like you belong in your school?</li> <li>MDI.8.9: Do you believe a lot of things about you are good?</li> </ul>	<ul style="list-style-type: none"> <li>YDI.180. I feel optimistic about my future?</li> <li>MDI.8.46. Do you feel like you belong in this school?</li> <li>SLS: How often do you usually get a good night's sleep?</li> <li>YDI.136. Do you know where to go in your community to get help?</li> <li>SLS: I plan my learning based on my goals.</li> <li>MDI.5.41. Do you feel that, if you have enough time, you can do a good job on all your school work?</li> <li>YDI.221. Are there any particular activities that have helped you deal with distressing events?</li> <li>YDI.168. Do you feel you are achieving most of your goals?</li> <li>SLS: When I am facing difficult tasks, I keep trying until I succeed.</li> <li>YDI.176. Do you try to finish what you start?</li> <li>SLS: Does school make you feel stressed or anxious.</li> <li>YDI.101. Would you prefer to get professional help for a mental health, emotional, or addiction problem in person (talk to a counselor, doctor, or nurse)?</li> <li>YDI.185. Do you listen carefully to other people's points of view?</li> <li>YDI.73. I am happy with my life?</li> <li>YDI.174. Are you aware of your own strengths?</li> </ul>	<ul style="list-style-type: none"> <li>EDI.88. Would you say that this child will invite bystanders to join a game?</li> <li>EDI.102. Would you say that this child has difficulty awaiting his/her turn in games or groups?</li> <li>EDI.85. Would you say that this child offers to help other children who have difficulty with a task?</li> <li>EDI.82. Would you say that this child will try to help someone who has been hurt?</li> <li>YDI.183. Do you get along with others?</li> <li>MDI.5.75. Are you concerned about species extinction (when an entire type of animal dies out)?</li> <li>SLS. I like the social aspects of my school.</li> <li>MDI.8.22. Have you ever helped someone who was being picked on?</li> <li>YDI.188. Do you believe that participation in activities that help improve the community is an important job for everyone?</li> <li>YDI.151. When you're upset with someone, do you usually try to "put yourself in their shoes" for a while?</li> <li>EDI.86. Would you say that this child comforts a child who is crying or upset?</li> <li>SLS. At school, do you respect people who are different from you (for example, think, act, or look different)?</li> <li>YDI.181. Do you know when someone needs help?</li> <li>MDI.5.21. Have you ever cheered someone up when they were sad?</li> <li>MDI.8.3. Are you a person who cares about the feelings of others?</li> <li>SLS. When I am making a decision to do something, I like to think about how it might affect other people.</li> <li>SLS. I contribute in meaningful ways to my community.</li> <li>SLS. I like the social aspects of my school.</li> </ul>
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# EVIDENCE OF CORE COMPETENCY DEVELOPMENT

## Personal and Social Continues

		<ul style="list-style-type: none"><li>• MDI.5.22. Have you ever helped someone who was being picked on?</li><li>• YDI.151. When you're upset with someone, do you usually try to "put yourself in their shoes" for a while?</li><li>• EDI.85. Would you say that this child offers to help other children who have difficulty with a task?</li><li>• EDI.82. Would you say that this child will try to help someone who has been hurt?</li><li>• SLS. At school, do you respect people who are different from you (for example, think, act, or look different)?</li><li>• EDI.86. Would you say that this child comforts a child who is crying or upset?</li><li>• YDI.181. Do you know when someone needs help?</li></ul>
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## **ACTION PLAN – STRATEGIES AND STRUCTURES**

**"If we create inclusive, wholistic\*, and personalized learning environments through...**

\*Many Indigenous scholars have opted to use the term wholistic when discussing Indigenous ways of knowing, understanding, being, and doing.

**Decolonizing and Indigenizing** as responsibilities and design principles which incorporate decolonizing our practices and learning from knowledge keepers how to Indigenize our learning environments and educational practices. This is a restorative strength-based approach that honors the traditional Indigenous knowledge and ways of being of the Pentlatch, leeksun, Sahtloot, Sasitla (K'omoks), the traditional keepers of this territory. Gathering in circle is one of the powerful ways to decolonize and build relationships, identity, connection, and reflection which nurtures the whole person. A commitment to continuous education on our lifelong journey to reconciliation which includes learning the true history of Canada and an exploration of cultural humility;

**Inclusion** as a universal design principle which honors diverse learning needs and respects and protects the dignity and unique gifts of every child. Each student is seen, heard, and valued to drive the creation of compassionate learning environments incorporating a strong sense of belonging, positive mental health, and deep meaningful learning for all. Social emotionally safe spaces ensure the right tools, resources, spaces, and access points are available in the learning environment;

## **ACTION PLAN – STRATEGIES AND STRUCTURES**

**Personalized Learning** as a design principle that fosters student agency. It encourages creativity and inquiry by providing individual student choice, voice, relevancy, and engagement. Through intentional continuous feedback and reflection, personalized learning encourages progress along each student's unique learning journey;

**Student Centred Assessment** as a design principle that provides students voice and choice in how they demonstrate their learning. It is a continuous process that prioritizes formative, peer, and self assessment as well as goal setting, co-creating criteria, and descriptive feedback;

**Experiential Learning** as a design principle that involves collaboration, communication, reflection, wholistic learning, and a focus on hands-on, real-world, authentic learning with purpose. Experiential learning engages learners in inquiry, play, and creativity, connecting them with their gifts, strengths, and interests. It creates space and time for learners to be in relationship with the community, the land, and the natural environment. Experiential learning is inclusive of diverse perspectives, and is interconnected to an Indigenous worldview and incorporates the First Peoples' Principles of Learning;

**Flexible Learning Environments** as a design principle that ensures each setting is established with a variety of learning spaces, resources, equipment, and approaches to honor, respect, and protect the unique gifts and diverse learning needs of every student. It engages students in a collaborative way of being and creates time and space for students to experience a reciprocal relationship with each other, the land, and the community;



## **ACTION PLAN – STRATEGIES AND STRUCTURES**

**Digitally Enhanced Learning** as a design principle that supports access to information, collaboration, knowledge construction, innovative design, computational thinking, and creative forms of communication. It helps prepare learners to thrive in an evolving technological landscape. It provides digital tools which amplifies student engagement and makes deeper learning an accessible and learner-centered process; and

**Nature Based Learning** as a design principle that honors a way of being that situates us on the land of the Pentlatch, leeksun, Sahtloot, Sasitla (K'omoks), the traditional keepers of this territory. Nature Based Learning embraces our connection to the land, place and our interconnectedness to all life. It engages students in a respectful and reciprocal relationship between human beings and the natural living world. This relationship nurtures the well-being, identity and strengths of each individual in our learning community to become caretakers/stewards for future generations;

... then we believe we will enhance each student's development of the Core Competencies over time.”

## **ACTION PLAN – PROFESSIONAL LEARNING PLAN**

- More Professional Development days in school calendar
- Aligned with Strategic Plan
- Optional sharing of professional learning successes – newsletter/contacts
- Separate In-service for required skills (MYED [SWOPI], etc.)
- Bring in people with expertise aligned with Strategic Plan
- Provide time/incentivize SD71 staff to share
- Opportunities for co-teaching
- Modelling
- Innovative teaching
- Instructional coaching
- Peer feedback
- Collective leadership – curricula leaders
- Embedded collaboration time + learning networks with \*choice / can be different K-7 & 8-12
- District frameworks & guiding documents
- Flexibility to build teams
- Mentoring/coaching networks (not just new teachers)
- System to share resources, guiding documents & shared language, assessment + learn from what is working
- Time to learn what works/doesn't
- Planning needs to happen ahead – needs to be a priority when making plans
- Funds & Time: into staff meetings
- Optional sharing of professional learning successes: Pro-D Head



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# DRAFT STRATEGIC PLAN

June 2024

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

## What did the Writing Team develop together?

Board Visioning

Education Plan

Student Learning Goal

Evidence

Action Plan

Professional Learning Plan

Aligned School and Operational Plans

Continuous Review Processes



## The Writing Team's Purpose

Making Meaning:  
Triangulating  
Synthesizing  
Calibrating

## SD 71 Writing Team Journey

Wednesday, April 24, 2024

Created the Evidence of Student Learning that we will all use to track our progress over time.

Thursday, April 25, 2024

Created an evidence informed Action Plan for our Strategic Plan which will support students with enhancing their core competency development.

Wednesday, May 8, 2024

Created an evidenced informed Professional Learning Plan to support all staff with their learning and complete the Student Learning Goal.

Wednesday, May 22, 2024

Reviewed our work and prepared to present the draft for the Board of Education's consideration.

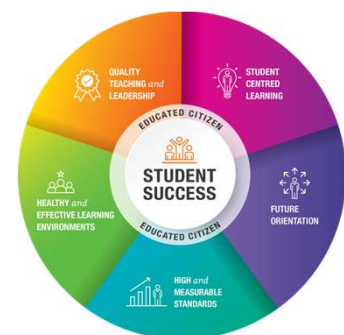
Tuesday, June 11, 2024

Presenting the draft 2024 to 2029 SD71 Strategic Plan at the Committee of the Whole Meeting.

## What are the guiding principles for our strategic planning process?

We are committed to aligning with the Provincial Framework for Student Success through the guiding principles of:

Isolation transforming to Collaboration  
 Compliance transforming to Engagement  
 Reaction transforming to Purpose and Focus  
*Wagner & Kagan, 2006*



Equity as a Value  
 Leading with diversity as a strength and inclusion as a right.

*SD71 Board of Education, 2024*



## EVIDENCE OF CORE COMPETENCY DEVELOPMENT



## EVIDENCE OF CORE COMPETENCY DEVELOPMENT

THINKING		COMMUNICATION		PERSONAL AND SOCIAL		
CRITICAL AND REFLECTIVE THINKING	CREATIVE THINKING	COLLABORATE	COMMUNICATE	PERSONAL AND CULTURAL IDENTITY	PERSONAL AWARENESS AND RESPONSIBILITY	SOCIAL AWARENESS AND RESPONSIBILITY
<ul style="list-style-type: none"> <li>Grade 12 Literacy Assessment Level 2</li> <li>Grade 12 Literacy Assessment Level 3</li> <li>At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects).</li> <li>SLS: At school, are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions)</li> <li>FSIA Literacy Grade 4 Level 3: The student applies knowledge to go beyond the text to explain, generalize, and connect ideas to support thinking and make interpretations. Ideas are complex and demonstrate synthesis and analysis.</li> <li>FSIA Literacy Grade 4 Level 3: The student applies knowledge to go beyond the text to explain, generalize, and connect ideas to support thinking and make interpretations. Ideas are complex and demonstrate synthesis and analysis.</li> <li>FSIA Numeracy Grade 7 Level 3: STRATEGIC THINKING: The student is able to solve a problem and explain his or her thinking through reasoning, planning, and using evidence.</li> <li>FSIA Numeracy Grade 4 Level 2: SKILLS AND CONCEPTS: The student is able to demonstrate conceptual understanding through models and explanations, and to make decisions on how to approach a problem or activity.</li> <li>FSIA Numeracy Grade 4 Level 2: SKILLS AND CONCEPTS: The student is able to demonstrate conceptual understanding through models and explanations, and to make decisions on how to approach a problem or activity.</li> <li>YDI: SLS: Do you know how your actions impact others?</li> </ul>	<ul style="list-style-type: none"> <li>EDI: S2: Would you say that this child demonstrates special skills or talents in problem solving in a creative way?</li> </ul>	<ul style="list-style-type: none"> <li>Self Reflection</li> <li>"I can" statements</li> <li>Teachers recognizing where students are in Core Competencies.</li> <li>New SLS questions based on Collaborating using the language from the profile.</li> <li>Provide criteria on what must be taught &amp; how it is measured (often collaboration is implied that they know how to collaborate)</li> <li>We need to explicitly communicate what is required.</li> </ul>	<ul style="list-style-type: none"> <li>FSIA Literacy Grade 4 Level 3: The student applies knowledge to go beyond the text to explain, generalize, and connect ideas to support thinking and make interpretations. Ideas are complex and demonstrate synthesis and analysis.</li> <li>SLS: At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects).</li> <li>SLS: At school, I am learning to communicate well.</li> <li>SLS: At school, I am learning to communicate effectively (for example, listening fully, watching for visual cues, asking for clarity, considering your audience when speaking, summarizing clearly).</li> <li>We need different assessment tools.</li> <li>Adaptive Schools</li> <li>Create a structure and process where there is intent and norms around communication</li> <li>New SLS questions based on communicating using language from the profile.</li> <li>Make embedded time for teachers to have opportunity to confer/communicate in an impactful and meaningful way.</li> <li>Create a new tool of measure.</li> <li>Teacher Survey Questions</li> <li>What communication strategies are you using in your classrooms (Checklist of strategies/ideas + room to describe activities).</li> <li>How do we make evidencedata out of a massive communication activity like the Capstone Project or in-class presentations/projects at any grade level?</li> <li>Communication is about speaking in a safe environment. Listening, and developing relationships where trust, respect, and integrity are valued.</li> </ul>	<ul style="list-style-type: none"> <li>MDI 8.8: Do you have a lot to be proud of?</li> <li>YDI 1: Which one category best describes you?</li> <li>YDI 2: What is your first language?</li> <li>MDI 5.7: In general, do you like being the way you are?</li> <li>YDI 78: I feel good most of the time?</li> <li>SLS: Do you feel good about yourself?</li> <li>MDI 8.47: Do you feel like you are important to your school?</li> <li>SLS: I believe I can be successful at almost anything I set my mind to.</li> <li>MDI 5.8: Overall, do you feel like you have a lot to be proud of?</li> <li>YDI 109: I feel part of a group of friends that do things together.</li> <li>MDI 5.75: Do you worry about what other kids might be saying about you?</li> <li>YDI 4: What best describes your current gender identity?</li> <li>YDI 218: Have you ever felt like you are not loved or cared about?</li> <li>YDI 184: Do people care about each other in your school?</li> <li>MDI 5.9: Do you feel that a lot of things about you are good?</li> <li>YDI 108: I feel that I usually fit in with other kids around me.</li> <li>SLS: Feel Safe (All Resilient Students)</li> <li>SLS: Do you feel safe at school?</li> </ul>	<ul style="list-style-type: none"> <li>YDI 88: Do you get very angry?</li> <li>MDI 5.71: When you are sad, can you usually start doing something that will make you feel better?</li> <li>YDI 148: When you are feeling bad, what helps you feel better?</li> <li>YDI 87: Over the last 12 weeks, how often have you been bothered by feeling nervous, anxious, or on edge?</li> <li>YDI 82: Are you calm?</li> <li>MDI 5.42: Are you certain you can learn the skills taught in school this year?</li> <li>SLS: How would you describe your health (mental or physical)?</li> <li>YDI 210: In the last month, how often have you felt confident in your ability to handle your personal problems?</li> <li>MDI 5.52: In general, how would you describe your health?</li> <li>MDI 5.53: Who would you talk to if you were feeling sad, stressed, or worried?</li> <li>SLS: How would you describe your physical health?</li> <li>MDI 5.42: Do you feel that, even if it's hard to tell in school that you can learn it?</li> <li>YDI 160: Do you feel you can count yourself down when you are excited or upset?</li> <li>SLS: How would you describe your gender identity?</li> <li>MDI 5.72: After you're interrupted or distracted, can you usually continue working where you left off?</li> <li>YDI 5.73: Can you calm yourself down when you are excited or upset?</li> <li>MDI 5.41: Can you do a good job on all your school work if you use your own ideas?</li> <li>YDI 149: When you have a serious disagreement with someone, do you avoid them, or do you talk to them about how you can resolve the situation?</li> </ul>	<ul style="list-style-type: none"> <li>MDI 8.23: Have you ever helped someone who was hurt?</li> <li>SLS: Do people care about each other in this school?</li> <li>SLS: At school, are you being taught about Aboriginal peoples in Canada?</li> <li>YDI 188: Do you get along with people who are different from you?</li> <li>YDI 189: Do you get along with people who are different from you?</li> <li>SLS: At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Métis) in Canada?</li> <li>EDI 89: Would you say that this child takes care of school materials?</li> <li>YDI 183: Do you get along with others?</li> <li>MDI 5.75: Are you concerned about species extinction (when an entire type of animal dies out)?</li> <li>SLS: At school, do you respect people who are different from you (for example, think, act, or look different)?</li> <li>YDI 188: Do you believe that doing things for other people when they need help is important?</li> <li>EDI 89: Would you say that this child helps other children who are feeling sad?</li> <li>MDI 5.74: Are you concerned about climate change?</li> <li>MDI 5.2: Does it bother you when you see someone being treated mean?</li> <li>MDI 5.23: Have you ever helped someone who was hurt?</li> <li>YDI 188: Do you believe that participation in activities that help improve the community is an important job for everyone?</li> </ul>

### Index

The Early Development Instrument (EDI)  
 The Youth Development Instrument (YDI)  
 The Middle Years Development Instrument (MDI)  
 Student Learning Survey (SLS)



# Indigenous ways of knowing and being

**toxwnExw**  
(Tokonee Kw)

to know something

**We respect each other and all living things. We take only what we need, we give thanks, and we acknowledge those who behave accordingly.**

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**RESPECT FOR ALL LIFE**





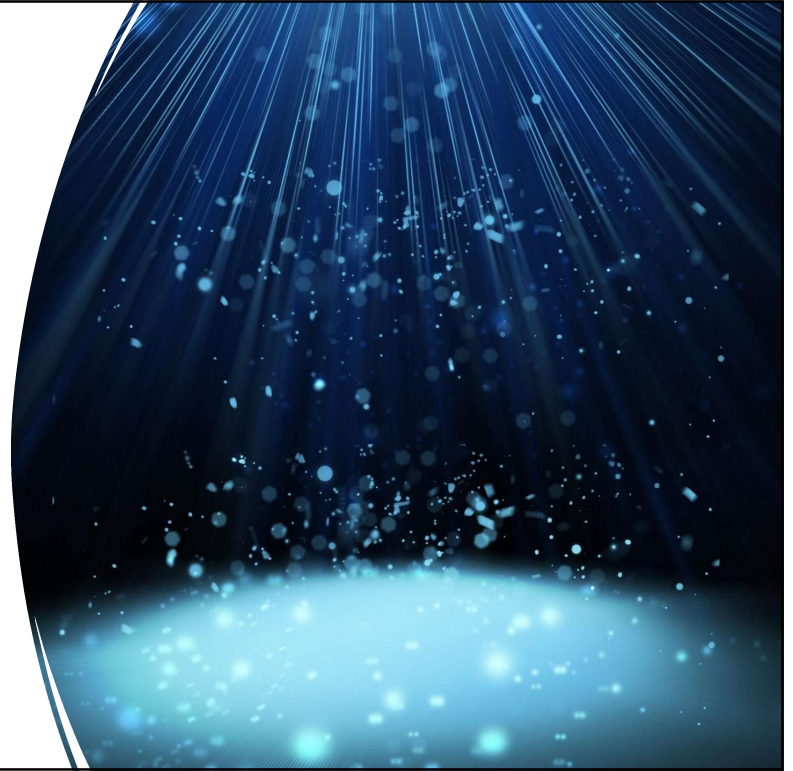
**namstigitot**  
(Nam sh kay getch)

the way it used to be done

Reciprocity is an essential practice for interactions with one another, the natural and the spiritual world. We are guided to continually offer gratitude for all the gifts that we receive.

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**RECIPROCITY**



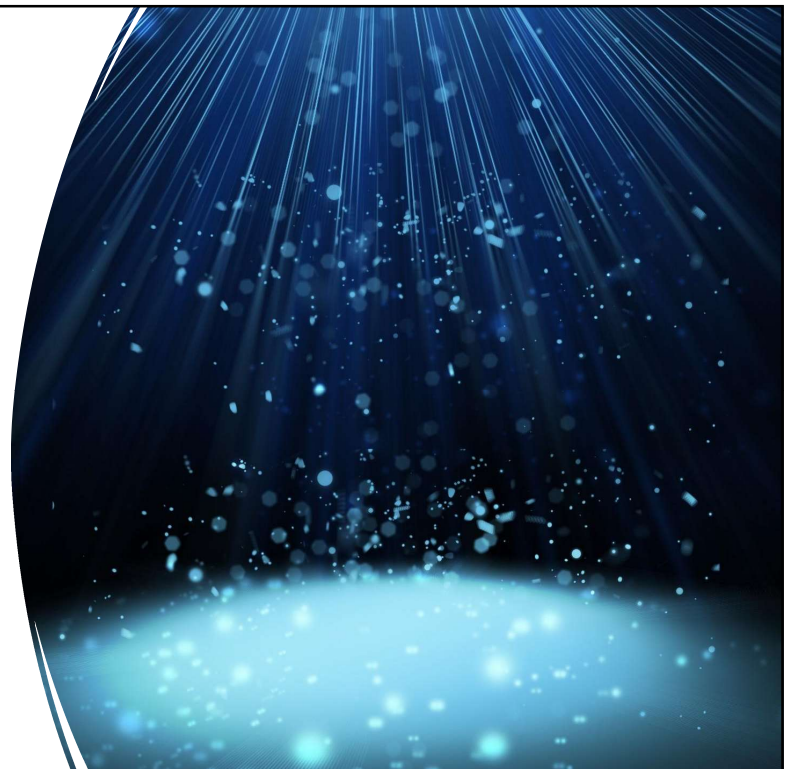
**yixmet tams gye**  
(Heeth Matum Skay Gew)

We are taking care of our land

Our traditional land and foods feed all aspects of our being, our mind, emotions, soul, and body and grounds us into our ancestral homelands-we are the land, the land is us.

---

**PLACE**





## **INTERCONNECTEDNESS**

**Everything depends on everything else. We are one with the land and sea. This sustains our culture, our nations and assures an abundance of diversity of life for the future generations.**

---

### **INTERCONNECTEDNESS**

## **Tatxwet**

**(Daat twet)**

**doing things right**

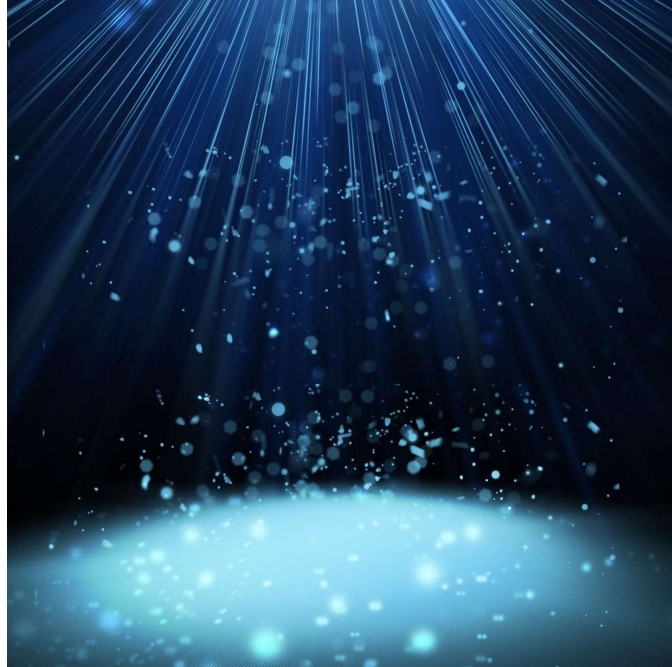
**Our teachings guide us to acknowledge our words, thoughts, and actions. We are responsible to choose our best thoughts, words and actions.**

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### **TAKING RESPONSIBILITY - CITIZENSHIP**

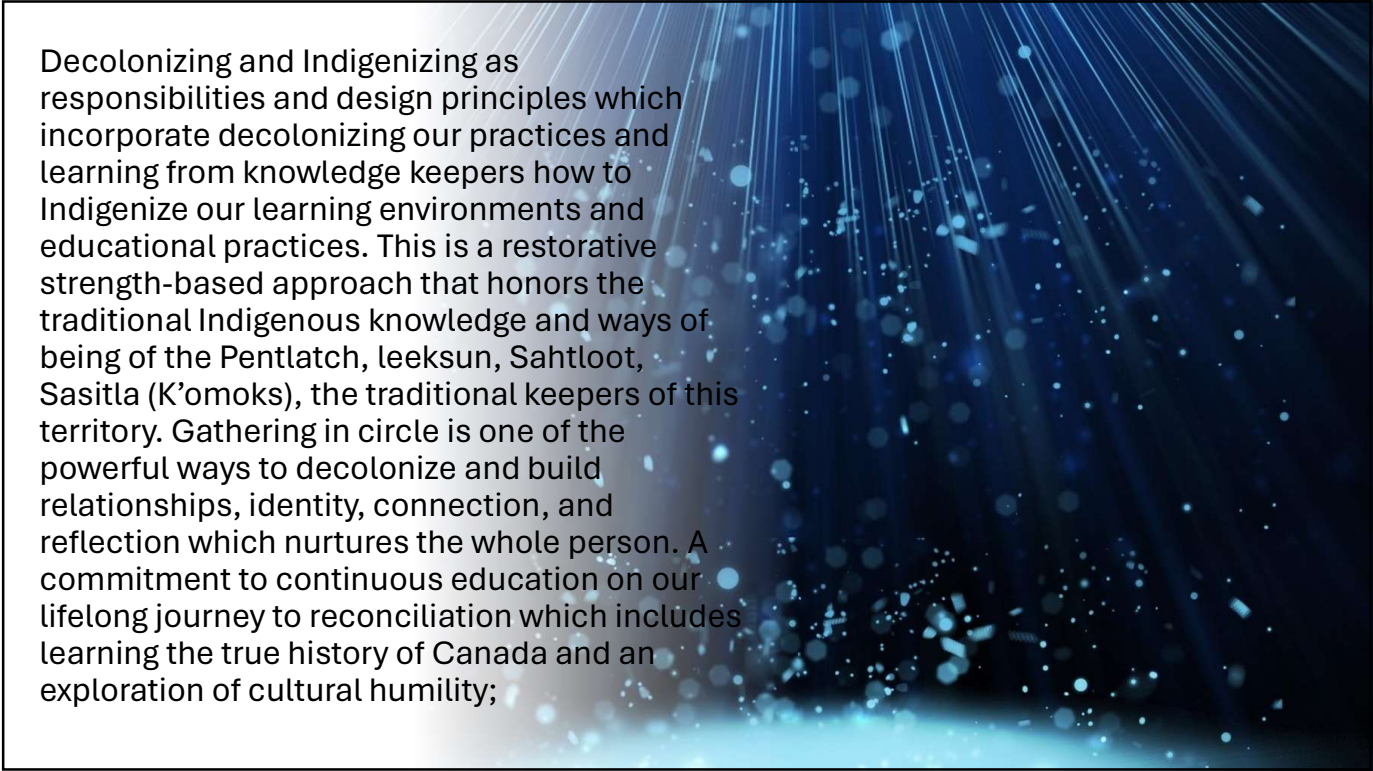
"If we create  
inclusive, wholistic\*,  
and personalized  
learning environments  
through..."

\*Many Indigenous scholars have  
opted to use the term wholistic when  
discussing Indigenous ways of  
knowing, understanding, being, and  
doing.



Decolonizing and Indigenizing





Decolonizing and Indigenizing as responsibilities and design principles which incorporate decolonizing our practices and learning from knowledge keepers how to Indigenize our learning environments and educational practices. This is a restorative strength-based approach that honors the traditional Indigenous knowledge and ways of being of the Pentlatch, leeksun, Sahtloot, Sasitla (K'omoks), the traditional keepers of this territory. Gathering in circle is one of the powerful ways to decolonize and build relationships, identity, connection, and reflection which nurtures the whole person. A commitment to continuous education on our lifelong journey to reconciliation which includes learning the true history of Canada and an exploration of cultural humility;



# INCLUSION

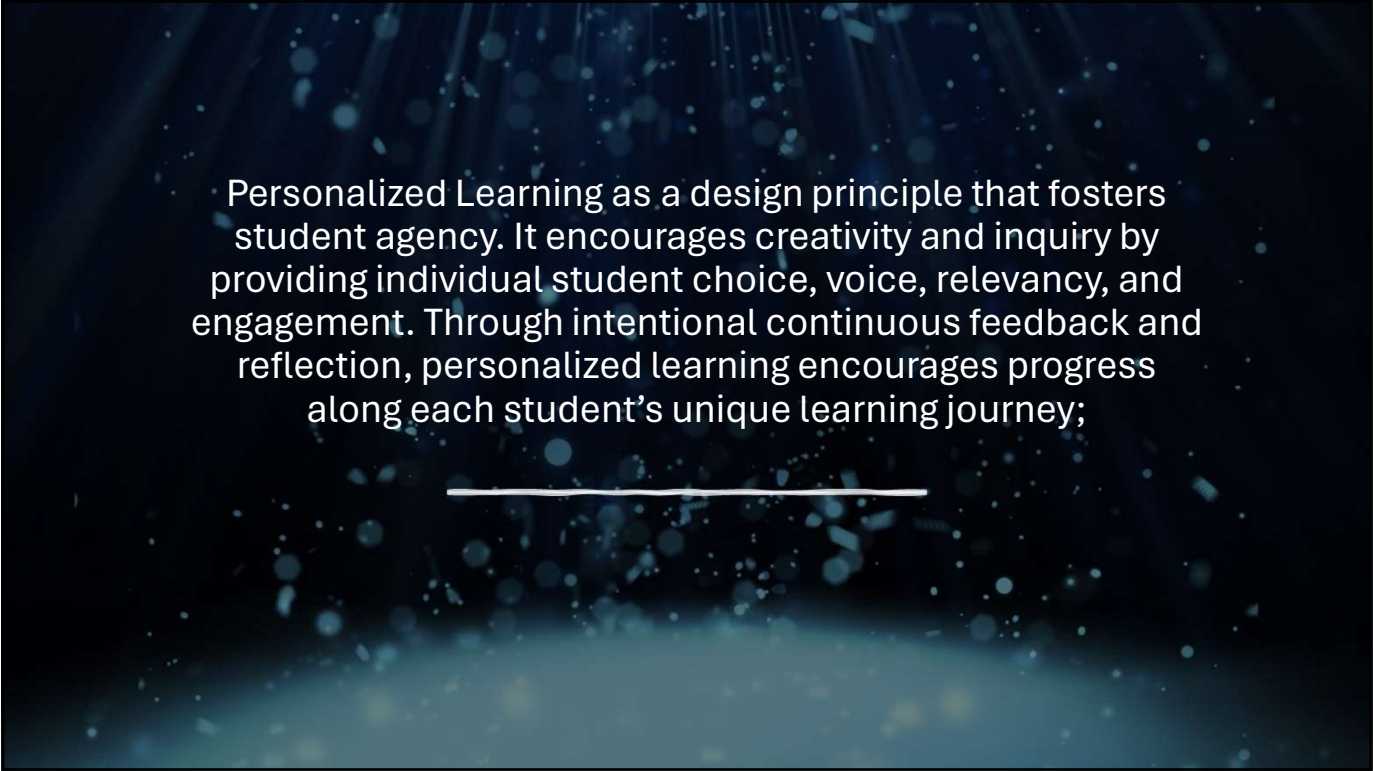
Inclusion as a universal design principle which honors diverse learning needs and respects and protects the dignity and unique gifts of every child. Each student is seen, heard, and valued to drive the creation of compassionate learning environments incorporating a strong sense of belonging, positive mental health, and deep meaningful learning for all. Social emotionally safe spaces ensure the right tools, resources, spaces, and access points are available in the learning environment;



## PERSONALIZED LEARNING





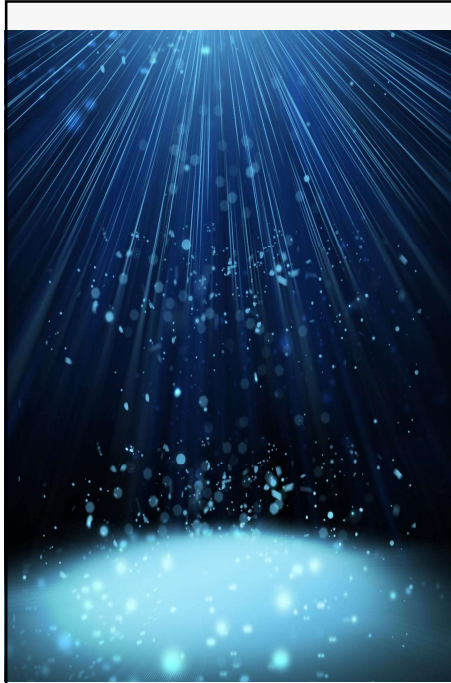


Personalized Learning as a design principle that fosters student agency. It encourages creativity and inquiry by providing individual student choice, voice, relevancy, and engagement. Through intentional continuous feedback and reflection, personalized learning encourages progress along each student's unique learning journey;

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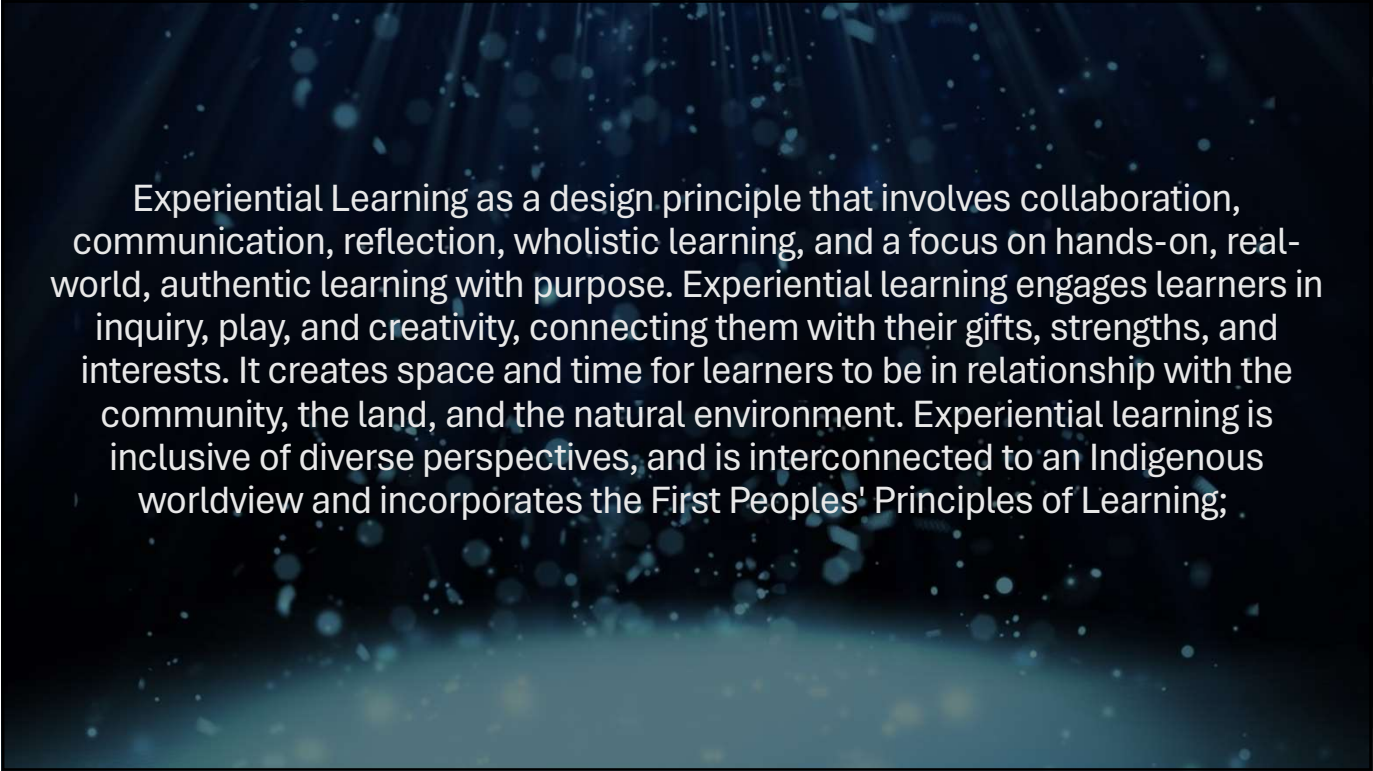
STUDENT CENTERED ASSESSMENT



Student Centred Assessment as a design principle that provides students voice and choice in how they demonstrate their learning. It is a continuous process that prioritizes formative, peer, and self assessment as well as goal setting, co-creating criteria, and descriptive feedback;

# EXPERIENTIAL LEARNING





Experiential Learning as a design principle that involves collaboration, communication, reflection, wholistic learning, and a focus on hands-on, real-world, authentic learning with purpose. Experiential learning engages learners in inquiry, play, and creativity, connecting them with their gifts, strengths, and interests. It creates space and time for learners to be in relationship with the community, the land, and the natural environment. Experiential learning is inclusive of diverse perspectives, and is interconnected to an Indigenous worldview and incorporates the First Peoples' Principles of Learning;



**FLEXIBLE LEARNING ENVIRONMENT**

Flexible Learning Environments as a design principle that ensures each setting is established with a variety of learning spaces, resources, equipment, and approaches to honor, respect, and protect the unique gifts and diverse learning needs of every student. It engages students in a collaborative way of being and creates time and space for students to experience a reciprocal relationship with each other, the land, and the community;



## DIGITALLY ENHANCED LEARNING




Digitally Enhanced Learning as a design principle that supports access to information, collaboration, knowledge construction, innovative design, computational thinking, and creative forms of communication. It helps prepare learners to thrive in an evolving technological landscape. It provides digital tools which amplifies student engagement and makes deeper learning an accessible and learner-centered process; and



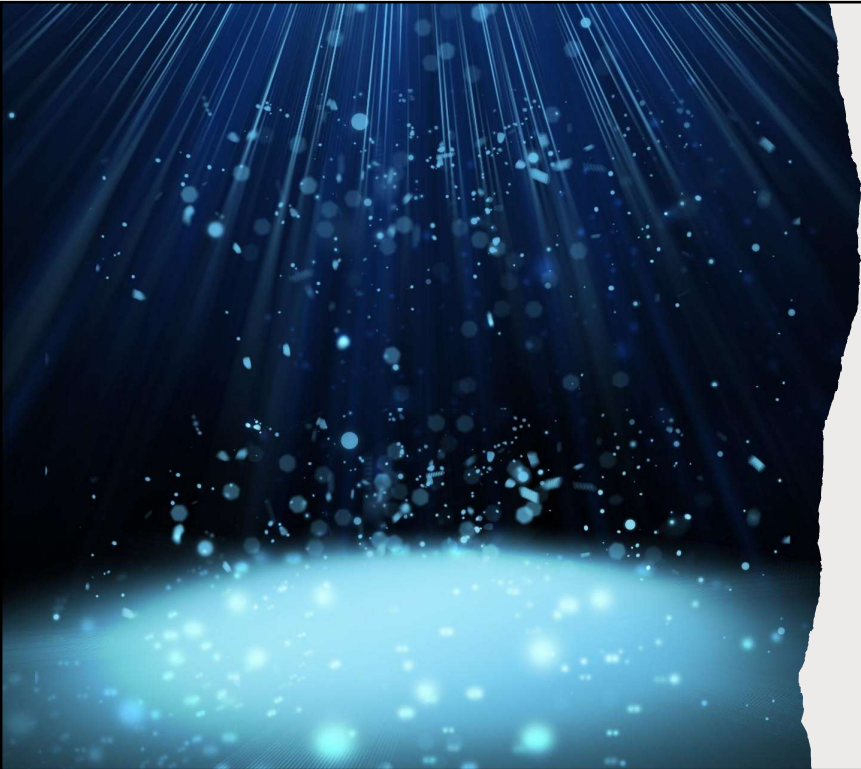
**yiXmet tams gye**  
(Heeth matum skay gew)

**we are taking care  
of our land**

**Nature Based  
Learning**



Nature Based Learning as a design principle that honors a way of being that situates us on the land of the Pentlatch, leeksun, Sahtloot, Sasitla (K'omoks), the traditional keepers of this territory. Nature Based Learning embraces our connection to the land, place and our interconnectedness to all life. It engages students in a respectful and reciprocal relationship between human beings and the natural living world. This relationship nurtures the well-being, identity and strengths of each individual in our learning community to become caretakers/stewards for future generations;



... then we believe we will enhance each student's development of the Core Competencies over time."



## Phonetic pronunciation guide

yiXmet tems gye

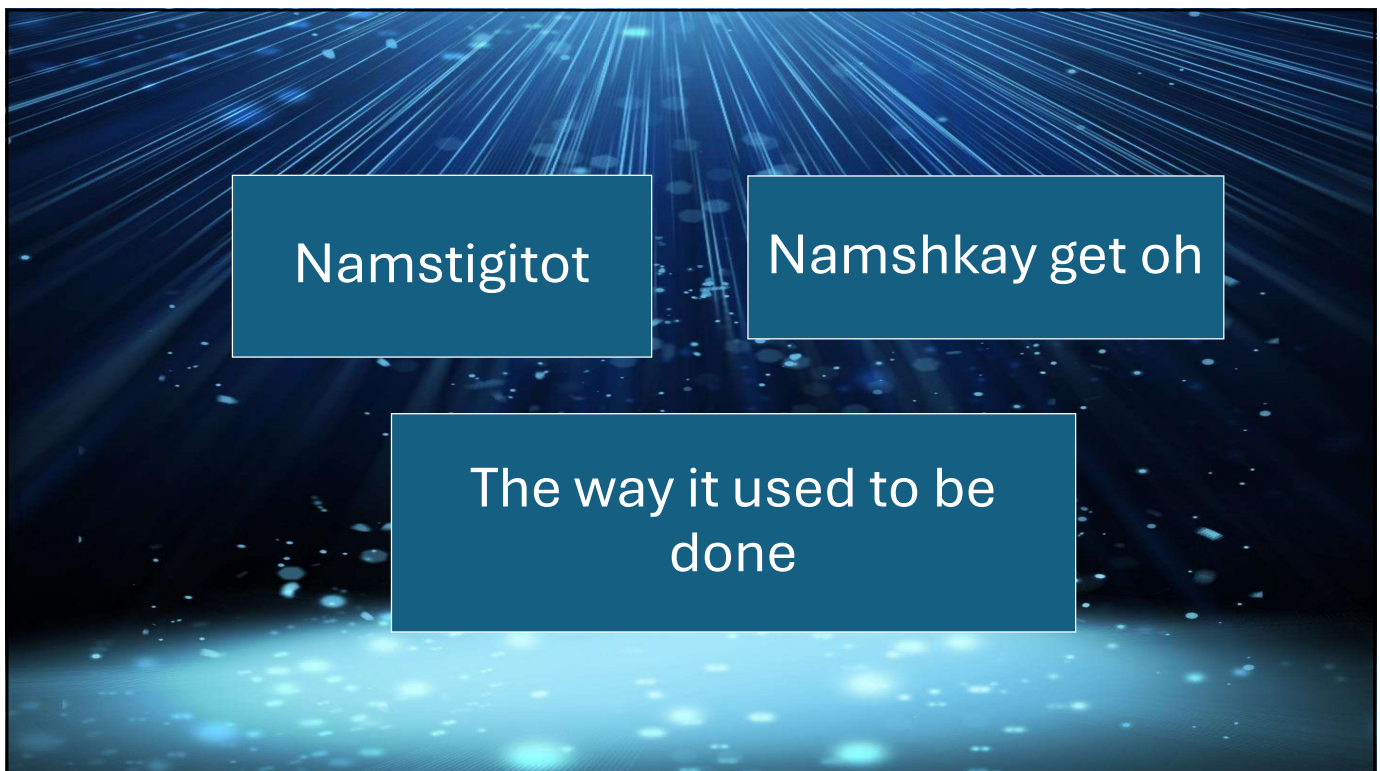
Heeth ma tum skay gew

We are taking care of  
our land

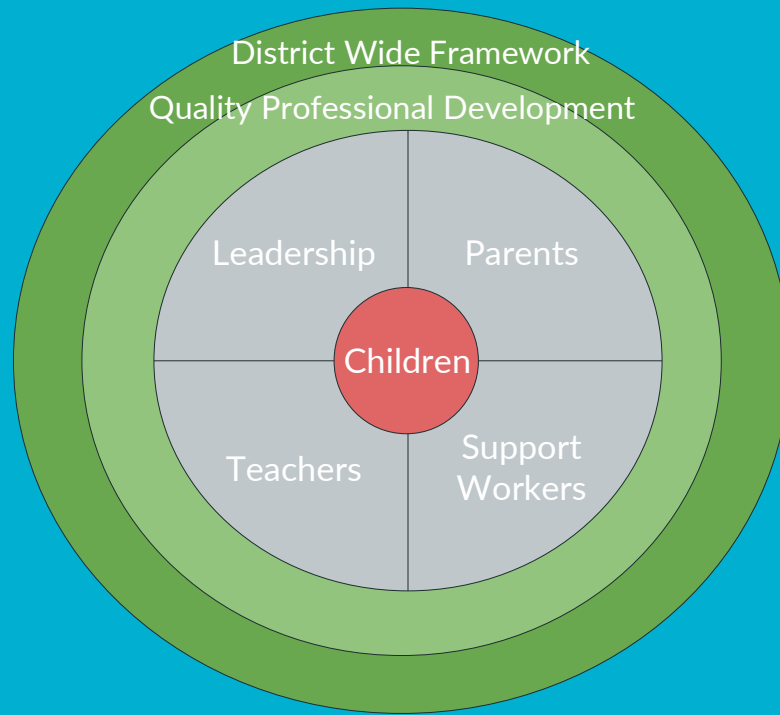
Naneyget

Kla Kly get

Passing on the  
teachings



## SD 71 Professional Learning Plan



## District Wide Framework

- Using an Appreciative Inquiry approach to create a common vision, common language, shared goals and objectives to establish an action plan for professional learning. This will be aided through an Indigenous, wholistic, and decolonized lens.
- This foundational framework will define quality instruction, and outline standards of excellence.
- It will provide leadership, teachers, education workers, and parents with the flexibility and support that they need to pursue meaningful and valuable learning experiences which they can, in turn, model for the learners in their care.



### Quality Professional Development

Includes:

- ❑ TIME: more time to plan, process, collaborate. Separate time for in service for required skills vs professional development.
- ❑ FUNDS: to support enhanced learning, to incentivize, and TTOCs
- ❑ CHOICE and FLEXIBILITY
- ❑ LEARNING FROM SPECIALISTS
- ❑ LEARNING FOR ALL
- ❑ SHARING OUT and COLLABORATION

### Leadership

What does quality professional development look like for leadership?

- ❑ Based on sound research, meets a need and has a clear focus/vision
- ❑ Collaborative - mentorship or teams approach
- ❑ Helps leaders co-construct a meaningful plan with staff; immediately usable, observable and measurable

What is needed by leadership to help them support their communities (teachers, parents, support staff)

- ❑ Dedicated time to help staff collaborate
- ❑ Increase in counselling time - working towards a full time counsellor in all schools (SEL) support
- ❑ Simple format for tracking the Core Competencies K-12: common language

## Teachers

---

What does quality professional development look like for teachers?

- ❑ Optional sharing amongst colleagues, in house presentations, incentivize teachers to share their expertise and lead Pro D.
- ❑ Pro D that models how teachers are to be working with students (flexibility, choice, experiential learning, personalization, cross curricular)

What is needed so that teachers can elevate their teaching practice to have the most significant positive impact on students?

- ❑ Mentoring, co-teaching, time to plan in advance, time to allow new systems to take root, opportunity to look at what works, what doesn't work
- ❑ Regular, consistent opportunities for collaboration and learning
- ❑ Creating opportunities for feedback
- ❑ System to share resources

## Parents

---

What information would parents benefit from knowing/learning to be active, engaged, and supportive in their child's school experience, and to make meaningful contributions to the school community?

- ❑ Honest, transparent communication in a way that is respectful of the family's, caregiver's &/or student's values.
- ❑ Information to be shared in ways that are inclusive and accessible, making sure the family's voice is heard: mail, in-person events/meetings, email, text, phone calls, video
- ❑ With consistency, and the development of a holistic and supportive educational environment being the end goal: As educational workers learn new and different ways in which to hold up and support students, parents/caregivers need to be included. Communication, and capacity building should be offered and available to parents and caregivers.
- ❑ Opportunities to build positive community relationships: Socials, meetings, events held in different locations, not always schools.

## Parents

What information would parents benefit from knowing/learning to be active, engaged, and supportive in their child's school experience, and to make meaningful contributions to the school community?

- ☐ A restorative justice approach used when trust is broken between parties:
  - Parent/Caregiver - Teacher
  - Teacher - Student
  - Student - Student etc
- ☐ Ways to demonstrate how our children are being supported, reporting out and being accountable to the action plan, sharing progress made and what has been achieved.

## Education Workers

What professional learning would education workers benefit most from to perform their roles effectively?

- ☐ Professional learning - specifically Pro-D days should be a collaborative process with our education partner driven by CUPE, for CUPE, with CUPE.
- ☐ Qualifications for job descriptions are required vs preferred.
- ☐ Peer to peer mentoring and training

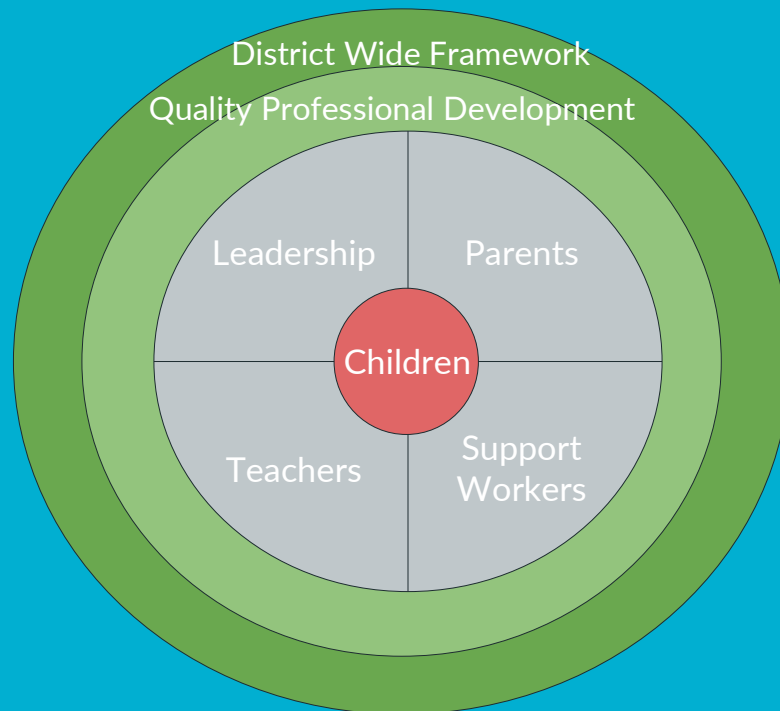


## Education Workers

What is needed for education workers to elevate their classifications and their roles to have the most significant positive impact on students?

- ❑ Opportunities for professional learning that shifts the culture to a relational environment through an Indigenous lens focusing on ways of knowing and being.
- ❑ Professional development that supports daily/weekly/monthly continuity such that relational practices become the standard.
- ❑ Consultation

## SD 71 Professional Learning Plan



## Communicating the Plan Effective Strategies for Outreach and Engagement

Objective: Inform, Engage, and Involve the Community

### Methods of Communication

- Written Communication
- Video Communication
  - Participants: Jeremy, staff planning group, district-wide participants, students
- Plain Language Usage

### Brochures

- For PAC (Parent Advisory Council) meetings and staff meetings

### Media Outlets

- Local media
- Social media
- District website
- Emails

## Communicating the Plan Effective Strategies for Outreach and Engagement

### Methods of Communication

### Meetings and Presentations

- Superintendent and Trustee Chair Presentations
  - Staff meetings
  - PAC meetings

### Posters and Student Involvement

- Posters
  - Displayed on school front doors and community bulletin boards
  - Created by students
  - Mix of standardized and individually created posters

### Events and Engagement

- Booths at Summer Events
- PVP Summer Meetings
- Precedent Example
  - EFP 12 video

## Communicating the Plan Effective Strategies for Outreach and Engagement

### Consistency in Communication

#### Key Messaging

- Strategic Plan Communication
  - What is the strategic plan?
  - Why is it important?
  - Details of our strategic plan
  - Development process
  - Target Audience: Parents, teachers, students, EAs, maintenance/facilities staff, and other staff.

#### Diversity and Inclusivity

- Diverse Messaging
  - Involvement of diverse perspectives/Indigenous and LGBTQ+ individuals
- Indigenous Artwork and Connection to Land
- All levels included in rolling it out: admin, trustees, CUPE, PAC, student services.

#### Storytelling and Design

- Storytelling Approach
  - Evolving design plans with underlying reasons



**Comox Valley Schools**

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

## DRAFT STRATEGIC PLAN WHAT'S NEXT?

June 2024

**BRIEFING NOTE**

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**TO:** Board of Education  
**FROM:** Carrie McVeigh, Secretary-Treasurer  
**RE:** **2024-25 Annual Budget – Updated**

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**DATE:** June 11, 2024

**Purpose**

The purpose of this briefing is to provide an updated 2024-25 Annual Budget report that includes further information around capital and special purpose funds; as well as a draft of the Ministry Budget Template and Bylaw.

**Background**

The preliminary 2024-25 Annual Operating Budget was presented to the Committee of the Whole on May 14, 2024. Public Feedback was provided to the Board on May 28<sup>th</sup>, 2024 with a further option to balance the budget. Staff have now finalized the operating budget and provided further information around capital and special purpose funds into a full report for information.

**Next Steps**

The 2024-25 Annual Budget has now been prepared into the Ministry Required Template and Bylaw and will be brought forward to the June 25, 2024 Board Meeting for adoption.

Respectfully submitted,

*Carrie McVeigh*

Carrie McVeigh  
Secretary-Treasurer

# **2024-25 ANNUAL BUDGET REPORT**

## **UPDATED JUNE 11, 2024**

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



# **Comox Valley Schools**

**A Community of Learners**

**INNOVATIVE • INQUISITIVE • INCLUSIVE**

# **2024-25 Annual Budget**

## **Introduction**

As required by the *School Act*, the Board of Education must prepare and adopt an Annual Budget on or before June 30<sup>th</sup> of each year.

For the 2024-25 school year, School District No. 71 is in a position to adopt a balanced budget which represents:

- Setting priorities for the delivery of student learning
- Projecting student enrolment
- Cost pressures related to maintaining the ongoing level of programs and services in the district that are out of the district's control and are not funded by the Ministry
- Projecting revenues (international student fees, rental fees, interest revenue, Ministry grants, etc.)
- Identifying strategies and options to address the net budget position (projected revenues less projected expenditures)
- Reviewing the budget against the Board's strategic priorities

Development of the 2024-25 Annual Budget includes an open process allowing for consultation and two-way communication. This includes ensuring public awareness of the budget process and the expenditure of public funds to support the educational programs and operations of the District.

## **Budget Background Information**

The Annual Budget is a consolidation of three separate funds which are restricted for certain purposes – Operating Fund, Capital Fund, and Special Purpose Fund.

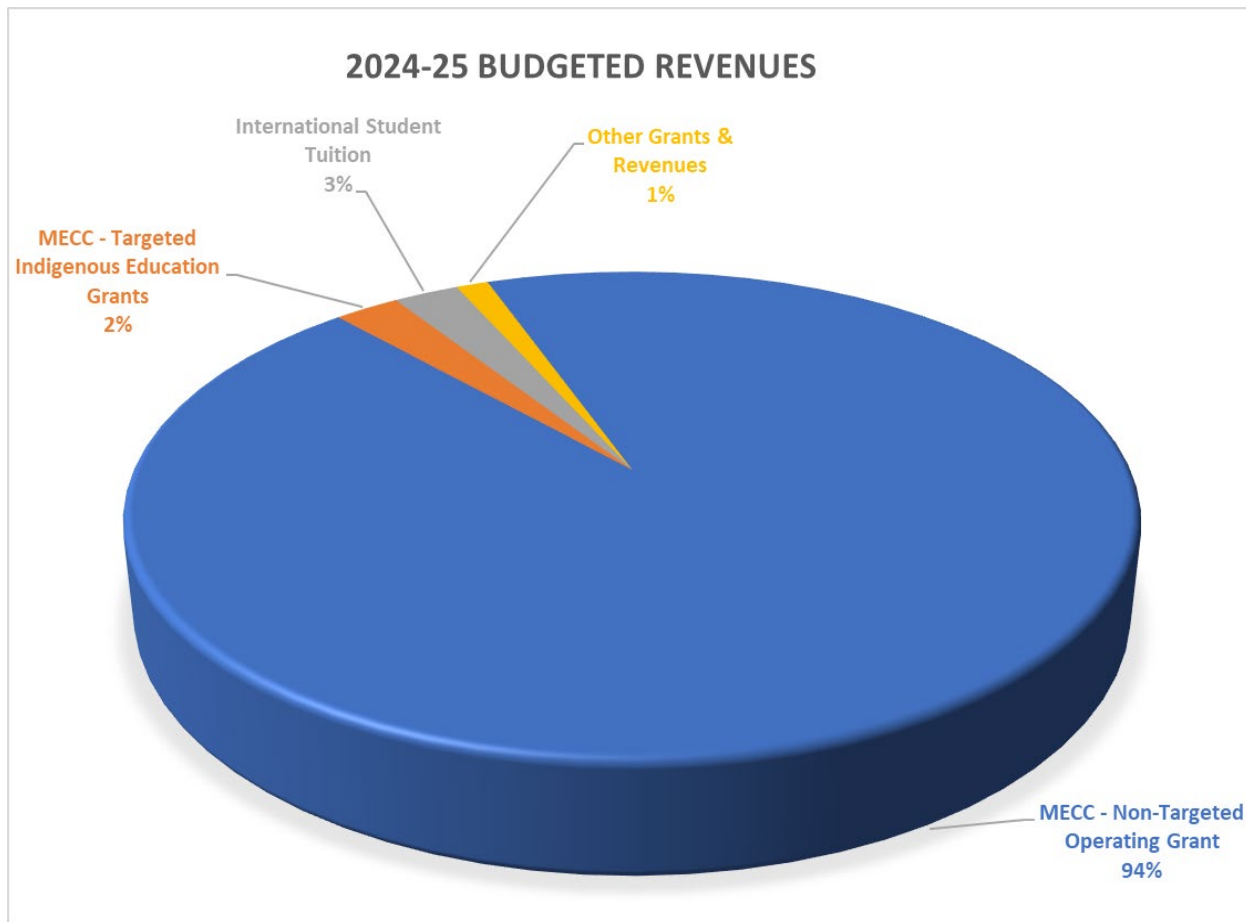
### **OPERATING FUND**

The Operating Fund includes operating grants and other revenues which are used to fund instructional programs, school and district administration, facilities operations, maintenance and transportation.

This is the majority of the school district funding and provides for the salary and benefit costs of employees and other services and supplies related to the ongoing operations of the school district.

## **Operating Fund – Revenues**

The majority of the Districts' operating revenue (96%) is derived from the Ministry of Education and Child Care Operating Grant. The Province establishes this grant annually for public education using a funding allocation system (FAS) that is intended to ensure equity across all districts in British Columbia.

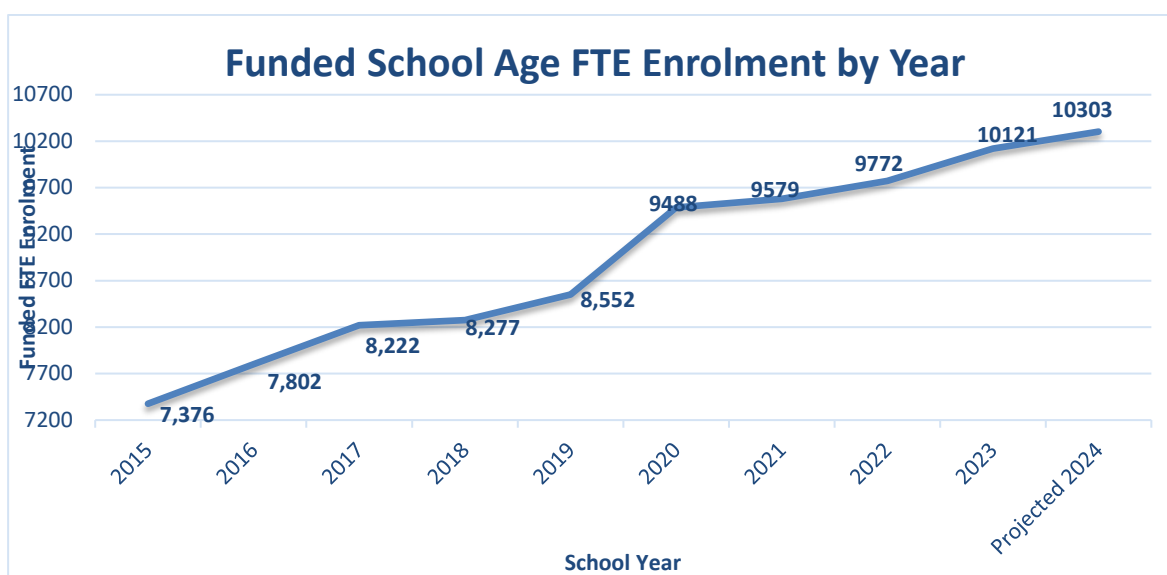


The allocation system is based primarily on enrolment with further allocations based on unique demographic, geographic or district characteristics.

Given that student enrolment is the primary driver in the operating grant revenue formula, all budget planning begins with the projected enrolments for the next school year.

Projected September enrolment for the 2024-25 school year is 10,303 FTE.

The chart below illustrates the growth in September enrolment over the last ten years.



Projected September enrolment changes for the 2024-25 school year include the following:

- An increase in funded school aged students – 168.93 FTE
- An increase in online learning students – 18.44 FTE
- An overall reduction in alternate learning students – 5 FTE
- An increase in Indigenous Education students – 37 FTE
- An increase in students with unique student needs – 8 FTE

Revenue fluctuations related to enrolment changes are mainly offset by increases or decreases in expenditures since staffing or services and supplies are directly related to enrolment.

Budgets and staffing are typically conservative in the preliminary annual budget to reflect the risk of actual enrolment being lower than projected. In September, once actual enrolment is determined, revenues are finalized and the budget is adjusted accordingly to reflect the actual staffing levels required. These changes are approved in the Amended Annual Budget each year and submitted to the Ministry by the end of February.



## **Operating Fund – Expenditures**

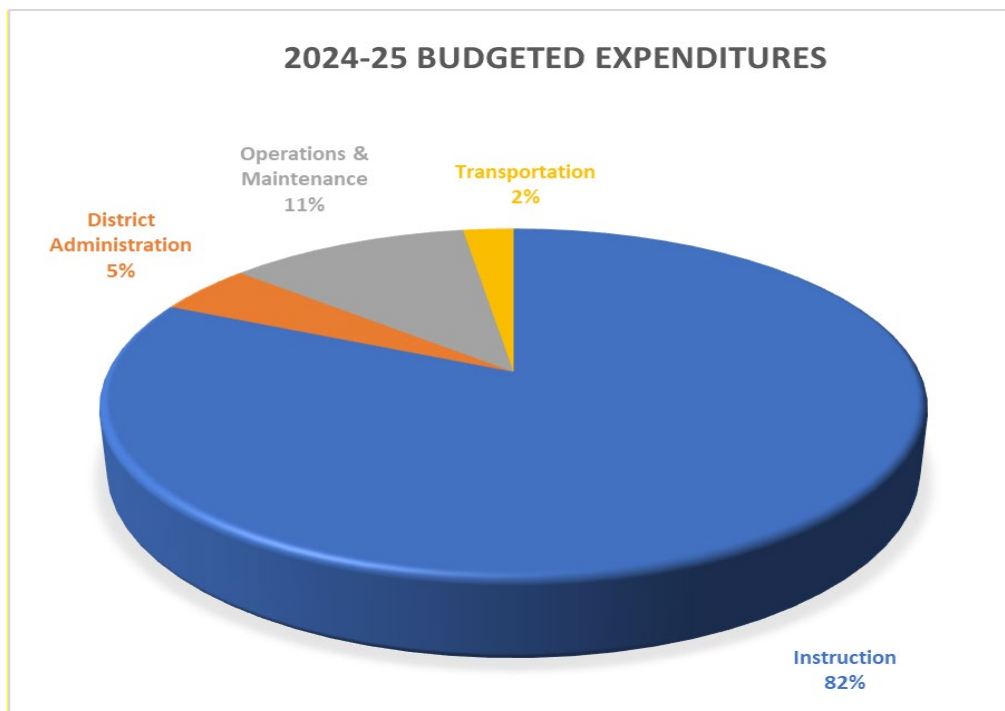
Boards of Education manage and distribute their operating funding allocation based on local spending priorities. Allocations are then identified and categorized into four major program areas which include:

**Instruction** – approximately 82% of the operating budget will be spent on instruction related costs. These include school-based teachers, education assistants, school administrators, school-based support staff, and services and supplies. Instructional programs are categorized as Regular Instruction, Career Programs, Library Services, Counselling, Special Education, Early Learning and Child Care, English Language Learning, Indigenous Education, School Administration, International and Out of Province Students, and Other.

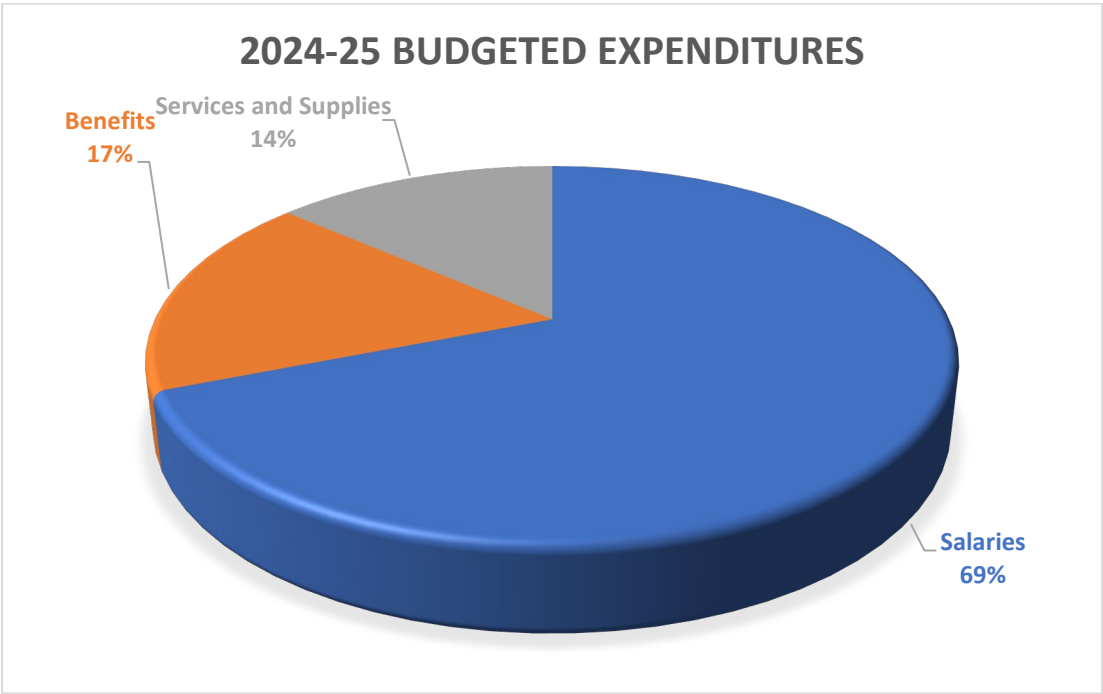
**District Administration** – approximately 5% of the operating budget is spent on district administration. This includes Educational Administration, Early Learning and Child Care, School District Governance, and Business Administration.

**Operations and Maintenance** – approximately 11% of the operating budget is spent on operations and maintenance related services which are required to operate and maintain all school district facilities and grounds.

**Transportation** – approximately 2% of the operating budget is spent on the transportation of students to and from school.

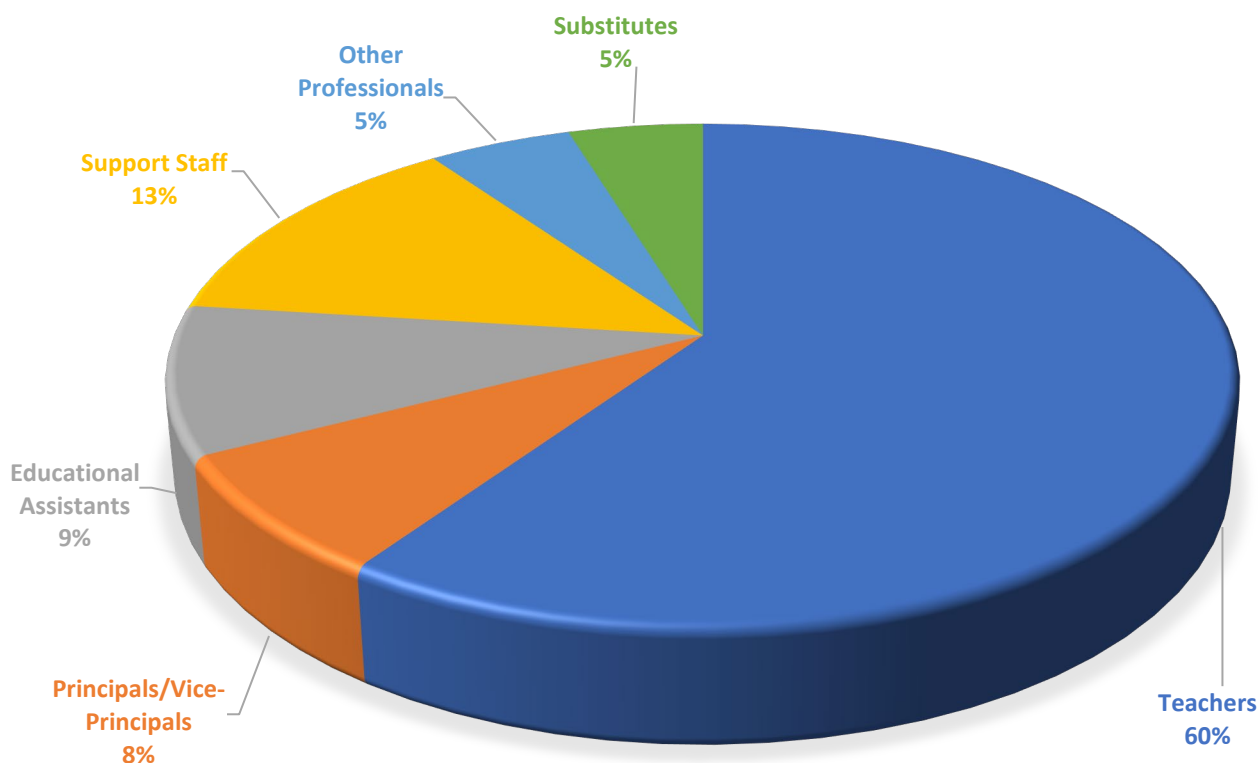


Approximately 86% of the operating budget is spent on salaries and benefits, while services, supplies and utilities represent 14%.



Salaries are broken down into six main categories: Teachers, Support Staff, Educational Assistants, Principals/Vice-Principals, Other Professionals and Substitutes.

## 2024-25 BUDGETED SALARIES BY EMPLOYEE GROUP



## 2024-25 Annual Operating Fund Budget

### Operating Revenue Changes

The Ministry announced the preliminary operating grant for 2024-25 on March 14, 2024. The Ministry has provided additional funds for enrolment growth and increased the per pupil FTE rates to offset the costs of negotiated salary increases for Teachers, CUPE support staff, and non-educator exempt positions; excluding the cost of living adjustment (COLA). No additional funding has been added for other cost pressures including general inflation. A special grant intended to cover the cost of living adjustment (COLA) is expected to be announced in June. At the time this report was drafted this announcement had not been communicated by the Ministry.

Based on the 2024-25 preliminary operating grant announcement, the district is projected to receive approximately \$4.7million in additional Ministry enrolment related revenue in 2024-25 as reflected in Attachment #1.

## **International Student Program**

The international student program contributes to the operations of the district each year through tuition revenues received from international students. For the 2024-25 school year, there will be a \$206,500 increase to the revenue as tuition fees have increased in comparison to the 2023-24 school year along with the revenues from other programming. The overall FTE enrolment is budgeted to remain the same as the current year at 195 FTE, however, it is anticipated that we will have 200 FTE attending our schools. The ISP program is currently budgeted to contribute \$303,917 to the overall district operations (\$245,985 in 2023-24).

## **Interest Revenue**

The Districts' cash balances are held with the Province of British Columbia's Central Deposit Program (CDP) and the operating bank account. The CDP recently reduced the interest rate on March 1, 2024 and it is anticipated that the Bank of Canada will be reducing the prime interest rate in the near future. District cash balances are also decreasing as capital projects near completion. This budget reflects the anticipated reduction of \$285,000 in interest revenue.

## **North Island Distance Education School (NIDES)**

NIDES programs are located throughout BC, supported from central operations in the Comox Valley. Some programs are fully online while others have small percentages of face-to-face time blended with home learning. Two of the program partnerships with external organizations (Nanaimo Unique Kids Organization & Penticton Excel) will no longer be in place for the 2024-25 school year. The loss of these programs may have a negative impact on revenues in the operating budget. NIDES is in the process of securing new programs which are anticipated to mitigate this impact.

## **Cost of Living Adjustment (COLA)**

The Province approved a 1% Cost of Living Adjustment for both teachers and CUPE support staff contracts. This amount is funded by government and is expected to be announced as a separate special Labour Settlement grant in late June. Since the amount of the grant is unknown at the time of this report the grant has been excluded from the preliminary budget and will be incorporated into the amended budget once confirmed.

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**The overall known increase in projected revenues for 2024-25  
is approximately \$4,266,731**

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## **Operating Fund Cost Pressures**

There are a number of cost pressures related to maintaining the ongoing level of programs and services in the district that are out of the Districts' control and for the most part are not funded by the Ministry of Education & Child Care. For 2024-25, these include the following:

### **Negotiated Wage and Salary Increases – Funded**

Costs associated with negotiated wage increases are funded by the Ministry of Education and included in the preliminary operating grant formula. Both CUPE and the BCTF negotiated wage increases will have cost implications for the 2024-25 school year.

CUPE employees are entitled to a 2.0% salary increase effective July 1, 2024 (excluding COLA). The estimated cost of the increase is \$417,750.

Teachers are entitled to a 2.0% salary increase effective July 1, 2024 (excluding COLA). The estimated cost of the increase is \$2,266,832.

The expense related to the Province approved 1% Cost of Living Adjustment for both teachers and CUPE staff has not been incorporated into the preliminary budget at the date of this report. Once the funding has been confirmed in June the associated expense will be recognized in the amended budget. This will not impact employees receiving their 1% entitlement and is strictly to ensure the preliminary budget position is not negatively impacted by recognizing the expense without the known revenue.

### **Negotiated Salary Increases – Partially Funded (by Operating Grant Allocation & Special Grant)**

The BC Public School Employer's Association (BCPSEA) and the Public Sector Employer's Council (PSEC) have approved regionalized salary grids for the principals and vice-principals (PVP); and have developed a K-12 sectoral Exempt Staff Compensation plan for exempt staff. Districts are still waiting on specific details.

The PVP and exempt salary grids are typically increased consistent with the increases provided to teachers and support staff. For the 2024-25 school year, government has agreed to fund Non-Educator Exempt positions through operating grant allocations. Administrators in Leadership Roles which includes PVP will be funded by a special grant which is expected to be announced in late June. For the 2024-25 annual budget the exempt and PVP cost increases calculated at a 2% cost pressure is approximately \$261,394.

## **Trustee Remuneration**

At the October 2023 Board meeting, Trustees approved a motion to increase the rates each subsequent July 1<sup>st</sup> by the BC Consumer Price Index (All items) for the May-to-May comparison. The estimated cost pressure for 2024-25 is \$5,461.

## **Replacement (Substitutes) Costs**

Given the increased wages, an additional \$76,527 is required in the budget for replacement costs in 2024-25.

## **Extended Health and Dental Benefit Plans**

Costs for benefit plans typically increase each year from increased usage and cost increases of existing plans.

Estimated cost increases to maintain existing plans (EHC/Dental) for all employee groups in 2024-25 is \$774,607. This increase is higher than experienced in previous years and represents approximately 20% increases to premiums. Increased premiums can be attributed to increased plan usage experience among all employee groups while recognizing rate adjustments for teacher bargained plan enhancements.

## **Maintenance Supplies/Utility Costs**

Inflation as well as the addition of buildings and classroom spaces will result in an increase in utility and supply costs of approximately \$27,400 in 2024-25.

## **Indigenous Education**

The increase in per pupil rates for targeted Indigenous funding along with a projected increase in student enrolment will require an additional \$168,270 to be spent on Indigenous programs and services.

New this school year is the introduction of a targeted grant to support the implementation of Indigenous Education Councils. SD71 is expected to receive \$69,614. Further information is expected to follow in the near future to provide districts with guidance on how these funds can be spent.

## **Administration (PVP/Exempt)**

As the District experiences growth and staff turnover there is a need to realign positions and build capacity to ensure sustained operations. This is anticipated to cost \$217,278.

## **Software Licenses**

Contractual software license fees continue to increase with inflation, as well as the number of licenses required as enrolment increases and the number of employees requiring technology increases. The impact on the 2024-25 operating budget is approximately \$143,062.

## **Transportation Costs**

Increased fuel and transportation costs are expected to impact the budget by approximately \$138,123 in 2024-25.

## **Local Capital Contributions**

Annually, the operating budget includes transfers to the Local Capital Fund for the purchase of capital items that are not directly funded by the Ministry. The 2023/24 budget included contributions of \$2.84M primarily to purchase modulars, support the purchase of and evergreening of technology for students and staff, refresh the district's fleet of vehicles, and purchase furniture & equipment. The annual contribution to local capital has been reduced to \$1.46M in 2024-25 as it is anticipated that the approval of capital project submissions may postpone the need for modulars. This is a one-time recommended option and should be noted that a significant portion of the contribution will likely need to be restored in the 2025-26 budget year.

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**The overall increase in projected costs for 2024-25  
is approximately \$5,066,445.**

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## **Preliminary Operating Budget Position**

After considering all of the cost pressures and potential savings that are related to maintaining the ongoing level of programs and services in the District, the preliminary budget position for 2024-25 is a budget deficit of approximately **\$799,714**. A summary of the preliminary budget position can be found in Attachment #2.

## **Accumulated Operating Surplus – Contingency Reserve**

The Board of Education is responsible for ensuring the District is protected financially from extraordinary circumstances which would negatively impact school district operations and the education of students. A key strategy in the Board's fiduciary duty is maintaining an accumulated operating reserve which shall be used to mitigate any negative impact on students.



The Contingency Reserve is intended to be sufficient to reduce, to an appropriate level, financial risk that results from emergent operating issues and/or to offset unrealized revenues. Policy 18 of the Board's Policy Handbook states that the amount of Unrestricted Operating Surplus at the end of a fiscal year should be a minimum of 1.5% and maximum of 3.0 % of actual Operating Expenses in the fiscal year. Based on the latest quarter 3 projections the 2023-24 range for the contingency reserve would be \$1.78M to \$3.56M. The current balance of \$1,759,354 equates to 1.64% of operating expenses (actual 2022-23).

Following is a summary of the projected 2024-25 Budgeted Accumulated Surplus/Contingency Reserve at the time of this report:

2023/2024 Budgeted Accumulated Surplus - Contingency Reserve, end of Year	<b>\$ 1,759,354</b>
2023/2024 Q3 Projected Annual Surplus, end of Year	1,906,400
2023/2024 Anticipated Internally Restricted Funds - Carry Forward Expenses	- 744,000
Anticipated Internally Restricted Funds - Targeting Newly Adopted Strategic Priorities	- 300,000
2024/2025 Use of Unrestricted Reserve to Balance Operating Budget	- 799,714
Projected 2024/2025 Budgeted Accumulated Surplus - Contingency Reserve, end of year	<u><b>\$ 1,822,040</b></u>
2024/2025 Estimated Pending Ministry Approval of Other Special Grants (Revenue)	182,976
Projected 2024/2025 Budgeted Accumulated Surplus - Contingency Reserve, end of year	<u><b>\$ 2,005,016</b></u>

This balance represents 1.69% of the anticipated 2023-24 year end operating expenses.

It should be noted that balancing the operating budget with prior year surpluses will become unsustainable over time. Further operational reviews will be taking place over the coming year to reduce the reliance on surplus to maintain existing operations; as well as to realign funds to support the newly adopted Board strategic priorities going forward.

## **CAPITAL FUND**

The Capital Fund includes capital expenditures related to land, buildings (purchases and enhancements), computer hardware, vehicles, furniture and equipment that are funded from Ministry capital grants (Bylaw capital, Ministry restricted capital, Other Provincial capital), local capital, the operating fund, and special purpose funds.

Pursuant to Ministerial Order 033/09, an annual deficit may be incurred in the capital fund Statement of Operations for the portion of amortization expense that exceeds revenues from deferred capital contributions. This deficit does not require prior approval from the Minister of Education and Child Care.

The budget includes the capital fund statement of operations and the total tangible capital assets estimated to be acquired or constructed during the year. The capital fund budget includes local

capital revenue, amortization of deferred capital revenue, amortization of tangible capital assets, and capital assets funded from local capital, operating funds, and special purpose funds.

## **Local Capital**

A local capital transfer is the process of moving funds from the operating budget to a school district's local capital budget. Transfers to local capital can also include the board's portion of any proceeds from the disposition of capital assets and year-end transfers of operating surplus dollars (internal restrictions). Interest is earned on local capital reserve fund balances which is then restricted for the purchase of tangible capital assets.

Transfers from operating funds to local capital should be made for the efficient replacement of assets, for specific initiatives that are clearly linked to the board's strategic goals, for capital asset investment, or to meet other specified needs of the school district that are capital in nature. The Ministry does monitor Districts local capital reserve balances and may require the Board to use the local capital funds to support other capital project plan submissions and priorities.

In the context of the District's budgeting, transfers are mainly set aside to fund the efficient replacement of assets, technology to support growing enrolment and staffing, modulars and for special projects. The transfers have become part of the larger financial strategy of the school district, and the decision to make such transfers is approved through the annual budget process and sometimes adjusted in the amended budget depending on the results from the year-end financial statements and internal restrictions of operating surplus.

Local capital transfers are a transparent way of showing the planned capital expenditures from operating dollars and provide a clear audit trail for accounting of the purchases. The Ministry does not provide direct funding to Districts to buy assets like computers, assistive technology, modulars, copiers, furniture, equipment, fleet, and administrative spaces.

Attachment #3 provides a detailed forecast of the budgeted annual transfers to local capital and projected reserve balances for the next five years.

## **SPECIAL PURPOSE FUND**

The special purpose fund is comprised of separate funds that are externally restricted and can only be used for supporting specific programs, services, and expenses. Following is a table and description of each:

Special Purpose Fund	Revenue
Annual Facility Grant - Operating Portion	\$ 350,494
Learning Improvement Fund	428,486
Scholarships and Bursaries	100,000
School Generated Funds	2,500,000
Strong Start	160,000
Ready, Set, Learn	39,200
OLEP	187,667
Community Link	626,643
Classroom Enhancement Fund	13,026,987
Mental health in Schools	51,000
Changing Results for young Children (CR4YC)	11,250
SEYSKT (Early Years to Kindergarten)	19,000
Feeding Futures Fund	1,145,246
Health Career Education Dual Credit Program	50,000
Professional Development	105,000
CVCF Student Travel	33,500
<b>Total</b>	<b>\$ 18,834,473</b>

### Annual Facility Grant (AFG)

This grant was established by the Ministry of Education and Child Care to support District expenditures required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

AFG funds may be spent for the purpose of:

- Upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- Enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction and unsafe conditions;
- Significantly lowering the associated operating costs of an existing capital asset; or
- Extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

School districts are required to prepare an annual AFG spending plan and submit it to the Ministry of Education and Child Care for approval on or before May 17, 2024. The plan includes the projects to be funded from the Annual Facilities Grant and completed between April 1, 2024 and March 31, 2025.

### **Learning Improvement Fund**

The Learning Improvement Fund (LIF) was established by the Province for the purpose of providing additional resources, specifically targeted to support complex classes that present challenging learning conditions.

School districts are required to submit a spending plan to the Ministry of Education and Child Care. To develop the annual spending plan, district staff work collaboratively with CUPE. The grant is typically used to fund education assistant positions, increase hours of work for education assistants, or to provide collaboration time or professional learning opportunities.

### **Scholarships and Bursaries**

There are numerous locally awarded bursaries and scholarships for students within our school District. This special purpose fund is treated as a “trust” fund where funds are received from donors for a specific purpose, spent based on agreed upon rules (i.e., scholarship selection criteria and payment conditions), and if applicable earn interest to support future rewards. Funds benefit students directly.

### **School Generated Funds**

This fund represents the accumulated funds held by individual schools. Each school has its own bank account and records the funds received and disbursed throughout the year. These funds are raised at the school level through fundraising, concession revenue, and various other activities.

The school generated funds are intended to be used to fund activities that directly benefit the students at the school.

### **Strong Start**

The Ministry of Education and Child Care funds Strong Start programs, which allows parents to participate with their young child (aged birth to five) in play-based early learning activities, including stories, music, and art. At no cost to families, this early learning drop-in program supports children in all areas of development and supports the parent child connection.

School District 71 has 4 Strong Start locations at Brooklyn Elementary, Courtenay Elementary, Queneesh Elementary, and Cumberland Community School. There is also a program that alternates between Royston Elementary, Miracle Beach Elementary, and K’omoks First Nation.

### **Ready, Set, Learn**

The Ready, Set, Learn funding provided by the Ministry of Education and Child Care allows the district to facilitate informational events targeted towards children ages 3-5 with the intent of supporting children transitions into school. The events are intended to foster positive connections between families, the school system, and local community agencies.

### **Official Languages in Education Protocol (OLEP)**

The Ministry of Education and Child Care administers federal funding intended to support incremental costs resulting from offering French as a second language in BC.

All French funding is to be spent by June 30<sup>th</sup> each year, and a report must be submitted to the Ministry of Education and Child Care outlining how funds were spent and what benefits were derived from this funding.

### **Community LINK**

Community LINK (Learning Includes Nutrition and Knowledge) funding from the Ministry of Education is designed to support the academic achievement and social functioning of vulnerable students. Programs and services can include breakfast, lunch and snack programs, academic supports, counseling, youth workers, and after-school programs.

### **Classroom Enhancement Fund**

On March 10, 2017, the Ministry of Education, the BC Public Schools Employers Association and the BC Teachers Federation ratified a *Memorandum of Agreement pursuant to Letter of Understanding (LoU) No. 17, to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement*. The ratification of this agreement resulted in the establishment of a Classroom Enhancement Fund to address the additional teacher and corresponding overhead costs throughout the province associated with this Memorandum of Agreement.

### **Mental Health in Schools**

Funding provided to support mental health and well-being promotion in the school community and capacity building in the district.

### **Changing Results for Young Children (CR4YC)**

Funding is provided as part of the Province Early Learning and Care project deliverables. Participating districts support teachers, educators and child care professionals to work together and learn from each other in support of social emotional well-being in young children.

### **SEY2KT (Early Years to Kindergarten)**

Funding is provided as part of the Early Learning and Care project deliverables in support of young children and their families. The program is intended to support smooth transitions from home to school.

### **Feeding Futures Fund**

Multi-year funding provided to Districts to expand and create school food programs to address the immediate need of feeding hungry students in a stigma and barrier-free manner.



**Health Dual Credit Program**

Provincial funding to support health career dual credit programming as part of BC's Health Career Dual Credit Expansion Project.

**Professional Development**

Professional Development Funds are established as part of employment plan agreements recognizing the importance of continued professional development and growth.

**CVCF Student Travel**

The District is the beneficiary of and receives distributions from the Robert L. Ash Endowment Fund held with the Comox Valley Community Foundation. The annual income is used to fund secondary school sports team travel, specifically to provincial championships or in support of interprovincial/international exchanges, to assist individual athletes requiring financial assistance, and to fund travel expenses related to other extracurricular programs.

**Early Childhood Education Dual Credit Program**

Ministry funding to support participation in the Early Childhood Education Dual Credit Project.

**Student and Family Affordability (SFAF)**

In March of 2024 the Ministry announced that the Student and Family Affordability Fund is being replenished and is a special grant in the 2023/24 school year and will help schools provide support directly to families within their school communities to offset some of the costs associated with going to school that they may be struggling to pay.

**Work Experience Enhancement Project (WorkEx)**

Ministry funding to support increased student participation in work experience courses.

## **Public Feedback**

The following public feedback was collected through the Districts' budget consultation process:

2024-25 Annual Budget - Public Feedback Collected May 14-22, 2025	
Educational Assistants (EAs)	Additional need for student support Possible resident support dogs trial
Early Education	Invest in Early Childhood Educators in Kindergarten classrooms
Space	Increase modulars/space for learning
Indigenous Education/IEC	Enhanced engagement in future years
Physical Literacy	Maintain Physical Literacy Teaching Time
Accessibility	Improved accessibility at High schools
Food	Healthier food options at the High schools
Grad	Purchase of Graduation Gowns for High school Students
Student Learning	Improved student learning frameworks and data collection leading to change
Transparency	Improved communication regarding capacity building
Academics	Group Children according to academic level and ability to use enrichment material
Events	Continue track and field events and reading competitions
Arts & Culture	Continue to fund the Arts and Drama programs

## **Next Steps**

The Board is required to approve an Annual Budget on or before June 30, 2024 for the 2024-25 school year.

The budget development process and timelines have been structured to facilitate a consultation process that ensures timely decisions are made in order to adopt a balanced budget and allow for implementation of the budget for the 2024-25 school year. The process allows the Human Resources Department time to process any staffing changes in compliance with collective agreements and allows schools and departments to prepare for the following year.

Stakeholders and the public have been invited to attend public meetings and provided with opportunities to share input and suggestions to the Board. All budget reports and presentations are posted on the dedicated budget webpage as they become available.

Attachment #1 - Ministry of Education Operating Grant Estimated Revenue Impact 2024-25

Attachment #2 - 2024-25 Annual Budget Position

Attachment #3 – Local Capital Reserve Forecast, 2024-25 Annual Budget

Attachment #4 – 2024-25 Draft Annual Budget (Ministry Template) & Bylaw

**SCHOOL DISTRICT NO. 71 (Comox Valley)**  
**Ministry of Education Operating Grant - ESTIMATED - for the 2024-25 Year**

	<b>2023-24 Actual Amended Annual Budget (based on actual Sept enrolment)</b>			<b>2024-25 ESTIMATED Annual Budget (based on projected Sept enrolment)</b>		
	<b>FTE</b>	<b>Grant</b>	<b>Total</b>	<b>FTE</b>	<b>Grant</b>	<b>Total</b>
<b>Enrolment Based Funding</b>						
Standard (Regular) schools	8,272.06	8,625	71,346,535	8,441.00	8,915	75,251,515
Continuing education	11.38	8,625	98,109	11.38	8,915	101,408
Alternate schools	176.00	8,625	1,518,000	171.00	8,915	1,524,465
Online Learning	1,661.56	6,960	11,564,478	1,680.00	7,200	12,096,000
	10,121.00			10,303.38		
Home Schooling	43.00	250	10,750	43.00	250	10,750
Course Challenges	4.00	270	1,080	4.00	279	1,116
<b>Total September Enrolment Based Funding</b>			<b>\$ 84,538,953</b>			<b>\$ 88,985,254</b>
<b>Unique Student Needs</b>						
English as a second language	196.00	1,735	340,060	200.00	1,795	359,000
Indigenous Education	1,713.00	1,710	2,929,230	1,750.00	1,770	3,097,500
Level 1 Special Needs	3.00	49,070	147,210	3.00	50,730	152,190
Level 2 Special Needs	513.00	23,280	11,942,640	515.00	24,070	12,396,050
Level 3 Special Needs	74.00	11,760	870,240	80.00	12,160	972,800
Adult Education (Non Graduated)	18.50	5,505	101,843	18.50	5,690	105,265
<b>Equity of Opportunity Supplement</b>			462,154			435,454
<b>Total September Enrolment Based Funding</b>			<b>16,793,377</b>			<b>17,518,259</b>
<b>Salary differential</b>			<b>2,705,523</b>			<b>2,771,390</b>
<b>Unique geographic factors</b>			<b>6,780,984</b>			<b>7,147,853</b>
<b>Transportation</b>			0			0
<b>Holdback allocation</b>			0			0
<b>Formula transition</b>			0			1
<b>Funding protection</b>			0			0
<b>Subtotal September Operating Grant</b>			<b>110,818,837</b>			<b>116,422,757</b>
<b>Curriculum and Learning Support Fund</b>			<b>87,949</b>			<b>91,089</b>
<b>Total September Operating Grant</b>			<b>\$ 110,906,786</b>			<b>\$ 116,513,846</b>
<b>Summer learning</b>			<b>49,000</b>			<b>50,500</b>
<b>Estimated enrolment based funding - February</b>			<b>2,338,610</b>			<b>2,874,975</b>
<b>Estimated enrolment based funding - May</b>			<b>1,036,725</b>			<b>1,504,450</b>
<b>Indigenous Education Councils - NEW 2024-25</b>						<b>69,614</b>
<b>Total Aggregate Funding Announced</b>			<b>\$ 114,331,121</b>			<b>\$ 121,013,385</b>
						<b>\$ 6,682,264</b>
Labour Settlement Funding in the Amended Budget Tables that has now been rolled into the Operating Block Above (24/25)						-\$ 1,931,944
<b>Revised Aggregate Funding Announced - Budget Impact</b>						<b>\$ 4,750,320</b>

**School District No. 71 (Comox Valley)**  
**2024-25 Annual Budget Position (as of May 28, 2024)**

		Preliminary Budget Changes 2024-25
<b>REVENUE INCREASES (DECREASES)</b>		
<b>Ministry - Operating Grant</b>		
Enrolment Change	Projected increase in overall enrolment grants	4,750,320
Enrolment Change	Projected ISP Enrolment and Other Revenues	206,500
Other Ministry Revenues	Labour Settlement Funding - COLA Special Grant - TBA	TBA
<b>Other Revenue Changes</b>		
	Prior Year Surplus Appropriation	-387,089
Other Revenue	Other Revenues	-28,000
Rentals and Leases	Increased Facilities Rentals	10,000
Investment Income	Decrease in estimated future rates	-285,000
<b>TOTAL REVENUE INCREASES (DECREASES)</b>		<b>4,266,731</b>
<b>COST INCREASES (DECREASES) - Required</b>		
Teacher Staffing	Anticipated Staffing costs for Fall 2024 - enrolment changes	1,650,396
Teacher Staffing	Increased Teacher Mentorship (.4 FTE)	50,217
Teacher Wage Increases	Base/Minimum 2%	2,266,832
CUPE Wage Increases	Base/Minimum 2%	417,750
PVP/Excluded Wages	Estimated wage 2%	261,394
Trustee Wages	Estimated wage 2%	5,461
Teacher & Support Staffing	Substitute Wage 2%	76,527
Teacher Wage Increases	COLA 1% TBA	TBA
CUPE Wage Increases	COLA 1% TBA	TBA
PVP/Excluded Wages	COLA 1% TBA	TBA
Teacher & Support Staffing	Substitute COLA 1% TBA	TBA
Teacher & CUPE	Contractual ProD costs	18,500
CUPE Custodial	Increase District Space	70,530
Staff Benefit Premium Increases	Approx 20% premium increases across employee groups	774,607
Maintenance Supplies & Utility Costs	Costs for Supplies and Services, Hydro, Fortis, Propane, Oil & Gas	27,400
Indigenous Education	Targeted funding - projected increase in enrolment	168,270
Indigenous Education	Targeted funding - NEW IEC Implementation	69,614
International Program	Increased Service & Supply Expenses	72,000



## School District No. 71 (Comox Valley)

### 2024-25 Annual Budget Position (as of May 28, 2024)

Ministry Recoveries	SPP Premium Increase	7,460
ST/HR	Increased Audit Fees, services and supplies	4,500
School and Exempt - Administration	Restructure and Capacity Building	217,278
Information Technology	Increase Licencing Costs - due to enrolment, increased staff, contractual increases	143,062
School Budgets	Increased Enrolments = Increased Supply & Resources	26,476
Early Learning	Strong Start and Ready Set Learn additional Cost pressure	5,848
Inclusive Education	Targeted ICY Expenses (projected surplus carryforward)	-30,800
Transportation	Busing Contractual Increase	138,123
<b>Total Required Cost Changes</b>		<b>6,441,445</b>
<b>COST INCREASES (DECREASES) - Other</b>		
Local Capital Transfers	Transfer to Local Capital - updated for annual budget	-1,375,000
<b>Total Other Cost Changes</b>		<b>-1,375,000</b>
<b>TOTAL COST INCREASES (DECREASES)</b>		<b>5,066,445</b>
<b>BUDGET CHANGE REQUIRED FOR ALL COST INCREASES</b>		<b>-\$ 799,714</b>

## Local Capital Reserve Forecast

		Total	Fleet	Copiers / Printer Fleet Replacement	Modulars	Maintenance & Custodial Equipment	Trade Equipment	Technology	Assistive Technology	F&E Replacement	Classroom Renovations	Contingency
<b>Balance - Year-End</b>	<b>June 30, 2024</b>	<b>1,592,156</b>	<b>0</b>	<b>21,719</b>	<b>1,403,549</b>	<b>0</b>	<b>0</b>	<b>124,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>42,888</b>
Annual Local Capital Transfer	2024/25	1,460,000	150,000	70,000	-	25,000	15,000	1,000,000	50,000	100,000	50,000	
Interest Allocation		13,871										13,871
Program Expenditures		- 2,358,600	- 150,000	- 70,000	- 1,140,000	- 25,000	- 15,000	- 758,600	- 50,000	- 100,000	- 50,000	
<b>Balance - Year-End</b>	<b>June 30, 2025</b>	<b>707,427</b>	<b>0</b>	<b>21,719</b>	<b>263,549</b>	<b>0</b>	<b>0</b>	<b>365,400</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>56,759</b>
Annual Local Capital Transfer	2025/26	2,460,000	150,000	70,000	1,000,000	25,000	15,000	1,000,000	50,000	100,000	50,000	
Interest Allocation		16,741										16,741
Program Expenditures		- 2,330,398	- 150,000	- 70,000	- 1,174,200	- 25,000	- 15,000	- 696,198	- 50,000	- 100,000	- 50,000	
<b>Balance - Year-End</b>	<b>June 30, 2026</b>	<b>853,770</b>	<b>-</b>	<b>21,719</b>	<b>89,349</b>	<b>0</b>	<b>0</b>	<b>669,202</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>73,500</b>
Annual Local Capital Transfer	2026/27	2,460,000	150,000	70,000	1,000,000	25,000	15,000	1,000,000	50,000	100,000	50,000	
Interest Allocation		5,198										5,198
Program Expenditures		- 3,053,882	- 150,000	- 70,000	- 1,197,684	- 25,000	- 15,000	- 1,396,198	- 50,000	- 100,000	- 50,000	
<b>Balance - Year-End</b>	<b>June 30, 2027</b>	<b>265,085</b>	<b>0</b>	<b>21,719</b>	<b>-108,335</b>	<b>0</b>	<b>0</b>	<b>273,004</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>78,697</b>
Annual Local Capital Transfer	2027/28	2,460,000	150,000	70,000	900,000	25,000	15,000	1,100,000	50,000	100,000	50,000	
Interest Allocation	-	8,233										8,233
Program Expenditures		- 2,313,411	- 150,000	- 70,000	- 407,213	- 25,000	- 15,000	- 1,446,198	- 50,000	- 100,000	- 50,000	
<b>Balance - Year-End</b>	<b>June 30, 2028</b>	<b>419,908</b>	<b>0</b>	<b>21,719</b>	<b>384,452</b>	<b>0</b>	<b>0</b>	<b>-73,194</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>86,931</b>
Annual Local Capital Transfer	2028/29	2,460,000	150,000	70,000	900,000	25,000	15,000	1,100,000	50,000	100,000	50,000	
Interest Allocation	-	25,067										25,067
Program Expenditures		- 1,626,555	- 150,000	- 70,000	- 415,357	- 25,000	- 15,000	- 751,198	- 50,000	- 100,000	- 50,000	
<b>Balance - Year-End</b>	<b>June 30, 2029</b>	<b>1,278,421</b>	<b>0</b>	<b>21,719</b>	<b>869,096</b>	<b>0</b>	<b>0</b>	<b>275,608</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>111,998</b>

Annual Budget

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

June 30, 2025

# School District No. 71 (Comox Valley)

June 30, 2025

## Table of Contents

Bylaw .....	1
Annual Budget - Revenue and Expense - Statement 2 .....	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4 .....	4
Annual Budget - Operating Revenue and Expense - Schedule 2 .....	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source .....	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object .....	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object .....	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3 .....	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds .....	11
Annual Budget - Capital Revenue and Expense - Schedule 4 .....	14

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

## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 71 (COMOX VALLEY) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 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. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 71 (Comox Valley) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$157,785,254 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 25th DAY OF JUNE, 2024;

READ A SECOND TIME THE 25th DAY OF JUNE, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 25th DAY OF JUNE, 2024;

( Corporate Seal )

---

Chairperson of the Board

---

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 71 (Comox Valley) Annual Budget Bylaw 2024/2025, adopted by the Board the 25th DAY OF JUNE, 2024.

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Secretary Treasurer



# School District No. 71 (Comox Valley)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	10,930,875	10,638,500
Adult	31,500	31,500
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>10,962,375</b>	<b>10,670,000</b>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education and Child Care	139,593,605	134,564,821
Other	222,000	222,000
Tuition	3,176,750	2,970,250
Other Revenue	3,111,117	3,176,515
Rentals and Leases	160,000	150,000
Investment Income	764,000	1,142,576
Amortization of Deferred Capital Revenue	6,208,883	5,851,837
<b>Total Revenue</b>	<b>153,236,355</b>	<b>148,077,999</b>
<b>Expenses</b>		
Instruction	122,807,818	117,678,843
District Administration	5,604,627	5,122,711
Operations and Maintenance	23,672,572	23,057,170
Transportation and Housing	2,966,637	2,888,286
<b>Total Expense</b>	<b>155,051,654</b>	<b>148,747,010</b>
<b>Net Revenue (Expense)</b>	<b>(1,815,299)</b>	<b>(669,011)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>799,714</b>	<b>4,191,846</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(1,015,585)</b>	<b>3,522,835</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(1,015,585)	3,522,835
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(1,015,585)</b>	<b>3,522,835</b>

School District No. 71 (Comox Valley)

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

Statement 2

	2025 Annual Budget	2024 Amended Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	126,198,199	120,262,887
Operating - Tangible Capital Assets Purchased	375,000	375,000
Special Purpose Funds - Total Expense	19,754,987	19,751,121
Capital Fund - Total Expense	9,098,468	8,733,002
Capital Fund - Tangible Capital Assets Purchased from Local Capital	2,358,600	9,750,679
<b>Total Budget Bylaw Amount</b>	<b>157,785,254</b>	<b>158,872,689</b>

Approved by the Board

Signature of a member of the Board		
Signature of the Superintendent		Date Signed
Signature of the Secretary/Treasurer		Date Signed

# School District No. 71 (Comox Valley)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
<b>Surplus (Deficit) for the year</b>	<b>(1,815,299)</b>	<b>(669,011)</b>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(375,000)	(375,000)
From Local Capital	(2,358,600)	(9,750,679)
From Deferred Capital Revenue	(11,289,555)	(11,609,419)
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(14,023,155)</b>	<b>(21,735,098)</b>
Amortization of Tangible Capital Assets	9,098,468	8,733,002
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(4,924,687)</b>	<b>(13,002,096)</b>
	-	-
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<b>(6,739,986)</b>	<b>(13,671,107)</b>

# School District No. 71 (Comox Valley)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	122,503,618	117,524,674
Other	222,000	222,000
Tuition	3,176,750	2,970,250
Other Revenue	481,117	509,117
Rentals and Leases	160,000	150,000
Investment Income	690,000	975,000
<b>Total Revenue</b>	<b>127,233,485</b>	<b>122,351,041</b>
<b>Expenses</b>		
Instruction	103,403,325	98,337,539
District Administration	5,604,627	5,122,711
Operations and Maintenance	14,223,610	13,973,674
Transportation and Housing	2,966,637	2,828,963
<b>Total Expense</b>	<b>126,198,199</b>	<b>120,262,887</b>
<b>Net Revenue (Expense)</b>	<b>1,035,286</b>	<b>2,088,154</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>799,714</b>	<b>4,191,846</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(375,000)	(375,000)
Local Capital	(1,460,000)	(5,905,000)
<b>Total Net Transfers</b>	<b>(1,835,000)</b>	<b>(6,280,000)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 71 (Comox Valley)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education and Child Care</b>		
Operating Grant, Ministry of Education and Child Care	121,013,384	114,400,601
ISC/LEA Recovery	(136,117)	(136,117)
Other Ministry of Education and Child Care Grants		
Pay Equity	451,831	451,831
Funding for Graduated Adults	135,000	135,000
Student Transportation Fund	421,375	421,375
Support Staff Benefits Grant	114,269	114,269
FSA Scorer Grant	12,964	12,964
Labour Settlement Funding	-	1,931,944
Integrated Child and Youth (ICY) Teams	490,912	262,287
February Enrolment Count	-	(69,480)
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>122,503,618</b>	<b>117,524,674</b>
<b>Provincial Grants - Other</b>	<b>222,000</b>	<b>222,000</b>
<b>Tuition</b>		
International and Out of Province Students	3,176,750	2,970,250
<b>Total Tuition</b>	<b>3,176,750</b>	<b>2,970,250</b>
<b>Other Revenues</b>		
Funding from First Nations	136,117	136,117
Miscellaneous		
Instructional Cafeteria	135,000	135,000
Miscellaneous	210,000	238,000
<b>Total Other Revenue</b>	<b>481,117</b>	<b>509,117</b>
<b>Rentals and Leases</b>	<b>160,000</b>	<b>150,000</b>
<b>Investment Income</b>	<b>690,000</b>	<b>975,000</b>
<b>Total Operating Revenue</b>	<b>127,233,485</b>	<b>122,351,041</b>

# School District No. 71 (Comox Valley)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	51,894,494	48,397,124
Principals and Vice Principals	6,782,503	6,613,341
Educational Assistants	8,323,151	8,083,663
Support Staff	11,507,153	11,150,964
Other Professionals	4,403,664	4,185,835
Substitutes	4,133,986	4,492,918
<b>Total Salaries</b>	<b>87,044,951</b>	<b>82,923,845</b>
<b>Employee Benefits</b>	<b>22,014,960</b>	<b>20,215,855</b>
<b>Total Salaries and Benefits</b>	<b>109,059,911</b>	<b>103,139,700</b>
<b>Services and Supplies</b>		
Services	4,449,456	4,233,576
Student Transportation	2,940,633	2,802,508
Professional Development and Travel	1,083,540	1,069,083
Rentals and Leases	247,739	237,239
Dues and Fees	106,900	106,400
Insurance	236,550	232,800
Supplies	5,610,610	6,003,221
Utilities	2,462,860	2,438,360
<b>Total Services and Supplies</b>	<b>17,138,288</b>	<b>17,123,187</b>
<b>Total Operating Expense</b>	<b>126,198,199</b>	<b>120,262,887</b>



# School District No. 71 (Comox Valley)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	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	41,750,845	1,378,628		50,000		2,857,913	46,037,386
1.03 Career Programs	774,519	52,741	44,044	210,631		17,500	1,099,435
1.07 Library Services	444,613			861,865		41,157	1,347,635
1.08 Counselling	2,250,854			104,177	210,904	15,300	2,581,235
1.10 Inclusive Education	4,805,394	301,349	6,925,115	385,827	212,440	417,200	13,047,325
1.20 Early Learning and Child Care	24,811			39,642		35,416	99,869
1.30 English Language Learning	347,354			39,040			386,394
1.31 Indigenous Education	434,193	164,112	1,353,992	230,111	126,624	3,000	2,312,032
1.41 School Administration		4,702,870		2,291,002		446,600	7,440,472
1.62 International and Out of Province Students	1,061,911	164,379		173,173	246,433	45,000	1,690,896
1.64 Other				207,456			207,456
<b>Total Function 1</b>	<b>51,894,494</b>	<b>6,764,079</b>	<b>8,323,151</b>	<b>4,592,924</b>	<b>796,401</b>	<b>3,879,086</b>	<b>76,250,135</b>
<b>4 District Administration</b>							
4.11 Educational Administration					1,148,524		1,148,524
4.20 Early Learning and Child Care		18,424					18,424
4.40 School District Governance					265,394		265,394
4.41 Business Administration				540,758	1,380,124	5,000	1,925,882
<b>Total Function 4</b>	<b>-</b>	<b>18,424</b>	<b>-</b>	<b>540,758</b>	<b>2,794,042</b>	<b>5,000</b>	<b>3,358,224</b>
<b>5 Operations and Maintenance</b>							
5.20 Early Learning and Child Care							-
5.41 Operations and Maintenance Administration					798,138		798,138
5.50 Maintenance Operations				5,805,512		249,900	6,055,412
5.52 Maintenance of Grounds				567,959			567,959
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,373,471</b>	<b>798,138</b>	<b>249,900</b>	<b>7,421,509</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration					15,083		15,083
7.70 Student Transportation							-
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>15,083</b>	<b>-</b>	<b>15,083</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>51,894,494</b>	<b>6,782,503</b>	<b>8,323,151</b>	<b>11,507,153</b>	<b>4,403,664</b>	<b>4,133,986</b>	<b>87,044,951</b>

# School District No. 71 (Comox Valley)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	46,037,386	11,753,224	57,790,610	3,480,912	61,271,522	57,626,632
1.03 Career Programs	1,099,435	267,389	1,366,824	333,800	1,700,624	1,653,465
1.07 Library Services	1,347,635	339,812	1,687,447	388,042	2,075,489	1,874,265
1.08 Counselling	2,581,235	678,137	3,259,372	68,796	3,328,168	3,232,564
1.10 Inclusive Education	13,047,325	3,285,720	16,333,045	1,262,492	17,595,537	17,066,782
1.20 Early Learning and Child Care	99,869	23,173	123,042	15,000	138,042	192,370
1.30 English Language Learning	386,394	102,102	488,496		488,496	468,626
1.31 Indigenous Education	2,312,032	559,934	2,871,966	225,534	3,097,500	3,020,151
1.41 School Administration	7,440,472	1,812,129	9,252,601	1,137,639	10,390,240	10,033,583
1.62 International and Out of Province Students	1,690,896	432,810	2,123,706	749,125	2,872,831	2,724,265
1.64 Other	207,456	53,420	260,876	184,000	444,876	444,836
<b>Total Function 1</b>	<b>76,250,135</b>	<b>19,307,850</b>	<b>95,557,985</b>	<b>7,845,340</b>	<b>103,403,325</b>	<b>98,337,539</b>
<b>4 District Administration</b>						
4.11 Educational Administration	1,148,524	298,616	1,447,140	381,558	1,828,698	1,569,592
4.20 Early Learning and Child Care	18,424	4,790	23,214	12,000	35,214	31,025
4.40 School District Governance	265,394	69,002	334,396	165,200	499,596	482,027
4.41 Business Administration	1,925,882	496,532	2,422,414	818,705	3,241,119	3,040,067
<b>Total Function 4</b>	<b>3,358,224</b>	<b>868,940</b>	<b>4,227,164</b>	<b>1,377,463</b>	<b>5,604,627</b>	<b>5,122,711</b>
<b>5 Operations and Maintenance</b>						
5.20 Early Learning and Child Care	-	-	-	-	-	-
5.41 Operations and Maintenance Administration	798,138	207,516	1,005,654	502,375	1,508,029	1,536,218
5.50 Maintenance Operations	6,055,412	1,494,234	7,549,646	1,732,617	9,282,263	9,036,595
5.52 Maintenance of Grounds	567,959	132,499	700,458	270,000	970,458	962,501
5.56 Utilities	-	-	-	2,462,860	2,462,860	2,438,360
<b>Total Function 5</b>	<b>7,421,509</b>	<b>1,834,249</b>	<b>9,255,758</b>	<b>4,967,852</b>	<b>14,223,610</b>	<b>13,973,674</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	15,083	3,921	19,004	7,000	26,004	26,455
7.70 Student Transportation	-	-	-	2,940,633	2,940,633	2,802,508
<b>Total Function 7</b>	<b>15,083</b>	<b>3,921</b>	<b>19,004</b>	<b>2,947,633</b>	<b>2,966,637</b>	<b>2,828,963</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>87,044,951</b>	<b>22,014,960</b>	<b>109,059,911</b>	<b>17,138,288</b>	<b>126,198,199</b>	<b>120,262,887</b>

# School District No. 71 (Comox Valley)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	17,089,987	17,040,147
Other Revenue	2,630,000	2,667,398
Investment Income	35,000	43,576
<b>Total Revenue</b>	<b>19,754,987</b>	<b>19,751,121</b>
<b>Expenses</b>		
Instruction	19,404,493	19,341,304
Operations and Maintenance	350,494	350,494
Transportation and Housing	-	59,323
<b>Total Expense</b>	<b>19,754,987</b>	<b>19,751,121</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 71 (Comox Valley)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start
	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			787,119	816,763	
<b>Add:</b> Restricted Grants					
Provincial Grants - Ministry of Education and Child Care	350,494	428,486			160,000
Other			65,000	2,500,000	
Investment Income			35,000		
	350,494	428,486	100,000	2,500,000	160,000
<b>Less:</b> Allocated to Revenue	350,494	428,486	60,000	2,500,000	160,000
<b>Deferred Revenue, end of year</b>	-	-	<b>827,119</b>	<b>816,763</b>	-
<b>Revenues</b>					
Provincial Grants - Ministry of Education and Child Care	350,494	428,486			160,000
Other Revenue			25,000	2,500,000	
Investment Income			35,000		
	350,494	428,486	60,000	2,500,000	160,000
<b>Expenses</b>					
Salaries					
Teachers					
Principals and Vice Principals					
Educational Assistants		340,744			
Support Staff	255,002				127,238
Other Professionals					
Substitutes					
	255,002	340,744	-	-	127,238
Employee Benefits	65,663	87,742			32,762
Services and Supplies	29,829		60,000	2,500,000	-
	350,494	428,486	60,000	2,500,000	160,000
<b>Net Revenue (Expense)</b>	-	-	-	-	-

**DRAFT** - Not Finalized

May 31, 2024 16:39

# School District No. 71 (Comox Valley)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2025

	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
		\$	\$	\$
<b>Deferred Revenue, beginning of year</b>				
<b>Add:</b> Restricted Grants				
Provincial Grants - Ministry of Education and Child Care	39,200	187,667	626,643	1,642,937
Other				
Investment Income				
	39,200	187,667	626,643	1,642,937
<b>Less:</b> Allocated to Revenue	39,200	187,667	626,643	1,642,937
<b>Deferred Revenue, end of year</b>	-	-	-	-
<b>Revenues</b>				
Provincial Grants - Ministry of Education and Child Care	39,200	187,667	626,643	1,642,937
Other Revenue				
Investment Income				
	39,200	187,667	626,643	1,642,937
<b>Expenses</b>				
Salaries				
Teachers		40,100		
Principals and Vice Principals		27,663		298,691
Educational Assistants				608,701
Support Staff	31,173		339,775	172,897
Other Professionals				
Substitutes		1,000		224,290
	31,173	68,763	339,775	1,304,579
Employee Benefits	8,027	18,104	87,492	338,358
Services and Supplies		100,800	199,376	
	39,200	187,667	626,643	1,642,937
<b>Net Revenue (Expense)</b>	-	-	-	-

**DRAFT** - Not Finalized

May 31, 2024 16:39

# School District No. 71 (Comox Valley)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2025

	Classroom Enhancement Fund - Staffing	Mental Health in Schools	Changing Results for Young Children	Early Childhood Education Dual Credit Program
	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>				15,000
<b>Add:</b> Restricted Grants				
Provincial Grants - Ministry of Education and Child Care	11,384,050	51,000	11,250	
Other				
Investment Income				
	11,384,050	51,000	11,250	-
<b>Less:</b> Allocated to Revenue	11,384,050	51,000	11,250	15,000
<b>Deferred Revenue, end of year</b>	-	-	-	-
<b>Revenues</b>				
Provincial Grants - Ministry of Education and Child Care	11,384,050	51,000	11,250	15,000
Other Revenue				
Investment Income				
	11,384,050	51,000	11,250	15,000
<b>Expenses</b>				
Salaries				
Teachers	8,962,726			
Principals and Vice Principals				
Educational Assistants				
Support Staff				
Other Professionals				
Substitutes	36,523		6,918	
	8,999,249	-	6,918	-
Employee Benefits	2,384,801		1,832	
Services and Supplies		51,000	2,500	15,000
	11,384,050	51,000	11,250	15,000
<b>Net Revenue (Expense)</b>	-	-	-	-

**DRAFT** - Not Finalized

May 31, 2024 16:39



# School District No. 71 (Comox Valley)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2025

	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	Feeding Futures Fund	Health Career Dual Credit Expansion	WorkEX Enhancement Project
	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	552,075		376,939		50,000
<b>Add:</b> Restricted Grants					
Provincial Grants - Ministry of Education and Child Care		19,000	1,145,246	50,000	
Other					
Investment Income					
	-	19,000	1,145,246	50,000	-
<b>Less:</b> Allocated to Revenue	552,075	19,000	1,522,185	50,000	50,000
<b>Deferred Revenue, end of year</b>	-	-	-	-	-
<b>Revenues</b>					
Provincial Grants - Ministry of Education and Child Care	552,075	19,000	1,522,185	50,000	50,000
Other Revenue					
Investment Income					
	552,075	19,000	1,522,185	50,000	50,000
<b>Expenses</b>					
Salaries					
Teachers				9,486	19,850
Principals and Vice Principals					
Educational Assistants					
Support Staff			46,839		
Other Professionals			80,275		
Substitutes		11,067			
	-	11,067	127,114	9,486	19,850
Employee Benefits		2,933	32,732	2,514	5,260
Services and Supplies	552,075	5,000	1,362,339	38,000	24,890
	552,075	19,000	1,522,185	50,000	50,000
<b>Net Revenue (Expense)</b>	-	-	-	-	-

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May 31, 2024 16:39

# School District No. 71 (Comox Valley)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2025

	Professional Development	CVCF Travel	TOTAL
	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	134,766	28,231	<b>2,760,893</b>
<b>Add:</b> Restricted Grants			
Provincial Grants - Ministry of Education and Child Care			<b>16,095,973</b>
Other	105,000	31,000	<b>2,701,000</b>
Investment Income		2,500	<b>37,500</b>
	105,000	33,500	<b>18,834,473</b>
<b>Less:</b> Allocated to Revenue	75,000	30,000	<b>19,754,987</b>
<b>Deferred Revenue, end of year</b>	<b>164,766</b>	<b>31,731</b>	<b>1,840,379</b>
<b>Revenues</b>			
Provincial Grants - Ministry of Education and Child Care			<b>17,089,987</b>
Other Revenue	75,000	30,000	<b>2,630,000</b>
Investment Income			<b>35,000</b>
	75,000	30,000	<b>19,754,987</b>
<b>Expenses</b>			
Salaries			
Teachers			<b>9,032,162</b>
Principals and Vice Principals			<b>326,354</b>
Educational Assistants			<b>949,445</b>
Support Staff			<b>972,924</b>
Other Professionals			<b>80,275</b>
Substitutes			<b>279,798</b>
	-	-	<b>11,640,958</b>
Employee Benefits			<b>3,068,220</b>
Services and Supplies	75,000	30,000	<b>5,045,809</b>
	75,000	30,000	<b>19,754,987</b>
<b>Net Revenue (Expense)</b>	<b>-</b>	<b>-</b>	<b>-</b>

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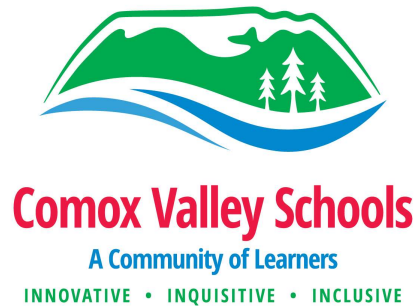
# School District No. 71 (Comox Valley)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Investment Income		39,000	39,000	124,000
Amortization of Deferred Capital Revenue	6,208,883		6,208,883	5,851,837
<b>Total Revenue</b>	<b>6,208,883</b>	<b>39,000</b>	<b>6,247,883</b>	<b>5,975,837</b>
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	9,098,468		9,098,468	8,733,002
<b>Total Expense</b>	<b>9,098,468</b>	<b>-</b>	<b>9,098,468</b>	<b>8,733,002</b>
<b>Net Revenue (Expense)</b>	<b>(2,889,585)</b>	<b>39,000</b>	<b>(2,850,585)</b>	<b>(2,757,165)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	375,000		375,000	375,000
Local Capital		1,460,000	1,460,000	5,905,000
<b>Total Net Transfers</b>	<b>375,000</b>	<b>1,460,000</b>	<b>1,835,000</b>	<b>6,280,000</b>
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	2,358,600	(2,358,600)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>2,358,600</b>	<b>(2,358,600)</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(155,985)</b>	<b>(859,600)</b>	<b>(1,015,585)</b>	<b>3,522,835</b>



# SD71 Annual Budget

2024-25 SCHOOL YEAR  
JUNE 11, 2024

## Operating Revenue – Overall Projected Increase

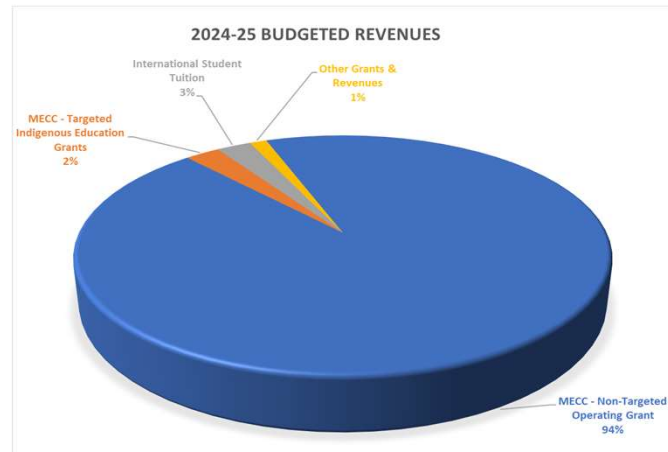
➤ **Overall Increase to Projected Revenues for 2024-25 = \$4,266,731**

- **No Changes from previous report on May 14, 2024**
- **Excludes COLA - TBA**

		Preliminary Budget Changes 2024-25
<b>REVENUE INCREASES (DECREASES)</b>		
<b>Ministry - Operating Grant</b>		
Enrolment Change	Projected increase in overall enrolment grants	4,750,320
Enrolment Change	Projected ISP Enrolment and Other Revenues	206,500
Other Ministry Revenues	Labour Settlement Funding - COLA Special Grant - TBA	TBA
<b>Other Revenue Changes</b>		
	Prior Year Surplus Appropriation	-387,089
Other Revenue	Other Revenues	-28,000
Rentals and Leases	Increased Facilities Rentals	10,000
Investment Income	Decrease in estimated future rates	-285,000
<b>TOTAL REVENUE INCREASES (DECREASES)</b>		<b>4,266,731</b>

## Total Revenues – Operating

2024-25 Operating Revenues		
	2024-25 Annual Budget	%
Provincial Grants - MECC	\$ 122,503,618	96.28%
Provincial Grants - Other	222,000	0.17%
International Tuition	3,176,750	2.50%
Other Revenues	481,117	0.38%
Rentals & Leases	160,000	0.13%
Investment Income	690,000	0.54%
<b>Total Operating Revenues</b>	<b>\$ 127,233,485</b>	<b>1.00</b>



## Operating – 2024/25 Cost Pressures (Un-Funded/New Cost Drivers)

- ▶ **Removed proposed District Principal Anti-Racism, Diversity & Equity, Safe and Caring Schools = (\$205K)**
- ▶ **Recommend to restrict surplus at year end to support this initiative in 2024/25**

COST INCREASES (DECREASES)		
PVP/Excluded Wages	Estimated wage 2%	261,394
Trustee Wages	Estimated wage 2%	5,461
Staff Benefit Premium Increases	Approx 20% premium increases across employee groups	774,607
Maintenance Supplies & Utility Costs	Costs for Supplies and Services, Hydro, Fortis, Propane, Oil & Gas	27,400
International Program	Increased Service & Supply Expenses	72,000
Ministry Recoveries	SPP Premium Increase	7,460
ST/HR	Increased Audit Fees, services and supplies	4,500
School and Exempt - Administration	Restructure and Capacity Building	217,278
<del>Education-Administration</del>	<del>District Principal - Anti-Racism, Diversity &amp; Equity (Safe and Caring Schools)</del>	<del>204,648</del>
Information Technology	Increase Licencing Costs - due to enrolment, increased staff, contractual increases	143,062
School Budgets	Increased Enrolments = Increased Supply & Resources	26,476
Early Learning	Strong Start and Ready Set Learn additional Cost pressure	5,848
Transportation	Busing Contractual Increase	138,123
<b>Total Un-Funded/New Cost Pressures</b>		<b>1,683,609</b>

## Operating – 2024/25 Cost Pressures

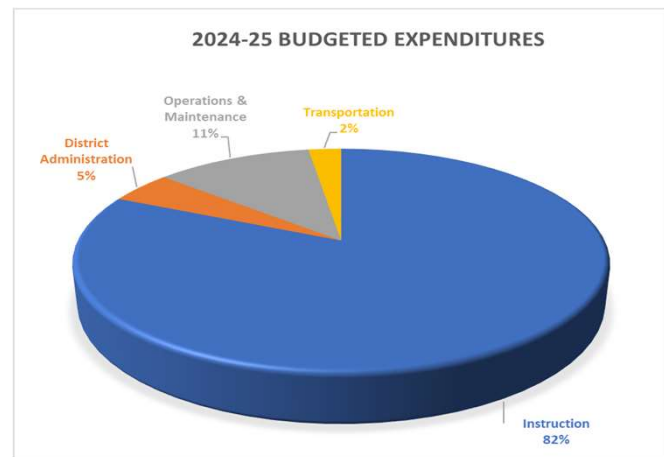
➤ **Overall Increase to Projected Expenses for 2024-25 = \$5,066,445**

➤ **Reduced overall cost pressure to \$5,066,445**

Total Funded Cost Pressures	\$ 4,757,836
Total Un Funded Cost Pressures	1,683,609
Transfer to Local Capital - Reduction	-1,375,000
Overall Total Cost Pressures	\$ 5,066,445

## How The Funds Are Spent

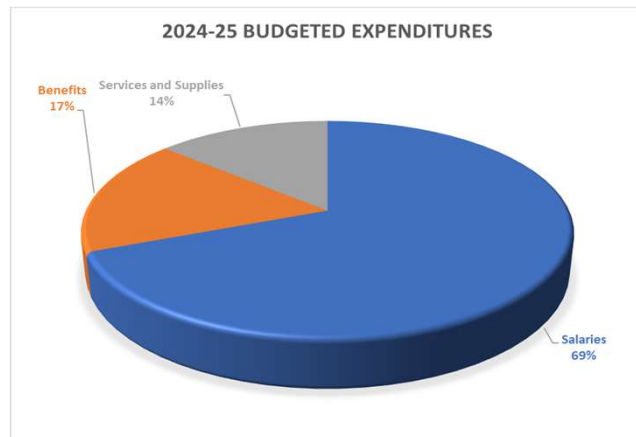
2024-25 Budgeted Expenditures		
	2024-25 Annual Budget	%
Instruction	\$ 103,403,325	81.94%
District Administration	5,604,627	4.44%
Operations and Maintenance	14,223,610	11.27%
Transportation	2,966,637	2.35%
<b>Total</b>	<b>\$ 126,198,199</b>	<b>100%</b>



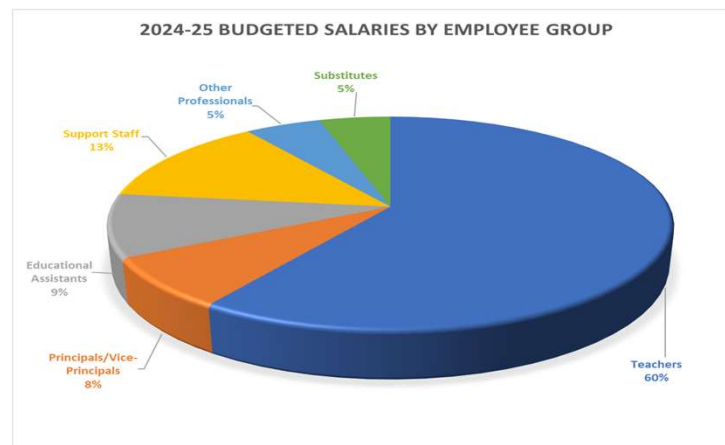


## Expenditures – Operating

2024-25 Budgeted Expenditures		
	2024-25 Annual Budget	%
Salaries	\$ 87,044,951	68.97%
Employee Benefits	22,014,960	17.44%
Services and Supplies	17,138,288	13.58%
<b>Total</b>	<b>\$ 126,198,199</b>	<b>100%</b>



## Expenditures – Salaries



## Preliminary Operating Budget Position

➤ **Overall Projected 2024/25 Operating Budget Deficit = \$799,714**

- ▶ This Preliminary Budget utilizes prior year surplus to maintain operations in 2024/25
- ▶ Recommend further operational budget reviews to reduce reliance on surplus in future budget years
- ▶ Realignment of funds to support future Board approved strategic initiatives

TOTAL REVENUE INCREASES (DECREASES)	\$	4,266,731
TOTAL COST INCREASES (DECREASES)		5,066,445
PRELIMINARY BUDGET POSITION	-\$	799,714

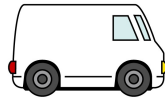
## Projected Operating Contingency Reserve 2024/25 Budget

**\$2,005,016 = 1.69%**

2023/2024 Budgeted Accumulated Surplus - Contingency Reserve, end of Year	\$	1,759,354
2023/2024 Q3 Projected Annual Surplus, end of Year		1,906,400
2023/2024 Anticipated Internally Restricted Funds - Carry Forward Expenses	-	744,000
Anticipated Internally Restricted Funds - Targeting Newly Adopted Strategic Priorities	-	300,000
2024/2025 Use of Unrestricted Reserve to Balance Operating Budget	-	799,714
Projected 2024/2025 Budgeted Accumulated Surplus - Contingency Reserve, end of year	\$	1,822,040
2024/2025 Estimated Pending Ministry Approval of Other Special Grants (Revenue)		182,976
Projected 2024/2025 Budgeted Accumulated Surplus - Contingency Reserve, end of year	\$	2,005,016

## Capital Fund

- Includes expenditures related to land, buildings, computer hardware, vehicles, furniture and equipment



## Capital - Funding

- Funded from Ministry of Education & Child Care (MECC) capital grants, local capital, operating and special purpose funds
  - The District applies to MECC for capital funding through capital plan submissions
  - The District can also generate capital funds by selling assets, including land and buildings, though all or a portion of the proceeds can be restricted by the Ministry or be required to be returned to the Ministry.

## Local Capital Fund Reserves

- Annual transfers to Local Capital are approved during the budget process and as part of the year-end reporting process.
- Planned Local Capital investments include expenditures for the acquisition and replacement of:

- Modulares (*Reinstate 2025-26*)
- Fleet
- Technology
- Furniture & Equipment

2024-25 Local Capital Transfer	
Fleet	\$ 150,000
Copiers / Printer Fleet Replacement	70,000
Modulares	-
Maintenance & Custodial Equipment	25,000
Trade Equipment	15,000
Technology	1,000,000
Assistive Technology	50,000
Furniture & Equipment	100,000
Classroom Renovations	50,000
<b>Total</b>	<b>\$ 1,460,000</b>

## Local Capital Reserve Forecast

		Total	Fleet	Copiers / Printer Fleet Replacement	Modulares	Maintenance & Custodial Equipment	Trade Equipment	Technology	Assistive Technology	F&E Replacement	Classroom Renovations	Contingency
Balance - Year-End	June 30, 2024	1,592,156	0	21,719	1,403,549	0	0	124,000	0	0	0	42,888
Annual Local Capital Transfer	2024/25	1,460,000	150,000	70,000	-	25,000	15,000	1,000,000	50,000	100,000	50,000	
Interest Allocation		13,871										13,871
Program Expenditures		- 2,358,600	- 150,000	- 70,000	- 1,140,000	- 25,000	- 15,000	- 758,600	- 50,000	- 100,000	- 50,000	
Balance - Year-End	June 30, 2025	707,427	0	21,719	263,549	0	0	365,400	0	0	0	56,758
Annual Local Capital Transfer	2025/26	2,460,000	150,000	70,000	1,000,000	25,000	15,000	1,000,000	50,000	100,000	50,000	
Interest Allocation		16,741										16,741
Program Expenditures		- 2,330,398	- 150,000	- 70,000	- 1,174,200	- 25,000	- 15,000	- 696,198	- 50,000	- 100,000	- 50,000	
Balance - Year-End	June 30, 2026	853,770	-	21,719	89,349	0	0	669,202	0	0	0	73,508
Annual Local Capital Transfer	2026/27	2,460,000	150,000	70,000	1,000,000	25,000	15,000	1,000,000	50,000	100,000	50,000	
Interest Allocation		5,198										5,198
Program Expenditures		- 3,053,882	- 150,000	- 70,000	- 1,197,684	- 25,000	- 15,000	- 1,396,198	- 50,000	- 100,000	- 50,000	
Balance - Year-End	June 30, 2027	265,085	0	21,719	-108,335	0	0	273,004	0	0	0	78,697
Annual Local Capital Transfer	2027/28	2,460,000	150,000	70,000	900,000	25,000	15,000	1,100,000	50,000	100,000	50,000	
Interest Allocation		8,233										8,233
Program Expenditures		- 2,313,411	- 150,000	- 70,000	- 407,213	- 25,000	- 15,000	- 1,446,198	- 50,000	- 100,000	- 50,000	
Balance - Year-End	June 30, 2028	419,908	0	21,719	384,452	0	0	-73,194	0	0	0	86,934
Annual Local Capital Transfer	2028/29	2,460,000	150,000	70,000	900,000	25,000	15,000	1,100,000	50,000	100,000	50,000	
Interest Allocation		25,067										25,067
Program Expenditures		- 1,626,555	- 150,000	- 70,000	- 415,357	- 25,000	- 15,000	- 751,198	- 50,000	- 100,000	- 50,000	
Balance - Year-End	June 30, 2029	1,278,421	0	21,719	869,096	0	0	275,608	0	0	0	111,998

## Special Purpose Funds

- ▶ Annual Facility Grant
- ▶ Learning Improvement Fund
- ▶ Scholarships & Bursaries
- ▶ School Generated Funds
- ▶ Strong Start
- ▶ Ready, Set Learn
- ▶ OLEP
- ▶ Community LINK
- ▶ Classroom Enhancement Fund:
  - ▶ Overhead
  - ▶ Staffing
  - ▶ Remedies
- ▶ *First Nation Student Transportation*
- ▶ Mental Health in Schools
- ▶ Changing Results for Young Children
- ▶ SEY2KT (Early Years to Kindergarten)
- ▶ *Early Care & Learning*
- ▶ Feeding Futures
- ▶ Health Dual Credit Program
- ▶ Professional Development
- ▶ CVCF Student Travel
- ▶ ECE Dual Credit Program
- ▶ Student & Family Affordability
- ▶ Work Experience Enhancement Project (WorkEx)

## Special Purpose Funds

- ▶ **Total 2024-25 Special Purpose Revenue = \$18,834,473**
- ▶ **Ministry to confirm First Nation Student Transportation & Early Care and Learning (TBD)**

Special Purpose Fund	Revenue
Annual Facility Grant - Operating Portion	\$ 350,494
Learning Improvement Fund	428,486
Scholarships and Bursaries	100,000
School Generated Funds	2,500,000
Strong Start	160,000
Ready, Set, Learn	39,200
OLEP	187,667
Community Link	626,643
Classroom Enhancement Fund	13,026,987
Mental health in Schools	51,000
Changing Results for young Children (CR4YC)	11,250
SEYSKT (Early Years to Kindergarten)	19,000
Feeding Futures Fund	1,145,246
Health Career Education Dual Credit Program	50,000
Professional Development	105,000
CVCF Student Travel	33,500
<b>Total</b>	<b>\$ 18,834,473</b>

## Public Feedback

2024-25 Annual Budget - Public Feedback Collected May 14-22, 2025	
Educational Assistants (EAs)	Additional need for student support Possible resident support dogs trial
Early Education	Invest in Early Childhood Educators in Kindergarten classrooms
Space	Increase modulars/space for learning
Indigenous Education/IEC	Enhanced engagement in future years
Physical Literacy	Maintain Physical Literacy Teaching Time
Accessibility	Improved accessibility at High schools
Food	Healthier food options at the High schools
Grad	Purchase of Graduation Gowns for High school Students
Student Learning	Improved student learning frameworks and data collection leading to change
Transparency	Improved communication regarding capacity building
Academics	Group Children according to academic level and ability to use enrichment material
Events	Continue track and field events and reading competitions
Arts & Culture	Continue to fund the Arts and Drama programs

## Budget Bylaw

	2025 Annual Budget	2024 Amended Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	126,198,199	120,262,887
Operating - Tangible Capital Assets Purchased	375,000	375,000
Special Purpose Funds - Total Expense	19,754,987	19,751,121
Capital Fund - Total Expense	9,098,468	8,733,002
Capital Fund - Tangible Capital Assets Purchased from Local Capital	2,358,600	9,750,679
<b>Total Budget Bylaw Amount</b>	<b>157,785,254</b>	<b>158,872,689</b>

## Next Steps

- **June 25, 2024 - Last Board meeting to adopt Bylaw and submit to the Ministry before June 30<sup>th</sup> deadline**

## Questions