



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84
REGULAR BOARD MEETING
MONDAY, NOVEMBER 9, 2020 – 4:00-5:30 PM
By Zoom

A G E N D A

Board of Education
Vancouver Island West School District 84

1. **CALL TO ORDER**
2. **APPROVAL OF AGENDA**
3. **ADOPTION OF MINUTES**
 - a. Regular Meeting of October 13, 2020
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETING**
8. **TRUSTEE REPORTS**
 - a. School Reports
 - b. BCSTA Provincial Council Report
 - c. Working Relations Committee Meeting
 - d. Board Chairs' Meeting
 - e. EA/LEA Meeting
9. **UNFINISHED BUSINESS**
 - a. Framework for Enhancing Equity and Achievement
10. **NEW BUSINESS**
11. **SUPERINTENDENT/SECRETARY-TREASURER'S REPORT**
 - a. District Update
 - b. Enrollment Report
 - c. Finance Warrants
12. **TRUSTEE INQUIRIES**
13. **PRESS AND PUBLIC INQUIRIES**
14. **NOTICE OF MEETINGS**
 - a. December 14, 2020 – 4 pm
15. **ADJOURNMENT**

*In partnership with our diverse communities, School District 84
will provide all students with a quality education
relevant to the demands of a modern society.*



**REGULAR MEETING OF THE BOARD OF EDUCATION
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84,
HELD ON TUESDAY, OCTOBER 13, 2020
AT THE SCHOOL BOARD OFFICE AND BY TELECONFERENCE**

TRUSTEES PRESENT: Arlaine Fehr, Chairperson (Gold River)
Jenniffer Hanson, Vice-Chairperson (Kyuquot) (telephone)
Debbie Mann (Gold River)
Allison Stiglitz (Tahsis) (telephone)
Andrew Smith (Zeballos) (telephone)

ALSO PRESENT: Lawrence Tarasoff, Superintendent/Secretary-Treasurer
Annie McDowell, Associate Director of Human Resources

CALL TO ORDER:

Chairperson Fehr called the meeting to order at 4:04 pm.

APPROVAL OF AGENDA:

2020:R-045 MOVED: Trustee Stiglitz, SECONDED: Trustee Smith
AND RESOLVED:
"TO approve the agenda."

ADOPTION OF MINUTES:

2020:R-046 MOVED: Trustee Hanson, SECONDED: Trustee Mann
AND RESOLVED:
"TO adopt the minutes of the Regular meeting of September 14, 2020."

CORRESPONDENCE:

- BC School Trustees Association
- Minister of Education
- BCSTA
- BCSTA
- BCSTA
- Chair, SD69
- BCSTA
- Caleb Bouey, ZESS Parent
- BCSTA
- Zeballos School
- Ray Watkins Elementary
- BCSTA
- BCSTA Headlines: Daily News for School Trustees
- Copy of Letter to President, BCSTA, re New Federal Funding to School Districts
- BCSTA Weekly: Provincial Council Update; Trustee Town Hall with Dr. Gustafson; Save the Date – Trustee Academy; Boards at Work; Child Care on School Property; Reminders
- BCSTA Headlines: Daily News for School Trustees
- Provincial Election Information
- Copy of Letter to Minister of Education re Cancellation of Foundation Skills Assessment (FSA) 2020-2021
- BCSTA Weekly: Provincial Council Registration; Social media: Legal and Policy Considerations; Trustee Academy 2020; Legal Bulletin: Public Interest Disclosure Act; CSBA Indigenous Trustee Panel; BetterEducate; Volunteer Awards; Boards at Work: Supporting Immigrants & Refugees in SD41; Letters
- Letter of Concern re RCMP Officers Wearing Fire Arms into Schools
- BCSTA Headlines: Daily News for School Trustees
- September 2020 Newsletter
- RWES October 2020 Newsletter
- BCSTA Weekly: Election Materials for Boards of Education; PC Registration Open; BCSTA's Meeting of Board Chairs-Oct.15; Partners Liaison Meeting Postponed; BCSTA's New Expense Claim Website; Upcoming Robert's Rules of Order Webinars; Letters and Opinions; Reminders

- BCSTA
- BCSTA
- BC Public School Employers' Association
- BCSTA Headlines: Daily News for School Trustees
- Enhancing Student Learning Reporting Order
- Legislative Update No. 2020-01: The COVID-19 Response Measures Act Receives Royal Assent

2020:R-047 MOVED: Trustee Stiglitz, SECONDED: Trustee Smith
AND RESOLVED:
"TO receive and file the correspondence."

REPORT OF THE CLOSED MEETING:

Chairperson Fehr reported on the discussion of two labour issues.

TRUSTEE REPORTS:

a. School Reports

Trustees reported that the schools are getting back into the swing of things. The NSOP students recently enjoyed paddle boarding on the Tahsis River and a trip to Strathcona Lodge for this year's program introduction.

b. VISTA Fall Conference

Chairperson Fehr reported on the VISTA Fall Conference, held virtually on October 3, 2020. Guest speaker Anthony McLean addressed "Anti-Racism: What Can Boards Do?". Mr. McLean advised boards to "stay on the road" and avoid the two ditches – despair (never change) and denial (no racism). The business meeting followed, which included discussion about the upcoming BCSTA Trustee Academy and the Provincial Council resolutions.

c. Working Relations Committee Meeting

The Working Relations Committee meets on a regular basis during the school year upon request of either the VIWTU or the Employer, to discuss working relationships within the District and advise parent groups, staff and the Board. The Committee met virtually on September 19, 2020 and addressed the topics of contract melding, the Framework for Enhancing Equity and Achievement and the appointment of the Special Advisor, the joint orientation and induction program for new teachers, an update on COVID-19 and air quality, remedy from last year, and declining student enrollment. The next meeting is scheduled for October 26, 2020, by Zoom.

UNFINISHED BUSINESS:

a. Strategic Plan: Education Plan

The Board discussed its commitment document for 2020-2025, 'Our Pathway Forward'. Once the editing is complete, it will be published on the District's website.

2020:R-048 MOVED: Trustee Mann, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO approve the Strategic Education Plan for release once the changes, as discussed, have been completed."

b. Framework for Enhancing Equity and Achievement

The Superintendent/Secretary-Treasurer explained that, although this document is not yet ready for Board approval, it is time for Board feedback. This information, which is part of the Strategic Plan, will be linked to the operational plan and the budget.

The Superintendent/Secretary-Treasurer explained that the development of these plans and processes to improve the life chances of all students in School District 84 is a very large focus throughout the entire District.

c. **School Plans**

The school plans, presented to the Board in June, have been revised to reflect a more focussed approach to addressing the most critical areas of need. The Superintendent/Secretary-Treasurer noted that, with the work of the Special Advisor, this is the best way for the school plans to be restructured. School plans are 'living documents' and, once the plans are implemented, will be adapted and changed as necessary to ensure that they continue to be effective. Once complete, these plans will be linked to the District Education Plan.

2020:R-049 MOVED: Trustee Smith, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO approve the school plans."

d. **Community Consultation Meetings, Round One**

Over 25 people in total attended the two virtual community consultation meetings. All communities were represented, and all attendees had an opportunity to ask questions. Although it is important to have face-to-face consultation meetings, this was a positive exercise and certainly better attended than some meetings held in the past!

e. **Capital Plan Bylaw**

This bylaw is required to authorize the Secretary-Treasurer to execute the capital project funding agreement related to the electric bus/charging station infrastructure for Zeballos Elementary Secondary School.

2020:R-050 MOVED: Trustee Smith, SECONDED: Trustee Mann
AND RESOLVED:
"TO give Capital Bylaw No. 2020/21-CPSD84-02 of Capital Plan 2020/2021, three readings in one."

2020:R-051 MOVED: Trustee Stiglitz, SECONDED: Trustee Hanson
AND RESOLVED:
"TO adopt Capital Bylaw No. 2020/21-CPSD84-04 of Capital Plan 2020/2021, as read."

SUPERINTENDENT/SECRETARY-TREASURER'S REPORT

a. **District Update**

Although there are a few students who are home-schooled or enrolled in distance-learning, the majority of students in each community have returned to school. The staff have embraced the safety measures that have been put in place, and seem to be of good spirit. All of the work done during the summer to get everything ready and organized seems to have paid off. The District continues to work with the Special Advisor, as appointed by the Minister of Education, to improve Indigenous achievement and success rates for all students, and that work is progressing. The Special Advisor's next visit is scheduled for the end of this month.

b. **Enrollment Report**

The enrollment in the District, at 392 FTE, is significantly down from last year. As a result, the District will be in funding protection equal to 98.5% of last year's funding, which will mean a difficult year of hard decisions in terms of funding and inflation. The District has received federal COVID support funding and has posted for additional outreach positions to support students and families during this difficult time.

TRUSTEE INQUIRIES:

Trustee Mann asked if the District is locked into the new Mascon internet, and if there are better options for internet in Gold River. Although the Superintendent/Secretary-Treasurer has not received any inquiries or complaints, he will follow up to ensure that students working from home have adequate internet connectivity.

PRESS AND PUBLIC INQUIRIES:

Nil.

NOTICE OF MEETINGS:

The next regular meeting of the Board of Education is on Monday, November 9, 2020, at 4 pm, with the location to be announced. The public is invited to attend. Any requests for agenda additions should go to amcdowell@viw.sd84.bc.ca two weeks prior to the meeting. Board meeting minutes are posted on the District's website at <http://www.sd84.bc.ca/board-meetings-school-district-84>.

ADJOURNMENT:

At 5:03 pm:

2020:R-052 MOVED: Trustee Mann, SECONDED: Trustee Stiglitz
AND RESOLVED:
 "TO adjourn."

School District 84 Vancouver Island West Framework for Enhancing Equity and Achievement

Introduction:

School District 84 strives to improve the life chances of all of our students through education, and we are pleased to present this comprehensive revision of our Education Plan to our communities and families. We are committed to ongoing improvements in our practice to fully meet the needs of our students and this new three-year plan provides direction and guidance for our work with a clear focus on equity, improving outcomes, and enhancing learning for our students.

District Context:

Vancouver Island West School District 84 is composed of five small schools in the communities of Gold River, Kyuquot, Tahsis, and Zeballos, a district Continuing Education program, as well as two learning programs in Nanaimo that are transitioning to SD68 in June of 2021. We are a rural, remote district with a student population of approximately 400 students, 60% of whom identify as Indigenous.

What the Evidence Tells Us:

While there are many success stories across our district, there is a critical and persistent disparity in achievement between Indigenous and non-Indigenous students. This disparity is evident in early achievement indicators and persists throughout the school years, leading to low graduation rates for Indigenous learners. Because we are committed to improving the life chances of all students, SD84's foci as presented in this Education Plan address overcoming the equity gaps evident in our system:

- Improving Early Literacy to ensure that students have the foundational skills to support their learning
- Increasing School Engagement leading to Graduation to ensure that students graduate with dignity, purpose, and options
- Equipping learners for success by developing the attributes necessary to be successful educated citizens

Our Goal:

Students will develop into confident, independent learners who can effectively communicate their goals for learning and their future.

Theory of Action:

By creating systemic structures that develop our district and schools into collaborative professional learning communities that are focused on learning, results, and community based partnerships, we will create learning environments that are:

- equitable,
- trauma-informed,
- culturally responsive,
- inclusive

where all students receive the supports they need to develop into independent learners and effective communicators.

Focus: Building a strong foundation of literacy

Learners require a solid foundation of literacy to achieve success in school and beyond. While non-Indigenous students in SD84 have achieved at or above provincial average on provincial measures of early literacy for the past three years, Indigenous students in SD84 have not achieved parity with their non-Indigenous peers in our district nor with Indigenous students across the province. In reviewing our Early Development Instrument (EDI) data it is clear that many of our students enter school vulnerable. It is imperative that we intervene early to improve these student's educational trajectories and life chances.

Objective 1.1: Indigenous students will achieve at or above provincial average in reading comprehension by the end of Grade 3.

Target: Within three years, 75% of Indigenous students in SD84 will be on-track or extending (meeting or exceeding expectations) for reading comprehension by the end of Grade 3.

Strategies:

- Train teachers in research-based culturally responsive early literacy pedagogy
- Use of early screening to identify vulnerable students
- Training for school teams to develop and implement evidence-based culturally responsive early intervention strategies
- Teacher collaborative inquiry group focused on improving literacy for Indigenous learners
- Build parent, guardian, and community capacity to support early (ages 0-5) literacy through collaboration with community agencies through the VIW Children's Health Hub

Objective 1.2: Students will develop as independent learners by developing proficiency in communication.

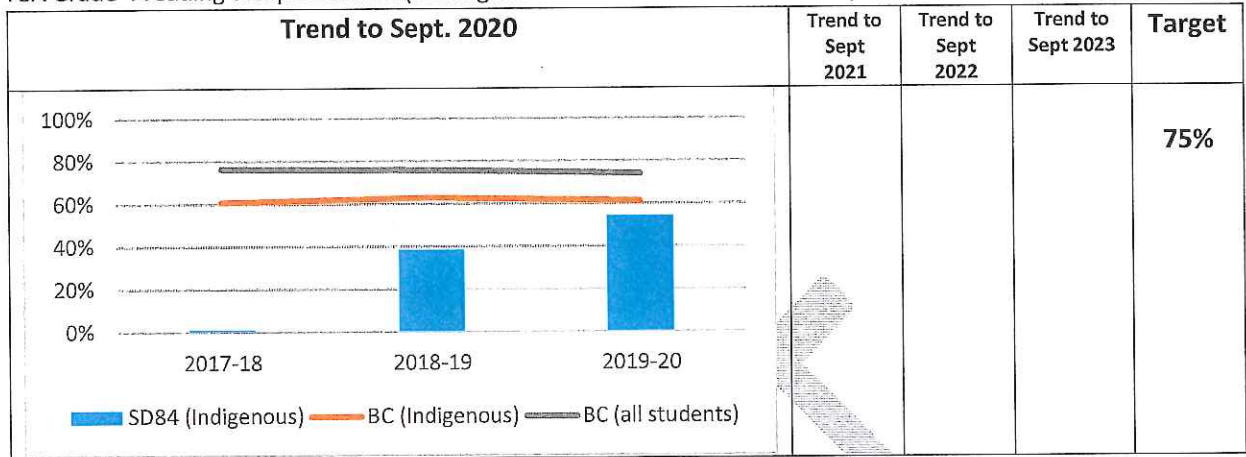
Target: Within three years, 75% of Indigenous students who were not meeting reading expectations in Grade 4 will be meeting expectations by Grade 10.

Strategies:

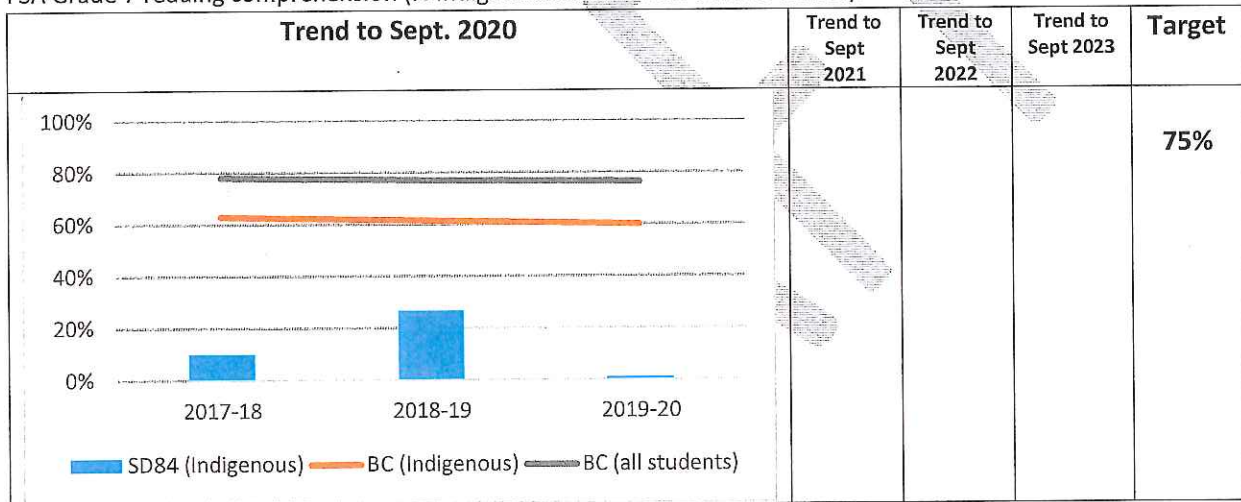
- Individual Student Learning Plans for all students (aligned to Pathways program) which include students' strengths, community assets to support learning, goals for the future, barriers to success, and strategies to overcome the barriers
- Regular monitoring and adjustment of strategies to support Pathways plans
- Integrate Pathways planning into existing individualized support plans (e.g. IEP's, Student Learning Plans)

Measures:

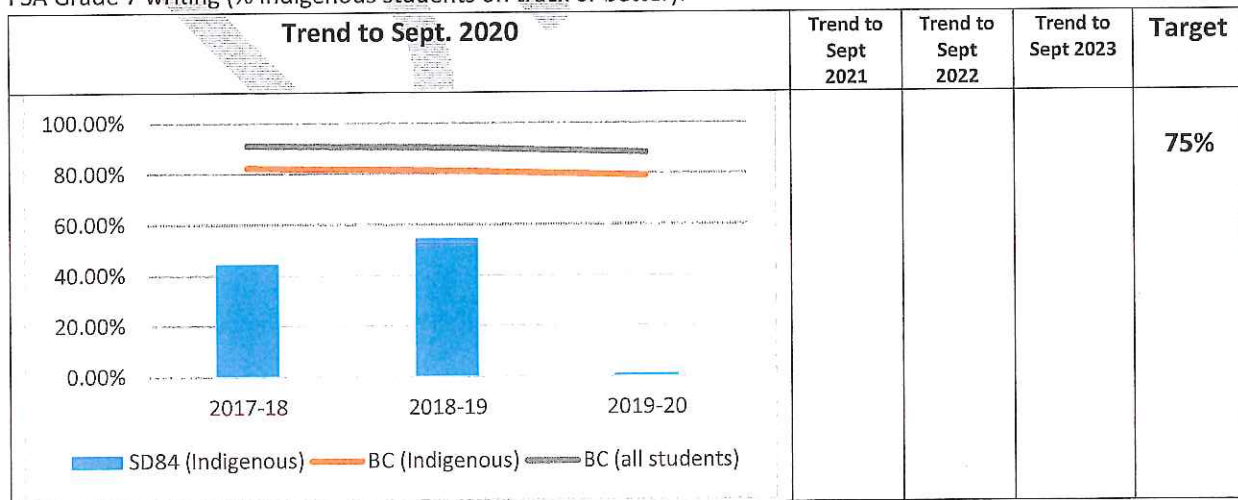
FSA Grade 4 reading comprehension (% Indigenous students on track or better):



FSA Grade 7 reading comprehension (% Indigenous students on track or better):



FSA Grade 7 writing (% Indigenous students on track or better):



Students who were not meeting expectations on FSA 4 Reading Comprehension who are now meeting expectation in Grade 7 (FSA 7):

	2018-19	2019-20	2020-21	2021-22	2022-23	Target
Gr. 7	30.7% (4/13)	12.5% (1/8)				75%

Students proficient on Grade 10 Literacy Graduation assessment:

	2018-19	2019-20	2020-21	2021-22	2022-23	Target
All Students						90%

District Reading Assessments (K-3):

Grade	June 2021	June 2022	June 2023	Target
Kindergarten				75%
One				75%
Two				75%
Three				75%

Indigenous students who believe they are getting better at reading (Student Learning Survey)

	2018-19	2019-20	2020-21	2021-22	2022-23	Target
Grade 3/4	73%	69%				90%
Grade 7	50%	57%				90%

Our learning targets have been set to achieve parity for Indigenous learners in SD84 with all students across the province of British Columbia within three years. Because our evidence clearly demonstrates a disparity in the achievement of Indigenous learners when compared to their non-Indigenous peers we will be focusing our efforts on ensuring that Indigenous learners receive the support and interventions required to meet expectations in reading. This requires training for primary educators to ensure that we are providing high quality and culturally responsive reading instruction, early identification of students requiring additional supports, and targeted interventions to support those learners.

Focus Area 2: Student engagement and connection to school

Evidence shows us that Indigenous learners in SD84 do not graduate at the same rate as their peers within the district or across the province. Three critical factors which influence graduation are attending school, being engaged while at school and feeling connected to school. It is critical that all learners feel that they belong in their school and that the educators in the school care for them, believe in them, and provide them with the support they need in order to learn. School absenteeism can be both a symptom of a learner's lack of engagement and a cause of further learning challenges, and many learners in SD84 have very high rates of absenteeism. Increasing school engagement and connectedness will result in more students graduating with dignity, purpose, and options.

Objective 2.1: Improve engagement of Indigenous learners leading to successful completion of Dogwood graduation.

Target: Within three years, graduation rates for Indigenous students in SD84 will meet or exceed the provincial average for all students.

Strategies:

- Training for educators in culturally relevant Indigenous pedagogy
- Implementation of a Pathways plan for each Indigenous student in Grades 6-12 to identify student strengths, community assets, barriers to success, and strategies to overcome those barriers
- Equity Scan to identify and address systemic barriers to graduation

Objective 2.2 Increase attendance of Indigenous learners to maximize opportunities to learn and prevent them from falling behind

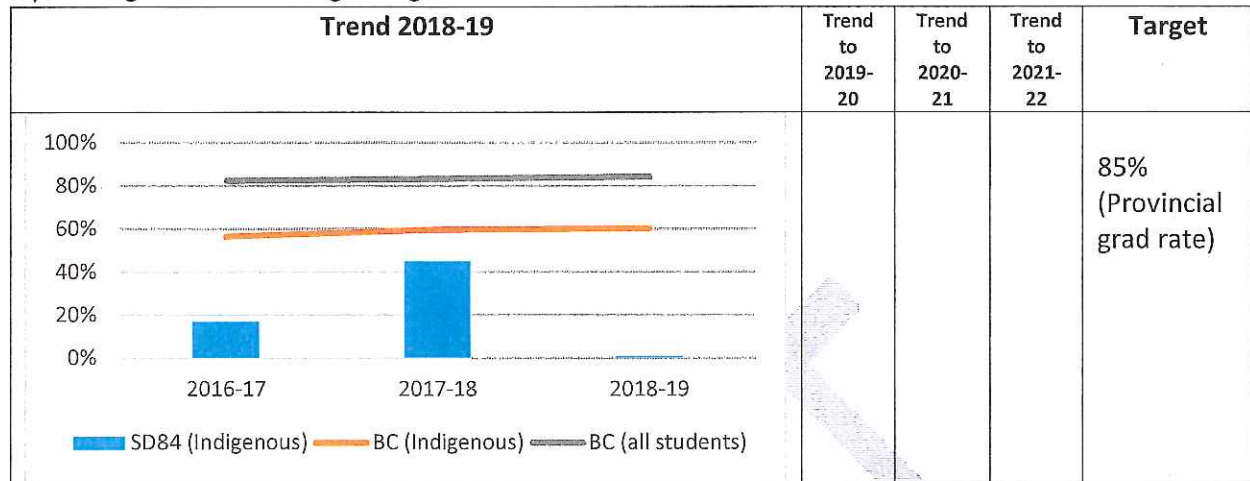
Target: Within three years, decrease by half the number of Indigenous students with high absenteeism.

Strategies:

- Daily monitoring of student attendance and follow-up on all absences
- Tiered attendance intervention plan developed in each school
- Collaborate with NTC and local communities to host parent and community education sessions to increase awareness of importance of regular consistent attendance

Measures:

5 year Indigenous student Dogwood graduation rate:



Dogwood graduation rate for Indigenous students after 6, 7, and 8 years:

	June 2018 Cohort	June 2019 Cohort	June 2020 Cohort	June 2021 Cohort	June 2022 Cohort	Target
6 Year	10%					75%
7 Year						85%
8 Year						90%

Grade to Grade Transitions of Indigenous students:

	2017-18	2018-19	2019-20	2020-21	2021-22	Target
Grade 8	100%	100%				100%
Grade 9	100%	92%				100%
Grade 10	82%	81%				100%
Grade 11	87%	83%				100%

Indigenous students who can name 2 adults who care for them at school (Student Learning Survey):

Grade	2018-19		2019-2020		2020-21		2021-22		2022-23		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	6	50%	4	57%							90%
10	10	71%	7	70%							90%
12	6	75%	7	88%							90%

Indigenous students who feel they belong at school (Student Learning Survey):

Grade	2018-19		2019-2020		2020-21		2021-22		2022-23		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	2	17%	2	29%							90%
10	3	21%	3	30%							90%
12	0	0%	4	50%							90%

Indigenous students who feel they get the help they need at school in order to learn (Student Learning Survey):

Grade	2018-19		2019-2020		2020-21		2021-22		2022-23		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	3	25%	3	43%							90%
10	8	57%	5	50%							90%
12	1	13%	4	50%							90%

Students with high absenteeism (students missing more than 20% of school days)

	2017-2020	2020-21	2021-22	2022-23	Target
All Students	32%				19%
Indigenous Students	38%				19%

We need to ensure that all students are engaged with their learning and connected to their school in order for them to graduate. Our results show that we have not met that mark with Indigenous learners. Our targets for graduation are to bring our district up to provincial averages for 5 year Dogwood graduation. However, while not lowering our expectations, we must also ensure that students who require extra time receive the support they need in order to graduate so we also include measures for 6-8 year graduation.

Focus Area 3: Equipping learners for success

Recent community consultations reveal that there is a need for our students to build resilience and learn to care for their mental health. Further, our secondary students report feeling unprepared for their future. While our graduates enter post-secondary at the same rate or above provincial and regional averages, this number is influenced by our overall low graduation rates; as our graduation rate rises we must ensure that we continue to ensure that students are prepared for the next stage of their lives. Guided by BC's vision for the Educated Citizen, we are committed to ensuring our students develop in the core competencies: think critically and creatively, communicate effectively, and thrive personally and socially. We will focus on developing students into resilient, goal-directed learners who are equipped for future success as Educated Citizens regardless of their plans after graduation.

Objective 3.1: Learners will graduate prepared for success in post-secondary education and careers.

Target: Within three years, 70% of learners will attend post-secondary within three years of graduation.

Strategies:

- Training for upper intermediate and secondary teachers in ILRP program through VIU to support transition of Indigenous students to post-secondary programs
- Increase opportunities for secondary students to visit post-secondary institutions

- Facilitate visits from postsecondary representatives to remote K-12 schools to improve student awareness of postsecondary opportunities at an early stage of their secondary years
- Formalize learning opportunities partnership agreement between VIU, NTC and SD84
- Haahuupa camp to build student familiarity and relationships for transition to VIU

Objective 3.2: Learners will develop the core competencies of communication, thinking, and personal and social responsibility

Target: Within three years, 90% of students will identify that they are developing in the core competencies (communication, thinking, personal & social responsibility)

Strategies:

- Professional learning series for intermediate and secondary teachers focused on effectively instructing, supporting student self-assessment, and reporting using core competencies.
- Implementation of Pathways planning for Indigenous students in Grades 6-12 to identify student strengths, community assets to support learning, barriers to student success, and strategies to overcome barriers

Objective 3.3: Students will develop resiliency

Target: Within three years, 90% of students will identify that they are learning to care for their mental health

Strategies:

- Implementation of Mental Health in Schools curriculum in secondary classrooms
- Collaborative teacher inquiry in intermediate & middle years on self regulation

Measures:

Post-secondary Transition – Percentage of students who attend post-secondary within 3 years of graduation

	Graduation Rate (5y)	PSI Entry after 1 year (grads)	Target (based on BC Average)	PSI Entry after 3 years (grads)	Target (based on BC Average estimate)
2015-16	48%	50%	55%	71%	70%
2016-17	52%	50%	55%		70%
2017-18	31%	60%	55%		70%
2018-19			55%		70%
2019-20			55%		70%
2020-21			55%		70%

Students who feel prepared for post-secondary (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
10	11	41%	8	35%							75%
12	4	25%	3	18%							75%

Students who feel prepared for careers (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
10	8	30%	8	35%							75%
12	3	19%	4	24%							75%

Students who identify that they are learning to communicate effectively (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	7	33%	8	57%							90%
10	14	52%	13	57%							90%
12	10	63%	9	53%							90%

Students who identify that they are learning to think creatively (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	5	24%	3	21%							90%
10	6	22%	7	30%							90%
12	1	6%	2	12%							90%

Students who identify that they are learning to be critical thinkers (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	3	14%	5	36%							90%
10	6	22%	7	32%							90%
12	6	38%	5	29%							90%

Students identify that they are learning social skills (inter-personal, teamwork) (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
10	17	63%	13	57%							90%
12	9	56%	11	61%							90%

Students who identify that they are learning to care for their mental health (Student Learning Survey)

Grade	2018-19		2019-20		2021		2022		2023		Target
	Number	% positive	Number	% positive	Number	% positive	Number	% positive	Number	% positive	
7	9	45%	2	14%							75%
10	13	48%	10	43%							75%
12	4	25%	5	28%							75%

While our post-secondary entrance rates currently present as close to provincial average or above, we must ensure that our efforts to increase graduation rates (Goal 2) do not just end with more students just “crossing the stage” – all of our graduates need to leave school equipped for future success.

Vancouver Island West School District 84
ENROLLMENT REPORT 2020-2021
 As of November 4, 2020

Grade	CMESS	GRSS	KESS	RWES	TSAWALK	ZESS	CONT ED	TOTALS
K	2			14		5		21
1	5		2	13		2		22
2	1		1	14		5		21
3	3		5	17		6		31
4	0		3	22		4		29
5	1		8	27		2		38
6	1		2	14		3		20
7	0		6	17		1		24
8	0	9	2		4	2		17
9	2	14	4	1	5	4		30
10	2	15	8		10	3		38
11	3	19	7		18	3		50
12	2	22	5		20	3	2	54
Totals:	22	79	53	139	57	43	2	395

CMESS - Captain Meares Elementary Secondary School

GRSS - Gold River Secondary School

KESS - Kyuquot Elementary Secondary School

RWES - Ray Watkins Elementary School

TSAWALK - Tsawalk Learning Centre

ZESS - Zeballos Elementary Secondary School

CONT ED - Continuing Education

03-Nov-20
09:37 PM

V A N I S L A N D W E S T
SUMMARY LEAD SHEET
REVENUE
AS AT 104 OCTOBER 31, 2020

REP#: BOC - 003
PAGE 1

A	B	C	D	E	F	G
REVENUE		REVENUE	CURRENT	-----VARIANCE-----		REVENUE
ALIAS CODE	DESCRIPTION	CURRENT YEAR	BUDGET	\$	%	1 YEAR PRIOR
	REVENUE					
	NOT IN USE					
	000000 NOT IN USE					
REV-000-000000-621	OPERATING GRANT MINISTRY ED	-1,435,384	0	1,435,384	0.0%	-6,281,041
REV-000-000000-629	OTHER MINISTRY ED GRANTS	-142,593	0	142,593	0.0%	-128,847
REV-000-000000-641	PROVINCIAL GRANTS OTHER	0	0	0	0.0%	-48,931
REV-000-000000-647	OFFSHORE TUITION FEES	-72,450	0	72,450	0.0%	-297,315
REV-000-000000-648	LEA/DIRECT FUNDING FROM 1ST NATION	-808,773	0	808,773	0.0%	-3,235,093
REV-000-000000-649	MISC REVENUE	-22,008	0	22,008	0.0%	-129,572
REV-000-000000-661	INTEREST SHORT TERM INVESTMENT	-5,755	0	5,755	0.0%	-43,436

TOTAL -- NOT IN USE	000000	-2,486,963	0	2,486,963	0.0%	-10,164,242
=====						
	EQUITY EQUITY					
REV-000-EQUITY-871	INTERNALLY RESTRICTED	-555,000	0	555,000	0.0%	-555,000
REV-000-EQUITY-872	UNRESTRICTED OPERATE SURPLUS	-773,015	0	773,015	0.0%	-298,745

TOTAL -- EQUITY	EQUITY	-1,328,015	0	1,328,015	0.0%	-853,745
=====						

TOTAL -- REVENUE		-3,814,978	0	3,814,978	0.0%	-11,017,987
=====						

GRAND TOTAL		-3,814,978	0	3,814,978	0.0%	-11,017,987
=====						

03-Nov-20
09:35 PM

VAN ISLAND WEST
SUMMARY LEAD SHEET
OBJECT OF EXPENDITURE
AS AT 104 OCTOBER 31, 2020

REP#: BOC - 007
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OBJECT		EXPENDITURE	CURRENT	-----VARIANCE-----		EXPENDITURE
ALIAS CODE	DESCRIPTION	CURRENT YEAR	BUDGET	\$	%	1 YEAR PRIOR
105- - /	PRINCIPAL & VP SALARIES	461,984	0	-461,984	0.0%	1,299,445
110- - /	TEACHERS SALARIES	449,447	0	-449,447	0.0%	2,773,786
120- - /	SUPPORT STAFF SALARIES	222,999	0	-222,999	0.0%	656,895
123- - /	EDUCATIONAL ASST SALARIES	75,502	0	-75,502	0.0%	397,266
130- - /	OTHER PROFESSIONAL SALARIES	143,019	0	-143,019	0.0%	431,213
140- - /	SUBSTITUTE SALARIES	75,928	0	-75,928	0.0%	356,555
200- - /	EMPLOYEE BENEFITS	320,991	0	-320,991	0.0%	1,423,547
310- - /	SERVICES	130,056	0	-130,056	0.0%	565,327
330- - /	STUDENT TRANSPORTATION	7,514	0	-7,514	0.0%	26,335
340- - /	TRAVEL	75,590	0	-75,590	0.0%	310,756
360- - /	RENTAL & LEASES	400,000	0	-400,000	0.0%	441,105
370- - /	DUES & FEES	19,570	0	-19,570	0.0%	23,460
390- - /	INSURANCE	14,971	0	-14,971	0.0%	39,282
510- - /	SUPPLIES	-47,949	0	47,949	0.0%	539,436
540- - /	UTILITIES	65,849	0	-65,849	0.0%	327,546

GRAND TOTAL		2,415,470	0	-2,415,470	0.0%	9,612,963
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