



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

REGULAR BOARD MEETING

MAY 10, 2021 – 4:00 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 April 12, 2021
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
 - a. Mr. Marty Szetela, Principal, Kyuquot Elementary Secondary School
 - b. Mr. Philip Parkes, Principal, Nootka Sound Outdoor Program and International Program
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETINGS**
8. **TRUSTEE REPORTS**
 - a. School Reports
 - b. Local Education Agreement/Enhancement Agreement Meeting
 - c. Working Relations Committee Meeting
 - d. BC School Trustees Association Annual General Meeting
 - e. BCSTA Provincial Council Meeting
 - f. Vancouver Island School Trustees' Association Annual General Meeting
9. **UNFINISHED BUSINESS**
 - a. Framework for Enhancing Student Learning – School Plans
 - b. Annual Budget Bylaw 2021-2022
 - c. COVID Update
10. **NEW BUSINESS**
 - a. Upcoming Graduation Ceremonies
 - June 5 – Gold River Secondary School
 - June 11 – Zeballos Elementary Secondary School
 - June 16 – Tsawalk Learning Centre
 - June 19 – Kyuquot Elementary Secondary School
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. June 14, 2021 – 4 pm
15. **ADJOURNMENT**



**REGULAR MEETING OF THE BOARD OF EDUCATION
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84,
HELD ON MONDAY, APRIL 12, 2021
VIA ZOOM**

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

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

CALL TO ORDER:

Chairperson Fehr called the meeting to order at 4:01 pm.

APPROVAL OF AGENDA:

2021:R-020 MOVED: Trustee Mann, SECONDED: Trustee Hanson
AND RESOLVED:
"TO approve the agenda."

ADOPTION OF MINUTES:

2021:R-021 MOVED: Trustee Stiglitz, SECONDED: Trustee Mann
AND RESOLVED:
"TO adopt the minutes of the Regular Board meeting of March 8, 2021."

BUSINESS ARISING FROM THE MINUTES:

Nil.

PUBLIC INQUIRIES AND PRESENTATIONS:

a. Mr. Jim Baron, Principal, Captain Meares Elementary Secondary School

Mr. Baron opened by acknowledging the traditional territories of the Mowachaht/Muchalat First Nations. With COVID-19, it has been a much more conservative year at CMESS than in years past. The community lunches have been scaled down to the school family, and often combine the older students with the younger students in the food preparation. The Community Barbeque and Christmas Concert were sadly missed, but everyone looks forward to being able to invite the general community back into Captain Meares School, "fingers crossed", next year.

The Daycare, at the far end of the school, is progressing nicely and should be ready for the new school year. Captain Meares School has been experiencing some unanticipated growth in the school population with the welcome addition of eight new students in the elementary grouping in the past two months. With the rising cost of housing, more young families seem to be choosing Tahsis as their new home. This is being monitored closely as additional support may be needed in the coming years.

Mr. Baron expressed how proud he is of his team at Captain Meares Elementary Secondary School. All of the adults in the school have pulled together as a team to address the growing intermediate population. Students from Grades 3-6 benefit from the expertise of both Junior and Senior High teachers, Mr. Graves and Mr. Baron. Students from Kindergarten to Grade 2 are getting focussed instruction in early literacy instruction by their homeroom teacher Mrs. Graves, assisted by Mrs. Anderson. As a result, Mr. Baron is pleased to report increased engagement at all levels.

The music program continues to grow with more and more instruments showing up at the doorstep. The younger students have been singing and learning to play ukulele on a regular basis.

Mr. Baron reiterated how blessed he is to be working with such amazing and caring people at Captain Meares! This year, the team has faced many challenges and he is so proud to come to work every day and work along such a caring and professional group of people.

CORRESPONDENCE:

- Minister of Education
- BC School Trustees Association
- President, BCSTA
- BCSTA
- Past President, Vancouver Island School Trustees' Association
- BCSTA
- Chair, SD57 (Prince George)
- BCSTA
- President, Canadian School Boards Association
- BCSTA
- Chair, SD71 (Comox Valley)
- Minister of Education
- Minister of Transportation and Infrastructure
- BCSTA
- Minister of Advanced Education and Skills Training
- Canadian School Boards Association
- BCSTA
- BCSTA
- Ray Watkins
- Chair, SD33 (Chilliwack)
- BCSTA
- VISTA
- ZESS
- BCSTA
- Copy of Letter to Chair, SD69 (Qualicum) re Seamless Day Model Integrating Seamless Day Early Care and Learning into Public Schools
- BCSTA Headlines: Daily News for School Trustees
- Copy of Letter to Minister of Education re Moving Forward after COVID-19
- BCSTA Weekly: AGM Speaker – Carole James; AGM Reminders; Moving Forward After COVID-19; Join a Committee; Legal Bulletin – Local Elections Amendment Act; Boards at Work – Girls in Trade Programs; CSBA Indigenous Leaders Panel; Mental Health in Schools; Racism in Schools; Food-Based Learning; Social and Emotional Learning Day; In Memory; Opinion – Teaching is the Test; Letters
- Call for Nominations – VISTA Executive
- BCSTA Headlines: Daily News for School Trustees
- Copy of Letter to Minister of Health and Minister of Education re School-Based Staff to be a Priority Group for Accessing Vaccinations
- BCSTA Weekly: AGM Details and Reminders; Manitoba Eliminates Boards of Education; BCCDC School Update; SOGI Resource Guide; CSBA Indigenous Leaders Panel Video; New Mental Health Tool; Everybody Moves; Letters & Reports; Join a Committee
- Copy of Letter to Minister of Education, Manitoba, re Graves Concerns with Proposed Plan to Eliminate School Boards
- BCSTA Headlines: Daily News for School Trustees
- Copy of Letter to Minister of Education Requesting Enhanced Mental Health Education and Services for All K-12 Students
- Copy of Letter to President, BCSTA, re Action on Anti-Black Racism
- Copy of Letter to President, BCSTA, re Active Transportation and Schools
- BCSTA Weekly: AGM 2021; FNSEC Speaker – Kasari Govender; CASSA-CSBA Joint Conference; RFPO-CSBA Advocacy Event 2021; NSBA Advocacy Institute; Cyberbullying; Online Exploitation; Anti-Gang Resources; Boards at Work – SD35 Does Take-Out; Letters; Reminders; Late AGM Motions; Join a Committee
- Copy of Letter to President, BCSTA, re Funding for Trades Students Under 19 Years of Agenda who have Graduated from Secondary School
- Copy of Letter to Minister of Education, Manitoba, re Grave Concern re Elimination of School Boards in Manitoba
- BCSTA Headlines: Daily News for School Trustees
- Copy of Letter to Minister of Education re School Life Cycle Funding
- RWES Newsletter for April 2021
- Copy of Letter to Minister of Education and Minister of Public Safety and Solicitor General re Continuing Education Programs for Provincial Correctional Centres
- BCSTA Weekly: AGM 2021; AGM Training; BCSTA Board Candidates; School Life Cycle Funding Report; CSBA Op-Ed; Holocaust Education; Skills Canada News; Boards at Work – SD73 Fights Racism; Opinion – Are Education Cuts Coming; Letters; Reminders
- Business Meeting (Branch Bruch) Agenda – April 17, 2021
- School Newsletter
- BCSTA Headlines: Daily News for School Trustees

- VISTA
- BCSTA
- Call for Nominations – VISTA Executive
- BCSTA Weekly: AGM 2021; Extended – Join a Committee; COVID-19 Announcements; Gender Equity in Physical Education; Virtual Farm Q+A; Earth Day; Heritage for Educators; Day of Mourning; Boards at Work – SD41 Shares Indigenous Learning; Opinion – Educating Students in Care; Letters; BCSTA Board Candidates; AGM Training; Late AGM Motions

2021:R-022 **MOVED:** Trustee Hanson, **SECONDED:** Trustee Stiglitz
AND RESOLVED:
 “TO receive and file the correspondence.”

REPORT OF THE CLOSED MEETINGS:

Chairperson Fehr reported on the discussion of one land and three labour issues.

TRUSTEE REPORTS:

a. **School Reports**

Nil.

b. **Local Education Agreement/Enhancement Agreement Meeting**

The Pathways Teacher's Guide was presented, with 10 lessons completed and 10 more to come – all to be reviewed by the Committee. There is a commitment with VIU to run courses again next year on the Pathways Portfolio, for new staff orientation. The Committee is researching a Human Rights exemption for a special hiring program to recruit more Indigenous staff. The NSOP Vice-Principal, Monique Comeau, has been working in Kyuquot to co-create curriculum using Ka:'yu:k't'h'/Che:k'tles7et'h' knowledge of language, culture and history of the area. There was some discussion around the possible hiring of an Indigenous Support Teacher for the District. In closing, the Committee agreed to begin working on the third Enhancement Agreement as soon as COVID eases up.

c. **District OH&S Committee Meeting**

The District Committee met on March 1, 2021 with a review of District Policy B.2, *Health and Safety*, followed by a brief roundtable of OH&S successes and challenges at worksites. Accident/incident/investigation reports (causes and prevention) were examined to determine if there were any trends and, out of that, a reminder to all employees to ask for assistance when moving heavy or bulky items – or to refuse until help is available. On-going business included a COVID-19 update, a discussion around new students transferring to the District, emergency preparedness plans that are under review in preparation for next year, and the annual earthquake hazard inspections to be scheduled before the end of the school year. Each OH&S Committee is required to complete an evaluation report and a first aid assessment by June 30. In closing, OH&S Reps were reminded of their entitlement to annual training, as well as the requirement for “New Joint Committee Members” training for any new Committee members.

UNFINISHED BUSINESS:

a. **Framework for Enhancing Student Learning**

The staff are working hard on the Framework for Enhancing Student Learning, which is to be completed by September 30, 2021 in accordance with Ministry of Education policy. The Framework will guide the major strategic decisions around budget – to address the District's foci:

- 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; and,
- equipping learners for success by developing the attributes necessary to be successful educated citizens.

b. **Preliminary Budget 2021-2022**

In response to the Board's direction from last month, a moderate budget will be ready for presentation to the Board in May. The preliminary budget is based on the projected enrollment in February. The audit is done in August, the revenue is based on the September 30 enrollment, and then the final budget is approved in January. As reported previously, the budget is guided by the Framework for Enhancing Equity and Achievement.

c. **COVID Update**

School District 84 is one of eight districts in the Province with no COVID exposures. Most of the District's communities have now received their first vaccine, and looking forward to better days ahead!

NEW BUSINESS:

a. **BC School Trustees Association AGM Voting**

The AGM will be held on April 15-17, by Zoom. Trustees will be voting for five directors and all of the motions that have put forward – including those from last year's AGM which were delayed due to COVID.

SUPERINTENDENT/SECRETARY-TREASURER'S REPORT:

a. **District Update**

As the weather gets better, there are more opportunities for students to get outside. Mr. Parkes and Ms. Comeau have been working hard to get students out on NSOP trips as often as possible, with many nice trips planned including canoeing and a Zeballos power boat trip to Friendly Cove. Spring is a busy time for everyone in the District – both in the schools and in the District Office as plans get underway for next school year. Postings have been published for the two Principal positions – Ray Watkins and Zeballos – with a closing date of April 30.

b. **Enrollment Report**

The enrollment is currently at 404 students and is expected to reduce to 290 for next year.

c. **Finance Warrants**

The District is on track with its budget and, in fact, a little ahead due to COVID. It is expected that the District will be in a good financial situation at the end of the fiscal year.

TRUSTEE INQUIRIES:

Nil.

PUBLIC AND PRESS INQUIRIES:

There was an inquiry about the proposed Indigenous Support Teacher position. The Superintendent/Secretary-Treasurer explained that this has been discussed by the First Nations Education Liaison Committee. A draft proposal will go out to the representatives at that table for their input and feedback prior to posting. Any other feedback can be sent to the Superintendent/Secretary-Treasurer by April 26, 2021.

NOTICE OF MEETINGS:

The next regular meeting of the Board of Education will be held on Monday, May 10, 2021, at 4 pm, by Zoom. 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 4:26 pm:

2021:R-023 MOVED: Trustee Mann, SECONDED: Trustee Hanson
AND RESOLVED:
"TO adjourn."

School Planning 2020-2023



Captain Meares Elementary Secondary School

School Context	Captain Meares Elementary Secondary School is a small K-12 school in School District 84. Captain Meares has a student population of 22 students – 2 of whom identify as Indigenous. Our purpose is to provide a positive environment enabling learners to acquire the knowledge, skills and attitudes for their personal fulfillment and to empower them to become healthy and contributing citizens.
Scanning “What’s going on for our learners?”	Presently a small number of our students are on an IEP with some challenges in literacy, and emotional self regulation. Our students are generally on track for meeting expectations in literacy.
Focus “What does our focus need to be?”	<p>Goal 1 To better prepare our students for success as they transition from our school to their chosen life and career paths.</p> <p>Objective 1: All students from grades K-12 will demonstrate the use of strategies related to mental health literacy, mindfulness techniques, and self regulation.</p> <p>Goal 2 To raise academic quality and engagement in students from grades K – 12.</p> <p>Objective 1: 90% of all students will demonstrate a measurable improvement in the use of reading strategies and overall reading comprehension.</p> <p>Objective 2: 90% of all students will demonstrate a measurable improvement in the overall quality of their writing based on performance standards.</p>
Developing a Hunch “How are we contributing to this situation?”	School academic culture can improve through a more focussed system of affirmation, recognition, and early intervention. Due to limited counselling and mental health support availability locally, students with mental health challenges do not have successful coping strategies in place for the school setting. We believe that training the staff to implement a mental health curriculum called The Mental Health and High School Curriculum (teen mental health.org) while using and applying mindfulness techniques, will help to improve student self regulation and reduce the need for frequent behavioural interventions.

Professional Learning

“How and where can we learn more about how to address this situation?”

Improving Mental Health Literacy and Self Regulation

The Mental Health and High School Curriculum (teen mental health.org) 7-12

1. Understanding how to foster and maintain good mental health
2. Understanding mental disorders and their treatments
3. Decreasing Stigma
4. Understanding how to seek help effectively
5. Strategies for maintaining good mental health

Zones of Regulation – Leah M. Kuypers - 6 – 12

Recognizing emotional states using Red, Yellow, Green, and Blue zones including self management strategies.

Self Regulation Counselling Curriculum – Keri Powers - K-5

Game based appropriate behaviours, cooperative activities, and understanding emotions.

Mind Up and Mindfulness Techniques - Crystal Jensen K-12

Mindfulness techniques for all students as well as staff.

Promoting more academic engagement and improving performance standards.

Creating a Culture of Excellence – Five Strategies –Ian Warwick

1. Faculty Focus: Making Student Engagement Visible. Using Rubrics to Encourage Engagement.
2. Journal of University Teaching and Learning Practice: Linking Rubrics and Academic Performance.
3. Cogent Education: Creating a Culture of Excellence

Taking Action

“What will we do differently?”

Key strategies to improve emotional health literacy:

The Implementation of:

- The Mental Health and High School Curriculum (teenmentalhealth.org)
- Zones of Regulation
- The Self Regulation Counselling Curriculum.
- Mindfulness Techniques and Routines
- Microgreen growing program

Key strategies to improve academic engagement and quality:

- Use of student and teacher created rubrics for quality writing and oral presentations.
- Creating small focussed pull out classes for Grades 3 to 6 for Math and Literary foundations.
- Exemplars for standards in use of reading and writing strategies.
- Focus on relevant learning for students within the “Big Ideas.”
- Creative formative and summative evaluation addressing diversified learning and goal setting.

Checking

“Have we made enough of a difference?”

2020 – 2021 Progress Report

Key measures of our success towards our goals will include:

Goal 1

To improve mental health literacy and self-regulation for all students from grades K-12.

1. Student Learn Survey Question (Mental Health Literacy): At school I am learning to care for my mental health.
2. Student Learning Survey Question (Mental Health Literacy): How many adults at your school care about you?
3. Student Learning Survey Question (Self Regulation): I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future.
4. Student Learning Survey Question (Self Regulation): At school I am learning to solve problems in peaceful ways.

Goal 2

To raise academic quality and engagement in students from grades 7 – 12.

1. Standard assessment of reading and comprehension (Academic Quality) (FSA 4 & 7)(4 & 7 Not Represented 2020 - 2021)
 2. Annual district literacy assessment (Academic Quality) (EPRA/DART, Early Learning Profile)
 3. District Wide Write with BC Performance Standards (Academic Quality)
 4. Report Card Grades and Scales (Academic Quality)
 5. Student Learning Survey Question (Engagement): Am I getting better at Math?
 6. Student Learning Survey Question (Engagement): Am I getting better at writing sentences and stories?
 7. Student Learning Survey Question (Engagement): Am I getting better at reading?
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1. Senior/Junior High teachers received an overview of the Mental Health Curriculum. Students are being exposed to the first modules. Students were surprised by some of their misconceptions about mental illness.
 2. Grade 3 to 6 has been receiving lessons from the Counselling Curriculum activities by Keri Powers. All the students can identify the characteristics of each zone.
 3. Exemplars and high engagement activities are being used to encourage writing. There are some early indications of increased student interest and output.
 4. Individual Elementary students can be observed reading on their own for the first time.
 5. The Grade 3 to 6 pull out groups are doing well in Math and Literacy. Parents are reporting a spike in Math and Literacy interest at home.

Measures – How are we doing?

Ministry of Education Student Learning Survey: Students who believe they are learning to take care of their mental health					
	2018-19	2019-20	2020-21	2021-22	TARGET
K-12	N/A	N/A	75%	TBD	90% of students polled
Ministry of Education Student Learning Survey: Students who can name two or more adults that care about them					
	2018-19	2019-20	2020-21	2021-22	TARGET
K-12	N/A	N/A	100%	TBD	90% of students polled
Ministry of Education Student Learning Survey: Students who believe they are learning to solve problems in peaceful ways					
	2018-19	2019-20	2020-21	2021-22	TARGET
K-12	N/A	N/A	75%	TBD	90% of students polled
EPRA/DART					
	2018-19	2019-20	2020-21	2021-22	TARGET
K-12	N/A	N/A	TBD	TBD	90% reading at Grade Level
School Wide Write with BC Performance Standards					
	2018-19	2019-20	2020-21	2021-22	TARGET
K-12	N/A	N/A	67%	TBD	90% writing at Grade Level
Report Card Grades and Scales Language Arts					
	2018-19	2019-20	2020-21	2021-22	TARGET
K-12	N/A	N/A	81.82%	TBD	90% at 70% or above (B)(M)
Ministry of Education Student Learning Survey: Students who say they are getting better at Math					
	2018-19	2019-20	2020-21	2021-22	TARGET
K-12	N/A	N/A	63.64%	TBD	90% of students polled
Ministry of Education Student Learning Survey: Students who believe they are getting better at writing sentences and stories					
	2018-19	2019-20	2020-21	2021-22	TARGET
K-12	N/A	N/A	92.3%	TBD	90% of students polled
Ministry of Education Student Learning Survey: Students who believe they are getting better at reading					
	2018-19	2019-20	2020-21	2021-22	TARGET
K-12	N/A	N/A	92.3%	TBD	90% of students polled

School Planning Document



Gold River Secondary School

<h3>School Context</h3>	<p>Gold River Secondary School (GRSS) is a rural school serving the village of Gold River as well as the Mowachaht-Muchalaht community of Tsaxana. GRSS enrolls approximately 88 students in grades 8 to 12, of which 42 percent identify as Aboriginal and 16 percent live on reserve.</p>
<h3>Scanning</h3>	<p>Graduation rate data for GRSS (from 2018 to 2020) shows that the average graduation rate for Non-Aboriginal students was 82% while the graduation rate for Aboriginal students was 53%. This highlights a significant gap in student achievement between Aboriginal and Non-Aboriginal students.</p> <p>By the time students reach grade 11, only 19% of Aboriginal students are meeting expectations in English Language Arts as opposed to 60% of Non-Aboriginal students.</p> <p>Attendance data from 2018-19 school year (pre-COVID) shows that of the students still registered this year:</p> <ul style="list-style-type: none"> • 46% had high absenteeism (10% or more missed days) • 17% had very high absenteeism (20% or more missed days)
<h3>Focus</h3>	<p>GOAL: Aboriginal students will graduate at a rate that meets or exceeds the provincial average for all students.</p> <p>Objective 1: Aboriginal five-year grad rates (averaged over three years) will be at least 85%.</p> <p>Objective 2: At least 80% of students will have very low levels (<10%) of absenteeism.</p> <p>Objective 3: At least 85% of all students will meet or exceed grade level expectations (minimum C+) in English Language Arts (or the goals set in their IEPs) by the time they reach grade 12.</p>
<h3>Developing a Hunch</h3>	<p>Many students have lower than average literacy skills, particularly Aboriginal students. Poor attendance often impedes improvements in these skills. The discrepancy between our Aboriginal and Non-Aboriginal students indicates that more work needs to be done at the school level to improve results.</p>
<h3>Professional Learning</h3>	<p>Educators on staff will participate in professional learning related to:</p> <ul style="list-style-type: none"> • Indigenous pedagogy and Indigenizing the curriculum. • Resources and methods to ensure Indigenous content and voice across the curriculum. • Collaborations for adaptations, modifications, and literacy support <p>Professional learning resources/opportunities will or may include:</p> <ul style="list-style-type: none"> • Curriculum Implementation (CI) Day • Collaborative AFL projects based on supporting student literacy. Research question is still in development.

Measures – How are we doing?

Aboriginal Students Graduation Rates

	2019-20	2020-21	2021-22	2022-23	TARGET
Five Year Grad Rate (averaged over 3 years)	53%	Update at end of school year			85%
Six Year Grad Rate		Update at end of school year			

Percentage of Students with High Absenteeism

	2019-20	2020-21	2021-22	2022-23	TARGET
>10% Missed	46%	Update at end of school year			20%
>20% Missed	17%	Update at end of school year			0%

Percentage of Aboriginal Students Meeting or Exceeding Expectations in English Language Arts

	2019-20	2020-21	2021-22	2022-23	TARGET
Meeting or Exceeding Expectations in English Language Arts	19%	Update at end of school year			85%

**Kyuquot Elementary Secondary School
2021-24 School Plan**

<p>School Context</p>	<p>KESS is a small public school situated in the isolated community of Kyuquot, BC, on the north west coast of Vancouver Island. It typically enrolls 45 – 60 students in grades 1 – 12, all of whom are of First Nations ancestry. The context in which this school operates includes many powerful and complex influences which need to be carefully considered. Among these are:</p> <ul style="list-style-type: none"> • High vulnerability index for students entering grade one. • A disproportionately high percentage of students with significant learning disabilities, mental health and/or family issues, or other significant barriers to learning, requiring support. • High absenteeism rates. <p>Mission:</p> <p>KESS encourages students to grow by compassionately fostering personal healing and wholeness. It equips them with the tools they need to overcome the barriers they face, tell their story with self-awareness, build strength, advocate for themselves, continue their education, successfully enter the world of work with 21st Century skills, and make positive contributions to community, family, and all those they meet in their life journey.</p> <p>Vision:</p> <p>Students at KESS are engaged in relevant learning activities, designed through an inclusive lens, which appeal to student interests. Progress is assessed on a continuum and credit provided based on achieving proficiency standards. Notwithstanding Ministry requirements for discrete end-of-year “did the student pass” judgements, there is no failing – only different pacing. Students’ personal educational trajectories are honoured. Their mental and physical health needs are recognized, validated and supported. Faculty and staff find working at Kyuquot satisfying and they feel safe, appreciated, and supported. Students and staff interact with respect, warmth and pride. There is an ease and a lightness in the school. Laughter is often heard. Community members and parents are visibly present and involved.</p>
<p>Scanning</p>	<ul style="list-style-type: none"> • Most students are not meeting expectations in numeracy and literacy, by many measures, including standard provincial assessments such as FSA. • Students are fond of, and feel connected to, school. • Student written output is low. • Many students don’t take academic risks, and are reluctant to answer questions in class or make presentations in front of peers. • The school’s trio of special programs (WOW, RAMP, RISE) has proven effective at closing gaps between functioning and putative grade level. • Graduation rates fluctuate greatly and are generally below provincial norms for students of First Nations ancestry. • KESS graduates rarely seek post-secondary education; few graduate with entrance requirements for the faculties of Math and Science. • Attendance has been chronically poor.
<p>Focus</p>	<p>School Goal:</p>

	<p>Students will care about and value education, mental health, achievement, and contributing to society.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Ninety percent of regularly attending students will complete six out of eight of their assigned courses with a C+ or better. 2. For regularly attending students, the gap between assessed grade level and actual grade level, in reading, writing, and numeracy, will close each year, until all students are at their putative level. 3. Non-regularly attending students will be engaged in a meaningful, customized alternate educational program.
<p>Developing a Hunch</p>	<ul style="list-style-type: none"> • Difficulty attracting and retaining teaching and support staff • “Teaching to the middle” in three and four grade splits • Limited opportunity to collaborate with outside agencies and community • Limited access to school specialists; not all students get thoroughly screened and/or assessed for, and supported in learning challenges and early intervention
<p>Professional Learning</p>	<p>School administration will facilitate training, support, and experience with:</p> <ul style="list-style-type: none"> • Developing and incorporating outdoor and place-based activities; • Ways for staff to improve their observation skills for diagnostic evidence, and their ability to respond to varied education needs (FASD, ADHD, written output deficits); • Trauma Informed Education, including 1) understanding the anatomy of trauma (and how to “do no harm”), 2) resilience hidden in resistance (how to leverage resistance, self-compassion as an antidote, and psychological flexibility), and 3) acceptance as recovery (living and teaching pro-socially).
<p>Taking Action</p>	<ul style="list-style-type: none"> • Teachers and administrators will create a risk-free atmosphere, reward all attempts to answer questions, celebrate those who risk being wrong, and challenge “I don’t know” responses • Teachers and administrators will incorporate student interests into teaching and learning • Administration will schedule daily time in secondary timetable for Personal and Social Development, and Reading • Administration will provide a timetable structure that facilitates collaboration on teaching/learning approaches and initiatives • Teachers will provide effective support for students to catch up on missed work (e.g. posting all curriculum for all lessons online) • The approaches learned in the Middle Years Reading Group will continue and fostered • Administration will continue and bolster the school’s three special programs (RAMP, RISE, and WOW). • Instructors will refer to the three BIG QUESTIONS: What are you learning (and why)? How is your learning going? What are the next steps? • Reach out to parents to explore how to engage them in supportive, positive, and constructive ways • Outreach to students who are not attending regularly will occur a minimum of four times a year, and include offers of alternate paths of education, facilitated by the school • Provide in-house outdoor education opportunities. • Provide pro-social, social justice, and community service opportunities.


Checking

- Clear evidence from multiple sources, including teacher-designed and provincial standardized assessments, that reading, writing and numeracy levels are improving.
- Students will graduate ready for post-secondary without upgrading.
- Students entering grade 10 will be able to enroll in and find success in both math streams (Foundations and Workplace).
- Graduates will be fully equipped and ready to enroll in post-secondary programs, if they wish to do so.
- The percentage of non-attending students will decrease.
- Effort grades on report cards will improve.
- Student GPA (for attending students) will improve.
- Upon graduation, students are ready for their next step.
- Students can articulate how they can contribute to their community.

Measures – How are we doing?

	2020-21	2021-22	2022-23	2023-24	TARGET
Percentage of regularly attending students (to community school-aged students)					95
Average number of courses with C+ or better (regular attenders)					6
Percentage of students graded as a “2” or greater in FSA Reading					100%
Percentage of students graded as a “2” or greater in FSA Writing					100%
Percentage of students graded at a “2” or greater in FSA Numeracy					100%
Percentage of students who meet school pre-requisites for enrolling in the Foundations of Math					50%
Percentage of students who achieve a C+ or better in six of their courses					90%
Actual vs. Putative Grade Level quotient improves each year (Writing)					1.0
Actual vs. Putative Grade Level quotient improves each year (Reading)					1.0
Actual vs. Putative Grade Level quotient improves each year (Numeracy)					1.0
Proportion of students who are 5-year graduates					60%
Proportion of students who are 6-year graduates					100%
Percentage of graduating students who have a clear vision of post-secondary life					90%
Percentage of students making the school’s Effort List					50%
Percentage of students who demonstrate a high level of pro-social “soft” skills, as measured on an in-house survey, increases annually					80%
Percentage of all school-aged students living in Kyuquot are engaged in education increases					100%

School Plan

	<p>Nisaika Kum'tuks Elementary Centre</p>
<p>School Context</p>	<p><u>Vision:</u> Children will feel connected to land, community and family. Children will see themselves as learners. They will have pride in the path they are walking.</p> <p><u>Mission:</u> At Nisaika Kum'tuks we will guide the children on their learning journey with compassion, love and patience.</p> <p>Nisaika Kum'tuks is a school of 35 students ranging from Kindergarten to grade 7, in multi-age groupings. 80% of the students are Indigenous. We have one administrator, three teachers, one Educational Assistant and 2 Indigenous Support workers. 1/3 of the students meet the criteria for a Special Education Ministry category. 46% of the students have started at NK in Kindergarten.</p>
<p>Scanning "What's going on for our learners?"</p>	<p>Social/Emotional learning is an area where many students struggle. We notice it is an area where much time and attention is required to help students regulate, so their brain is ready to learn.</p> <p>Only 20% of the students are fully meeting expectations in reading as measured by the PM benchmarks and DART.</p>
<p>Focus "What does our focus need to be?"</p>	<p>Goals: Students will think creatively showing curiosity and open mindedness, and have a sense of wonder and joy in learning.</p> <ol style="list-style-type: none"> 1) Objective one: 100% of students can articulate and demonstrate self-regulations skills (Zones of Regulation). 2) Objective two: 100 % of students will improve their reading skills with at least 75% of all students improving by one grade level or more.
<p>Developing a Hunch "How are we contributing to this situation?"</p>	<p>All students are learners. However, emotional barriers effect how students are able to learn. Contributing factors may be past trauma, health issues, unstable home situations, lack of self-efficacy. If a child is in a state of stress and anxiety, they will not be able to learn effectively.</p>
<p>Professional Learning "How and where can we learn more about how to address this situation?"</p>	<ul style="list-style-type: none"> • Actions for Learning Project, "How can a focus on connecting with students facilitate teaching self-regulation?" We will use the book "Kids These Days" by Jody Carrington as a guide. • Continue to develop a co-teaching model with weekly staff check-ins. • Running Records in-service: Sept. 2021 • Book Club Reading for Meaning by Debbie Miller meeting monthly.

Taking Action

“What will we do differently?”

We need to create an environment where students and families feel safe and supported. We need to address the individual needs of each student in a way that is flexible.

Strategies:

- Assessment Tracking Chart with Individualized Learning plans for each student.
- Implement School Wide IEPs for all students. Competency based IEPs
- Continue with the “Zones of Regulation Framework”
- Invite parents to contribute to sharing their thoughts about success for their children. (October parent meetings)
- Use the book “Six Cedars” by Margot Landahl and Celestin Aleck as a framework for competency based learning.

Checking

“Have we made enough of a difference?”

Key measures of our success towards our goal will include:

- Assessment Tracking Chart (PM benchmarks and DART)
- Track student’s self-reporting on Self-Regulation.

Results will be reported annually to the school community, school district, and PAC.

Measures – How are we doing?

% Students who can articulate and demonstrate the Principles of Self-Regulation

	Spring 21	Spring 22	Spring 23	Spring 24	TARGET
All (K-3)					100%
All (4-7)					100%

% Students who have increased at least one grade level in reading (pm benchmarks and DART)

	Spring 21	Spring 22	Spring 23	Spring 24	TARGET
All (K-3)					100%
All (4-7)					100%

2020-22 School Plan

Ray Watkins Elementary School	
School Context	<p>Mission – Provide a community in which students develop responsible, caring behaviour, nurture positive attitudes and acquire the knowledge, skills and habits necessary to succeed.</p> <p>Pop. – 104 (K-7)</p> <p>Two communities served – Tsaxana (26%) – Gold River (74%) – Total Indigenous pop. (48%), Families are generally lower/middle class – with a large “at risk” population (Local Health Area Profile).</p> <p>At RWES we strive to make sure every child feels connected to caring adults and is engaged in their learning.</p>
Scanning “What’s going on for our learners?”	<p>Most students at Ray Watkins have positive connections to caring adults at school, at home or in the community (100% of students rate their adult relationships as med-high quality, MDI 2019/20).</p> <p>There is a significant achievement gap between Indigenous and Non-Indigenous students in reading comprehension & generally in Language Arts. 69% of Indigenous students and 33% of Non-Indigenous students are either minimally or not meeting expectations for reading comprehension.</p> <p>24% of Indigenous students and 2% of Non-Indigenous students in 2018/2019 (pre-Covid) had high levels of unexcused absenteeism (Over 10% missed).</p>
Focus “What does our focus need to be?”	<p>Goal: Students will gain an understanding of themselves and their world through reading and language.</p> <p>Objective 1: 100% of students will improve their reading skills, with at least 75% of all students improving by one “grade level” or more by the end of each school year (when compared to the previous years Benchmark assessment baselines) until each student has reached level 30.</p> <p>Objective 2: 100% of our “chronically absent”* students will increase their level of attendance from each previous school year (until their unexcused absenteeism is sustainably less than 10%).</p> <p>(*Chronic absenteeism is defined as 10% or more absences for regularly scheduled school days)</p>
Developing a Hunch “How are we contributing to this situation?”	<p>Many students enter Kindergarten vulnerable and to date we have not successfully intervened for many of these students, though particularly with Indigenous students. We must also examine classroom practices and pedagogy to ensure that all students are receiving effective, evidence-supported reading instruction every day. The discrepancy between Indigenous and non-Indigenous learners suggests that our practices also may not be culturally responsive for Indigenous learners.</p> <p>High levels of absenteeism exacerbate the discrepancy in achievement and exposure to language learning.</p>

<p>Professional Learning “How and where can we learn more about how to address this situation?”</p>	<p>Professional learning resources will include:</p> <ul style="list-style-type: none"> • Primary Teachers will receive ongoing coaching from District Literacy Support Teacher • Ongoing District professional learning initiatives • Collaborative teacher inquiry projects (including AFL) focused on at-risk Indigenous readers (i.e. CR4YR and other TBA) • All Teaching staff book study (20/21 “Ensoulng our Schools”, 21/22 TBA) • Indigenous principles and “ways of knowing” discussed at monthly staff meetings • Participation in School District workshops and extensions • Yearly PM Benchmark training and refreshers • Yearly EPRA & DART training and refreshers • Continual Read Well support and training as needed
<p>Taking Action “What will we do differently?”</p>	<p>Key strategies to improve the reading achievement of our learners include:</p> <ul style="list-style-type: none"> • Ensuring a regularly scheduled, evidence-informed, culturally responsive literacy time for every student, every day • Continual coaching from District Literacy Support Teacher for primary teachers, sometime will include grades 4-5 staff • Intervention plans for identified at-risk readers • Design and implement evidence-informed interventions in collaboration with the school based team • Use of Read Well program as a core strategy to support identified students in grades K-5 • Improved school procedures for monitoring and supporting better attendance
<p>Checking “Have we made enough of a difference?”</p>	<p>Key measures of our success towards our goal will include:</p> <ul style="list-style-type: none"> • Annual district literacy assessment (EPRA/DART) • Classroom assessments (PM Benchmark) • Students who identify that they are getting better at reading (Student Learning Survey) • Attendance Records (MyEd “Principal’s Attendance” reports) <p>Results will be reported annually to the school community, School District, and PAC.</p>

Measures – How are we doing?

% of students who believe they are improving at Reading (Student Learning Survey)					
	2018-19	2019-20	2020-21	2021-22	TARGET
All students (4)	91%	100%			100%
(7)	77%	75%			100%
Indigenous (4)	N/A	100%			100%
(7)	N/A	80%			100%

% of students "Meeting Expectations" or better on district reading assessment (spring EPRA & DART)					
	2018-19	2019-20	2020-21	2021-22	TARGET
All (K-3)	N/A (EPRA)	Not done/Covid			75%
Indigenous (K-3)	N/A (EPRA)	Not done/Covid			75%
All (4-7)	87% (DART)	Not done/Covid			75%
Indigenous (4-7)	48% (DART)	Not done/Covid			75%

% of students making progress in reading [PM Benchmarks]					
	2018-19	2019-20	2020-21	2021-22	TARGET
All (K-3)	incomplete	Not done/Covid			100%
Indigenous (K-3)	incomplete	Not done/Covid			100%
All (4-7)	Not done	Not done/Covid			100%
Indigenous (4-7)	Not done	Not done/Covid			100%

% of students improving reading by at least one grade level [PM Benchmarks] (Those who have maxed out at level 30 and no longer tested included in %)					
	2018-19	2019-20	2020-21	2021-22	TARGET
All (K-3)	incomplete	Not done/Covid			75%
Indigenous (K-3)	incomplete	Not done/Covid			75%
All (4-7)	Not done	Not done/Covid			75%
Indigenous (4-7)	Not done	Not done/Covid			75%

% of chronically absent students whose attendance improved when compared to previous year					
	2018-19	2019-20	2020-21	2021-22	TARGET
All (K-7)	Baseline Comparison	83%			100%
Indigenous (K-7)	Baseline Comparison	87%			100%

(April 2021 updated version)

2020-22 School Plan

Tsawalk Learning Centre

School Context

Tsawalk is an Alternative Education Centre that serves grades 8-12 in School District 84. It has 60 students enrolled, of which over 85% identify as Indigenous.

Tsawalk strives to provide a safe, trusting, and community supported environment that works with youth to reconnect with their learning in a way that supports self-growth and helps them on their life journey.

We use a trauma-sensitive approach and an Indigenous worldview lens to support our learners and bring light to their spirit, academic, emotional, and physical lives.

Scanning

Most students enter Tsawalk having missed a significant amount of school in the previous year. In fact, 73% of learners have missed 20% or more days of instruction in the year prior to joining Tsawalk.

Furthermore, 88% of learners failed to complete a single course the year prior to joining Tsawalk.

The Provincial average for families and learners in public school on the Social Service index is 7.7%. At Tsawalk that number is 70.4%, which is nearly 10 times the Provincial average.

Most students feel a strong connection to Tsawalk with 72% indicating that at no time had they considered going to a different school and 88% of learners feel welcome at school most or all of the time. Furthermore, 68% can identify 2 or more adults at the school that they know care about them. Only 43% agree that their learning is based on their goals.

<p>Focus</p>	<p>Goal: Students will make a successful transition to what comes next for them i.e. back to traditional school, graduation, career training and post-secondary.</p> <p>Objective 1: 100% of our learners increase their attendance from last year to this year.</p> <p>Objective 2: At least 80% of students will complete at least one course this year.</p> <p>Objective 3: 100% of students will agree that their learning is based on their goals.</p>
<p>Developing a Hunch</p>	<p>We have to do a better job of helping our learners find their friction point for growth both academically and social/emotionally. Our systems for tracking and engaging learners were too broad and needed greater focus.</p> <p>We were mistakenly accepting that attendance equaled engagement.</p>
<p>Professional Learning</p>	<p>Educators on staff meet on Fridays to work on:</p> <ul style="list-style-type: none"> · Culturally responsive curriculum design · How to complete and support student learning plans · Trauma informed practice with specific focus on self-regulation using the IOM 2 devices and the Unyte platform · Develop skills in using ALSUP, Narrative Assessment and a Wellness Survey to monitor both academic readiness and social emotional growth.

Taking Action	<ul style="list-style-type: none"> · Teachers will have a caseload of students they are responsible for and will do bi-weekly outreach to home so parents can be informed and engaged in their child's progress including monthly attendance updates. · Focus on assessing skills for our learners in relationship to numeracy and literacy so we can appropriately remediate them. · Giving greater voice to learners as we complete the student learning plan process with a stronger focus on their goals and preferred ways of engaging their learning
Checking	<ul style="list-style-type: none"> · See what percentage of students had increased attendance from the previous year. · Higher levels of course completion. · Review of student goals on the learning plan at mid-year to see what is being achieved and what might need to be revisited. · Improved student feedback on Student Success Surveys

Measures – How are we doing?

Percent of students with increased attendance from year to year

	2018-19	2019-20	2020-21	2021-22	TARGET
	Baseline	73%	32.5% (comparing Sept - Feb)		100%

Number of courses completed per student

	2018-19	2019-20	2020-21	2021-22	TARGET
Courses completed per student	0.53	0.62	0.90 (projected)		4 courses
Students who have completed at least 50% of a course	N/A	31/94 or .33	.95 (projected)		100% of a course

Students who feel their goals are being considered in their learning plan

	2018-19	2019-20	2020-21	2021-22	TARGET
% of students	N/A	43%	57%		90%

2020-23 School Plan

Zeballos Elementary Secondary School

School Context	ZESS is a small K-12 school in School District 84. ZESS has a student population of 44 learners; 77% of the learners identify as Indigenous.
Scanning “What’s going on for our learners?”	<p>Most students at ZESS have positive connections to caring adults at school (77% of students can name 2 adults who care about them).</p> <p>Many Indigenous students at ZESS are not on-track for reading expectations. Very few students in recent years have met expectations on standardized measurements.</p> <p>51% of ZESS students miss more than 10% of school 38% of ZESS students miss more than 20% of school</p> <p>In the past 8 years, 28% of ZESS students graduated in five years of high school.</p>
Focus “What does our focus need to be?”	<p>Goal 1: Students will be reading at grade level by grade 3</p> <p>Objective 1: 75% of Indigenous students will meet expectations for reading comprehension by the end of grade 3.</p> <p>Goal 2: Students at ZESS will graduate high school with meaningful purpose as a Five Year graduate at a rate at or above Provincial averages.</p>
Developing a Hunch “How are we contributing to this situation?”	The achievement gap for the students who are entering school with very high vulnerability factors (EDI) has not been ameliorated. Assessment strategies utilized in the early years need to be examined due to the incongruent evidence revealed in the data. This gap persists from the early years to graduation.
Professional Learning “How and where can we learn more about how to address this situation?”	<p>Educators on staff will participate in professional learning on GOAL 1:</p> <ul style="list-style-type: none"> - Culturally responsive early literacy instruction (primary) - Culturally responsive intermediate literacy instruction (intermediate) <p>Professional learning resources will include:</p> <ul style="list-style-type: none"> - Targeted Coaching from District Literacy Support Teacher to our elementary teachers and EAs (completed) - Collaborative teacher inquiry projects primary, Indigenous - Intermediate staff book study on Reading Essentials - Participation in POPEY training (completed) <p>GOAL 2:</p> <ul style="list-style-type: none"> - Collaborative teaching at secondary with NSOP

	<ul style="list-style-type: none"> - School-wide projects (science with UBC) - Training for staff in Inquiry based learning and teaching - Training in cross-curricular assessment.
Taking Action “What will we do differently?”	GOAL 1: <ul style="list-style-type: none"> • scheduled literacy activities for all students K-12 every day • Scheduled frequent contact with District Literacy Support Teacher for primary teachers. GOAL 2: <ul style="list-style-type: none"> • Developing cross-curricular competencies within an experiential context. • Focus primarily on inquiry-based learning across the secondary curriculum.
Checking “Have we made enough of a difference?”	GOAL 1: <ul style="list-style-type: none"> • Annual district literacy assessment (EPRA/DART, Early Learning Profile) • Students who identify that they are getting better at reading (Student Learning Survey) GOAL 2: <ul style="list-style-type: none"> • Increased 5 year graduation rates, at or above provincial averages, of ZESS grade 12 students. • 100% of secondary students have read at least one* book this year

Measures – How are we doing?

Indigenous Students “On Track” or “Extending” in Reading Comprehension					
	2020-21	2021-22	2022-23	2023-24	TARGET
Benchmarks					75%
Grades 1-3	50% (Fall2020)				
Grades 4-6	20% (Fall2020)				
Students “Meeting Expectations” or better on district reading assessment (DART / EPRA)					
	2020-21	2021-22	2022-23	2023-24	TARGET
All (grades3-6)	30%				75%
Students who identify that they are getting better at reading (Student Learning Survey)					
(GR 4,7,10,12)	*				TARGET
*data not available until after April 30 th					
Students graduating with a 5 year Dogwood diploma					
	Trend over previous eight years	2020-21 (4 students)	2021-22	2022-23	TARGET
5 Year Grad rate	28%	50%			
6 Year Grad rate		50%			
Students who have read at least one book this year					
	2020-21	2021-22	2022-23	2023-24	TARGET
Secondary Students					100%

Annual Budget

School District No. 84 (Vancouver Island West)

June 30, 2022

School District No. 84 (Vancouver Island West)

June 30, 2022

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*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. 84 (VANCOUVER ISLAND WEST) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2021/2022 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 84 (Vancouver Island West) Annual Budget Bylaw for fiscal year 2021/2022.
3. The attached Statement 2 showing the estimated revenue and expense for the 2021/2022 fiscal year and the total budget bylaw amount of \$11,885,012 for the 2021/2022 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 2021/2022.

READ A FIRST TIME THE 10th DAY OF MAY, 2021;

READ A SECOND TIME THE 10th DAY OF MAY, 2021;

READ A THIRD TIME, PASSED AND ADOPTED THE 10th DAY OF MAY, 2021;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 84 (Vancouver Island West) Annual Budget Bylaw 2021/2022, adopted by the Board the _____ DAY OF _____, 2021.

Secretary Treasurer

School District No. 84 (Vancouver Island West)

Annual Budget - Revenue and Expense

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	289.000	380.875
Adult	0.250	0.250
Total Ministry Operating Grant Funded FTE's	289.250	381.125
Revenues	\$	\$
Provincial Grants		
Ministry of Education	7,476,558	8,639,276
Tuition	60,000	60,000
Other Revenue	3,500,978	3,553,853
Investment Income	15,000	20,000
Amortization of Deferred Capital Revenue	623,566	626,315
Total Revenue	11,676,102	12,899,444
Expenses		
Instruction	8,438,412	9,739,869
District Administration	823,831	822,579
Operations and Maintenance	2,282,071	2,257,148
Transportation and Housing	340,698	293,344
Total Expense	11,885,012	13,112,940
Budgeted Surplus (Deficit), for the year	(208,910)	(213,496)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(208,910)	(213,496)
Budgeted Surplus (Deficit), for the year	(208,910)	(213,496)

School District No. 84 (Vancouver Island West)

Statement 2

Annual Budget - Revenue and Expense
Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	9,538,438	10,322,352
Special Purpose Funds - Total Expense	1,514,098	1,950,777
Capital Fund - Total Expense	832,476	839,811
Total Budget Bylaw Amount	11,885,012	13,112,940

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 84 (Vancouver Island West)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(208,910)</u>	<u>(213,496)</u>
Effect of change in Tangible Capital Assets		
Amortization of Tangible Capital Assets	<u>832,476</u>	<u>839,811</u>
Total Effect of change in Tangible Capital Assets	<u>832,476</u>	<u>839,811</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>623,566</u></u>	<u><u>626,315</u></u>

School District No. 84 (Vancouver Island West)

Schedule 2

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	6,132,460	6,858,499
Tuition	60,000	60,000
Other Revenue	3,330,978	3,383,853
Investment Income	15,000	20,000
Total Revenue	<u>9,538,438</u>	<u>10,322,352</u>
Expenses		
Instruction	7,118,139	7,918,302
District Administration	823,831	822,579
Operations and Maintenance	1,441,986	1,416,574
Transportation and Housing	154,482	164,897
Total Expense	<u>9,538,438</u>	<u>10,322,352</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 84 (Vancouver Island West)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	9,250,779	9,823,019
ISC/LEA Recovery	(3,235,093)	(3,287,968)
Other Ministry of Education Grants		
Pay Equity	55,087	55,087
Student Transportation Fund	57,593	57,593
Teachers' Labour Settlement Funding		191,674
Early Career Mentorship Funding		15,000
FSA Marking Grant	4,094	4,094
Total Provincial Grants - Ministry of Education	<u>6,132,460</u>	<u>6,858,499</u>
Tuition		
International and Out of Province Students	60,000	60,000
Total Tuition	<u>60,000</u>	<u>60,000</u>
Other Revenues		
Funding from First Nations	3,235,093	3,287,968
Miscellaneous		
Kyuquot Grant	81,385	81,385
Arts Starts	2,000	2,000
Outdoor Education	9,000	9,000
Nuchatlaht Tribe	3,500	3,500
Total Other Revenue	<u>3,330,978</u>	<u>3,383,853</u>
Investment Income	<u>15,000</u>	<u>20,000</u>
Total Operating Revenue	<u><u>9,538,438</u></u>	<u><u>10,322,352</u></u>

School District No. 84 (Vancouver Island West)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Salaries		
Teachers	1,845,096	2,174,933
Principals and Vice Principals	1,501,181	1,501,181
Educational Assistants	360,628	271,252
Support Staff	878,013	882,549
Other Professionals	374,841	374,841
Substitutes	519,072	512,593
Total Salaries	5,478,831	5,717,349
Employee Benefits	1,407,195	1,372,271
Total Salaries and Benefits	6,886,026	7,089,620
Services and Supplies		
Services	721,229	724,129
Student Transportation	91,100	38,100
Professional Development and Travel	559,614	556,000
Rentals and Leases	3,000	403,000
Dues and Fees	29,900	29,900
Insurance	45,000	45,000
Supplies	841,819	1,075,853
Utilities	360,750	360,750
Total Services and Supplies	2,652,412	3,232,732
Total Operating Expense	9,538,438	10,322,352

School District No. 84 (Vancouver Island West)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	1,656,950	870,471	3,686	23,726		390,018	2,944,851
1.07 Library Services				48,119			48,119
1.08 Counselling	69,927						69,927
1.10 Special Education	118,219	215,242	265,871	135,186		30,000	764,518
1.30 English Language Learning		46,580	28,131				74,711
1.31 Indigenous Education							-
1.41 School Administration		368,888		82,444		43,054	494,386
1.61 Continuing Education							-
1.62 International and Out of Province Students							-
1.64 Other			62,940				62,940
Total Function 1	1,845,096	1,501,181	360,628	289,475	-	463,072	4,459,452
4 District Administration							
4.11 Educational Administration					118,819		118,819
4.40 School District Governance					103,079		103,079
4.41 Business Administration				50,978	88,963		139,941
Total Function 4	-	-	-	50,978	310,861	-	361,839
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					63,980		63,980
5.50 Maintenance Operations				488,496		50,000	538,496
5.52 Maintenance of Grounds							-
5.56 Utilities							-
Total Function 5	-	-	-	488,496	63,980	50,000	602,476
7 Transportation and Housing							
7.70 Student Transportation				49,064		6,000	55,064
Total Function 7	-	-	-	49,064	-	6,000	55,064
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	1,845,096	1,501,181	360,628	878,013	374,841	519,072	5,478,831

School District No. 84 (Vancouver Island West)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	2,944,851	691,336	3,636,187	874,050	4,510,237	5,102,968
1.07 Library Services	48,119	12,030	60,149	1,500	61,649	60,451
1.08 Counselling	69,927	15,384	85,311		85,311	197,227
1.10 Special Education	764,518	184,125	948,643	158,001	1,106,644	1,202,220
1.30 English Language Learning	74,711	16,815	91,526		91,526	90,832
1.31 Indigenous Education	-	-	-	404,829	404,829	466,978
1.41 School Administration	494,386	144,917	639,303	48,700	688,003	697,626
1.61 Continuing Education	-	-	-	10,000	10,000	10,000
1.62 International and Out of Province Students	-	90,000	90,000		90,000	90,000
1.64 Other	62,940	7,000	69,940		69,940	
Total Function 1	4,459,452	1,161,607	5,621,059	1,497,080	7,118,139	7,918,302
4 District Administration						
4.11 Educational Administration	118,819	45,160	163,979	53,700	217,679	217,679
4.40 School District Governance	103,079	14,204	117,283	38,400	155,683	155,683
4.41 Business Administration	139,941	32,277	172,218	278,251	450,469	449,217
Total Function 4	361,839	91,641	453,480	370,351	823,831	822,579
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	63,980	15,787	79,767	60,399	140,166	140,164
5.50 Maintenance Operations	538,496	124,874	663,370	267,500	930,870	905,460
5.52 Maintenance of Grounds	-	-	-	10,200	10,200	10,200
5.56 Utilities	-	-	-	360,750	360,750	360,750
Total Function 5	602,476	140,661	743,137	698,849	1,441,986	1,416,574
7 Transportation and Housing						
7.70 Student Transportation	55,064	13,286	68,350	86,132	154,482	164,897
Total Function 7	55,064	13,286	68,350	86,132	154,482	164,897
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	5,478,831	1,407,195	6,886,026	2,652,412	9,538,438	10,322,352

School District No. 84 (Vancouver Island West)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2022

	2022 <u>Annual Budget</u>	2021 Amended <u>Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	1,344,098	1,780,777
Other Revenue	170,000	170,000
Total Revenue	<u>1,514,098</u>	<u>1,950,777</u>
Expenses		
Instruction	1,320,273	1,821,567
Operations and Maintenance	79,210	79,210
Transportation and Housing	114,615	50,000
Total Expense	<u>1,514,098</u>	<u>1,950,777</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 84 (Vancouver Island West)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$		\$	\$	\$	\$
Deferred Revenue, beginning of year									
Add: Restricted Grants									
Provincial Grants - Ministry of Education	79,210	32,208		32,000	7,350	5,696	134,907	212,074	776,038
Other			120,000						
	79,210	32,208	120,000	32,000	7,350	5,696	134,907	212,074	776,038
Less: Allocated to Revenue									
Deferred Revenue, end of year	79,210	32,208	120,000	32,000	7,350	5,696	134,907	212,074	776,038
	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	79,210	32,208		32,000	7,350	5,696	134,907	212,074	776,038
Other Revenue			120,000						
	79,210	32,208	120,000	32,000	7,350	5,696	134,907	212,074	776,038
Expenses									
Salaries									
Teachers						5,696			590,205
Educational Assistants		26,610		17,981			99,401	133,546	
Support Staff								8,000	56,000
Substitutes									
	-	26,610	-	17,981	-	5,696	99,401	141,546	646,205
Employee Benefits		5,598		6,577			25,585	69,168	129,833
Services and Supplies	79,210		120,000	7,442	7,350		9,921	1,360	
	79,210	32,208	120,000	32,000	7,350	5,696	134,907	212,074	776,038
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 84 (Vancouver Island West)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	First Nation Student Transportation	Housing	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year			-
Add: Restricted Grants			
Provincial Grants - Ministry of Education	64,615		1,344,098
Other		50,000	170,000
	64,615	50,000	1,514,098
Less: Allocated to Revenue	64,615	50,000	1,514,098
Deferred Revenue, end of year	-	-	-
Revenues			
Provincial Grants - Ministry of Education	64,615		1,344,098
Other Revenue		50,000	170,000
	64,615	50,000	1,514,098
Expenses			
Salaries			
Teachers			595,901
Educational Assistants			143,992
Support Staff		15,000	148,546
Substitutes			64,000
		15,000	952,439
Employee Benefits		3,000	239,761
Services and Supplies	64,615	32,000	321,898
	64,615	50,000	1,514,098
Net Revenue (Expense)	-	-	-

School District No. 84 (Vancouver Island West)

Schedule 4

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2022

	2022 Annual Budget			2021 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Amortization of Deferred Capital Revenue	623,566		623,566	626,315
Total Revenue	623,566	-	623,566	626,315
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	760,875		760,875	761,364
Transportation and Housing	71,601		71,601	78,447
Total Expense	832,476	-	832,476	839,811
Net Revenue (Expense)	(208,910)	-	(208,910)	(213,496)
Net Transfers (to) from other funds				
Total Net Transfers	-	-	-	-
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	(208,910)	-	(208,910)	(213,496)

Vancouver Island West School District 84
ENROLLMENT REPORT 2020-2021
 As of May 5, 2021

Grade	CMESS	GRSS	KESS	RWES	TSAWALK	ZESS	CONT ED	TOTALS
K	2			15		6		23
1	4		2	13		3		22
2	1		2	14		5		22
3	4		5	19		6		34
4	2		4	25		4		35
5	2		8	26		3		39
6	2		2	15		3		22
7	0		6	14		1		21
8	0	11	1		5	2		19
9	2	16	4	1	7	4		34
10	1	16	5		7	3		32
11	2	21	5		17	3		48
12	1	23	4		20	4	3	55
Totals:	23	87	48	142	56	47	3	406

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