

Start time	Subject	Please provide your feedback on the 2021-2022 Preliminary Annual Budget	Please indicate your affiliation with School District No. 83	If you indicated Other in question 5 above, please let us know your affiliation to SD83.
5/12/21 9:59:27	Budget input	As a parent I believe that the seamless childcare would be a great asset to the community. I would like to see an increase in LRT and counseling services added as well as CEA support. I also believe that due to the ongoing COVID concerns custodial cleaning should remain currently in place.	SD83 student	No
5/12/21 10:05:33	Budget input	As a CUPE worker I would like to see the following; Maintain current carpenters with no lay offs - workload and work orders are high Start seamless childcare for before and after school to provide additional hours for workers and services for families in this area Maintain current custodial levels to help with ongoing COVID cleaning. As an employee I have noticed the relationship between custodial staff and students improve and general absenteeism go down due to the increase in cleaning standards. Having daytime custodians provide a lot of efficiencies, increased communication and a better sense of school community.	Staff - CUPE	N/A
5/12/21 12:03:54	2021/22 Preliminary Budget	Would like to see inclusion of a Healthy Food Fund. This could be a locations where funds could be donated (by individuals/organizations to support school meal programs), but also a fund to draw "matched funding" when schools looking to fill out grant applications for healthy food initiatives (smoothie programs...etc)	Parent/Guardian of an SD83 student	no
5/13/21 10:02:07	Discretionary costs	Looks straightforward except for discretionary costs. Seems like more admin hiring than actual assistance in the classrooms. I am also very disappointed in the change with the literacy program as the outcomes have been phenomenal with the existing program (I realize this is not cost change but worth mentioning).	Parent/Guardian of an SD83 student	n/a
5/13/21 18:30:56	Inclusive Education	I think more resources need to be dedicated to inclusive education.	Parent/Guardian of an SD83 student	Parent
5/14/21 5:52:52	Better funding for inclusive education.	A comparison here. We are in a DL program due to covid. SD83 refused to give them CEA support through the pandemic via EOP. My children, both ASD, have never received one on one cea support in SD83, LR and teachers have always said they did not need it. Advocated for more support without success. They are doing so much better because they are now getting the support they are entitled to and not using the piggybacked support sd83 provides. They also have had psyc eds this year. Something never offered by sd83. This has shown new learning disabilities in both and we can now put in supports for this. Sd 83 needs to step up. There is no excuse for letting children with exceptionalities down.	Staff - CUPE	I am a CEA and mother of SD83 students. They are in DL due to covid.

5/14/21 14:49:41	Inclusive Education Budget	I am disappointed to see there is no plan for a monitoring program for students in the inclusive ed program budget as identified by the Special Needs Procedure Manual. Designated students are not being monitored in this district. The existing anecdotal evaluations, FAS tests (that diverse learning don't take), and graduation rates are inadequate measures. Parents are pulling their children from the school district because home learning, DL and EOP programs provide needed supports. My child has had an SLP since she was 3 years old. She is at the middle school now and there is not one available. She cannot use speech to text apps because she cannot articulate clearly. This is a 'needed support' not being provided by the school district but required by law. There are 100's of examples of this type of support inadequacies for designated students in this district. It is up to the Trustees to ensure these supports are provided. They need to be able to evaluate where there are gaps in the inclusive ed programming; I feel the only way to do this is to initiate an monitoring program that includes an independent evaluation of existing students support (are they meeting student needs?), parent interviews and measurable indicators (eg. # students leaving program) or ...	Parent/Guardian of an SD83 student	parent
5/15/21 12:14:59	Monitoring program for Inclusive ed program budget.	This is what I wrote "I am disappointed to see there is no plan for a monitoring program for students in the inclusive ed program budget as identified by the Special Needs Procedure Manual. Designated students are not being monitored in this district. The existing anecdotal evaluations, FAS tests (that diverse learning don't take), and graduation rates are inadequate measures. Parents are pulling their children from the school district because home learning, DL and EOP programs provide needed supports. My child has ... and now there is not one available. This is a 'needed support' not being provided by the school district but required by law. There are 100's of examples of this type of support inadequacies for designated students in this district. It is up to the Trustees to ensure these supports are provided. They need to be able to evaluate where there are gaps in the inclusive ed programming; I feel the only way to do this is to initiate an monitoring program that includes an independent evaluation of existing students support (are they meeting student needs?), parent interviews and measurable indicators (eg. # students leaving program) or ...	Parent/Guardian of an SD83 student	Parent
5/16/21 7:37:51	Preliminary Annual Budget	I would like to see far more emphasis on mitigation and adaptation to climate change. Initiatives on climate change are urgent and need to be started now. For very little "seed" money to get them going the District could actually save \$ while saving the planet. I believe the District should be leading by example to the community. Every aspect of operations and of educational programming needs to be looked at AND acted upon.	Community member	
5/17/21 16:52:32	Budget-inclusive education	is the funding for monitoring our inclusive Ed program? Looking at graduation rates is too little and way too late! My child (autism dx and various learning disabilities, still on dogwood path) doesn't take the fsa tests. He did not attend from December to March so no anecdotal reports from LRT or teachers. Are we supplying the supports these students need? How are we measuring the success or failure of the program provided?	Parent/Guardian of an SD83 student	Parent of a grade 8 child

5/17/21 19:23:07	Budget	To have diverse learners' funding protected against budget shortfalls-ie layoffs targeting CEA's who are directly supporting diverse learners. To build in continuous improvement strategies in the districts operational functions. That children are never used to make up shortfalls to balance budgets at the expense of their educations. To make sure that the numbers of diverse learners is correctly supported by the staff necessary to provide them with their education.	Community member	
5/18/21 11:32:59	Feedback on Preliminary Annual Budget	I am writing with respect to the need for the provincial and local climate emergency to be included in the Preliminary Annual Budget in some recognizable and meaningful way. With respect to student learning it is essential, in my opinion, that the current global climate emergency and efforts to mitigate and adapt to climate change be included. This may be through existing curriculum which allows the flexibility to include such topics. With respect to the School District, I would suggest that the Board consider declaring and supporting the move by the City of Salmon Arm in August 2019 to declare a "climate emergency". I would recommend that SD 83 develop a Climate Action Plan and work cooperatively with Armstrong's municipalities, Enderby, relevant regional districts and Sicamous to ensure that the plan be enacted. As the science is very clear, climate must be a priority of all institutions and SD 83 should provide necessary funding [there are many grant possibilities here] to enact a Climate Action Plan with distinct timelines, personnel responsible and achievable and measurable goals. SD 83 has worked with BC Hydro and Fortis for years and these organizations can be of great assistance in this regard. As the largest employer in the region, it is incumbent on the local School District to take a leadership role by continuing to review district-wide Building and Transportation requirements to bring[these two sectors are the biggest emitters in B.C.] these sectors so that they can meet the revised provincial 2025, 2030, and 2050 goals established by the B.C., Canadian and United Nations after voluminous scientific research. Curricular-wise, it should not be difficult to find ways to institute climate into the curriculum without huge funding increases, as there is so much knowledge currently available. Having said that, a designated budget for student climate resources K-12 would be useful support. The School District should continue its' Committee work in Climate issues ensuring a Standing Committee continues to meet regularly with broad district and community input. Thanks for considering these suggestions. Sincerely, [REDACTED]	Other	I am primarily a Community Member but have done occasional contract work for SD 83 as requested.

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May 14, 2021

Dear School District 83 Board of School Trustees,

Thank you for inviting input into this year's budget planning. I was a teacher and Administrator in the District for 32 years and continue to work with schools and teachers on environmental and outdoor education initiatives. I have a grandson in the system and of course his future and the future of all students is a concern to me.

From your request for input I have winnowed out a few key words that apply to our upcoming challenges especially related to climate change mitigation and adaptation. Those words include "uncertainty, unpredictability, change, long term sustainability, balance.

I am gratified that Health and Well being are highlighted by the Board. One concern I have is that young people have feelings of hopelessness and helplessness related to their futures vis a vis the pandemic and climate change. Also Social Responsibility is a keystone goal in the B.C. curriculum and in the Board Goals.

To me, students taking positive action can help alleviate feelings of despair and give students a sense of Social Responsibility. Good examples, for me have been tree planting with kids and the Destination Conservation Program the district took part in several years ago. (pdf attached to e-mail for your perusal)

What does all this have to do with the budget you may ask?

I don't see much explicit mention of climate change action in the budget. One line item for replacing four Maxforce DT Bus engines makes me wonder why they aren't being replaced with electric. I'm sure someone has really delved into this. I did hear a rumour that it was because SD83 is too hilly. My research certainly refutes that and indeed indicates electric outperforms diesel on hills. The Sooke District just started using an electric school bus. Why not here? The School

District needs to be a model for the public. <https://vancouverisland.ctvnews.ca/b-c-s-first-electric-school-buses-roll-out-on-vancouver-island-1.5416919>

These are new school busses but maybe we could receive funding to pilot the cost and practicality of conversion.

Heating/cool and ventilation systems have been highlighted because of the pandemic. This would be a great time to look into upgrades and possibilities for solar and geothermal in some school site. I couldn't see any thing about this in the budget. Destination Conservation involves getting input from all staff and students and thinking creatively to save costs and decrease SD 83's carbon foot print. Again provincial and federal incentives may be available.

Tree planting has well documented climate change and habitat creation benefits as well as creating shaded interesting study areas for students. There has always been a disconnect between the educational values and the need for easy grounds maintenance. I see these attitudes beginning to change and I am glad to see the purchase of a Zero Turn Lawn mower. I have seen too many trees destroyed and kids disappointed. I would like to see public school grounds to be developed used more like parks in off school hours. The budget implications for "Pocket Forests" could include low cost post and rope fencing to delineate the area and possible some access to water for irrigation. There might even be maintenance savings with less mowing and weed whacking. The value of outdoor education and education outdoors has been highlighted during the pandemic. Teachers are learning to make educational use of the "second classroom" – the outdoors. Some schools have developed outdoor classrooms at very little or no cost to the SD. Other schools could do the same with a little support and encouragement.

In summary, please put climate change at the TOP of the budget planning agenda in SD83. Both infrastructure and instruction have huge opportunities for all of us and our future on Planet Earth.

Yours sincerely

[Redacted Signature]

Dear Board of School Trustees, SD83.

I am writing to you about some significant omissions in two key documents recently shared. Both the District Learning Plan and the Budget Consultation draft document do nothing to address Policy 139 Climate Action, which in part states: "The Board of Education of School District 83 (North Okanagan-Shuswap) recognizes that the planet is in a state of climate emergency (see Intergovernmental Panel on Climate Change, 2018). We acknowledge the legitimacy of the United Nations Climate Action Charter (2016) and B.C.'s Climate Action Charter (endorsed date by our district)." While this document has not been finalized, it is a significant one, and will hopefully be fully implemented into policy very soon.

I recognize that the District Learning Plan does put substantial emphasis on Indigenous education, and while this is a crucial element for eco-justice, it cannot be the sole way that we address our collective weakness in terms of environmental stewardship and eco-literacy; it cannot be the only way to shift the attitudes and behaviours of settler society. The Budget Draft document follows, by showing some funds for Indigenous education, but other than that, no recognition on any level about the true state of the planet and our role as stakeholders.

I will be blunt: If a focus on literacy, numeracy and social-emotional development were in any small way impactful for addressing the destructive ways in which we live collectively on this planet, it would have accomplished this decades ago. We need to start to put our environment first, both through policy and pedagogy, and my contention is that by doing so, the other things will follow, including social justice for indigenous peoples. What is better for social/emotional development than being outdoors much of the time, learning with elders and other knowledge-keepers? Or learning about social and eco-justice and taking on projects that benefit children's communities and help them develop resilience and creativity in the face of climate change? What is better for developing literacy and numeracy than real, active issues to learn about and take action on?

We need to change direction, and we need to do it now. We are approving new courses in Game Design for high schools, but are we balancing technological focussed courses with courses about living sustainably in the future, about food security, about developing connected and resilient communities? Do we even know how much or how little exposure our students are getting to understanding the cultural and ecological ramifications of our current behaviours? Games won't help kids connect to the real, living planet; let's not pretend that technology is going to be what saves humanity from itself.

Instead of spending money for new bus engines, why not explore electric options? Schools are struggling to fundraise for outdoor learning spaces.....why is there nothing about this in the current budget? There are so many potential savings to be gained via less mowing, fewer lights on while classes are outside, and more. Shade trees planted in front of schools could decrease the costs of air conditioning. If we need a new district position for helping with special needs, why not a position to help teachers access outdoor education and environmental education? Why not a District Environmental Educator who sends out emails once a week to inspire everyone, much like our current Wellness Wednesdays? The benefits to all members of our SD83 community and beyond would be profound.

I ask you to consider the impact of continuing to ignore the environment as we plan for the future. After all, "School District 83 is responsible for the education and well-being of our current and future students." (Policy 139).

Yours truly,



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From: [REDACTED]
Sent: May 20, 2021 12:02 PM
To: Marianne VanBuskirk <mvanbusk@sd83.bc.ca>
Subject: French Immersion budget cuts

Good afternoon Marianne,

I am a [REDACTED] teacher at SMS. I am writing to you because I know you are familiar with the Immersion program and have advocated for it in the past.

This week, teachers have been told that our French Immersion program has to decrease from 10 divisions to 9 divisions, due to "decreased enrollment." Some of our students have gone to EOP this year due to COVID concerns, but plan to return. Other than that, our numbers are fairly typical, as far as I have seen for my 6 years in this district.

By reducing the number of divisions, we will now have to mix Grade 8 students with Grade 7 Late French Immersion students. The remaining Grade 8 students will be crammed into 30 student classes.

You will know that the Late Immersion students need French 100% of the day, as often as possible. By mixing them with Grade 8s, they will now have English blocks (required in Grade 8) and not be able to fully develop their language acquisition. These changes will put our school in violation of the recommended Ministry French time allocations (document attached, highlighting added) and could ultimately cause decreased enrollment. This change will GREATLY dilute the quality of our program.

The Ministry immersion guidelines also state "Once a French Immersion program has been established, districts should develop policy that will serve to maintain and strengthen the program." (document attached, highlighting added.) This change does the opposite of strengthening or even maintaining the quality of French Immersion we strive to offer in our district.

Our LFI students have worked SO hard to catch up after their time at home last year, and have mostly risen to the occasion. They will be crushed to learn that they will be staying back with the incoming Grade 7s, and their language skills will lag. Parents will be outraged (I'm a LFI parent as well and I know this will not be received well.) Students who are already struggling and considering moving to English will be more inclined to transfer.

I understand we are always trying to tighten the budget, but I'm hopeful this change will be reconsidered.

Thank you for your time,

[REDACTED]
[REDACTED]

Retrieved May 19, 2021 from : <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/french-immersion-program>

French Immersion Program

Date came into force or revised

1996

Status

Current

Policy statement

The Ministry of Education supports French Immersion programming in B.C. schools, consistent with the goal of providing the opportunity for non-francophone students to become bilingual in English and French.

Rationale or purpose of policy

French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement. Research demonstrates that students who successfully complete a French Immersion program attain functional [bilingualism](#) while doing as well as, or better than, their unilingual peers in the content areas of curriculum, including English Language Arts.

Authority

- [School Act \(PDF\)](#), Section 5 (3): Subject to the approval of the minister, a board may permit an educational program to be provided in a language other than as provided under subsections (1) and (2).
- Ministerial Order 333/99, [Educational Program Guide Order \(PDF\)](#)
- Ministerial Order 295/95, [Required Areas of Study in an Educational Program Order \(PDF\)](#)
- Ministerial Order 302/04, [Graduation Program Order \(PDF\)](#)

Policy in full

The major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in English and French. Bilingualism is achieved by providing instruction of the basic curriculum entirely in French during the first years. Once a firm base in French has been established, instruction in English language arts is added, and instruction in the English language gradually increases. Students continue to receive instruction in certain subjects in French so that proficiency is achieved in both languages by the end of Grade 12.

French Immersion and Programme francophone, which is a program for first language learners, are distinct programs with different purposes. French Immersion is a separate program where instruction is offered in the French language for second language learners. French Immersion programs must consist of instruction in English and French.

French Immersion may be offered in two models: Early French Immersion, beginning in Kindergarten and Late French Immersion, beginning at the Grade 6 level. The specific requirements for these two program types are described below in the Procedures section of this policy.

Once a French Immersion program has been established, districts should develop policy that will serve to maintain and strengthen the program. In order to ensure the delivery of effective French Immersion programs, school districts should make sure their policies are consistent with Ministry policy.

French Immersion Program content

French Immersion programs must parallel the regular English program in structure and content. The content of French Immersion programs must parallel that of the regular curriculum as set out in the [Required Areas of Study in an Educational Program Order](#).

Pupil Eligibility

Kindergarten to Grade 12 students in the British Columbia school system are eligible to enter an immersion program at the appropriate entry points, if the program has been made available and if there is space at the appropriate grade, subject to the registration policies of the school district in which the student resides.

Having established a program, school districts should promote the program and recruit students. Should the enrollment become insufficient, school districts should consult parents to find solutions. If there is no resolution to the problem, the district should give at least one year's notice to parents of any changes contemplated to permit full discussion and to allow parents time to consider alternatives for their children.

Financial Support

French Immersion programs are eligible to receive federal funding to support French language learning as defined in the [French Funding Guide](#). Federal funding is subject to

approval of Protocol of Agreements for Minority-Language Education and Second-Language Instruction.

Procedures related to policy

In order to qualify for French Immersion funding, boards of education must follow the Ministry's policies and also the procedures set out in this section.

The Ministry of Education provides curriculum for French Immersion: Early French Immersion (Kindergarten to Grade-12) and Late French Immersion (Grade 6-12) programs. These programs are differentiated according to point of entry and are as follows:

Program	Entry Point	Grades
Early French Immersion	Kindergarten (and Grade 1)	K-12
Late French Immersion	Grade 6	6-12

Therefore, if a school district offers Early French Immersion, it must be available at the Kindergarten level. Ideally, students enter in Kindergarten, but they may enter in Grade 1 if space is available.

Entry to the immersion program at other than the normal entry points should be considered only if there is adequate space and if the student is adequately proficient in French. Adequate proficiency is defined as sufficient language skill to permit the student to be able to comprehend instruction in the subjects taught in French, assuming a period of 4 to 8 weeks of adjustment to the program.

Early French Immersion

The Early Immersion program provides students with an education equivalent to that which is available in the English language program, while providing students with the opportunity to acquire a high level of proficiency in French. Students normally enter Early Immersion in Kindergarten (and occasionally in Grade 1). Upon graduation from the program in Grade 12, they should be able to participate easily in conversations in French, take post-secondary courses with French as the language of instruction and accept employment with French as the language of the work place.

Proportion of French to English Instruction

In Early French Immersion programs, Kindergarten, Grade 1 and Grade 2 should be taught totally in French. Beginning in Grade 4 and continuing to Grade 12, English Language Arts shall be provided for all French Immersion students. Other courses may be offered in English. The following chart shows the recommended time allocations:

Grade	% of French Instruction	% of English Instruction
K-(2 or 3)	100	0
(3 or) 4-7	80	20
8-10	50 - 75	25 - 50
11-12	no less than 25	no more than 75

To receive federal funding, a minimum of 25 percent of instruction must be in French to be funded as French Immersion. A less than 25 per cent time allocation is considered Core French and will be funded accordingly.

Whenever possible, the courses that are conducted in English should be taught by someone other than the regular French Immersion teacher and preferably by a teacher with excellent English skills.

French Immersion - Secondary

To achieve the goals of this program, students should continue in French Immersion through Grade 12.

Where possible, districts should provide some choice of subjects offered in French at the secondary level.

In order to receive a diploma de fin d'etudes secondaire en Colombie-Britannique, French Immersion students must meet the requirements as stated in [Graduation Program Order](#).

Late French Immersion

The Late French Immersion program provides students with an education equivalent to that which is available in the English language program, while providing opportunities to acquire a high level of proficiency in French. Students normally enter Late Immersion in Grade 6. Upon graduation from the program in Grade 12, should be able to participate

easily in French conversations, take post-secondary courses with French as the language of instruction, and accept employment with French as the language of work.

Proportion of French to English Instruction

The Ministry recommends that the first year of Late French Immersion programs be taught totally in French. In the second year, English Language Arts and other courses taught in English should not exceed 20 per cent of instructional time.

Late French Immersion in the Secondary School

For Grades 8-12, see the French Immersion - Secondary above.

Transportation

For students who wish to enrol in a French Immersion program, provincial transportation funding is based on the distance between a student's residence and the closest school in which there are appropriate grades, whether or not that school offers French Immersion.

School districts are free to develop their own transportation policies. If a district chooses to offer additional transportation services to French Immersion students, additional costs will be funded through the district's annual provincial funding or by levying fees to parents of French Immersion students.

Learning Resources and Pupil Services

Having implemented an immersion program, school districts should provide equitable learning resources, library books and student services in the same manner they are provided for in regular English programs.

Teachers of French Immersion

In addition to regular certification requirements, teachers teaching the French portion of immersion programs should have a high degree of oral and written proficiency in the French language. Teachers should have a sound knowledge of the culture of French-speaking peoples and should also have completed at least one course in immersion methodology.

For the purposes of communication in English within the school and with parents, teachers in these programs are expected to also have a good working knowledge of English.

Post-secondary training in a particular subject is a minimum criterion for teaching that subject at a secondary level, whether the subject is taught in English or in French.

Principals of French Immersion Schools

The principals of French immersion schools should be functionally bilingual. This should be a consideration when school districts are seeking new principals. At a minimum, they should be knowledgeable about, and supportive of, the immersion program.