

# REGULAR PUBLIC BOARD MEETING – AGENDA

Tuesday, January 23, 2018

7 pm

---

## PUBLIC BOARD MEETING

### A. Call To Order

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

### B. Adoption of Agenda

Circulated earlier in draft form for Board approval.

Recommendation:

***THAT the Board of Education adopt the January 23, 2018 Public Board Meeting Agenda.***

Or:

***THAT the Board of Education waive the 48-hour notice period required under the Procedural Bylaw in order to consider additions to the Agenda, and adopt the Agenda as amended, the amendments to consist of ...***

### C. Board Meeting Minutes

- Page 6 1. Adoption of the Regular Public Board Meeting Minutes – Tuesday, December 19, 2017

Recommendation:

***THAT the Board of Education adopt the Board Meeting Minutes of December 19, 2017 as circulated earlier for Board approval.***

### D. Report on In-Camera Meeting

In-Camera Minutes of December 19, 2017

School Act Section 72 (3) In-Camera Meeting Record

- Facilities and Properties

### E. Education Committee Meeting

Committee Chair: Ian Hargreaves

- Page 10 Minutes of Tuesday, January 9, 2018 Education Committee Meeting provided for Board information.

# REGULAR PUBLIC BOARD MEETING – AGENDA

Tuesday, January 23, 2018

7 pm

---

1. **Next Meeting:**  
**Date:** Tuesday, February 13, 2018  
**Time:** 6:30 pm  
**Location:** Highland Secondary School

## F. Strategic Direction

1. Superintendent's Report, Dean Lindquist

### Page 12 a) District News

Board Information

### Page 14 b) Program Reviews, Briefing Note

#### Recommendation:

***THAT the Board of Education direct senior leadership to plan a two-hour in-service workshop for senior leadership and the board to examine, discuss and potentially make decisions about the program reviews received in December.***

### Page 15 c) Strategic Communication Plan and Briefing Note

#### Recommendation:

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

### Page 31 d) Contracted Services and the Health Curriculum, Briefing Note, Dean Lindquist and Report to the Superintendent, Clyde Woolman

#### Recommendation:

***THAT at the K-7 level the school district will continue with current implementation of the program as it remains for the 2017/18 school year and for the 2018/19 school year, the human sexuality kits will be launched through the Learning Resource Centre (LRC) and teachers will be able to access professional learning for teaching the human sexuality component.***

***THAT at the grades 8-12 level school administrators, in consultation with their teachers, will develop a plan to ensure that the human sexuality program is fully implemented using either teachers and counsellors and/or blending the program with support from human sexuality experts.***

2. Assistant Superintendent, Tom Demeo

# REGULAR PUBLIC BOARD MEETING – AGENDA

Tuesday, January 23, 2018

7 pm

Page 45

a) 2018/19, 2019/20 and 2020/21 School Calendars, Briefing Note

Recommendation 1:

***THAT the Board of Education accept Option 2 (2-week Spring Break) regular Calendar as presented, as the proposed calendars for the 2018/19, 2019/20, 2020/21 school years.***

Recommendation 2:

***THAT the Board of Education accept the Distributed Learning Calendar, as presented, as the proposed calendars for the 2018/19, 2019/20, 2020/21 school years. This calendar will be posted for 30-days feedback and any proposed changes will be brought back to the February Board meeting.***

2. Human Resources Report, Lynda-Marie Handfield, Director

Page 53

a) *Retirements and Resignations*

G. Board Business / Board Committee Reports / Correspondence

Finance Committee Meeting

Committee Chair: Peter Coleman

Page 54 Minutes of Monday, January 15, 2018 Finance Committee Meeting provided for Board information.

1. Amended Annual Budget Bylaw for 2017/18

Recommendation:

***THAT School District No. 71 (Comox Valley) Amended Annual Budget Bylaw for 2017/18 in the amount of \$98,837,089 receive its first reading.***

***THAT School District No. 71 (Comox Valley) Amended Annual Budget Bylaw for 2017/18 in the amount of \$98,837,089 receive its second reading.***

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

***THAT School District No. 71 (Comox Valley) Amended Annual Budget Bylaw for 2017/18 in the amount of \$98,837,089 receive its third and final reading.***

Page 59 2. Ministry of Education, Review on the Funding Formula, Briefing Note, Sheldon Lee, Acting Secretary Treasurer

Board Information

# REGULAR PUBLIC BOARD MEETING – AGENDA

Tuesday, January 23, 2018

7 pm

---

Recommendation:

***THAT the Board receive the Finance Committee Report.***

Policy Committee

Committee Chair: Tom Weber

**Page 61** Minutes of Monday, January 15, 2018 Policy Committee Meeting provided for Board information.

**Page 62** 1. **Board Policies –**

- Management Relationship: 2-3 – Financial Management
- Statutory Compliance: 3-7 – School Calendar

Recommendation:

***THAT the Board of Education approve Board Policies: 2-3 – Financial Management and 3-7 – School Calendar as presented.***

**Page 65** **Administrative Procedures – (Board information)**

- DRAFT Reserve Fund Policy
- 7016: Learning Resources
- 7030: School Completion Evergreen Certificate

Recommendation:

***THAT the Board receive the Policy Committee Report.***

**H. Board Business / Board Committee Reports / Correspondence**

**Page 68** 1. **RFP for Aboriginal Education Enhancement Agreement, Briefing Note, Dean Lindquist, Superintendent of Schools**

**Page 70** Correspondence: Charlene Everson, Education Coordinator, K'ómox First Nation re: **Aboriginal Education Enhancement Agreement (AEEA)**

*Link to Aboriginal Education Services – Aboriginal Education Enhancement Agreement; under: Governance*

<http://www.sd71.bc.ca/School/abed/Pages/default.aspx>

Recommendation:

***THAT the Board of Education form a committee of three (3) trustees and three (3) representatives from the Aboriginal Education Council (AEC) to form a committee to develop the RFP to select a consultant to support this committee's work on the development of a new Aboriginal Education Enhancement Agreement.***

# **REGULAR PUBLIC BOARD MEETING – AGENDA**

**Tuesday, January 23, 2018**

**7 pm**

---

**Page 71** 2. Correspondence: Donna Graves, DPAC Chair re: **Sexual Health Education Program**

Board Information

H. **Public Question Period**

I. **Adjournment**

# REGULAR PUBLIC BOARD MEETING – MINUTES

Tuesday, December 19, 2017

7 pm

---

## PUBLIC BOARD MEETING

### A. Call To Order – 7 pm

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

#### Present:

##### Trustees

Janice Caton, Board Chair  
Ian Hargreaves, Vice-Chair  
Sheila McDonnell  
Vickey Brown  
Peter Coleman

##### Staff

Sheldon Lee, Acting Secretary Treasurer  
Candice Hilton, Director of Finance  
Allan Douglas, Director of Instruction (Elementary)  
Geoff Manning, Director of Instructional Services K-12  
Esther Shatz, Director of Instruction (Student Services)  
Ian Heselgrave, Director of Operations  
Josh Porter, Director, Information Technology  
Debbie Page, Recording Secretary

#### Regrets:

Cliff Boldt  
Tom Weber

Dean Lindquist, Superintendent of Schools  
Paul Berry, Director of Instruction (Health and Safety)

### B. Adoption of Agenda

Circulated earlier in draft form for Board approval.

#### Recommendation:

***THAT the Board of Education adopt the December 19, 2017 Public Board Meeting Agenda.***

**CARRIED**

### C. Board Meeting Minutes

1. Adoption of the Regular Public Board Meeting Minutes – Tuesday, November 28, 2017

#### Recommendation:

***THAT the Board of Education adopt the Board Meeting Minutes of November 28, 2017 as circulated earlier for Board approval.***

**CARRIED**

### D. Report on In-Camera Meeting

In-Camera Minutes of November 28, 2017

School Act Section 72 (3) In-Camera Meeting Record:

- Personnel
- Finance

# REGULAR PUBLIC BOARD MEETING – MINUTES

Tuesday, December 19, 2017

7 pm

---

- **Facilities and Properties**

E. **Education Committee Meeting**

Committee Chair: Ian Hargreaves

1. **Date:** Tuesday, January 9, 2018  
**Time:** 6:30 pm  
**Location:** Lake Trail School, 805 Willemar Avenue, Courtenay, BC

F. **Strategic Direction**

1. **Superintendent's Report, Dean Lindquist**

- a) **District News**

- **Search and Rescue Academy** – more information: <http://tribunebayoutdoored.ca/school-academies/>
- **2018/19, 2019/20, 2020/21 Calendar Survey/Feedback** – Parents, students, staff members and the greater community are strongly encouraged to participate in the survey on all three proposed calendars – posted on the school district website: [www.sd71.bc.ca](http://www.sd71.bc.ca) or: [http://www.sd71.bc.ca/Pages/newsitem.aspx?ItemID=45&ListID=aac9f3d2-babd-4bac-ac12-230bc4a9cffc&TemplateID=Announcement\\_Item](http://www.sd71.bc.ca/Pages/newsitem.aspx?ItemID=45&ListID=aac9f3d2-babd-4bac-ac12-230bc4a9cffc&TemplateID=Announcement_Item)
- **Everybody Deserves a Smile (EDAS)** – Gift Bag Packing Day – A learning project that works with local school communities to inspire others to connect with those homeless and in need at this time of year.
- **Winter Concerts** – more information: [www.sd71.bc.ca](http://www.sd71.bc.ca)

- b) **Student Input and Consultation into the Governance Process, Briefing Note, Data and Survey**

Assistant Superintendent Tom Demeo spoke to the briefing note provided for Board information.

- c) **Strategic Communication Plan, Briefing Note**

Revised Recommendation:

**THAT the Board of Education receive the SD 71 Strategic Communication Plan as information and direct the Community Engagement Committee to review the plan and bring a recommendation back to the January 2018 public board meeting.**

CARRIED

Amendment to the Recommendation:

Remove: ... "for approval" ...

CARRIED

# REGULAR PUBLIC BOARD MEETING – MINUTES

Tuesday, December 19, 2017

7 pm

---

## Recommendation:

***THAT the Board of Education receive the SD 71 Strategic Communication Plan as information and direct the Community Engagement Committee to review the plan and bring a recommendation for approval back to the January 2018 public board meeting.***

d) ***Program Reviews***, Briefing Note

## Recommendation

***THAT the Board of Education receive the following program review reports and presentations as information:***

- ***Online and blended programs***
- ***Inquiry-based learning***
- ***Environmental and outdoor education***
- ***Learning resource centre***
- ***Human resources***

**CARRIED**

2. **Director of Instructional Services K-12**, Geoff Manning

a) ***Communicating Student Learning***, Verbal Update

Director of Instructional Services Geoff Manning gave a verbal update on communicating student learning for Board information.

3. **Human Resources Report**, Lynda-Marie Handfield, Director

a) ***Retirements***

Susan Meredith, Education Assistant, Huband Park Elementary School will retire effective February 28, 2018 after 9 years of service with the district.

Brian Johnson, Senior Custodian, Ecole Puntledge Park Elementary School will retire effective March 31, 2018 after 27 years of service with the district.

## G. **Board Business / Board Committee Reports / Correspondence**

1. **Trustee Committee Appointments 2018**, Janice Caton, Board Chair

Board Chair Janice Caton spoke to the trustee committee appointment schedule for 2018.

2. **Administrative Procedure 8001 MR3 – Daycare Centres and Before and After School Programs**, Briefing Note, Janice Caton, Board Chair



# REGULAR PUBLIC BOARD MEETING – MINUTES

Tuesday, December 19, 2017

7 pm

---

## Recommendation

***REFER Administrative Procedure 8001 MR3 -- Daycare Centres and After School Programs to the Policy Committee for review. CARRIED***

3. **First Nations Education Steering Committee (FNESC) 23<sup>rd</sup> Annual Aboriginal Education Conference – Renewing our Relationship**, November 30-December 2, 2017, Vancouver, BC, Briefing Notes from:

- Ian Hargreaves, Board Vice-Chair / Trustee (Puntledge/Black Creek)
- Sheila McDonnell, Trustee (Baynes Sound, Hornby and Denman Islands)

Board Information

4. **Trustee Participation on Other Committees:**

- a) *Written Report*, Ian Hargreaves, Board Vice-Chair, Trustee (Puntledge/Black Creek)
- b) *Written Report*, Clifford Boldt, Trustee, City of Courtenay
- c) *Written Report*, Sheila McDonnell, Trustee, Baynes Sound, Hornby and Denman Islands

Board Information

5. **Aboriginal Education Council Meeting**, Verbal Report, Janice Caton, Board Chair and Trustee representative to the AEC

Board Information

6. **Ministry of Education Funding Model Review**, Janice Caton, Board Chair

## Recommendation

***THAT the Board of Education write a letter to the Minister of Education seeking clarification on the purpose of the education funding model review. CARRIED***

7. **Presentation**, Janice Caton, Board Chair and Geoff Manning, Director of Instructional Services K-12

Video presentation celebrating Allan Douglas' journey in SD 71.

- H. **Public Question Period**

- I. **Adjournment – 8:20 pm**

# Education Committee Meeting—Minutes

Date: Tuesday, January 9, 2018

Location: Lake Trail School

Address: 805 Willemar Avenue, Courtenay, BC

6:30 pm

## Members:

Committee Chair, Ian Hargreaves, Puntledge/Black Creek	✓
Board Chair, Janice Caton, City of Courtenay	☐
Trustee, Tom Weber, Lazo North	☐
Trustee, Sheila McDonnell, Baynes Sound (Denman/Hornby Islands)	✓
Trustee, Clifford Boldt, City of Courtenay	✓
Trustee, Peter Coleman, Town of Comox	✓
Trustee, Vickey Brown, Village of Cumberland	✓
Superintendent of Schools, Dean Lindquist	✓
Assistant Superintendent, Tom Demeo	✓
Director of Instructional Services (K-12) Geoff Manning	✓
Director of Instruction (Student Services) Esther Shatz	✓

## AGENDA

### *Acknowledgements / Introductions*

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

#### 1. **Lake Trail School Highlights / Report –**

Gerald Fussell, Principal  
Zale Darnel, Vice-Principal

- Update on the Transition Model
  - Adding Grade 6
  - Overview of the process was given – “How did we get to where we are today”
  - Involved many different groups, i.e., students (incoming and outgoing); staff and parents
  - Feedback from all the groups/surveys etc., used to develop a plan
- Goal for Year – “How can we make each child’s life better?”
- Looking Forward – Hot Spots:
  - Outdoor play equipment
  - Music program
  - Structural stability
  - Staff stability
  - Sustainability of supports

2. ***Isfeld Independent Learning Time*** – Jeff Taylor, Principal, Mark R. Isfeld Secondary School

- An Inquiry/Capstone Project  
Overview of how Independent Projects Wednesday came into existence
- How to implement the new curriculum  
Ways to address the Capstone Project component of the new curriculum
- Student projects vary from simple to complex
- An interesting way

3. ***District Update*** –

Geoff Manning, Director of Instructional Services K-12 provided a district update.

**Next Education Committee Meeting:**

**DATE:** Tuesday, February 13, 2018

**TIME:** 6:30 pm

**LOCATION:** Highland Secondary School

# School District No. 71 (Comox Valley)

Office of the Superintendent of Schools

---

## ***District News***

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



### ***Interact Club – Mark R. Isfeld Secondary School***

Each year Rotary International sponsors a video competition for Interact Clubs from around the world. The goal is to inspire others to take action. The theme this year: “People of Action” – entries were submitted from 140 Interact Clubs from 28 countries. Congratulations to the Mark R. Isfeld Interact Club – winning the competition due to their “creativity, teamwork and dedication to changing the world”. The club will receive a \$1000 donation, an award plaque and a letter from the Rotary International President. To see the video: <https://www.youtube.com/watch?v=Bz38XGvBvg0&feature=youtu.be>

### **Vancouver Island VEX Tournament**

The school district will play host to the Vancouver Island VEX Robotics Tournament – Forty-nine (49) school teams from across Vancouver Island and the lower mainland will compete for spots in the provincials at BCIT in March. Open to the public:

**Date:** Saturday, January 20, 2018  
**Time:** 9:30 am to 3:30 pm  
**Location:** Highland Secondary School  
750 Pritchard Road, Comox

Visit: <https://www.vexrobotics.com/competition> for more detailed information.

### **Registration for Kindergarten and Other Programs for 2018/19 School Year**

School District Website Link:

<http://www.sd71.bc.ca/Documents/Kindergarten%20and%20Other%20Programs%20for%20Feb%202018.pdf>

---

Dean Lindquist, Superintendent of Schools

**Thursday, February 1, 2018 –  
Orientation Session for Kindergarten Programs**

Parents are invited to a special evening for kindergarten – an opportunity to hear about the many different kindergarten programs in our district:

**DATE:** Thursday, February 1, 2018  
**TIME:** 6 pm to 7 pm  
**LOCATION:** Queneesh Elementary School  
2345 Mission Road, Courtenay, BC

**Monday, February 19 to Wednesday, February 21, 2018 –  
Kindergarten Registration**

Kindergarten classes are full-day programs. Parents are asked to register their children at their current neighbourhood school between the hours of 8:30 am and 12 noon. To determine your neighbourhood catchment school, please visit the school district website: [www.sd71.bc.ca](http://www.sd71.bc.ca); click on “schools” and go to “School Locator”.

**Other Programs –**

Please use the school district *link* above for a full list of other programs –

- *French Immersion:* Ecole Puntledge Park Elementary School (Courtenay) and Ecole Robb Road Elementary School (Comox)
- *Navigate (NIDES) Compass Program* Kindergarten, Tsolum Campus (Courtenay)
- *Navigate (NIDES) Fine Arts eCademy (FAE)* Kindergarten, Tsolum Campus (Courtenay)
- *Aboriginal Kindergarten/Grade 1*, Ecole Puntledge Park Elementary School (Courtenay)
- *Montessori* Kindergarten, Queneesh Elementary School (Courtenay)
- *Late French Immersion (Grade 6 entry)*, Ecole Puntledge Park Elementary School (Courtenay)
- *Secondary French Immersion*, Mark R. Isfeld Secondary School (Courtenay)

**Cross Boundary Transfer Requests –**

Requests for cross boundary transfers for the 2018/19 year must be completed online between **January 15 and March 23, 2018** for consideration.

# School District No. 71 (Comox Valley)

Office of the Superintendent of Schools

---

607 Cumberland Road  
Courtenay, B.C. V9N 7G5  
Fax (250) 334 4472  
Telephone (250) 334 5502

## Briefing Note – Program Reviews

January 23, 2018

### Background

Program Reviews are being conducted on most programs and some processes that are operational in SD71. The reviews are being conducted over three phases. Phase One program reviews include:

- Online and blended programs
- Inquiry-based learning
- Environmental and Outdoor Education
- Learning Resource Center
- Human Resources

At the December 19, 2017 Public Board Meeting, the Board received the reports from these five program reviews. As the information received requires further extensive discussion by trustees, the purpose of this board report is to provide a strategy for moving forward on the information.

The planned process is to hold a two hour in-service workshop. The meeting will be provide an overview of each of the presentations and recommendations. Initial thoughts are to consider the information received and identify it as emergent, medium, long term or to not consider the information at all at this point in time.

Emergent recommendations or directions will be further scoped out and brought to the board for consideration during the 2018/19 budget and planning process.

### Implications

The program reviews are planned over three phases and will take over one calendar year to complete all the reviews. These reviews are intended to be environmental scans with some more intense areas of study. Delaying initial screening by the board until all program reviews are completed is not recommended. There may be some initial recommendations that the Board wishes to further examine and or move forward for consideration during the budget process.

### Recommendation

**THAT the Board of Education direct senior leadership to plan a two hour in-service workshop for senior leadership and the board to examine, discuss and potentially make decisions about the program reviews received in December.**

# School District No. 71 (Comox Valley)

Office of the Superintendent of Schools

607 Cumberland Road  
Courtenay, B.C., V9N 7G5  
Fax (250) 334-5552  
Telephone (250) 334-5500

## Briefing Note – Strategic Communication Plan

### Background:

Attached is a draft Strategic Communication Plan for the school district. The Board received this Communications Plan at the December 19, 2017 Public Board Meeting. The plan has been tabled with the Policy Committee for the purpose of reviewing the existing communications administrative procedure and determining if changes to the existing AP are required. At the December 19, 2017 meeting it was also noted that should trustees require changes to the document, these should be submitted prior to the January board meeting. None were received.

The plan was also tabled at the Community Engagement Committee.

Developed by Mary Lee, District Communications Consultant, the document provides a recommended plan moving forward effective and strategic communications in SD71. The plan explains the essential elements of the document and clearly sets out a direction for Board communication. The plan identifies objectives for the plan, key stakeholders, key messaging and how to execute the plan.

### Implications:

The process identified for this Strategic Communication Plan will enable the Board to accept the plan during the January Public Board Meeting. As this is a working document of the Board, changes can be made if the Board desires such changes. However, by accepting the plan at the January meeting, this will allow for the various committees of the board to begin to use this plan.

The recommended process does not minimize trustee involvement in reviewing or recommending changes to the document on an ongoing basis.

### Recommendation:

***THAT the Board of Education approve the School District No. 71 (Comox Valley) Strategic Communication Plan.***

School District No. 71 Comox Valley  
607 Cumberland Rd.  
Courtenay, British Columbia  
V9N 7G5

# STRATEGIC COMMUNICATION PLAN

SCHOOL DISTRICT 71 (COMOX VALLEY)

2017 - 2018

*Mary Lee*

*Communication Consultant*

*SD71 Comox Valley*

*Prepared December 2017*



# TABLE OF CONTENTS

## Contents

Executive Summary	3
Objective	5
Stakeholders and Target Audiences	6
Key Messages	7
Execution	8
Evaluation	13
Key Spokespersons	14
Coordination and Budget	15
Contact Information	15

## Executive Summary

### BACKGROUND

#### District Overview

School District No. 71 (Comox Valley) is one of 60 school districts in British Columbia serving the communities of the City of Courtenay, Town of Comox and the Village of Cumberland, including Black Creek, Merville, Royston, Hornby and Denman Islands. It is the second largest employer in the Comox Valley after Canadian Forces Base Comox (19 Wing). With 15 elementary schools, two middle/junior secondary schools, three secondary schools, two alternate schools, and a distance education school, SD71 employs 1,300 headcount employees (teachers, administrators and support staff including on call and exempt staff) and educates approximately 18,300 students. SD71 is renowned for educational excellence, innovation and providing a supportive student learning environment.

### SITUATION

#### Financial Overview

For the past 15 years leading into the 2016/17 school year, SD71 faced declining enrollment in its standard Kindergarten – Grade 12 (K-12) student population and other major challenges including funding protection; declining operating surplus and local capital reserve; and cost and funding pressures.

Today, the district is in a growth phase. Student enrollment in the standard K-12 and in Distributed Learning (DL) is up which generates additional revenue for the district. Additionally, during the 2016/17 school year there were numerous unanticipated funding announcements including the Ministry of Education release of the Priority Measures for Supreme Court of Canada (SCC) ruling that reduces classroom size, restores the Collective Agreement for teachers and increases funding for school districts across the province. For SD71, that allowed funding for approximately 60 new teacher hires. While these significant changes are having a positive impact for students and teachers, restoring trust and rebuilding relationships with the district and re-instilling confidence in public education will take time and effort.

#### Community Perspectives

Community members in the district care about their schools, students and communities. In an effort to continue to develop positive working relations between the Board of Education, staff and community stakeholders, a dialogue about how SD71 can best engage the community was hosted in January 2017. Discussions from the forum revealed that community stakeholders seek clear and transparent feedback loops where information is shared with the community and received from the community through a variety of mediums. Preferred modes of “push and pull” modes of communication included social media, simple

---

<sup>1</sup> Student enrolment for 2016/17 based on headcount. Student funding based on 7,802fte (fulltime equivalent) students.

opinion surveys, bulletins and newsletters. Community stakeholders expressed a strong interest in receiving information that is accessible, accurate and concise. To this end, it was noted that developing a communication strategy that outlines what will be communicated, when and to what level of detail would be useful to the community. A key aspect of this strategy would address how community stakeholders can access board minutes, as well as to receive information on the board decision making processes.

In June 2017, the District Parent Advisory Council (DPAC) underwent a short anonymous survey to address school-to-parent communication. Results were presented to the District Leadership Team (DLT) in October. A total of 581 submissions representing an even mix of parents/guardians of primary and secondary students from various schools with varying levels of engagement were received. Findings of the survey reveal parents/guardians are satisfied with communication coming from the schools, with the parents/guardians of primary-aged students having a greater level of satisfaction. Parents/guardians generally want to receive information digitally (mobile device and desktop) with email communication being the most valued. Parents/guardians are generally satisfied with school/district websites and Facebook. The significant take-away was the desire for consistent communication across all grades and schools, with more cohesion within the school system.

#### Scope of Plan

Effective communication between children, parents, teachers, and administrators is critical to ensure students and their families are supported. Meaningful school communication is very much the essential catalyst to getting the kind of parental and community engagement students need to succeed. Through transparency of the district school system, this plan aims to build trust, honesty and respect with all educational partners within our school communities.

Activities identified in this plan are diverse with a focus on preferred communication tools for the community and respond directly to the expressed interests and concerns of public education stakeholders.

The communication objectives are tied directly to the School District No. 71 (Comox Valley) Board of Education Strategic Plan for student and school success. This document is used to guide communication activities as well as provide a framework for community engagement efforts as were expressed in forums with stakeholders and by our PAC communities.

## Objective

The purpose of the School District No. 71 (Comox Valley) Communication Plan is to present a clear and concise framework for communicating with our school community.

To increase and improve internal and external communication systems by creating open, two-way communication between the School Board, administrators, staff, students, parents/guardians, employee unions, and the greater public audience.

### GOALS

- Implement communication programs that are focused on consistent, inclusive, open and transparent two-way communication.
- Build trust and garner support in the district, board and schools by ensuring stakeholders have timely access to information about district initiatives, issues, programs and activities.
- Foster strong relationships by providing opportunities for stakeholder engagement in public education.
- Enhance and protect the district's brand.

## Stakeholders and Target Audiences

### INTERNAL AUDIENCE

#### PRIMARY

- The Board of Education
- District and School Administrators
- Staff (teachers and support)
- Students
- Parents

#### SECONDARY

- District/Parent Advisory Council
- Unions
  - Comox District Teachers' Association (CDTA);
  - Canadian Union of Public Employees (CUPE 439)
- Professional education affiliated associations and organization (ex. British Columbia School Trustees Association (BCSTA), Comox Valley Principals and Vice Principals Association (CVPVPA)).

### EXTERNAL AUDIENCE

#### PRIMARY

- Business Leaders
- Elected Officials – all three levels of government
- Media
- Ministry of Education

#### SECONDARY

- Residents without enrolled SD71 children
- Senior Citizens Groups
- Faith-based Groups
- Community Service Clubs and Groups
- Prospective employees
- Post-Secondary institutions – i.e. trade and community colleges, universities, Job Markets.

## Key Messages

- Our kids come first.
- Everyone in the community contributes to child's education success. Together, we will raise our students to their highest potential.
- We remain responsive to our students' needs by evolving with the changing educational environment and by embracing advances in technology so that our programs remain relevant and engaging.
- We strive to maintain the right balance of resources so that a child's education is never compromised.
- School District No. 71 (Comox Valley) is focused on making our schools unique, valuable and attractive to students and families and to employees.
- We value and believe in:
  - Trusting relationships based on respect, integrity and ethical behaviour.
  - An environment that motivates and actively engages learners.
  - Innovation and creativity.
  - Strong partnerships, especially between home and school.
  - Accountability and shared responsibility.
  - Individual, professional and organizational growth.
  - Celebration of accomplishments.

**Vision Statement:** A learning community that embraces diversity, honours relationship and prepares all learners for a changing world.

**Mission Statement:** To work with our educational partners to develop responsible, compassionate citizens and successful, lifelong learners.

## SUPPORTING MESSAGES

*School District No. 71 (Comox Valley) strives for educational excellence by creating and maintaining a learning community that embraces diversity, honours relationship and prepares all learners for a changing world.*

*School District No. 71 (Comox Valley) will provide a safe, supportive environment for our students to receive a diverse education in order to develop into responsible, compassionate citizens and successful, lifelong learners.*

*The district is joined by a team of parents and the community to assist our students in developing skills to become independent and self-sufficient adults able to succeed and contribute responsibly in a global community.*

## Execution

Support, participation and involvement in this plan is vital – particularly teachers and school administrators who are highly influential sources of information to students and parents/guardians, and often the first point of contact with the primary external audience. The entire primary internal audience carries the message and the image of the school district to their families and friends who, in turn, form opinions about the schools and the programs and services being delivered in those schools. In essence, the primary internal audience are the ambassadors of SD71.

The process of communicating information to stakeholders is an integral component of effective decision-making. The <sup>2</sup>Communications Framework is focused on stakeholder involvement, which is separated in the following table into five levels on a sliding scale of engagement moving across the spectrum from *Inform to Empower*.

- **Inform:** Provide timely information about board and administrative decisions made, and activities and events across the district.
- **Consult:** Increase the involvement of staff and community through consultative practices to obtain feedback on issues or decisions.
- **Collaborate:** Partner with staff and or community in arriving at a solution.
- **Foster the exchange of information between SD71 and the communities it serves.**

A deliberate decision on the degree to which community engagement is required will be made by the Board of Education based on the nature of the subject /issue being communicated and the intended outcome.

### ENGAGEMENT AND COMMUNICATIONS CONTINUUM

Inform	Consult	Involve	Collaborate	Empower
Provide internal and or external public with information.	Obtain public feedback on a future decision coming to the board and or planning for the board	Work directly with members of the public (internal and or external) throughout the entire process that culminates with a board decision	Work with the public from the inception of a project to the final decision by the board.	Places final decision-making in the hands of the public.
e.g. newsletters, web-pages, social media feeds and blogs, mainstream media	e.g. public meetings, focus groups, surveys	e.g. advisory groups, public forums, public hearings	e.g. Workshops, design charrettes	e.g. Plebiscite, working committee

<sup>2</sup> Board Policy Manual, Board Operation 1-12 *Framework for Communications and Community Engagement*, Adopted June 2017.



# SD71 COMMUNICATION PLAN

## TASKS

Successful strategies in school communication requires a myriad of tasks to be executed simultaneously – from core program areas (i.e., effective communication plans, research and evaluation strategies, media relations, marketing, internal communication, public engagement and parent involvement, etc.) to crisis management, diversity, equity and inclusion, social media, video and trending communication technologies, education advocacy, emerging issues and real-life or high profile case studies.

Crisis management is addressed in a separate document to support the District’s Emergency Response Plan.

Specific tasks will achieve more than one goal at one time. The table identifies what tasks are needed to meet the Communication Objectives of the district. Outcomes are measured in a number of ways from quantitative results such as an increase in media coverage and social media impressions to qualitative results, indicated by changes in attitudes improved relationships with stakeholder groups, increasing involvement in district initiatives such as community engagement.

TASKS	MEASURABLE OUTCOME
-------	--------------------

**Associated goal:** Implement a Communications Program that is focused on consistent, inclusive, open and transparent two-way communication.

***Harness the power of student, teacher and school stories to engage both internal and external audiences.***

**Media Relations** - The news media are an important vehicle through which the district keeps the electorate accurately informed and increases public awareness of education.

Continuous use of **Social Media** -Twitter, Facebook, Instagram, and YouTube posts that support and enforce the district’s mission, vision and values.

- Increased mainstream media interest and coverage (Print, Digital, Radio).
- Media monitoring and analysis: positive coverage increases within one year.
- Minimum of one unique initiative, achievement from every school featured in a school year.
- Establish media distribution service for ease in news submissions outside local region.
- Increase number and frequency of postings highlights, achievements and human-interest stories and school/student successes.
- Post insights and analysis continue upward trend in views, reach and engagement.
- DPAC/PAC feedback indicates greater use of and appreciation for these media platforms.
- Increase the use of video coverage on YouTube channel to highlight district achievements through video story telling.



# SD71 COMMUNICATION PLAN

TASKS	MEASURABLE OUTCOME
<p>Develop a district-wide <b>Social Media Guideline</b> for schools.</p> <p>Implement a “<b>issues framing process</b>” to identify topics of concern for which succinct, clear messages are required</p>	<ul style="list-style-type: none"> <li>• Benchmark participation rate of schools within first year.</li> <li>• Early detection of emerging issues established when senior leadership and/or board’s confidence in communication objectives increased.</li> <li>• Creation of a library of Talking Points and Media Response Lines (MRLS) and, as applicable Factsheets, Backgrounders in advance of community engagement and media interest. Ex.:               <ul style="list-style-type: none"> <li>• FSA</li> <li>• LRFP</li> <li>• Education Program Review</li> <li>• Budget</li> <li>• Calendar</li> </ul> </li> <li>• Applicable internal audience be the first informed always on an issue action plan.</li> <li>• Identify and train spokespersons how to message and use MRLs to address topic/issue beginning in Jan 18 and ongoing.</li> </ul>
<p>Create <b>Superintendent’s (District) Blog</b> – Regular posts of 2-3 stories and District News accompanied by engaging pictures</p>	<ul style="list-style-type: none"> <li>• Monthly posts.</li> <li>• Increase blog readership continuously throughout year and benchmark follower rate.</li> <li>• Share “vetted” comments on blog and benchmark commenters’ rate after one year.</li> </ul>
<p>Include <b>paid advertising</b> (online, print and radio) in the media mix for targeted communication campaigns to achieve specific marketing objectives.</p>	<ul style="list-style-type: none"> <li>• Appropriate resources allocated to marketing and advertising annually, identified at start of each school year.</li> </ul>
<p><b>Associated goal:</b> Build trust and garner support in the district, board and schools by ensuring stakeholders have timely access to information about education initiatives, issues, programs and activities in our schools.</p>	
<p>Create a <b>Speaker’s Bureau Program</b></p>	<ul style="list-style-type: none"> <li>• Identify key spokesperson from Board and senior Leadership to represent district at business and community events.</li> <li>• Create official SD71 “<i>Who we Are, What We Do, Why We Do It</i>” slide deck for stakeholder outreach opportunities within local community.</li> <li>• Purchase a Chamber of Commerce membership to have ease in access to stakeholder groups to whom SD71 can present.</li> </ul>

# SD71 COMMUNICATION PLAN

TASKS	MEASURABLE OUTCOME
<p>Identify and empower <b>School Communication Enablers</b></p>	<ul style="list-style-type: none"> <li>Organize <i>Media Reps</i> group with representatives from each SD71 schools; implement a system to report up to district Communications Consultant of events, stories, initiative deserving of public and media attention – Jan/Feb 2018.</li> </ul>
<p>Provide increased opportunities for face-to-face communication with SD71 senior leaders</p>	<ul style="list-style-type: none"> <li>Increased attendance from stakeholders and community at regular and education meetings with board – benchmark after a year.</li> </ul>
<p><b>Associated goal:</b> Foster strong relationships by providing opportunities for stakeholder engagement in public education.</p>	
<p><b>Community Engagement</b> –Acceptance of responsibility of public education success by community is essential to provide an excellent educational program to all students.</p> <ul style="list-style-type: none"> <li>Conduct regular research to invite feedback and promote two-way, open communication</li> </ul>	<ul style="list-style-type: none"> <li>Develop public consultation and feedback sessions supported by a robust social media marketing to garner awareness, interest and participation.                             <ol style="list-style-type: none"> <li>LRFP</li> <li>Education Program Review</li> <li>Budget</li> <li>Calendar</li> </ol> </li> </ul>
<p>Establish standards and practices regarding <b>communications for school administrators</b> to implement for school-home communication practices:</p>	<ul style="list-style-type: none"> <li>Benchmark or audit what is currently used - newsletters, email, Synervoice, website - against a new standardized system for consistency within schools and across the district.</li> <li>Standards implemented by administrators within 12 months.</li> <li>Standards created and shared with DPAC/PACs.</li> </ul>
<p>Establish standards and practices regarding <b>communications for trustees</b> to implement for trustee - Community communication practices:</p>	<ul style="list-style-type: none"> <li>Benchmark or audit what is currently used.</li> <li>Standards implemented by trustees within 12 months.</li> <li>Standards created and shared with stakeholders.</li> </ul>
<p>Strengthen <b>internal communications</b> Establish a <b>culture of team commitment</b> and understanding staff, employees, educators and administrators are SD71 ambassadors. <i>“Supporting students by Serving employees”</i></p>	<ul style="list-style-type: none"> <li>Internal sharing of timely, relevant open and two-way communication part of everyday operations – benchmark after a year.</li> <li>HR and Communications interact closely with messaging to internal staff and their respective unions. Benchmark relationships with unions after one year.</li> </ul>

# SD71 COMMUNICATION PLAN

## TASKS

## MEASURABLE OUTCOME

**Associated goal:** Enhance and protect the district's brand.  
*Ex: Our brand is public education; our strength is community*

Develop a new robust **District Website** to ensure consistent branding and provision of SD71 information

Redesign **SD 71 logo** with new **tagline**

Review and Renewal of Strategic Priorities

- Ease of website navigation to find key information using the "two clicks away" principle - before end 2017/18 school year.
- Standardize website template for consistency SD71 school websites
- Create an ad-hoc committee with representation across district to in developing a logo with supporting tagline representative of the district and the region and students we serve.
- Provide staff with many opportunities to participate in review process:
  - a. Face-to-face meetings
  - b. Surveys
  - c. Anonymous input options

## Evaluation

Execution of effective communication activities in a timely and relevant manner is important in achieving communication objectives. Often overlooked yet equally important is evaluating the communication activities. This plan will incorporate a continuous evaluation cycle that will assess the information needs of each target audience, examine how well information is reaching target audiences, measure desirable outcomes or impact of the information, and integrate those observations into subsequent communication activities.

Communication evaluation should not solely focus on output: measuring communication performance (e.g. number of press releases issued, social media impressions, etc.). More important is to measure outcomes: did communication activities result in any opinion, attitude change from a target audience(s), increase participation and collaboration from community engagement activities; foster stronger relationships with audiences; and or enhance the SD71 brand reputation and reach in the Comox Valley.

## Key Spokespersons

One or more of the following spokespersons are identified as appropriate subject matter expert (SME) to speak on matters pertaining to the district and will vary depending on the communication outcome expected to be achieved, and the topic or nature of the media request or speaking engagement.

Spokesperson needs to be properly briefed in advance on the matter being discussed, addressed or queried with the necessary accompanying Talking Points (TPs) or Media Response Lines (MRLs) that shall be prepared by the Communications Consultant in collaboration with SMEs.

1. Board Chair or delegated representative;
2. Superintendent of Schools;
3. Communications Advisor;
4. Assistant Superintendent;
5. Acting Secretary-Treasurer;
6. Director of Instructional Services (K-12);
7. Director of Instruction (Student Services);
8. Director of Instruction, Health & Safety;
9. Director of Operations;
10. Respective district principals or delegated representative; and
11. Others (staff or student, if appropriate and applicable).

## Coordination and Budget

The execution of the Communication Plan will be managed by the Communication Consultant as directed by the SD71 Superintendent with approved funding as required to support the communications tasks and activities identified in this plan.

## Contact Information

School District No. 71 Comox Valley  
607 Cumberland Rd.  
Courtenay, British Columbia  
V9N 7G5  
Tel 250-334-5500  
Fax 250-334-5552



# School District No. 71 (Comox Valley)

Board of Education

607 Cumberland Road  
Courtenay, B.C., V9N 7G5  
Fax (250) 334-5552  
Telephone (250) 334-5500

## Briefing Note – Contracted Services to the Health Curriculum

### Background:

The Board referred correspondence to Senior Leadership that requested the Board extend funding of contracted sexual health education supports by increasing the contract of the current health expert. This request would require that the district increase current supports used to augment instruction in sexual health education from every second year (e.g. grades 1, 3, 5, 7) to each year. Currently many PAC's pick up the cost for alternate grades not scheduled to receive the augmented instruction. It is important to note that the purpose of augmenting is to add to the instruction of the program, not to replace the instruction by the teacher.

Senior Leadership contracted Mr. Clyde Woolman to conduct a review of the program. Some of the findings in the report indicate that there is a perception that the augmented instruction from the health expert is the instruction of the program. This is not the case as it is a teachers responsibility to plan and teach the curriculum.

The report indicates that the current contractor does exemplary work in teaching sexual health education. However, this again is to extend the learning about sexual health education, and is not intended to replace it. As such more work is required by the district in this area.

Some of this work began last year with the recommendation (from the current contractor) to kits for K – grade 7 schools and is highlighted on page 6 of the evaluation report. These kits would be housed and maintained through the Learning Resource Center. A second capacity building initiative is the Kids in the Know Program.

### Implications:

Undoubtedly the most difficult part of the work will be building capacity of our teachers to increase their comfort with teaching the content. Kits and other supports will be available for teachers to use. We will also need to consider how to use consultants to build counsellor and teacher knowledge in teaching human sexuality. The report from Mr. Woolman provides options for an implementation plan for building a sustainable teacher instructed human sexuality program.

For upper middle and high school programming, consideration may have to be given to hiring sexual health experts to augment the curriculum.

It is recommended that the Board approve the following recommendation:

**At the K – 7 level the school district will continue with current implementation of the program as it remains for the 2017/18 school year and for the 2018/19 school year, the human sexuality kits will be launched through the LRC and teachers will be able to access professional learning for teaching the human sexuality component.**

**At the grades 8 – 12 level school administrators, in consultation with their teachers, will develop a plan to ensure that the human sexuality program is fully implemented using either teachers and counsellors and or blending the program with support from human sexuality experts.**



REPORT TO THE SUPERINTENDENT OF SCHOOLS:

CONTRACTED SERVICES AND THE HEALTH CURRICULUM

January 16, 2018

Clyde Woolman

### **Terms of Reference**

On December 4 the writer met with the Superintendent and Assistant Superintendent to discuss the possibility of a report on the linkages between contracted services of Dr. Claire Vanston (hereafter referred to as Dr. Claire), and the implementation of the health curriculum. There were three distinct thrusts that were prompting the desire for such a report. Firstly, there was a feeling that Dr. Claire's work was being regarded as the vehicle for delivery of the Health curriculum, especially in grades K-7, when the intent was to augment teacher work in the classroom. In conversations with Dr. Claire, she too believed that this perception of her as, "the health curriculum person" existed. Secondly, the level of instructional commitment Dr. Claire has been able or willing to devote to School District 71 will be reduced in the future. Dr. Claire has already indicated in writing that she does not intend to continue with secondary level sessions in the next school year. Such a change would have considerable impact. The third thread is linked to the two points above, is the additional support provided by schools to contract Dr. Claire's services, usually, though not exclusively, through the PACs.

This review not only demonstrates a desire on the part of the district to "get ahead of the issue", it links well with the Program Review document provided to this writer by the Superintendent. The fall 2017/winter 2018 review documents notes Curriculum, Learning Services/Resources, and Student Services as facets that may be reviewed. The topic pertinent to this report is connected to all three of these district programs and/or components.

At the conclusion of the December 4 meeting it was agreed that the report would be made available to the superintendent by the middle of January.

### **The Author**

The author of this report is a retired educator, with over thirty years in education leadership, over twenty of those in District 71. He has been an elementary, middle and high school principal, an Assistant Superintendent as well as the Superintendent of Schools in District 71 for six years. He was also a high school counsellor, at one time, responsible for organizing a guest speaker program for topics similar to those discussed in this report. At the time when agreeing to conduct the review, the writer had not met or conversed with Dr. Claire and had only minimal knowledge of her role in the district. Similarly the writer had not been part of, nor had knowledge of the changes to the new Health curriculum and the impact that may have.

## **Background to the Curricular Area**

Issues around what used to be termed “sex education” are not new. In the past, health-oriented curriculum of this nature has been taught mostly by counsellors in the junior and senior schools, (in the 1980’s and early 1990’s there were no elementary counselling positions). There was a counselling coordinator in the late 1980’s who was not directly involved with “sex-education” instruction though a Vanier counsellor was, for a time, denoted as a “district resource”. The material has also been taught at various times by nurses and public health officials, though no program or series of visitations equalled the length and depth currently provided through Dr. Claire. The material has been included in various guises in a number of provincial curricula, including Learning for Living, Career/Planning education and now, Physical Education and Health. Significantly controversial with parents one and two generations ago, there has been gradual acceptance that schools should be involved in this type of education. This is by no means universally accepted. The current practice of parents being provided prior information and having the choice for their child to “opt-out” of the sessions is a critical, though not often used, component of the delivery and should continue in the future. Generally the increased level of acceptance may be due to the increasing complexity of sexual and gender-oriented issues, including the rapid advance of technology in establishing “relationships”, or be part of a more general trend over the last thirty years. There is a broadened expectation of school involvement in social issues that in previous eras were the purview of the family, community or church, (one such example being several schools involvement in celebration-of-life ceremonies, activities rarely, if ever considered to be the realm of the schools thirty years ago).

## **Methodology**

The basic methodology utilized was discussion and conversations with a range of school district personnel and a detailed check on the learning outcomes of the new Health curriculum. There were two contacts with Dr. Claire, one an hour-long face-to-face meeting and the other a relatively short phone conversation. There were thirty-two contacts with school district personnel, ranging from ten minute conversations to discussions that exceeded an hour. Of the thirty-two contacts, fifteen were teachers (of these five were with counsellors and one other with the CDTA president), fourteen were site administrators, and three were Directors of Instruction.

These were the following points that met with general, though not universal agreement:

1. That the issues around sex-gender education is changing rapidly especially for older children and teens, and it is extremely difficult for classroom teachers to be current,
2. That the majority, though not all, teachers regard Dr. Claire's services as providing most or all of the health curriculum requirements,
3. That Dr. Claire provides excellent service (this point was universal),
4. That it is highly unlikely that the level and type of participation by Dr. Claire will remain at the current levels in the future, (this was provided mostly by administrators and counsellors who were more aware of specific information),
5. That classroom teachers have no specific training in this area,
6. That though there is a range of comfort level, a number of teachers feel uncomfortable and even vulnerable when discussing these issues, particularly with older students as the questions and content become more complex,
7. That Intermediate and high school students are more likely to ask questions of a trusted adult other than their classroom teacher,
8. That having familiarity with the instructor is beneficial, though there may be a point during the graduation program levels when a "new voice" may have more impact,
9. That primary teachers who would be most able to conduct the sessions with their own students, assuming that support materials are in place,

These points and others will be discussed as the report unfolds.

### **Background to Dr. Claire Services**

Dr. Claire has been providing service to the district for the last eight years. The program has become more involved over the years, particularly with the advent of "non-district" monies as a type of "value-added" service. The district program includes services comprising two sessions in grades 1, 3, and 5, and one session in grades 7, 8 and 10. This is made available to all schools no matter their size or location. In this aspect, District 71 has, according to Dr. Claire, a more comprehensive approach than many other school districts. Her hourly rate is \$115.00 plus .43 per kilometre. This has not changed since the beginning of the contractual relationship, though it may change in the future. On behalf of the district she also applies for grants. The district budget is \$25,000 which is supplemented by grants. At the conclusion of the 2017 year, records indicate that Dr. Claire was paid approximately \$35,800 through school district funds.

In addition, some schools, PACs or community-school organizations fund visitations by Dr. Claire for Kindergarten and grades 2, 4, 6, and 9. Dr. Claire reports that there are 11 schools doing so fully or in part for 2017-18 school year, with Miracle Beach and Airport being the last two to join the group in 2017. Not being directly related to this report, and not involving public monies (with two or three exceptions), these financial arrangements were not explored. It has not been historical practice for PACs to fund an external source to a level what some believe to be the delivery of significant aspects of a provincial curriculum. The CDTA president did not, however, note any issues from the teachers' association in that regard.

Organizationally there has been one member of the senior leadership team that has been the primary link with Dr. Claire. However, there are aspects of her work tied to the topics in the Health curriculum which have connections to other departments, and thus fall under the auspices of others. Like all organizations, school districts need to adapt when issues cross categories or departmental boundaries. At one time or another, the Assistant Superintendent has been in charge of liaising with Dr. Claire. Meanwhile, the Director of Instruction (Elementary; since retired), was responsible for resources and working with LRC staff to develop various kits. The Director of Instruction (Student Services), was working with elementary counsellors on a safety-based program that has clear connections to the Health curriculum outcomes. It would likely be beneficial if one senior leader oversaw the implementation of the Health curriculum and any contracted work that augments the work, be it Dr. Claire or others. Liaison between curricular and counselling services is essential for optimum curricular delivery and related support.

### **Quality of Dr. Claire's Services**

It would be remiss if this report did not mention the high quality of Dr. Claire's work. It is extremely rare to have such consistency of opinion and for it to be overwhelmingly positive. Dr. Claire is regarded as a knowledgeable, highly-skilled presenter who works exceedingly well with students of all ages. Teachers, administrators and counsellors find her easy to work with and appreciate her straight-forward approach. Whatever the future holds, Dr. Claire is to be commended for her services to the students for such a long period of time, and the school district recognized for obtaining and supporting such a service to augment teacher work in the classroom.

### **Dr. Claire’s Services and the Health Curriculum**

In an interesting twist, Dr. Claire’s positive contribution may have led to many teachers assuming that her work “covers” the Health curriculum. While it is impossible to categorically state this perception is true of all elementary teachers, (and those teaching PHE to those in grades 7, 8 or 9) virtually all those interviewed thought that this was a relatively common belief. Dr. Claire also believed this to be true. While there is a strong link between the topics covered by Dr. Claire and *some* of those in the Health curriculum, there are many more topics that she does not touch upon. Thus the service she provides is not delivering the Health program. It should be regarded as a district-sponsored service intended to augment the delivery for what is ultimately the role of the classroom teacher. That it is presented in what happens to be an exceptional manner does not mask this fact.

The Health curriculum was implemented in K-9 in 2017-18 with grade 10 scheduled for 2018-19. Clearly curricular change of this magnitude (particularly for secondary PHE teachers) is not likely to be implemented evenly across any school district without some supplemental specialist assistance. There is a considerable range of teacher interest, comfort and ability in several of the topics to be covered in the new curriculum. Thus there is little doubt that whatever the future model for delivery may be for K-10, there is a need to develop in-district capacity.

The Health curriculum has four main strands, Physical Literacy, Healthy/Active Living, Social and Community Health and Mental Well Being. Unlike curriculum of previous eras there is no specific time indicated or even suggested and the emphasis is on flexibility. The document states that, “As with other areas of learning there is no fixed delivery model for PHE . . . depending on local needs and supports, teachers could also continue to utilize community resources, such as public health nurses . . . allowing for flexible learning environments.” The district has demonstrated flexibility in the past, perhaps more so than several other jurisdictions, and will need to do so in the future.

### **Building Teacher Capacity at Elementary Grades – LRC Kits**

The district has demonstrated initiative in preparing for the future. There are four prototype kits at the LRC currently on-hold; one for parents, one for grades K-3, one for grades 4-5 and one for grades 6-7. The kits are housed in totes and Dr. Claire has chosen the materials. There are some French language downloads for French Immersion classes but the majority of



material is in English. This has been a challenging project and the district should be commended on demonstrated foresight. In particular, Joan Pearce, librarian at the LRC is to be congratulated on the development of the prototype kits, as is Dr. Claire for providing her expertise and advice. The plan would be for one of each levelled kit to be placed in each elementary school, including Navigate, Cumberland Community School and Lake Trail, given the school enrolls grade 6 and 7. There would also be additional kits housed at the LRC since the number of divisions in large schools may mean difficulty of access. The total cost for the resource kits would be in the \$6,000-7,000 range. Given that building teacher capacity will be important for future success, it appears that purchasing the materials should be a relatively easy decision to make.

### **Building Teacher Capacity at Elementary Grades – Kids in the Know Program**

The second initiative to build capacity has been the purchase of the Kids in the Know Program for grades K-7. This program is from the Canadian Centre of Child Protection's National Safety Program. The intent is to, "Build resiliency skills (in children) and reduce their likelihood of victimization in the online and offline world." The kits were distributed to all elementary schools, at coincidentally about the same time as Dr. Claire started the connection with the district. The Student Services department purchased the kits to support safety education and the elementary counsellors have been asked to encourage teachers to use the material and continued promotion should be sustained. While the material does not duplicate Dr. Claire's work, it does connect well with it and could provide supplemental support for classroom teachers in delivering the Health curriculum, thus building teacher capacity. The Kids in the Know program, coupled with the LRC kits provides makes for a potentially good combination of support materials for classroom teachers.

### **Building Teacher Capacity - Primary Teachers**

As previously stated, Dr. Claire has indicated in writing that she does not intend to continue to deliver instructional services to secondary (grades 8-12) in 2018-19. There will likely be further reductions in direct instructional service over the next few years. Assuming that, the most likely first step is to move toward primary teachers teaching the Health curriculum without her services. This statement is based largely on the type of material that is covered, (largely body science), the level of questions and comments from students at primary age when

compared to older students,, and previous work that many current primary teachers have had with programs such as the CARE Kit. Dr. Claire also agrees with this logic. Depending upon discussions with Dr. Claire, the district could move to a fully K-3 teacher-driven model for 2018-19, or

1. a K-3 model with a grant process for extra Dr. Claire support in schools where a teacher(s) may be especially uncomfortable, or,
2. a K-1 model in 2018-19 with a full K-3 implementation the following year, or
3. a K-3 pilot in certain schools in 2018-2019 with full implementation the following year.

It is noteworthy that the content for the Health curriculum changes from K-1 to 2/3 and then again from grade 3 to grade 4. The K-1 content notes the need for awareness of “Appropriate and inappropriate ways of being touched.” In grade 2/3 that is altered to, “Strategies and skills for use in potentially hazardous, unsafe or abusive situations.” By grade 4 the content has changed dramatically with the strategies listed for grade 2/3, but with the additional, “Including lures or tricks used by potential abusers.” The grade 4 content also adds two totally new content goals, “Factors that influence self-identity, body mass and social media,” as well as, “Physical, emotional and social changes that occur during puberty, including those involving sexuality and sexual identity.”

If either of the above three optional plans are chosen over a full K-3 “roll-out”, the established goal would be to move to a teacher-taught K-3 model in 2019-2020 at the latest. If the district were to move toward a teacher-driven delivery model in primary, video-taping a Dr. Claire session in this school year with each of grades K-3 would be extremely beneficial. The tape could be added to the LRC kits and be an excellent resource for teachers and parents in 2018-19. This would be an additional expense and agreement would need to be reached regarding intellectual property, though that should not be an insurmountable task. Additionally, should the district decide to move in the primary teacher-delivery direction, a series of optional zonal workshops in 2018-19 for primary teachers after school with Dr. Claire could be instituted, as well as her presence at a district or school professional development sessions. The district should pay for her services for these sessions.



### **Building People Capacity at Elementary Schools - Counsellor Support**

There needs to be a “point-person” in each school regarding issues brought up in Dr. Claire sessions, the use of the Kids in the Know program and/or teachers and parents encountering issues from the teaching of the Health curriculum. For this section, the writer includes Navigate, Cumberland Community School and Lake Trail counsellors, differentiating the personnel, for the time being, from those at Glacier View, Nala’atsi or the three large high schools. From disclosures to student and parental questions, there is a need for a school contact since Dr. Claire is not always readily available. Counsellors are clearly the logical choice. They are more comfortable with sensitive issues and can provide assistance to classroom teachers, parents and students. They are aware of the need to refer onward when issues may require more intense intervention. There was general agreement that elementary counsellors currently perform this challenging role. To maintain their currency, the district should provide an annual or semi-annual workshop session for the elementary, Lake Trail and Cumberland counsellors with Dr. Claire. Counsellors should also be encouraged to attend at least one Dr. Claire session occurring in their school.

### **The Issue at Alternate Schools – Glacier View, Navigate, Nala’atsi**

Given that the delivery models are different between these schools and the three large high schools, and that there are differences between each of the three “alternative” schools the writer did not spend time on these situations. Each site is so unique that personnel there will need to work to develop an individual response. There will likely be opportunity for Glacier View students to link with community services through the Wellness Centre housed at the school. Should funding for the K-7 LRC kits be approved, Navigate will receive one. Additionally, given Navigate’s expertise in utilizing technology to deliver educational programs, there may be opportunities in the future to develop interactive technology and connect Dr. Claire via a technical link to a group of secondary school students. The grade 10-12 Nala’atsi program is not yet officially impacted. However, given the uniqueness of the program, a specific site-based approach to the topics covered by Dr. Claire and related health issues will most likely be the preferred approach.

### **The Issue at the Large Secondary Schools – PHE Teachers**

The situation at the large secondary schools is far different than that at elementary schools. Still overwhelmingly departmentalized, secondary schools need to adapt when faced with cross-jurisdictional issues. Assuming Dr. Claire does not continue with secondary school sessions, and there is no alternative solution except the work of the PHE teacher, there will be an uneven implementation of all aspects of the Health curriculum, including those previously covered by Dr. Claire. Unlike at the elementary level, there are no LRC kits planned and there is no Kids in the Know materials available (except perhaps at grade 8 in a few schools). Unlike at elementary school where the teachers are generalists and it is common practice to teach a range of subjects, teachers at high school generally are assigned classes for which they are trained, interested, or at least comfortable. While it may be that a few PHE teachers may feel reasonably competent and comfortable teaching the Health material (including that previously done by Dr. Claire), the vast majority of PHE teachers will not.

### **The Issue at Secondary School – The Role of Counsellors**

The most troubling aspects of the new Health curriculum at secondary school for PHE teachers will likely be the mental health and social/community health threads, two of the four components of the curriculum. The following four content statements are found in the grade 8 and 9 years; and states that students should know:

1. about healthy sexual decision-making,
2. strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings,
3. signs and symptoms of stress, anxiety and depression,
4. influences of physical, emotional and social changes on identities and relationships.

Most people, in and outside the system, would view these learning outcomes as more in the teacher-counsellor realm than that of Physical Education teachers. The BC School Counsellors Association, a specialty association within the BCTF, stated in 2013 that, “Responding to the current wave of mental health and emotional troubles among students is a key preoccupation of school counsellors and our professional body.”

Any discussion of how to effectively implement the Health curriculum at grade 8, 9 and 10 should at least include the role of the counsellor(s) in a large, comprehensive high school.

This issue was not within the scope of this report. However, clearly, at least on paper, counsellors should have an important role, since they have the training and comfort level in dealing with sensitive issues. They could be the “point person” to support PHE teachers, or teach some of the material to the PHE classes, or team-teach the material with the PHE teacher. Certainly an initial step would be to build secondary counsellor capacity and currency by offering optional after-school professional development sessions with Dr. Claire in 2018-19, including the counsellor at Glacier View and the secondary counsellor(s) at Navigate.

### **Moving to the Future – Medium and Long-term**

Building people capacity within the system is the main thrust of this report. Such a change does not occur overnight and Dr. Claire’s role with the district may take on a different emphasis, one of a facilitator building capacity amongst classroom teachers rather than delivering a large portion of the instructional program.

However, it is highly unlikely that a quality, evenly implemented program in “sex-gender education,” or mental health/relationship aspects of the Health curriculum can be accomplished in grades 4-10 solely through the work of the elementary classroom teacher or the PHE teacher at middle and secondary levels. Questions of rapid change in terminology, technology-driven “sexting”, current media attention, teacher feelings of vulnerability, lack of comfort or knowledge about teaching “mental well-being” make some form of specialist support necessary. The troubling issues of increasing levels of child and youth anxiety and depression, new attitudes toward gender fluidity and the continuing impact of technology on human relationships is not going to go away; more likely, these issues will become more topical and point to the need for a person(s) of specialized training. The person may be a seconded district level health and safety counsellor, or a part-time counsellor at one school and then part time at the district level. The person may be a counsellor in the school, or a specially designated teacher. The person may be assigned on a zonal model. The person may be a source outside the school system such as Dr. Claire. Fortunately, whatever direction the district takes, it will likely be able to retain Dr. Claire’s instructional services next year, albeit in a reduced number of grades, and potentially link with her to build capacity as she gradually shifts to a role of adult guide and mentor.

The above are brief ideas on a potential future. For the moment, and in the next year or two, the district may need to have a multi-faceted approach; coalescing and promoting currently

available resources, supporting Dr. Claire's instructional involvement with a reduced number of grades, working with her to build capacity in classroom teachers and counsellors, and establishing some form of effectively implemented specialized support.

# School District No. 71 (Comox Valley)

Office of the Assistant Superintendent

607 Cumberland Road  
Courtenay, B.C., V9N 7G5  
Fax (250) 334-5500  
Telephone (250) 334-5528

---

## Briefing Note—

### 2018/19, 2019/20, 2020/21 School Calendars

#### The Process:

This year the Calendar Committee is comprised of:

Christine Vanderee, Lee McKillican and Jeff Stewart – CVPVPA Representatives  
Karla Neuffer and Nick Moore – CDTA Representatives  
Denise Bullock and Chris Lemon – CUPE Representatives  
Donna Graves and David Gillis – DPAC representatives  
Tom Demeo – Chair  
Trustee Ian Hargraves – Observer

The committee began with a goal of creating calendars for the next 3 school years. The thought was to create some consistency as well as to provide some long range planning. The guiding principle was that the calendars that would be presented for feedback as a 3 year package. One option would be a 1-week spring break and the other a 2-week spring break. The choice would be for the entire package, (1-week vs 2-week for the next 3 years).

It should be noted that the 2- week option falls in line with the premise that no employee group will be advantaged or disadvantaged by the 2-week break. It should be noted that CUPE as a Provincial union is opposed to a 2-week spring break, even though the response from many of the local membership has indicated otherwise.

The proposed 3-year DL calendar will be posted for feedback once it has been adopted for the next 3 school years. The reason for this slight change is that Navigate runs 12 months a year, thus the calendar is used only to indicate when the school is operating and not. The Holidays for staff and students follow the regular calendar, the only exception are a couple of non-instructional days which at Navigate occur on Fridays, when students are not in session.

#### Consultation Process:

Once the 2 options of the proposed calendars were created, they were posted on the district's website for feedback. With both social media and traditional media forms we were able to get the word out that we were seeking feedback on the calendars. We had over 3000 visits to the website and 1177 responses to the survey.

The breakdown is as follows: Number of respondents: 1182

Group	Total Number	% of total	Option 1(#)%	Option2(#)%
Parent	694	58.71	(222) 32.17	(468) 67.83
Student	89	7.53	(6) 6.82	(82) 93.18
Teacher	230	19.46	(16) 6.99	(213) 93.01
Support Staff	101	8.54	(20) 19.8	(81) 80.20
Exempt Staff	22	1.86	(0) 0	(22) 100
Community	46	3.89	(17) 36.96	(29) 63.04

Option # 1 (1 week Spring Break) Total 281 = 23.87%  
 Option #2 (2 week Spring Break ) Total 896 = 76.13%

Recommendation 1:

***THAT the Board of Education accept the Option 2 (2-week Spring Break ) regular Calendar, as presented, as the proposed calendars for the 2018/19, 2019/20, 2020/21 school year.***

Recommendation 2:

***THAT the Board of Education accept the Distributed Learning Calendar, as presented, as the proposed calendars for the 2018/19, 2019/20, 2020/21 school years. This calendar will be posted for 30-days feedback, and any proposed changes will be brought back to the February Board Meeting.***

# Comox Valley School District ~ School Calendar 2018 – 2019 Option 2 – Two Week Spring Break

## July

1 Canada Day

JULY 2018						
S	M	T	W	Th	F	S
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## AUGUST 2018

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## August

6 B.C. Day  
28 - Non-Instructional Day/Pro-D  
29 - Non-Instructional Day/Pro-D  
30 - Non-Instructional Day/Pro-D

## September

3 Labour Day  
4 First day of school

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## OCTOBER 2018

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## October

8 Thanksgiving  
19 Pro-D

## November

12 Remembrance Day (schools closed)  
22 Parent/Teacher interviews

NOVEMBER 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## DECEMBER 2018

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## December

24 Winter Break begins  
25 Christmas Day

## January

1 New Year's Day  
7 First day back

JANUARY 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## FEBRUARY 2019

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

## February

8 Non-Instructional Day/Pro-D  
11 Family Day

## March

18 - 29 Spring Break

MARCH 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## APRIL 2019

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## April

1 First Day Back  
19 Good Friday  
22 Easter Monday

## May

20 Victoria Day

MAY 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## JUNE 2019

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## June

28 Administrative Day

### Event

Opening/closing days (black)	Sept. 4/January 7
Non-Instructional days - pro-d or planning day (yellow)	Aug. 28,29,30/Oct. 19/Feb. 8
School / government / statutory holidays (green)	Oct. 8/Nov. 12/Dec. 25 & 26/Jan. 1/Feb. 11/April 19 & 22/May 20
Winter / spring breaks (grey)	December 24 - January 4/March 11 - 22
Parent / student / teacher conferences (aqua)	November 22
Administrative day (no classes, teachers attend) (peach)	June 28

Four-day weeks (M-Th):  
Hornby Island



# Comox Valley School District ~ School Calendar 2019 – 2020 – Option 2 (2 Week Spring Break)

## July

1 Canada Day

JULY 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## August

5 B.C. Day  
27, 28, 29 Non-Instructional Day

AUGUST 2019						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## September

2 Labour Day  
3 First day of school

SEPTEMBER 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## October

14 Thanksgiving  
18 Pro-D

OCTOBER 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## November

11 Remembrance Day (schools closed)  
21 Parent/Teacher interviews

NOVEMBER 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## December

23 Winter Break begins  
25 Christmas Day  
26 Boxing Day

DECEMBER 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SI

## January

1 New Year's Day  
6 First day back

JANUARY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

7 Pro-D  
10 Family Day

## February

## March

16 - 27 Spring Break

MARCH 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10 Good Friday  
13 Easter Monday

## April

## May

18 Victoria Day

MAY 2020						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2020						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

26 Administrative Day

## June

Event	Dates	Four-day weeks(M-Th):
Opening Closing Day (red)	Sept. 3/January 6	Hornby Island
Non-instructional days - pro-d or planning day (yellow)	Sept. 27/Oct. 18/Feb. 7/Apr. 9/May 8	
School / government / statutory holidays (green)	Oct. 14/Nov. 11/Dec. 25 & 26/Jan. 1/Feb. 10/April 10 & 13/ May 18	
Winter / spring breaks (grey)	Dec. 23 - January 3/March 16 - 20	
Parent / student / teacher conferences (aqua)	November 21	
Administrative day (no classes, teachers attend) (peach)	June 26	



# Comox Valley School District ~ School Calendar 2020 – 2021 – Option 2 (2 Week Spring Break)

## July

1 Canada Day

JULY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## AUGUST 2020

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 B.C. Day

## August

## September

1 - 3 Non-Instructional Days  
7 Labour Day  
8 First day of school

SEPTEMBER 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## OCTOBER 2020

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 Thanksgiving  
23 Pro-D

## October

## November

11 Remembrance Day (schools closed)  
19 Parent/Teacher interviews

NOVEMBER 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## DECEMBER 2020

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 Winter Break begins  
25 Christmas Day  
26 Boxing Day

## December

## January

1 New Year's Day  
4 First day back

JANUARY 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## FEBRUARY 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

8 Family Day  
19 Pro-D

## February

## March

15 - 26 Spring Break

MARCH 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## APRIL 2021

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2 Good Friday  
5 Easter Monday

## April

## May

24 Victoria Day

MAY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## JUNE 2021

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

25 Administrative Day

## June

Event	Dates	Four-day weeks(M-Th):
Learning/working days (black)	Sept. 8/January 4	Hornby Island
Non-instructional days - pro-d or planning day (yellow)	Sept. 1, 2, 3/Oct. 23/Feb. 19	
School / government / statutory holidays (green)	Oct. 12/Nov. 11/Dec. 25 & 26/Jan. 1/Feb. 8/April 2 & 5/May 24	
Winter / spring breaks (grey)	Dec. 21 - Jan. 1/March 22 - April 5	
Parent / student / teacher conferences (aqua)	November 19	
Administrative day (no classes, teachers attend) (peach)	June 30	

**DRAFT DL Calendar: July 2018 to June 2019 (Draft December 2017)**

2 Canada Day

July 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6 BC Day  
27 DL Start  
Date - Regular  
Calendar

August						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

3 Labour Day  
4 NI Day  
28 NI Day

September						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5 (for Aug. 27)  
8 Thanksgiving  
19 Prov. Pro-D

October						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 Rem. Day  
23 Nav. NI Day

November						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

Winter Break

December						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 New Year's Day

January 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8 District Pro-D  
11 BC Family Day

February						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

1 NI Day  
DL Spring  
Break

March						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

19 Good Friday  
22 Easter Mon.

April						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

10 NI Day  
17 (for Aug 31)  
20 Victoria Day

May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

29 Admin

June						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Statutory Holiday

NI/Admin Days

Holidays

Summer Program

Regular DL Start Date

# DRAFT DL Calendar: July 2019 to June 2020 (Draft December 2017)

1 Canada Day

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5 BC Day  
26 DL Start  
Date - Regular  
Calendar

August						
S	M	T	W	T	F	S
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 Labour Day  
3 Admin Day  
27 NI Day

September						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 (for Aug 26)  
14 Thanksgiving  
18 Prov. Pro-D

October						
S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11 Rem. Day  
22 Nav. NI Day

November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Winter Break

December						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 New Year's Day

January 2020						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

7 District Pro-D  
10 BC Family Day  
Leap Year

February						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

6 NI Day  
DL Spring  
Break

March						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10 Good Friday  
13 Easter Mon.

April						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1 Nav. NI Day  
15 (for Aug 30)  
18 Victoria Day

May						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

26 Admin  
29-30 DL  
Summer  
Program

June						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Statutory Holiday

NI/Admin Days

Holidays

Summer DL Program

Regular DL Start Date



# DRAFT DL Calendar: July 2020 to June 2021 (Draft December 2017)

July 2020	August	September	3 Labour Day 4 Admin Day 25 NI Day																																																																																																																																																										
<p>1 Canada Day</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td></td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td>1</td></tr> </table>	S	M	T	W	T	F	S			1	2	3	4		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	<p>3 BC Day 31 DL Start Date - Regular Calendar</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																																							
S	M	T	W	T	F	S																																																																																																																																																							
		1	2	3	4																																																																																																																																																								
5	6	7	8	9	10	11																																																																																																																																																							
12	13	14	15	16	17	18																																																																																																																																																							
19	20	21	22	23	24	25																																																																																																																																																							
26	27	28	29	30	31	1																																																																																																																																																							
S	M	T	W	T	F	S																																																																																																																																																							
2	3	4	5	6	7	8																																																																																																																																																							
9	10	11	12	13	14	15																																																																																																																																																							
16	17	18	19	20	21	22																																																																																																																																																							
23	24	25	26	27	28	29																																																																																																																																																							
30	31																																																																																																																																																												
S	M	T	W	T	F	S																																																																																																																																																							
6	7	8	9	10	11	12																																																																																																																																																							
13	14	15	16	17	18	19																																																																																																																																																							
20	21	22	23	24	25	26																																																																																																																																																							
27	28	29	30																																																																																																																																																										
<p>9 (for Aug. 31) 12 Thanksgiving 23 Prov. Pro-D</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	S	M	T	W	T	F	S	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p>11 Rem. Day 20 Nov. NI Day</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p>Winter Break</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																																													
S	M	T	W	T	F	S																																																																																																																																																							
4	5	6	7	8	9	10																																																																																																																																																							
11	12	13	14	15	16	17																																																																																																																																																							
18	19	20	21	22	23	24																																																																																																																																																							
25	26	27	28	29	30	31																																																																																																																																																							
S	M	T	W	T	F	S																																																																																																																																																							
1	2	3	4	5	6	7																																																																																																																																																							
8	9	10	11	12	13	14																																																																																																																																																							
15	16	17	18	19	20	21																																																																																																																																																							
22	23	24	25	26	27	28																																																																																																																																																							
29	30																																																																																																																																																												
S	M	T	W	T	F	S																																																																																																																																																							
6	7	8	9	10	11	12																																																																																																																																																							
13	14	15	16	17	18	19																																																																																																																																																							
20	21	22	23	24	25	26																																																																																																																																																							
27	28	29	30	31																																																																																																																																																									
<p>1 New Year's Day</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>	S	M	T	W	T	F	S	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p>8 BC Family Day 19 District PD</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>31</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28							<table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>5 Nav. NI Day DL Spring Break</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
S	M	T	W	T	F	S																																																																																																																																																							
3	4	5	6	7	8	9																																																																																																																																																							
10	11	12	13	14	15	16																																																																																																																																																							
17	18	19	20	21	22	23																																																																																																																																																							
24	25	26	27	28	29	30																																																																																																																																																							
S	M	T	W	T	F	S																																																																																																																																																							
31	1	2	3	4	5	6																																																																																																																																																							
7	8	9	10	11	12	13																																																																																																																																																							
14	15	16	17	18	19	20																																																																																																																																																							
21	22	23	24	25	26	27																																																																																																																																																							
28																																																																																																																																																													
S	M	T	W	T	F	S																																																																																																																																																							
7	8	9	10	11	12	13																																																																																																																																																							
14	15	16	17	18	19	20																																																																																																																																																							
21	22	23	24	25	26	27																																																																																																																																																							
28	29	30	31																																																																																																																																																										
S	M	T	W	T	F	S																																																																																																																																																							
1	2	3	4	5	6																																																																																																																																																								
7	8	9	10	11	12	13																																																																																																																																																							
14	15	16	17	18	19	20																																																																																																																																																							
21	22	23	24	25	26	27																																																																																																																																																							
28	29	30	31																																																																																																																																																										
<p>2 Good Friday 5 Easter Monday 30 Nav. NI Day</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table>	S	M	T	W	T	F	S	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		<p>21 (for Sept. 4) 24 Victoria Day</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				<p>30 Admin</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30										
S	M	T	W	T	F	S																																																																																																																																																							
4	5	6	7	8	9	10																																																																																																																																																							
11	12	13	14	15	16	17																																																																																																																																																							
18	19	20	21	22	23	24																																																																																																																																																							
25	26	27	28	29	30																																																																																																																																																								
S	M	T	W	T	F	S																																																																																																																																																							
2	3	4	5	6	7	8																																																																																																																																																							
9	10	11	12	13	14	15																																																																																																																																																							
16	17	18	19	20	21	22																																																																																																																																																							
23	24	25	26	27	28	29																																																																																																																																																							
30	31																																																																																																																																																												
S	M	T	W	T	F	S																																																																																																																																																							
6	7	8	9	10	11	12																																																																																																																																																							
13	14	15	16	17	18	19																																																																																																																																																							
20	21	22	23	24	25	26																																																																																																																																																							
27	28	29	30																																																																																																																																																										
S	M	T	W	T	F	S																																																																																																																																																							
6	7	8	9	10	11	12																																																																																																																																																							
13	14	15	16	17	18	19																																																																																																																																																							
20	21	22	23	24	25	26																																																																																																																																																							
27	28	29	30																																																																																																																																																										

Statutory Holiday	NI/Admin Days	Holidays (Closure)	Summer DL Program	Regular DL Start Date
-------------------	---------------	--------------------	-------------------	-----------------------

**Retirements:**

Jennifer Hansen, Education Assistant, Airport Elementary School will retire effective March 31, 2018 after 26 years of service with the district.

Paul Bozenich, Youth and Family Program Worker, Glacier View Secondary Centre will retire effective March 31, 2018 after 9 years of service with the district.

**Resignation:**

Terry Papiernik, Youth and Family Program Worker, Highland Secondary School resigned effective January 8, 2018 after 5 years of service with the district.

# MINUTES (Public)

## Finance Committee

---

**Meeting Date:** Monday, January 15, 2018  
**Time:** 2:30 pm  
**Location:** School Board Office, Seminar Room

**Committee Members**

Peter Coleman (Chair)  
 Vickey Brown (Trustee Representative) -- **Regrets**  
 Cliff Boldt (Trustee Representative)  
 Dean Lindquist (Superintendent of Schools)  
 Tom Demeo (Assistant Superintendent)  
 Sheldon Lee (Acting Secretary Treasurer)  
 Candice Hilton (Director of Finance)  
 Ian Heselgrave (Director of Operations)  
 Debbie Page (Recording Secretary)

---

Item #	Topic
1.	<p><b>Review Prior Finance Committee Meeting Minutes – (attached)</b> November 20, 2017</p> <p>Reviewed the November 20, 2017 Finance Committee Meeting Minutes re: unfinished business. Minutes adopted at the December 19, 2017 public Board meeting.</p>
2.	<p><b>Month End Year to Date Variance Report – (attached)</b> Candice Hilton, Director of Finance</p> <p>Director of Finance Candice Hilton spoke to the Month End Year to Date Finance Variance Report. A copy of the Report will be attached to the public Finance Committee meeting minutes.</p>
3.	<p><b>2017/18 Capital Financial Summary to December 31, 2017 – (attached)</b> Candice Hilton, Director of Finance</p> <p>Director of Finance Candice Hilton spoke to the Month End Capital Financial Summary to December 31, 2017. A copy of the Report will be attached to the public Finance Committee meeting minutes.</p>

4.	<p><b>2017/18 Amended (Final) Annual Budget</b>, Briefing Note (attached) Sheldon Lee, Acting Secretary Treasurer</p> <p>The following recommendation will be brought forward to the January 23, 2018 regular public Board meeting:</p> <p><u>Recommendation:</u></p> <p><b><i>THAT School District No. 71 (Comox Valley) Amended Annual Budget Bylaw for 2017/18 in the amount of \$98,837,089 receive its first reading.</i></b></p> <p><b><i>THAT School District No. 71 (Comox Valley) Amended Annual Budget Bylaw for 2017/18 in the amount of \$98,837,089 receive its second reading.</i></b></p> <p><b><i>THAT the Board unanimously agree to suspend the requirements of the School Act and Board's Procedural Bylaw 2017 to have the third reading of the Amended Annual Budget Bylaw at a subsequent meeting.</i></b></p> <p><b><i>THAT School District No. 71 (Comox Valley) Amended Annual Budget Bylaw for 2017/18 in the amount of \$98,837,089 receive its third and final reading.</i></b></p>
5.	<p><b>Kilometer Rate Change, January 1, 2018</b>, Sheldon Lee, Acting Secretary Treasurer</p> <p>Acting Secretary Treasurer Sheldon Lee spoke to the BCSTA kilometer rate change, effective January 1, 2018 as defined under Regulation 7306 of the <i>Income Tax Act</i>.</p>

**Meeting Adjourned:** 3:40 pm

**Next Meeting:** Monday, February 19, 2018

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)  
- Financial Comparison -

12/01/2018

	2016/17		% Spent or Collected	2017/18		% Spent or Collected	Notes
	Amended Budget	Actual Dec 31/16		Annual Budget	Actual Dec 31/17		
<b>REVENUE</b>							
<b>PROVINCIAL GRANTS</b>							This report does not include any outstanding commitments  Budgeted in SPF Fund 5
Operating Grant	71,998,236	28,216,663	39.2%	73,677,026	30,074,814	40.8%	
Other MOE Grants-Reduction for LEA	-167,950			-134,428			
Other MOE Grants-Ed Guarantee							
Other MOE Grants-Fed French							
Other MOE Grants-Pay Equity	451,831	0	0.0%	451,831	180,732	40.0%	
Other MOE Grants-Labour Settlement							
Other MOE Grants-Misc	840,982	298,796	35.5%	855,316	307,927	36.0%	
<b>TOTAL MINISTRY OF ED GRANTS</b>	<b>73,133,099</b>	<b>28,515,459</b>	<b>39.0%</b>	<b>74,849,745</b>	<b>30,563,473</b>	<b>40.8%</b>	
<b>OTHER REVENUES</b>							
Other SD/Ed Authorities							
LEA/Direct Transfers from First Nations	157,950	69,815	44.2%	134,428	53,771	40.0%	
Offshore Tuition	3,797,500	3,932,585	103.6%	4,132,500	4,646,407	112.4%	
Miscellaneous other	350,000	175,024	50.0%	328,000	238,069	72.8%	
Rental and Leases	203,220	78,728	37.8%	150,000	84,852	56.4%	
Investment Income	117,000	72,935	62.3%	87,000	123,641	142.1%	
<b>TOTAL OTHER REVENUE</b>	<b>4,626,670</b>	<b>4,327,086</b>	<b>93.6%</b>	<b>4,831,928</b>	<b>5,146,640</b>	<b>108.5%</b>	
<b>Classroom Enhancement Fund (CEF) Revenue</b>					<b>3,765,739</b>		
<b>TOTAL REVENUES</b>	<b>77,758,769</b>	<b>32,842,545</b>	<b>42.2%</b>	<b>79,681,673</b>	<b>39,465,752</b>	<b>49.5%</b>	
<b>EXPENDITURES</b>							
<b>SALARIES AND BENEFITS</b>							
Teachers	31,803,568	12,165,433	38.2%	32,453,296	14,375,966	44.3%	
Principals and Vice Principals	4,879,873	2,148,008	45.9%	4,622,994	2,438,597	62.7%	
Educational Assistants	5,092,307	1,880,888	36.9%	4,249,970	1,968,222	46.3%	
Support Staff	6,744,492	3,065,226	45.4%	7,053,354	3,262,973	46.3%	
Other Professionals	1,916,233	937,678	48.9%	2,244,062	1,104,043	49.2%	
Substitutes	2,364,661	902,921	38.2%	2,995,184	956,209	31.9%	
Benefits	13,308,573	5,228,332	39.3%	13,582,724	5,276,888	38.9%	
<b>TOTAL SALARIES AND BENEFITS</b>	<b>65,909,717</b>	<b>26,319,484</b>	<b>39.9%</b>	<b>67,201,584</b>	<b>29,382,998</b>	<b>43.7%</b>	
Benefits as a % of Total Salaries	25.3%	24.8%		25.3%	21.9%		
<b>SUPPLIES AND SERVICES</b>							
Services	3,615,813	1,579,275	43.7%	3,708,506	1,608,373	43.4%	Homestay Payments Incl
Student Transportation	1,941,587	614,274	31.6%	2,086,566	500,315	23.9%	
Training and Travel	331,666	155,059	46.8%	326,250	185,455	56.8%	
Dues and Fees	57,117	42,288	74.0%	63,637	45,757	72.0%	
Insurance	193,790	35,605	18.4%	203,600	135,542	66.6%	
Supplies	4,088,583	1,837,854	45.0%	4,379,956	2,566,472	58.6%	
Utilities	1,654,578	341,301	22.0%	1,515,321	321,098	21.2%	
<b>Total CEF Expenses</b>					<b>605,023</b>		
<b>TOTAL SUPPLIES AND SERVICES</b>	<b>11,783,134</b>	<b>4,605,656</b>	<b>39.1%</b>	<b>12,293,636</b>	<b>5,968,033</b>	<b>48.5%</b>	
<b>TOTAL EXPENDITURES</b>	<b>77,692,851</b>	<b>30,925,140</b>	<b>39.8%</b>	<b>79,495,220</b>	<b>35,350,931</b>	<b>44.5%</b>	
<b>NET REVENUE (EXPENDITURE)</b>	<b>65,918</b>	<b>1,917,406</b>		<b>186,453</b>	<b>4,114,821</b>		
<b>Prior Year Surplus</b>		<b>585,862</b>			<b>2,656,789</b>		
Transfers from Special Purpose Funds							
Transfer to Capital							
Transfer to Local Capital	-115,264	-150,000		-510,000			
Prior Year Surplus(Deficit) CarryForward School Grants (Network Performan		-112,831			-602,784		
Prior Year Surplus(Deficit)CarryForward School Supply Surpluses (Note 15)		-51,251			-77,938		
Prior Year Surplus Appropriation Student Learning Grant				323,547	-363,840		
AbEd Carryover					-124,081		
Prior Year Unrestricted Surplus					-1,488,166		
<b>Unappropriated Surplus (Deficit), for the Year</b>	<b>-49,346</b>	<b>2,189,188</b>		<b>0</b>	<b>4,114,821</b>		



SCHOOL DISTRICT NO. 71 (COMOX VALLEY)  
- Financial Comparison -

12/01/2018

	2016/17			2017/18			Notes
	Amended Budget	Actual Dec 31/16	% Spent or Collected	Annual Budget	Actual Dec 31/17	% Spent or Collected	
<b>INSTRUCTION</b>							
Regular Instruction	36,806,179	14,747,136	40.1%	39,643,233	17,020,197	42.9%	
Career Programs	853,654	347,387	40.7%	940,651	359,173	38.2%	
Library Services	1,459,772	603,649	41.4%	2,214,835	852,862	38.5%	
Counselling	1,661,947	631,983	33.9%	1,678,087	717,574	42.8%	
Special Education	11,671,881	4,138,421	35.5%	8,550,565	4,386,040	51.4%	
English as a Second Language	108,770	49,332	45.4%	118,803	48,038	40.4%	
Aboriginal Education	1,453,603	472,468	32.5%	1,454,422	492,134	33.8%	
School Administration	6,681,445	2,637,805	39.5%	6,799,167	3,107,279	45.7%	
Off Shore Students	3,377,225	1,585,621	47.0%	3,771,065	1,800,414	47.7%	
Other	708,710	300,954	42.6%	705,715	345,551	49.0%	
Function 1 - Instruction	64,981,386	25,514,756	39.3%	65,876,543	29,139,262	44.2%	
<b>DISTRICT ADMINISTRATION</b>							
Educational Administration	451,553	276,608	61.7%	742,506	334,914	45.1%	
School District Governance	224,768	119,802	53.3%	237,160	125,420	52.9%	
Business Administration	1,066,787	643,913	51.0%	1,292,919	595,274	46.0%	
Human Resources	451,396	198,344	43.9%	508,002	218,808	43.1%	
Function 4 - District Administration	2,194,504	1,140,665	52.0%	2,780,587	1,274,416	45.8%	
<b>OPERATIONS AND MAINTENANCE</b>							
Operations and Maintenance Admin	441,485	134,671	30.5%	461,125	250,356	54.3%	
Maintenance Operations	3,010,127	1,339,777	44.5%	3,060,772	1,437,036	47.0%	
Custodial	3,180,072	1,579,767	49.5%	3,322,574	1,621,284	48.8%	
Maintenance of Grounds	100,000	68,982	69.0%	105,000	61,921	59.0%	
Utilities	1,949,578	572,454	29.4%	1,895,321	516,124	27.2%	
Function 5 - Operations and Maint	8,691,262	3,695,651	42.5%	8,844,792	3,866,720	43.9%	
<b>TRANSPORTATION AND HOUSING</b>							
Transportation and Housing Admin	71,485	29,553	41.3%	74,683	30,262	40.5%	
Student Transportation	1,754,214	544,515	31.0%	1,918,615	415,247	21.8%	
Function 7 - Transportation and Housing	1,825,699	574,068	31.4%	1,993,298	445,509	22.4%	
Total CEF Expenses					605,023		
TOTAL FUNCTION 1-7	77,682,851	30,925,140	39.8%	79,495,220	35,350,931	44.5%	

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
<b>Typical 10 Month Educational Year:</b>													
Amount	0	0	100	100	100	100	100	100	100	100	100	100	1,000
% of Year	0%	0%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	100%
YTD % Spent	0%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	
<b>12 Month Operational Year:</b>													
Amount	100	100	100	100	100	100	100	100	100	100	100	100	1,200
% of Year	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	100%
YTD % Spent	8.3%	16.7%	25.0%	33.3%	41.7%	50.0%	58.3%	66.7%	75.0%	83.3%	91.7%	100.0%	

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)  
2017/18 CAPITAL FINANCIAL SUMMARY  
TO DECEMBER 31, 2017

	COA Amt or Def Revenue	Expenditures to Date	Balance		COA Available	COA Drawn to Date	COA Available
<b>Annual Facilities Grant #127325 &amp; SPF</b>							
Ministry Grant - SPF Operating Portion	320,599.00				148,953.63	154,646.37	148,953.63
Ministry Grant - Bylaw Capital	1,297,573.00				119,754.34	165,245.66	119,754.34
Salaries and Benefits Charge Out		49,208.56					
Building Various		1,114,736.37					
Moveable Gym Walls		41,336.68					
<b>AFG Balances</b>	<b>\$ 1,618,172.00</b>	<b>-\$ 1,205,281.61</b>	<b>\$ 412,890.39</b>				
<b>Bylaw Capital Balances</b>	<b>COA Original Amt</b>	<b>Expenditures to Date</b>	<b>Balance Available</b>	<b>COA Drawn to Date</b>	<b>COA Available</b>	<b>COA Drawn to Date</b>	<b>COA Available</b>
#127370 Courtenay EI Safety Enhancements	303,600.00	154,646.37	148,953.63	154,646.37	148,953.63	154,646.37	148,953.63
#127370 Lighting Enhancement Upgrades	285,000.00	165,245.66	119,754.34	165,245.66	119,754.34	165,245.66	119,754.34
#127270 Lake Trail Seismic PDR	75,000.00	120,544.73	45,544.73	120,544.73	45,544.73	120,544.73	45,544.73
#127439 Portables	1,260,000.00	581,710.87	678,289.13	581,710.87	678,289.13	581,710.87	678,289.13
#115044 GP Vanier Seismic	28,376,101.00	20,263,531.36	8,112,569.64	20,263,531.36	8,112,569.64	20,163,531.36	8,212,569.64
<b>Bylaw Capital Balances</b>	<b>\$ 30,299,701.00</b>	<b>-\$ 21,285,678.99</b>	<b>\$ 9,014,022.01</b>	<b>-\$ 21,503,423.39</b>	<b>\$ 8,796,277.61</b>	<b>-\$ 21,503,423.39</b>	<b>\$ 8,796,277.61</b>
<b>Restricted Capital</b>	<b>COA Amt or Def Revenue</b>	<b>Expenditures to Date</b>	<b>Balance</b>				
GP Vanier Seismic Contribution	83,676.00		83,676.00				
Capital Trades Equipment Grant	113,400.00	55,065.88	58,334.12				
<b>Restricted Capital Balances</b>	<b>\$ 197,076.00</b>	<b>-\$ 55,065.88</b>	<b>\$ 142,010.12</b>				
<b>Local Capital</b>	<b>Local Capital Surplus 16/17</b>	<b>Expenditures to Date</b>	<b>Balance</b>				
Future Information Technology Reserve	507,527.00	155,935.81	351,591.19				
Vehicles and Extra-Curricular Fleet	310,000.00	74,582.29	235,417.71				
Multi-Function Devices and Other Equipment	180,000.00	56,008.23	123,991.77				
GP Vanier Seismic Contribution Agreement	350,000.00		350,000.00				
Board Office Prepaid Rent and Updates	915,000.00	27,886.52	887,113.48				
<b>Local Capital Balances</b>	<b>\$ 2,262,527.00</b>	<b>-\$ 314,412.85</b>	<b>\$ 1,948,114.15</b>				

# School District No.71 (Comox Valley)

*Office of the Acting Secretary Treasurer*

607 Cumberland Road  
Courtenay, B.C., V9N 7G5  
Phone: (250) 334-5521  
Email: [Sheldon.Lee@sd71.bc.ca](mailto:Sheldon.Lee@sd71.bc.ca)



**Briefing Note – Finance Committee  
Ministry of Education’s Review on the Funding Formula  
From the Office of the Secretary Treasurer**

January 16, 2018

To: The Board Of Education

**1. Background Information**

At the December 19, 2017 Regular Board meeting, the following motion was passed regarding the Ministry of Education Funding Model Review. *“The Board will write a letter to the Minister of Education seeking clarification on the purpose of the education funding model review.”*

**2. Process and Timelines**

The motion was discussed at the January 15<sup>th</sup>, Finance Committee. In reviewing the Ministries requirements and deadline for school districts to respond the Funding Formula review by February 28<sup>th</sup>, 2018, the Finance Committee agreed to the following process:

- Jan 16 – Feb 16;
  - The Trustee Chair of the Finance Committee and the Secretary Treasurer will gather required information and data to begin drafting a report
  - Send out initial draft report to Finance Committee members for review
- Feb 16 & 17;
  - The Trustee Chair of the Finance Committee and the Secretary Treasurer will attend a presentation from the Ministry of Education on the “Funding Formula” at the BCSTA Provincial Council meeting in Vancouver.

- Feb 17 & 18;
  - Information gathered from the BCSTA Provincial Council presentation will be updated into the initial draft report.
- Feb 19;
  - The revised draft report will be shared with the Finance Committee.
  - Feedbacks and input from the Finance Committee will be updated into the Final Report.
- Feb 27;
  - Bring forward to the Regular Board meeting
- Feb 28;
  - Send of Final Report to the Ministry of Education

# MINUTES

## Policy Committee

---

**Meeting Date:** Monday, January 15, 2018  
**Time:** 4 pm  
**Location:** School Board Office, Seminar Room

<b>Committee Members:</b>	<b>In Attendance</b>
Tom Weber, Trustee, Lazo North (Committee Chair)	✓
Sheila McDonnell, Trustee, Baynes Sound, Hornby and Denman Islands	✓
Peter Coleman, Trustee, Town of Comox	✓
Dean Lindquist, Superintendent of Schools	✓

---

### AGENDA

1. Chair Comments – Tom Weber

The following Board Policies will be brought forward to the January 23, 2018 Board meeting as amended:

- i. Management Relationship: 2-3 – Financial Management
- ii. Statutory Compliance: 3-7 – School Calendar

Recommendation:

***THAT the Board of Education approve the following Board Policies as amended:***

**Management Relationship 2-3 – Financial Management**  
**Statutory Compliance 3-7 – School Calendar**

b. **Administrative Procedures**

The following Administrative Procedures will be brought forward to the January 23, 2018 Board meeting, for information:

- i. *Draft* – Reserve Fund Policy
- ii. *Updated* – 7016 – Learning Resources
- iii. *Updated* – 7030 – School Completion Evergreen Certificate

2. **Next Meeting:** Tuesday, February 20, 2018

Management Relationship 2 – 3

***Financial Management***

**Policy**

The Board of Education believes that effective financial management systems are built upon systemic financial oversight and monitoring routines. The mission, vision and guiding principles shall guide the board in providing financial oversight.

The Board of Education believes that a clear definition of processes and areas of responsibility will improve system accountability and will increase the educational value derived from the finite resources available.

The Board of Education shall maintain records of all its revenues and expenditures in accordance with PSAB (Public Sector Accounting Board), the *School Act*, and Ministry of Education financial reporting guidelines. The board believes that the maintenance of a strong financial position is fundamental to the district's overall fiscal strategy, and as such, Reserve Funds should be established to support extraordinary needs, the replacement of depreciated equipment, and the replacement of fixed assets.

The Board of Education believes that financial and human resources expended should support the achievement of educational and business goals. The annual budget development process for the operating, special purpose funds, and capital budgets shall support the strategic plans of the board and the superintendent of schools. School, department and administration annual plans shall state specific strategies to support district goals.

**Financial Management**

Operating, Special Purpose Fund, and Capital Budget Development Process

1. The secretary treasurer and superintendent of schools shall be responsible for the finalization of the operating, special purpose fund, and capital budgets, and shall ensure they are presented to the Board of Education at a public meeting within the required timeline.
2. The Board of Education shall be provided an opportunity to influence the budget development processes prior to significant consultation occurring with stakeholders and shall be informed of any significant program changes prior to the presentation of the finalized annual budget and amended annual budget.

3. All operating, special purpose funds, and capital budget decisions shall fully consider the district's mission, vision and guiding principles.

#### Monthly Revenue / Expenditure Statement

1. Through the Office of the Secretary Treasurer, all records of receipts and expenditures are to be maintained. The secretary treasurer shall present a summary report to the Board of Education in accordance with the established work plan. Summary reports shall include monthly balances with comparisons made to established budgets, clearly showing the balance of funds available at the end of each reporting period in relation to budget.
2. The secretary treasurer is to make known to the Board of Education, the Finance Committee and/or the Audit Committee any activity that substantially deviates from the board's budgeted allotments.

#### Establishment of Reserve Funds

1. Reserve Funds can be established from the following sources:
  - a. by selling off assets (e.g. a school, land, and equipment);
  - b. by establishing unrestricted and/or restricted reserves resulting from funds unused in any fiscal year; or
  - c. through budgeted reserves provided in the annual operating budget.
2. Reserve Funds can only be accessed by board resolution or by inclusion in the annual budget of the board, or in the case of Restricted Capital Reserve board resolution and Minister of Education approval.
3. Reserve Funds will not be used for on-going operating expenses, except as directed by board motion.

**Statutory Compliance 3 – 7**  
***School Calendar***

On or before May 31<sup>st</sup> of each year, and in consultation with our education partners, the Board of Education will establish an annual district and local school calendar as per the *School Act* (Section 7.01) and *School Calendar Regulation* (BC Reg. 211/2016).



Administrative Procedure

***Reserve Fund***

The Board of Education, School District No.71 (Comox Valley) is responsible for ensuring the district is protected financially from extraordinary circumstances which would negatively impact the education of students. To discharge this responsibility, the board endeavors to maintain a reserve fund of approximately 2.0% of the total operating budget for that year.

**Procedure:**

Authorized use of the restricted portion of the board’s accumulated surplus under the following circumstances, is always subject to the Board of Education’s approval:

1. the elimination of any deficit arising at the end of a fiscal year of operations;
2. the incurring of new cost pressures in a fiscal year that were not known at the time of budget development;
3. the payment of severance (wages and benefits) in excess of \$100,000 upon termination of a non-union employee without cause;
4. the settlement of any legal action that is not covered by the School Protection Program;
5. initial one-time cost outlays for new educational programs where an investment in non-technology related learning resources is required (non-technology related refers to computer technology);
6. coverage for disaster recovery expenditures;
7. extraordinary unknown utilities cost pressures;
8. replacement of equipment essential to the continuation of educational programming in schools or district facilities;
9. to appropriate to balance the next year’s budget.

In recognizing that the use of the restricted portion of its accumulated surplus represents a one-time use of funding, the board will incorporate into its future budget planning processes, strategies to re-establish the accumulated surplus. Such strategies may be implemented over a period of two (2) years.

Administrative Procedure 7016

*Learning Resources*

1. The district seeks to provide a wide range of learning resources at varying levels of difficulty with diversity of appeal and the presentation of different points of view to meet the needs of district students.
2. “Learning resources” refers to any person(s) or material, whether acquired or locally produced, with instructional content or function that is used for formal or informal teaching/learning purposes.
3. The primary objective of learning resources is to support, enrich, and enhance the implementation of educational programs.
4. It is the responsibility of professional staff to provide students with learning resources that are appropriate to the needs, interests, and abilities of learners.

Administrative Procedure 7030

*School Completion Evergreen Certificate*

The Board of Education will award School Completion Evergreen Certificates based upon ministerial orders and regulations under the School Act.

A School Completion Evergreen Certificate recognizes that a student has participated in a planned set of goals or program of study that has been determined collaboratively by the parent/guardian, student and school and set out in an individual education plan (IEP) and school completion plan or graduation portfolio.

The School Completion Evergreen Certificate:

- reflects a diversity of learners;
- is the school district's recognition that a student has completed a formal educational program and is prepared to move onto to another field of interest;
- demonstrates that the student has successfully achieved the goals as set out in the plan and has had appropriate attendance;
- is not a graduation credential

# School District No. 71 (Comox Valley)

Office of the Superintendent of Schools

607 Cumberland Road  
Courtenay, B.C., V9N 7G5  
Fax (250) 334-5552  
Telephone (250) 334-5500

## Briefing Note – RFP for Aboriginal Education Enhancement Agreement

### Background:

The Aboriginal Education Enhancement Agreement concludes in June 2019. The Ministry of Education has supported the development of these agreements for over 15 years. The Ministry notes that the agreement “as a primary tool [is] to increase student success and to bring Aboriginal learning to all students. This tool is well established as a way to include Aboriginal people in decision-making and focus on measurable student outcomes.”

In the fall of 2016 the Ministry will no longer be involved in mandating the agreements.

The Ministry further explains that

an EA is a working agreement between a school district, all local Aboriginal communities, and the Ministry of Education designed to enhance the educational achievement of Aboriginal students. The EA establishes a collaborative partnership between Aboriginal communities and school districts that involves shared decision-making and specific goal setting to meet the educational needs of Aboriginal students.

The AEEA is very successful in supporting the main objectives established by government. Our aboriginal students are achieving educational success through the work of the Board, schools and teachers, and the partnership with the Aboriginal Education Council.

With the current AEEA expiring, administration and the AEC are recommending that a new AEEA be developed. To action this request, the Board is asked to fund a consultant to undertake the work of guiding the development of a new AEEA. The process would require developing a request for proposal (RFP) to hire a consultant to undertake this work.

In the past this process was completed internally. Due to workload and time constraints, this is not recommended. Using an external consultant will also bring a different perspective to the AEEA process. To develop the RFP, a committee of trustees and AEC representatives would be formed. The committee would include the District Principal Aboriginal Education and the Superintendent of Schools. This committee would work with the consultant throughout the development of the new AEEA

**Implications:**

If the Board chooses to not undertake a new AEEA, this would negatively communicate to the community a potential lack of commitment which historically is not the case. Similarly, if the process is completed using internal facilitators, it may be perceived that the Board is satisfied with the current results.

**It is recommended that the Board approve the following recommendation:**

**THAT the Board of Education form a committee of three trustees and three representatives from the AEC to form a committee to develop the RFP to select a consultant to support this committee's work on the development of a new Aboriginal Education Enhancement Agreement.**



## K'ómoks First Nation

3330 Comox Road, Courtenay BC, V9N 3P8 | Ph. (250) 339-4545 Fax (250) 339-7053 | E. [info@komoks.ca](mailto:info@komoks.ca)

December 20, 2017

Attn. Board Chair: Janice Caton  
SD71 Board of Trustees  
607 Cumberland Road  
Courtenay, BC  
V9N 7G5

Dear Janice,

**Re: Aboriginal Education Enhancement Agreement**

I am writing to you as Chair of the SD71 Aboriginal Education Council (AEC) with regard to the Aboriginal Education Enhancement Agreement (AEEA).

The AEEA is a five year agreement that began in June of 2014 and is scheduled to complete in June of 2019. This is a document that is used every day by SD71 Aboriginal Education to guide the work that we do. It is the desire of the AEC that the board consider renewing this agreement beyond its completion date. As discussed at our recent meeting with the board and senior management (Dec 12, 2017), the AEC would welcome a dialogue with your board about what the process might look like, were we to move forward with it.

Please let us know the board's thoughts on this request. Thank you for time and have a very Merry Christmas and a Happy New Year.

*Gila'kasla,*

Charlene Everson  
Education Coordinator  
[charlene.everson@komoks.ca](mailto:charlene.everson@komoks.ca)

Sent from [Outlook](#)

**From:** Floyd Graves <[gclannorth@hotmail.com](mailto:gclannorth@hotmail.com)>  
**Date:** January 15, 2018 at 10:25:38 AM PST  
**To:** Janice Caton <[Janice.Caton@sd71.bc.ca](mailto:Janice.Caton@sd71.bc.ca)>  
**Subject:** DPAC vote

Board of Education

Attention: Madam Chair Janice Caton

DPAC voted and passed the following motion:

"DPAC requests SD71 to review the District Sexual Health Education program and consider increasing funding for providing sexual health education in all grades, rather than skipping some grades".

regards,  
Donna Graves  
DPAC chair