



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

Board of Education

Regular Public Board Meeting Agenda

Tuesday, June 22, 2021

7:00pm

School District No. 71 (Comox Valley)
607 Cumberland Road, Courtenay, BC V9N 7G5
250-334-5500

A COMMUNITY OF LEARNERS - INNOVATIVE ♦ INQUISITIVE ♦ INCLUSIVE

Vision

An inclusive learning community that embraces diversity, fosters relationships and empowers all learners to have a positive impact on the world.

Mission

To inspire engaged, compassionate, resilient lifelong learners and cultivate a collaborative community together.

We Value and Believe In

Trusting relationships based on respect, integrity and ethical behaviour

A commitment to Truth and Reconciliation with Indigenous peoples

Equity, inclusion, dignity, and acceptance for all

Global awareness and environmental stewardship

Innovation, creativity, problem-solving, and critical thinking

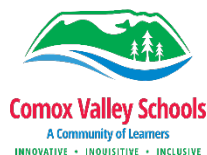
Accountability and shared responsibility

Open and engaging communication

Celebration of learning

Strategic Priorities

Educational Excellence
Community Engagement
Organizational Stability & Environmental Stewardship
Physical Health & Mental Well-Being



REGULAR BOARD MEETING AGENDA
Tuesday, June 22, 2021
7:00pm

A copy of the Public Board Meeting Agenda is available on the School District website at:

<http://www.comoxvalleyschools.ca>

Alternatively, copies are available on request from Marlene.Leach@sd71.bc.ca.

Public Board Meetings are recorded and live streamed on the School District's YouTube channel.

1. Call to Order

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

2. Adoption of Agenda

Motion:

THAT the Board of Education adopt the June 22, 2021 Regular Public Board Meeting Agenda as presented.

3. Board Meeting Minutes

Pages
1-9

Motion:

THAT the Board of Education adopt the May 25, 2021 Regular Public Board Meeting Minutes as presented.

4. Unfinished Business

A. Presentation of Draft Comox Valley School District Environmental Inventory Report

Motion Carried September 24, 2019:

THAT the Board of Education direct the Superintendent to arrange an environmental assessment of our all SD71 properties, with a focus specially to identify areas of environmental sensitivity, vulnerable watersheds and streams, at-risk species and/or cultural significance.

CARRIED

THAT the Board of Education receive the Draft Comox Valley School District Environmental Inventory Report

5. Record of In-Camera Meeting Minutes

Page 10

- May 25, 2021 – Regular In-Camera Meeting

6. Board Chair's Report

7. Presentations / Delegations

None

8. Education Committee Meeting – June 08, 2021

Page 11

Motion:

THAT the Board of Education receive the Education Committee Board Report as presented.

Next Education Committee Meeting:

TOPIC: TBD
DATE: Fall 2021
TIME: 6:30 pm
LOCATION: TBD

9. Strategic Direction

A. Superintendent

- i. District News**
- General

Pages
12-14

B. Assistant Superintendent

- i. School Fees – Briefing Note**

Pages
15-20

Motion:

THAT the Board of Education approve the School Fees Schedules for the 2021-2022 school year as presented.

- ii. Board Authority Authorized (BAA) Courses – Briefing Note**

Pages
21-57

Motion:

THAT the Board of Education approve all five BAA Courses as presented.

C. Secretary-Treasurer

i. Boundary Adjustments

For Information - Senior Staff will bring to the Board in September, recommendations for Boundary Catchment adjustments to identify catchment schools for planned housing construction and subdivisions yet to be developed.

ii. K-12 Education Recovery Plan

Pages
58-73

D. Human Resources

i. Retirements and Recognition

Page 74

10. Board Standing Committee Reports

A. Finance Committee Board Report – June 15, 2021

Pages
75-78

Motion:

THAT the Board of Education receive the Finance Committee Board Report as presented.

B. Audit Committee Board Report – June 15, 2021

Pages
79-101

Motion:

THAT the Board of Education receive the Audit Committee Board Report as presented.

C. Policy Committee Board Report – June 17, 2021

Pages
102-105

Motion:

THAT the Board of Education receive the Draft copy of Policy 24 and request that the Policy Committee through the Superintendent begin an engagement process with our Education and Community Partners requesting written feedback to the proposed policy. A proposed timeline of completion will be November 2021.

Motion:

THAT the Board of Education receive the Policy Committee Board Report as presented.

D. Facilities Committee Agenda – June 21, 2021

Pages
106-221

The Facilities Committee board report will be shared with Trustees prior to this meeting and will be attached in the minutes of this regular public board meeting.

Motion:

THAT the Board of Education approve the 2022/23 Major Capital Plan submission.

Motion:

THAT the Board of Education approve the 2022/23 Minor Capital submission.

Motion:

THAT the Board of Education approve the Building Envelope Program submission.

Motion:

THAT the Board of Education approve the Long Range Facilities Plan (LRFP) 2021-2031, as presented, thus supporting Option A.

Motion:

THAT the Board of Education receive the Facilities Committee Board Report as presented.

11. Board Business

A. 2022-22 Board Meeting Schedule

Pages
222-223

Motion:

THAT the Board of Education waive the requirement for regular meetings in July and August 2021.

Motion:

THAT the Board of Education approve the 2021-22 Board Meeting Schedule as presented.

B. Motion – Write a letter to the Ministry of Education advocating for increased Annual Facility Grant (AFG) funding.

Pages
224-225

Janice Caton, Trustee

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) write a letter to the Minister of Education requesting the Ministry increase the funding for school districts for the Annual Facilities Grant.

Motion:

THAT the request also be sent to the BCSTA as an emergent issue for consideration at the next Provincial Council.

12. Board Correspondence

- | | |
|---|-------------------------------|
| A. Correspondence: from SD71 to Minister of Education – Mental Health and Addictions
Sheila McDonnell, Trustee | Page
226-227 |
| B. Correspondence: from SD71 to Minister of Mental Health and Addictions – Mental Health and Addictions
Sheila McDonnell, Trustee | Page
228-229 |
| C. Correspondence: from SD71 to Minister of Health – Mental Health and Addictions
Sheila McDonnell, Trustee | Page
230-231 |

13. Public Question Period

14. Adjournment

Motion:

THAT the Board of Education adjourn this meeting.

REGULAR BOARD MEETING MINUTES

Tuesday, May 25, 2021
7:00pm

In Attendance Via Virtual Zoom Meeting:

Trustees:

Sheila McDonnell, Board Chair
Michelle Waite, Vice Chair
Janice Caton, Trustee
Tonia Frawley, Trustee
Kat Hawksby, Trustee
Sarah Jane Howe, Trustee
Cristi May Sacht, Trustee

Staff:

Tom Demeo, Superintendent of Schools
Brenda Hooker, Secretary-Treasurer
Geoff Manning, Assistant Superintendent
Candice Hilton, Director of Finance
Ian Heselgrave, Director of Operations
Esther Shatz, Director of Instruction (Student Services)
Allan Douglas, Director of Instructional Services K-12
Josh Porter, Director of Information Technology

Regrets: Paul Berry, Director of Instruction (Health & Safety)

Recording Secretary: Marlene Leach, Sr. Executive Assistant

1. Call to Order

Board Chair, Sheila McDonnell called the meeting to order at 7:01pm and acknowledged that the meeting is being held on the traditional territories of the K'ómoks First Nation.

2. Adoption of Agenda

Motion

THAT the Board of Education adopt the May 25, 2021 Regular Public Board Meeting Agenda as presented.

[Howe/Frawley]

CARRIED

3. Board Meeting Minutes

Pages
1-5

Motion:

THAT the Board of Education adopt the April 27, 2021 Regular Public Board Meeting Minutes as presented.

[May Sacht/Waite]

CARRIED

4. Unfinished Business

None

5. Record of Minutes of In-Camera Meetings

Page 6

- April 27, 2021 – Regular In-Camera Meeting
- May 18, 2021 – In-Camera Committee of the Whole Meeting
- May 18, 2021 – In-Camera Committee of the Whole Meeting

6. Board Chair’s Report

Page 7

7. Presentations / Delegations

None

8. Education Committee Meeting – No Meeting in May

Next Education Committee Meeting:

TOPIC: Critical Incident Response Team
DATE: June 08, 2021
TIME: 6:30 pm
LOCATION: Zoom Meeting (live and recorded)

9. Strategic Direction

A. Superintendent

i. District News

Pages
8-9

- General

In addition to the District News, Superintendent, Tom Demeo mentioned the recent “Sharing with Sheila” YouTube interview with Youn Hee Edmonds (Homestay Coordinator and Korean Marketing Representative, International Student Program department), an update on the International Student Program’s enrolment and potential homestay campaign, Brooklyn PAC’s fundraising and garden progress, communications going out tomorrow regarding Principal and Vice Principal placements for the next school year, and ongoing Kindergarten registration. Trustee questions were answered.

B. Assistant Superintendent

i. Graduation Update – Verbal Update

Assistant Superintendent, Geoff Manning announced the district’s graduation dates. The ceremony formats will be similar to last year’s

graduations. Trustees will be able to attend Glacier View's graduation this year.

- June 10 – Nala'atsi, via video invite
 - June 24 – Glacier View, 1:00pm
 - June 26 – Vanier, 1:00pm, and Mark R. Isfeld and Highland, 2:00pm
- Trustee questions were answered.

C. Secretary-Treasurer

i. 2021-22 Annual Budget and Bylaw – Briefing Note and Presentation

Pages
10-34

Secretary-Treasurer, Brenda Hooker reviewed a budget PowerPoint presentation and associated it to the draft preliminary budget document and bylaw within the agenda package. Topics included revenue, expenditures, student enrolment, presenting a balanced budget, reserves for enhanced cleaning protocols, the amended budget process, and mental health supports. Manager of Finance, Candice Hilton provided information related to the Snapshot 2021-22 infographic. Trustee comments were received, and questions answered.

Motion:

THAT Annual Budget Bylaw 2021-22 be given first reading.

[Frawley/Caton]

CARRIED

Motion:

THAT Annual Budget Bylaw 2021-22 be given second reading.

[Caton/May Sacht]

CARRIED

DISCUSSION

Secretary-Treasurer, Brenda Hooker informed Trustees of the Annual Budget Bylaw on page 18 of the agenda package with an amount of \$118,792,761 for the 2021-22 fiscal year.

Motion:

THAT in accordance with Section 68 (4) of the School Act, all three readings of Annual Budget Bylaw 2021-22 be given at tonight's meeting.

[Frawley/Caton]

Voted Unanimously

CARRIED

Motion:

THAT Annual Budget Bylaw 2021-22 be given third and final reading.

[Frawley/May Sacht]

CARRIED

- ii. **Snapshot 2021-22 – Infographic** Pages
35-36
Board Information

- iii. **Capital Plan Bylaw No. 2021/22 –CPSD71-01** Page 37

Secretary-Treasurer, Brenda Hooker summarized the capital plans submission process for capital funding. Once the board passes the bylaw, the district can then access the funding for the Ministry approved projects. Senior staff will publicly share the funding information after the capital management branch provides a public announcement.

Motion:

THAT Capital Bylaw No. 2021/22-CPSD71-01 be given first reading.

[Caton/Howe]

CARRIED

Motion:

THAT Capital Bylaw No. 2021/22-CPSD71-01 be given second reading.

[Waite/Frawley]

CARRIED

DISCUSSION – N/A

Motion:

THAT in accordance with Section 68 (4) of the School Act, all three readings of Capital Bylaw No. 2021/22-CPSD71-01 be given at tonight's meeting.

[Caton/Hawksby]

Voted Unanimously

CARRIED

Motion:

THAT Capital Bylaw No. 2021/22-CPSD71-01 be given third and final reading.

[Howe/Frawley]

CARRIED

- iv. **Capital Projects Update – May 2021 – Briefing Note** Pages
38-41

Director of Operations, Ian Heselgrave covered the three major projects underway; the Lake Trail Seismic Upgrade, Hornby Island School, and the Outdoor Classrooms. The Denman Island Child Care facility opened on April 06, 2021. Lake Trail and Hornby should be ready for students in September 2021. Trustee comments were received, and questions answered.

Motion:

THAT the School District No. 71 (Comox Valley) receive the Capital Projects Update briefing note as information.

[Frawley/Howe]

CARRIED

v. Long Range Facility Plan (LRFP) Update – Briefing Note

Pages
42-147

Director of Operations, Ian Heselgrave summarized the LRFP update and mentioned that the consultant's draft report covers many possible options. However, it may be that the system the district has in place works but requires some adjustments. There are recommendations in the report, including how to balance out enrolment between schools and keep the district's facilities inventory working the best it can to support students over the next several years. There is a public consultation meeting on the LRFP on June 07, 2021 at 6:30pm. Trustee comments were received, and questions were answered.

Motion:

THAT the School District No. 71 (Comox Valley) receive the attached DRAFT Long Range Facility Plan.

[Frawley/Caton]

CARRIED

NOTE: The final report will be brought forward for receipt by the Board of Education at a future public board meeting.

vi. FY 21-22 Annual Facility Grant (AFG) Spending Plan – Briefing Note

Pages
148-149

Director of Operations, Ian Heselgrave explained that the AFG is targeted funding for preservation of district assets and large maintenance projects. This is a pandemic AFG that will continually maintain mechanical ventilation projects including roofing, windows and HVAC. Trustee comments were received, and questions were answered. Trustee Caton provided a Notice of Motion for the next public board meeting to have our district to write to the Ministry advocating for increased maintenance funding through the AFG.

Motion:

THAT the Board of Education approve the FY 21-22 Annual Funding Grant (AFG) spending plan.

[Waite/May Sacht]

CARRIED

D. Human Resources

- i. **Retirements and Recognition**
Board Information

Page 150

10. Board Standing Committee Reports

A. Finance Committee Board Report – May 11, 2021

Pages
151-154

Motion:

THAT the Board of Education receive the Finance Committee Board Report as presented.

[Frawley/Waite]

CARRIED

B. Policy Committee Board Report – No Meeting in May

- i. **Ad Hoc Anti-Racism & Inclusion Policy (Sub) Committee Meeting Board Report – May 10, 2021**

Janice Caton, Policy Ad Hoc Committee Chair – Verbal Report

Trustee Caton shared that the committee is in the process of finalizing the final draft copy and will bring it to the Policy Committee, which will then bring it to the June public board meeting for the Board to receive. The draft will then be shared with community partner groups for feedback. The final version would likely be passed by the Board in October or November. Additionally, the Ministry of Education may possibly be providing schools with direction on discrimination and policy.

C. Facilities Committee Board Report – No Meeting in May

11. Board Business

- A. Motion – Mental Health and Addictions Services – Briefing Note**
Sarah Jane Howe, Trustee

Pages
155-156

Trustee Howe noted that she previously sent Trustees digital information relating to the two following motions.

Motion:

THAT the Board of Education for School District No.71 (Comox Valley), write a letter requesting that the BC Ministry of Education and Government of BC take the following actions:

- a) that the Ministry of Education work together with other Ministries to conduct a review of wait lists for student referrals and develop strategies to reduce wait times.
- b) provide resources to Districts for staffing to address increasing mental health needs. Specifically provide funding for more counselling time in schools as well as funding for youth and family program workers in schools. By increasing supports directly in the K-12 sector, it will reduce the burden on Ministry of Children and Family liaisons to school districts and other cross-agency personnel working in schools.
- c) consider how the Province of BC can respond to the #codePINK campaign organized by Children First Canada.
- d) SD71 is pleased to be a participant in the “Pathway’s to Hope” pilot initiative. Please consider how the cross-ministry initiative can be implemented for September 2021 and expanded to all Districts within the province.

[Howe/Waite]

CARRIED

Trustee Howe shared rationale for bringing forward the two motions and thanked the Trustees and senior staff who assisted. Secretary-Treasurer, Brenda Hooker joined a Ministry partner group as a BC Association of School Business Officials (BCASBO) representative for the Mental Health School Start-Up Working Group that will support students upon return to school in the fall. Trustee comments were received.

B. Motion – Opioid Crisis – Briefing Note
Sarah Jane Howe, Trustee

Pages
157-158

Motion:

THAT the Board of Education request that the Board BCSTA representative take a resolution to Provincial Council as an emergent issue for referral of the following actions to the Canadian School Board Association and the Government of Canada:

- a) declare the toxic drug supply crisis a national public health emergency.
- b) immediately seek input from the people most affected by this crisis and meet with provinces and territories to develop a comprehensive, Pan-Canadian overdose action plan.
- c) that the BCSTA advocate for expanded provincial, cross-ministry supports for our students around substance abuse.

[Howe/Frawley]

CARRIED

Trustees shared comments. Trustee Caton, as BCSTA Provincial Council Representative, will take the motion and connect with BCSTA to possibly reword it so that it could be accepted at Provincial Council.

- C. Motion – Long-Term Food Strategy – Briefing Note**
Cristi May Sacht, Trustee

Pages
159-161

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) refer to the Superintendent:

- To investigate the feasibility of a long-term food strategy, incorporating the focus on food security, hands-on learning, and the opportunity to connect with community partners and report back to the board.

[May Sacht/Waite]

CARRIED

Trustee May Sacht spoke to a portion of her briefing note and Trustees provided comments and questions. The Superintendent clarified that there would be a process that will take time and include some investigations. This work would begin in September with the new senior leadership team and in order to complete it properly, it would take at least six months to report back. It was discussed and clarified that further information such as timelines and costs to complete the investigation for the feasibility of a long-term food strategy would be required at the June or September board meeting prior to proceeding on the work.

- D. Notice of Motion – Write a letter to the Ministry of Education re: the BCSTA 2021 AGM Motion - Integration of Childcare and Early Learning into the K-12 Education Sector by 2023**

Janice Caton, Trustee
Board Information

12. Board Correspondence

- A. Correspondence: from BC School Trustees Association (BCSTA) to Janice Caton, Trustee – Your Work for the Capital Working Group**
Janice Caton, Trustee (City of Courtenay)
Board Information

Page 162

13. Public Question Period

14. Meeting Adjourned – 8:59pm

MOTION:

THAT the Board of Education adjourn this meeting.

[Frawley/Howe]

CARRIED.

Board Approved on:
June22, 2021

Certified Correct:

Brenda Hooker, CPA, CGA
Secretary-Treasurer

Sheila McDonnell
Board Chair

RECORD OF IN-CAMERA MEETINGS

TO: Board of Education

DATE: June 22, 2021

FROM: Office of the Secretary-Treasurer

RE: Record of In-Camera Meetings

RECORD PURSUANT TO SECTION 72 OF THE *SCHOOL ACT*

Matters discussed and decisions reached at the Special and Regular In-Camera meetings held since the last such report:

May 25, 2021 – Regular In-Camera Meeting

1. Adoption of the April 27, 2021 Regular In-Camera Meeting Minutes
2. Adoption of the May 18, 2021 In-Camera Committee of the Whole Meeting Minutes – Item A
3. Adoption of the May 18, 2021 In-Camera Committee of the Whole Meeting Minutes – Item B
4. Receipt of update/presentation regarding Land/Property matter
5. Receipt of update regarding Personnel matter
6. Receipt of four updates regarding Other matters

The meeting was called to order at 6:00pm and adjourned at 6:54pm.

**Education Committee Minutes
June 8, 2021**

We gratefully acknowledge that we are on the traditional, unceded territory of the K'ó moks First Nation. We are thankful for the opportunity to work with their families and teach their children.

Critical Incident Response

1. **Welcome** Michelle Waite

2. **Critical Incident Response** Paul Berry (Director of Health and Safety)
Esther Shatz (Director of Student Services)

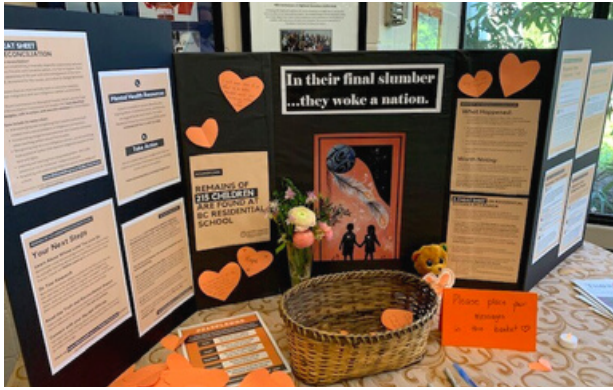
Paul and Esther led the Education Committee through the history of the district's Critical Incident Response Team. Paul reviewed some of the major critical incidences that have occurred in our school district over the years and when the Critical Incident Response Team was founded (1993). The goal of the Critical Incident Response is to support our schools, students, and staff in both the short-term and long-term. They also defined what a critical incident is and what critical incident stress is. The process for the development of the Critical Incident Response Team was heavily influenced by the work of Kevin Cameron from the North American Centre for Threat Assessment and Trauma Response. Sample timelines during a Critical Incident Response were also reviewed.

3. Conclusion/Questions

Michelle Waite facilitated a question-and-answer period where trustees asked a variety of questions to the guest presenters. The meeting adjourned at 7:30 pm.

Next Education Committee Meeting:
Fall 2021
Location: TBA
Topic: TBA

DISTRICT NEWS



RESPONSE TO KAMLOOPS RESIDENTIAL SCHOOL DISCOVERY

In response to the discovery of the remains of 215 Indigenous children at the site of the former Kamloops Residential School, School District 71 has embarked on a number of actions to share our grief and demonstrate our commitment to reconciliation.

In our schools, this commitment was amplified as we responded to the news coming out of Kamloops by taking part in many acts of support for the Indigenous families and communities affected.

Among the many activities, we have seen schools tying 215 orange ribbons to school fences, sending "Love Bombs" of hearts on I-HOS Gallery lawn amid the growing collection of Teddy Bears and displaying them prominently in the schools, painting 215 orange rocks and placing them in school gardens, holding space at Nala'atsi provided by InEd staff, conducting age-appropriate discussions with students regarding residential schools and the Truth and Reconciliation Commission Calls to Action.

The District has also welcomed our Ni'noxola (Elders in Residence) back into many of our schools to provide their calming presence with students and staff.

Full details on our District newsfeed online at

www.comoxvalleyschools.ca/district-responds-to-news-of-kamloops-residential-school/

More images available on Flickr

<https://www.flickr.com/photos/comoxvalleyschoolssd71/>



SCHULICH LEADER SCHOLARSHIP RECIPIENT

Theodore Lemay, G.P. Vanier is now part of an esteemed network of national STEM scholars at one of Canada's leading universities. The 2021 Schulich Leader Nominees' selection was announced early June that Theodore will receive **\$100,000** in scholarship funding to advance his STEM studies at Queen's University. These entrance scholarships are awarded to only 100 high school graduates across Canada based on academic excellence in STEM and entrepreneurial leadership. Lemay was also one of the VEX Robotics teams to compete at the 2021 World Championships (see next page).

More information online at

<https://schulichleaders.com/nominees>

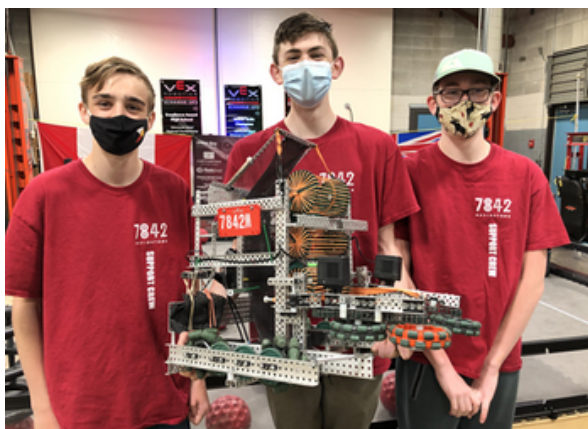


EVEN MORE DISTRICT NEWS



2021 VEX Competitive Robotics Worlds

Valley students continue their distinction of achieving excellence in robotics and have proven once again to be among the best on the world stage. Three SD71 teams competed at the virtual 2021 VEX Competitive Robotics World Championships May 16 to 22.



Navigators team 7842B comprised of Theo Lemay and Sawyer McLellan finished 6th overall. Team 7842A comprised of members Joel Saunders and Zane Henderson, finished 49th in the world rankings. First time competitors in the middle-school division was Team 7842M consisting of members Nicholas Horel, Andrew Phillips and Logan McCoy, earned 50th place over all.

Full details of results in our District News story online www.comoxvalleyschools.ca/comox-valley-and-canada-dominate-at-the-2021-vex-competitive-robotics-world-championships/



BEEDIE LUMINARIES SCHOLARSHIP

Two secondary students are the proud recipients of a Beedie Luminaries Scholarship worth \$40,000 each. Congratulations to Hailey Brears, Highland Secondary, and James Fazeli-Sinaki, Mark R. Isfeld. The scholarships will help students pursue their post-secondary education at the university, college or trade school of their choice in B.C. The scholarships, created by Ryan Beedie, are intended for students who have demonstrated grit and resilience but are constrained by financial circumstance.

Highland's Hailey Brears receives \$40,000. Read more online at mycomoxvalleynow.com

More information about the scholarship online at <https://beedieluminaries.ca/>



2021 LORAN SCHOLARSHIP FINALIST

Tristan Rendell, G.P. Vanier, is the successful recipient among only 72 Loran Scholarship finalists across Canada. Rendell will receive The Loran Award valued at \$100,000 over four years. In November, Tristan helped organize the discussion on COVID-19 for young people in conjunction with Community Health Network (CVCHN).

More information about the scholarship online at <https://loranscholar.ca/2021-loran-finalists/>

SCHOOL STORIES



Provincial Virtual Archery Tournament

Fifteen grade 7 French Immersion students from Ecole Puntledge Park participated in the NASP BC Virtual Provincial Archery Competition in May 2021, placing 2nd overall among participating schools. Lake Trail earned 1st in the province in the Secondary School (grade 8/9) category. The District aims to grow the sport of archery in the coming years in our school district.

Details on the EOL website at

learn71.ca/environmental-outdoor-learning-eol/outdoor-recreation-activities/



Colour Run for Fun

Huband Park Elementary held its first Colour Run as a way to celebrate, have some fun and let go of the demands of a pandemic school year. Teacher, Leslie Culley Nielsen brought this colourful idea to her school from a friend doing the same in Calgary. The school aims to make it an annual event. Colour powder was made of corn starch & environmentally safe.

Aspen Park Outdoor Learning Experience



Ninety Aspen Park grade 6 & 7 students embarked on a 2-day outdoor education field trip to Cumberland Lake Park, the Comox Lake dam and Kye Bay. Students participated in protist and macroinvertebrate studies, tick, fire-building and survival workshops, dragon boating, biking, hiking, and marine ecology activities. Many thanks to Cumberland Lake Wilderness Society, Courtenay & District Fish & Game Protective Association, Gravity MTB, Vancouver Island Paddling, and Habitat Conservation Trust Foundation for helping make this experience happen!



School Garden Blooms

Lumber that had been stolen from the Brooklyn Elementary school grounds in Comox last fall has been recovered in donations, as well as financial contributions from the PAC and put to good use. The school was able to complete two key projects - a gaga Ball Pit and garden boxes for its school garden, just as intended before the theft occurred.

Read story details online at

<https://www.comoxvalleyrecord.com/community/comox-valley-school-garden-in-full-bloom-after-setback/>

BRIEFING NOTE

TO: Board of Education
FROM: Geoff Manning, Assistant Superintendent
RE: School Fees

DATE: June 22, 2021

Background

As per the School Act Section 82 (6), which states:

A board must publish a schedule of the fees to be charged and deposits required and must make the schedule available to students and to children registered under Section 13 and to the parents of those students and children before the beginning of the school year.

Find attached the Fee Schedules for those schools that are charging fees next year.

In addition to the fee schedule districts must also ensure that each of the sites which are charging fees has a Financial Hardship Policy. (See applicable School Act) Sections 82.4, 82 (3), 82.1 (4), 82.2, 82.3 and 82.31 (3) apply only to a board that has established policies and procedures to facilitate participation by students of school age ordinarily resident in British Columbia who would otherwise be excluded from the course, class or program because of financial hardship.

The following is a Hardship Policy which is on all school websites and has been communicated to parents.

Hardship Policy
Financial Hardship

No student will be denied the opportunity to participate in a course and/or activity associated with a course or specialty program in which they are enrolled because of financial hardship.

1. Parents/guardians and/or students should contact the principal in order that confidential, respectful, and discreet arrangements can be made to ensure that a student is not denied an opportunity to participate in a course, program, or activity.
2. Principals have a responsibility to ensure that students are not excluded from a course, class, program, or activity due to financial hardship. Principals will ensure that such cases are handled in a confidential, respectful, and discreet manner.
3. Any decision to refuse financial assistance may be appealed to the Assistant Superintendent.

4. All procedures to determine financial hardship will follow the *Freedom of Information and Protection of Privacy Act* legislation.

Recommendation

That the Board of Education, School District No. 71 (Comox Valley) approve the attached Fee Schedules for the 2021-2022 school year.

Respectfully submitted,

Geoff Manning

Assistant Superintendent



School Fees for 2021-2022

As per section 82 (Fees and Deposits) of the School Act please note the following.

Fee	Amount	Description
Student Fee	\$25.00	Leadership activities, student recognition, fine art performances, career planning
Graduation Fee	\$125.00	Facilities rental, dinner, entertainment, commencement photo
Optional Fee		
Yearbook	\$45.00	Cost of the yearbook
Athletics	varies	Tournament fees, partial costs of referees, travel etc.
Fine Arts	varies	Band and Drama trips, travel, accommodation etc.
Tech Ed.	varies	Base projects have no cost. Costs for materials used beyond base level.

We, the Highland Secondary PAC ratify the attached fees for 2021-2022

Dean Patterson, Principal  Date: June 7/21

Adam Thompson, PAC President  Date: June 7/21



Mark R. Isfeld Secondary School

School Fees for 2021-2022

As per section 82 (Fees and Deposits) of the School Act please note the following:

Fee	Amount	Description
Student Fee	\$25.00	Leadership activities, fine art performances, career planning
Graduation Fee	\$125.00	Banquet rental, dinner, sound rental, commencement photo
Optional Fee		
Yearbook	\$45.00	Cost of the yearbook
Athletic Fee	\$25.00	Athletic banquet, partial costs of referees, medical supplies, uniform replacement

We, the Mark R. Isfeld Secondary PAC, ratify the attached fees for 2021-2022.

Sean Lamoureux, Principal

Date:

21.06.21

Mariah Moraes, PAC President

Date:

21.06.21



MARK R. ISFELD SECONDARY SCHOOL

1551 Lerwick Road, Courtenay, BC V9N 9B5

Phone (250) 334-2428 Fax (250) 334-0659

www.isfeldschool.com

FINANCIAL HARDSHIP

No student will be denied the opportunity to participate in a course or activity associated with a course in which they are enrolled because of financial hardship.

REGULATIONS

- 1. Parents/Guardians and /or students should contact the principal in order that confidential, respectful and discreet arrangements can be made to ensure that a student is not denied an opportunity to participate in a course, or activity associated with a course.**
- 2. The principal has a responsibility to ensure that students are not excluded from a course, class, program, or activity due to financial hardship. The principal will ensure that such cases are handled in a confidential, respectful, and discreet manner.**
- 3. Parents of students requiring financial assistance should speak privately with the principal to outline the reasons why financial assistance is required. A decision to refuse financial assistance may be appealed to the Assistant Superintendent.**
- 4. All procedures to determine financial hardship will be in compliance with the *Freedom of Information and Protection of Privacy Act* legislation.**



Georges P. Vanier Secondary School

4830 Headquarters Road, Courtenay, BC V9J 1P2

School Fees for 2021-2022

As per section 82 (Fees and Deposits) of the School Act please note the following.

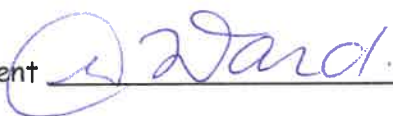
Fee	Amount	Description
Student Fee	\$25.00	Leadership activities, student recognition, fine art performances, career planning
Graduation Fee	\$125.00	Facilities rental, dinner, entertainment, commencement photo
Course Fee Adventures in the Outdoors Aspire to Action	\$300	Cost of field trips and overnight stays
Program Fee Explore	\$800	Cost of field trips and overnight stays
Optional Fee		
Yearbook	\$50.00	Cost of the yearbook
Athletics	varies	Tournament fees, partial costs of referees, travel etc.
Fine Arts	varies	Band and Drama trips, travel, accommodation etc.
Tech Ed.	varies	Base projects have no cost. Costs for materials used beyond base level.

We, the Georges P. Vanier Secondary PAC ratify the attached fees for 2021-2022

Julie Shields, Principal 

Date: June 7 2021

Gesa Ward, PAC President



Date: 7 June 2021

BRIEFING NOTE

TO: School Board Trustees
FROM: Geoff Manning, Assistant Superintendent
RE: BAA courses

DATE: June 22, 2021

Purpose

To bring forward five Board/Authority Authorized Courses for review and approval.

Background

Five Board/Authority Authorized Courses are being brought forward for review. Three of these courses are new courses and two of these courses are ones that we currently run in our district however we have reformatted them so that they will align with the New Ministry Curriculum which include the Big Ideas, Learning Standards and Curricular Competencies. The three new courses are Foundations of Inquiry, Community Outreach and Action 11, and Community Outreach and Action 12. The reformatted courses are PE Games 11, and PE Games 12.

The Community Outreach and Action BAA's are designed to support the current Aspire to Action course offered at Vanier Secondary School. The Foundations of Inquiry BAA is a stand alone course designed to help students successfully participate in a democratic society.

Analysis

The two PE courses which have been reformatted to fit the New Curriculum are already successfully being offered in our district. The three new BAA's are rich in content and augment the goals of the school district's Strategic Plan nicely.

Recommendation

It is our recommendation that the board approve all five BAA courses being brought forward.

Respectfully submitted,

Geoff Manning

Assistant Superintendent
Comox Valley Schools

Foundations of Inquiry 10

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: SD43, submitted by Julie Shields	Date Developed: March 14, 2018
School Name: Georges P. Vanier Secondary School	Principal's Name: Julie Shields
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Foundations of Inquiry 10	Grade Level of Course: 10
Number of Course Credits: 2	Number of Hours of Instruction: 60 hours

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Students will require access to computers, applications that allow for generating content (e.g., word processing, photo editing, video editing software), and access to the Internet.

Course Synopsis:

Foundations of Inquiry 10 is a process-based course reflecting the necessary skills for effective participation in contemporary society. Learners will participate in inquiries that are designed to be a complex combination of structured learning with intentional opportunities for students to create, design, imagine along with developing new possibilities.

Goals and Rationale:

Inquiry is necessary for successful participation in our democratic society. The current and emerging skills required of our contemporary knowledge society require that what learners are able to do is more important than what they know. The natural learning process is invoked through curiosity, which leads to questioning, exploration and the pursuit of these questions in order to satisfy this curiosity. The intent of this course is to identify the knowledge, skills and attitudes reflective of an effective inquiry stance toward learning in order to support students in investigating required or self-selected content.

Inquiry emphasizes the process of learning in order to develop deep understanding in addition to the intended acquisition of content, knowledge and skills. Inquiry draws upon a constructive learning theory where understanding is built through the active development of conceptual mental frameworks by the learner. Students come to the classroom with preconceptions about the world. Teaching practices must draw out and work with students' pre-existing understandings and make student 'thinking' visible and central to the learning. At its heart inquiry is a process of metacognition. The purpose of this course is to bring this metacognition to the forefront AS the learning and have students demonstrate their ability to identify the various forms of inquiry – across domains and disciplines and the stages of inquiry as they move through them, experience failure and stuckness at each level.

Foundations of Inquiry 10 recognizes that competence in an area of study requires factual knowledge organized around conceptual frameworks to facilitate knowledge retrieval and application. Classroom activities are designed to develop understanding through in-depth study both within and outside the required curriculum.

Aboriginal Worldviews and Perspectives:

Links to First Peoples' Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions
- Learning involves generational roles and responsibilities
- Learning recognizes the role of indigenous knowledge
- Learning is embedded in memory, history, and story
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BIG IDEAS

Personal design choices require self-exploration and refinement of skills.

Social, ethical, and sustainability considerations impact design choices.

Tools and technology have an impact on people's lives.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Applied Design</p> <ul style="list-style-type: none"> • Find a question, problem or need. • Design a feasible, structured investigation. <p><i>Understanding context</i></p> <ul style="list-style-type: none"> • Engage in a period of research and empathetic observation • Engage in reciprocal relationships throughout the design process <p><i>Defining</i></p> <ul style="list-style-type: none"> • Identify potential users and relevant contextual factors for a chosen design opportunity • Identify criteria for success, intended impact, and any constraints • Identify potential user, intended impact, and possible unintended negative consequences <p><i>Ideating</i></p> <ul style="list-style-type: none"> • Take creative risks in generating ideas and add to others' ideas in ways that enhance them • Screen ideas against criteria and constraints • Critically analyze and prioritize competing factors to meet community needs for preferred futures • Recognize community needs for balanced futures • Maintain an open mind about potentially viable ideas 	<p><i>Students are expected to know the following:</i></p> <p>Understand and use terminology related to inquiry in a variety of disciplines:</p> <ul style="list-style-type: none"> • art-based • scientific method • design thinking • qualitative research • philosophical inquiry • indigenous perspective <p>Learn with purpose</p> <ul style="list-style-type: none"> • Pursue personal interest or need • Pursue a curricular outcome in another subject area (Science, Math, English, etc.) • To help others (human-centered) <p>Develop questions</p> <ul style="list-style-type: none"> • Find or identify a problem that needs to be solved • Identify relevant background knowledge or skills • Identify necessary skills needed to complete the inquiry • Identify interests and passions

Prototyping

- Construct or make a representation, service or product related to your learning.
- Identify and use a variety of sources of inspiration and information
- Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas
- Analyze the design for life cycle
- Construct prototypes, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

Testing

- Identify and communicate with sources of feedback
- Edit based on feedback from critiques
- Iterate the prototype or abandon the design idea

Making

- Identify and use appropriate tools, technologies, materials, and processes for production
- Make a step-by-step plan for production and carry it out, making changes as needed
- Use materials in ways that minimize waste

Sharing

- Share your findings, understandings, creations.
- Share progress while creating design to enable ongoing feedback
- Decide on how and with whom to share or promote design
- Evaluate and reflect on processes as well as results.
- Critically evaluate the success of the design, and explain how ideas contribute to the individual, family, community, and/or environment
- Critically reflect on their design thinking and processes, and identify new design goals
- Assess ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient collaborative work space

Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify the skills needed in relation to specific projects, and develop and refine them

Applied Technologies

- Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies

Conduct research: find, synthesize, and evaluate information from a variety of sources (digital, print, etc.)

- Contact and consult with expertise
- Identify and join a community of learning
- Conduct interviews
- Evaluate quality of expertise and research

Curate and document information, data, time allocation, etc.

Manage their own projects, coordinate resources, collaborate with others, etc.

Resolve or conclude their project by creating a product, artifact, performance, design, etc.

Share with an Audience

- Process (through blogs, presentations, conversations, etc.)
- Progress - challenges faced and measures taken to overcome
- Product (through presentation, performance, etc.)
- Collaborate with others

Reflect on their Learning

- Next steps
- Improvements
- Reiterate

Curricular Competencies – Elaborations

Students are expected to do the following:

- Find a question, problem or need.
- Design a feasible, structured investigation.
- Construct or make a representation, service or product related to your learning.
- Share your findings, understandings, creations.
- Evaluate and reflect on process as well as results.

Recommended Instructional Components:

All instruction will be conducted in the context of inquiry investigation, analysis, application and reflection.

- Inquiry stance as primary process for instructional engagement with a variety of content – student selected, teacher identified and/or mandated by curriculum
- On-going nature of the inquiry cycle as initial questions lead to greater questions which lead to the need for on-going reflection and revision - synthesizing, analyzing, evaluating etc.
- A variety of individual, partner, small and whole community learning experiences – both face to face and digitally as appropriate to task – principles of effective group work always being utilized
- Structured dialogue and discourse- synchronously and asynchronously, face to face and digitally
- Interdisciplinary study
- Student self-directed, educator supported and facilitated learning plans
- Use of experts from around the world via virtual connectedness

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Effective formative assessment via:

- Clearly articulated and understood learning intentions and success criteria
- Questions posed by students, peers and teachers to move learning forward
- Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Students as resources for themselves and others – peer and self-assessment
- Student ownership
- Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.
- Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning standards articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning standards
- Letter grades will be determined in relation to the learning standards – not in comparison to the achievement of other students

- Professional judgement and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

- Personal learning device
- Stable wireless network
- Broadcasting devices – such as LCD projector
- Learning Management System (LMS)
- Digital Portfolio tool recommended
- Online digital tools – a variety

Community Outreach and Action 11

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Kristie Keyworth Janzen and Dave Merrick	Date Developed: March 15, 2021
School Name: Georges P. Vanier Secondary School	Principal's Name: Julie Shields
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Community Outreach and Action 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s):

It is recommended that students enrolling in this course have good academic standing, a strong work ethic, or special permission.

Special Training, Facilities or Equipment Required:

It is recommended that teachers have a Social Justice and/or Social Studies background. Teacher facilitated access to community programs and organizations is also recommended. Additionally, teachers should acquire a class 4 drivers license in order to help students get to placements in the community, as well as going on field trips.

Course Synopsis:

This is an introductory course that prepares and motivates students to provide outreach within their school and community. Students taking this course will learn to take initiative and participate in creating positive change in the community. Students will develop an understanding of the social programs in the community and the impact that these entities have on assistance and outreach towards groups or individuals in need. Students also learn communication skills, leadership skills, conflict management skills, teamwork skills, and develop interpersonal relationships. In addition, students will also learn the value and complexity of social diversity and inclusivity while acquiring an appreciation of the importance in helping others.

Goals and Rationale:

1. Students will develop an appreciation of the importance of diversity and inclusivity within the community.
2. Students will understand the ability of organizations and groups within the community and how they impact social, environmental and reconciliation initiatives and how they impact learning and daily life.
3. Students will explore empathy and compassion for others.
4. Students will gain valuable work-related and interpersonal skills.
5. Students will understand the importance of individual action that leads to positive change in the community.

This course provides practical, hands-on experience working with organizations, individuals, and initiatives within the community to reach tangible change. Many students who take this course may be interested in the fields of Social Justice and Human Services. Students will use this experience to help shape the careers they wish to pursue. There are many links between the learning that students will obtain in this course to careers such as: first responders, teachers, social workers, nurses, just to name a few.

Indigenous Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. The course directly relates to learning about the connections between what they are learning and their growth as individuals. The individuals that they are working with are a big part of the community that they are a part of. Inclusivity and diversity are central to the learning. Students are contributors to their community and grow their interpersonal relationships throughout the course.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This is a very practical, hands-on course. Students reflect on their learning and the relationships that they form.
- Learning involves recognizing the consequences of ones' actions. Students learn the importance of their responsibility when working with others. Accountability is very high in this course as there are others relying on them to be an active and engaged member of the class and community at large.
- Learning involves generational roles and responsibilities. Students learn that there are others (social and community workers) who have a vast amount of knowledge that they can learn from. Students also learn their role and the responsibilities that come with that role when working with others who see them as peer role models.
- Learning involves patience and time. Students learn that changes may take a long time to happen. If they are patient and willing to try new things without the expectation that things will happen right now, they will see the benefits of being resilient.
- Learning requires exploration of one's identity. Students continuously reflect on their learning journey. They come to understand themselves better and learn different ways of thinking and their assumptions and perceptions of the capabilities of others change. Their preconceived stereotypes are challenged throughout the course.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. Students are taught the necessity and importance of confidentiality. There is some information that is not within their right to share or know.

BIG IDEAS

Service learning is important as it helps develop character and has a positive impact on community.	Assisting others requires interpersonal and core competencies built around intrapersonal skills.	Effective role modeling is an important part of community service leadership.	Community service leadership builds foundational and transferable skills to future careers in education and social services.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Observe and describe on the understandings of the relationship between the concept of character traits and the impact of one's personal actions • Generate an awareness of the community agencies that support social justice, Reconciliation, and restorative initiatives • Define and classify how actions will have a positive impact on social issues and needs • Locate and recognize theories throughout their community service experience • Define and analyze knowledge of interpersonal relationship building and connection skills while participating in service-learning • Demonstrate engagement in school and community activities that promote social justice issues • Develop and promote service-learning action plans to apply the concepts of respect, responsibility, caring, and teamwork • Analyze and discuss the importance of inclusivity and diversity in our community and school • Describe and categorize the positive aspects of being actively involved in the school and community • Locate and define a variety of methods of practically contributing to community causes 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • service-learning and social justice initiatives at play in the local community • inclusive support programs and collective supports within local and regional community • community agency roles in social justice • service-learning projects and simple action plan formats • connections between service-learning theory and practical applications in the community • program organizing and facilitating • roles and dynamics in working within a team/group setting • application of interpersonal and intrapersonal skills • social issues and needs among vulnerable populations in the local community • simple action plan formats and processes • peer modelling strategies and skillsets • knowledge of diversity and inclusivity programs at both a community and global level

<ul style="list-style-type: none"> • Demonstrate appropriate professional standards and behaviour • Recognize and model an understanding of the need for confidentiality and sensitivity when working with others • Define and explore inclusive experiences through service-learning and personal growth strategies 	<ul style="list-style-type: none"> • identification of leadership opportunities and roles within the community and school • community initiatives and programs based on personal choices and preferences • developing professional standards • confidentiality and sensitivity protocols • post-secondary pathways for continued service-learning and social justice • networking connections and opportunities within local, regional, and global communities
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Content – Elaborations

- Concept and actions of caring include paying it forward, being sensitive to other people's points of view, sharing, listening, taking initiative to volunteer, being generous, encouraging others, and protecting vulnerable members of the community.
- Concept and actions of teamwork collaboration include participating in class and school activities, challenging personal limitations, supporting others, encouraging others, considering how to accommodate the needs of others, providing leadership, and the willingness to follow.
- Concept and actions of awareness including learning about other cultures, including everyone, seeking fairness, having self-control, volunteering to help, sharing, showing gratitude, finding your passion, taking initiative.
- Trends in service learning and community-driven initiatives.
- Service agency roles in social justice, addiction and dependency recovery, reconciliation, provincial outreach programs, environmental justice, etc.
- Concepts and actions involving global social justice initiatives, programs and groups working towards making positive change outside of the local community.
- Professional standards which include career-related skills and habits expected of people who work within the field of human services.
- Developing autonomy in students that translates to driven projects built around community social justice and inclusivity for marginalized individuals.

Recommended Instructional Components:

- Direct instruction- initial training sessions (including overview of the course, student profiles, safety plans).
- Indirect instruction- through daily experiences within the classroom.
- Interactive instruction- actively engage with students as they are doing a task or watching a video (pause, question, and reflect).
- Independent instruction- independent research and inquiry on different community supports and programs on social justice initiatives.
- Modelling and shadowing- students shadow individuals and groups helping within the community to learn protocols for professional behaviour.
- Group work- throughout the day students may work in groups to complete tasks.

- Seminar-based instruction directed at building cross-curricular connections with students.
- Guest speakers- Indigenous Support Workers, Social Assistance Workers, Community Organizers, Reconciliation Facilitators, Trauma Survivors, etc.
- Blended instruction using learning management systems such as Canvas to develop project-based learning.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Big Idea	Curricular Competencies	Content	Evidence Collected
<i>Service learning is important as it helps develop character and has a positive impact on community.</i>	<ul style="list-style-type: none"> - Articulate and reflect on understandings of the relationship between the concept of character traits and the impact of one's personal actions - Develop an awareness of the community agencies that support social justice, Reconciliation, and restorative initiatives - Explain and discuss how actions will have a positive impact on social issues and needs - Make connections and reflect on theory throughout their community service experience 	<ul style="list-style-type: none"> - service-learning and social justice initiatives at play in the local community -inclusive support programs and collective supports within local and regional community -community agency roles in social justice - service-learning projects and simple action plan formats - connections between service-learning theory and practical applications in the community 	<ul style="list-style-type: none"> • Service-Learning Journals • Community Action Initiative Presentations • Awareness Drive Posters • Reflective Blogs • Service-Learning project proposal and simple action plan formats and processes • Community Social Justice Contributor Interview and Shadow Project
<i>Assisting others requires core competencies built around intrapersonal skills.</i>	<ul style="list-style-type: none"> - Build and implement knowledge of interpersonal relationship building and connection skills while participating in service-learning - Actively participate in school and community activities that promote social justice issues - Generate and implement service-learning action plans to apply the concepts of respect, responsibility, caring, and teamwork 	<ul style="list-style-type: none"> -program organizing and facilitating -roles and dynamics in working within a team/group setting -application of interpersonal and intrapersonal skills - social issues and needs among vulnerable populations in the local community 	<ul style="list-style-type: none"> • Student Self and Peer-Evaluation Interview • Group Project: School Awareness Drive • Junior Student mentorship journals • Leadership in Individual profile photo-essay

<i>Effective role modeling is an important part of community service leadership.</i>	<ul style="list-style-type: none"> - Record and explain the importance of inclusivity and diversity in our community and school - Describe and promote the positive aspects of being actively involved in the school and community - Analyze and implement a variety of methods of practically contributing to community causes 	<ul style="list-style-type: none"> -peer modelling strategies and skillsets -knowledge of diversity and inclusivity programs at both a community and a global level -identification of leadership opportunities and roles within the community and school - community initiatives and programs based on personal choices and preferences 	<ul style="list-style-type: none"> • Role modelling PSA • Diversity and Inclusivity Essay • Social service initiative proposal that positively impacts school or community • Community Social Justice Profile Podcast
<i>Community service leadership builds foundational and transferable skills to future careers in education and social services.</i>	<ul style="list-style-type: none"> - Understand and apply appropriate professional standards and behaviour - Develop an understanding of the need for confidentiality and sensitivity when working with others - Reflect on and describe inclusive experiences through service-learning and personal growth strategies 	<ul style="list-style-type: none"> -developing professional standards -confidentiality and sensitivity protocols -post-secondary pathways for continued service-learning and social justice -networking connections and opportunities within the local, regional, and global communities 	<ul style="list-style-type: none"> • Service Project Portfolio • Social justice post-secondary research • Community service rulebook/guidebook • Community improvement grant application

Learning Resources

Books:

- *Speak Truth to Power: Human Rights Defenders Who Are Changing Our World*, by Kerry Kennedy Cuomo
- *The Everyday Activist: 365 Ways to Change the World*, by Michael Norton
- *Notes from Canada's Young Activists: A Generation Stands Up for Change*, by Severn Cullis-Suzuki, et al.
- *Yes, You Can! Your Guide to Becoming an Activist*, by Jane Drake and Ann Love
- *Generation Brave: The Gen Z Kids Who Are Changing the World*, By Kate Alexander
- *Teen Guide to Student Activism*, By Stuart A. Kallen
- *People Who Said No: Courage Against Oppression*, by Laura Scandiffio

- *One Peace: True Stories of Young Activists*, by Janet Wilson
- *One Earth: People of Colour Protecting Our Planet*, by Anuradha Rao
- *Working Toward Protecting the Planet*, By Cynthia O'Brien
- *Cool to Be Kind: Random Acts and How to Commit Them*, by Val Litwin et al.
- *Teens and Volunteerism*, by Hall Marcovitz
- *Take More Action*, by Marc Kielburger, Craig Kielburger, Deepa Shankaran
- *The Teen Guide to Global Action: How to Connect With Others (near and far) to Create Social Change*, by Barbara A. Lewis
- *Volunteer: A Traveller's Guide to Making a Difference Around the World*, by Lonely Planet

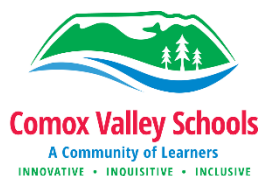
Local Websites:

- The Comox Valley Volunteer Connector: <https://cvolunteerconnector.ca/>
- Everybody Deserves a Smile: <https://edas.ca/>
- Lush Valley: <https://lushvalley.org/>
- Immigrant Welcome Centre: <https://immigrantwelcome.ca/>
- BBSPCA: <https://spca.bc.ca/locations/comox-valley/>
- The Soup Kitchen: St. Georges United Church: <https://www.stgeorgesunited.com/soupkitchen>
- Coldest Night of the Year: <https://cnoy.org/location/comoxvalley>
- The Youth Ecological Restoration Society: <https://youthecology.ca/>
- Comox Valley Transition Society: <https://cvts.ca/>
- Comox Valley Pride: <https://comoxvalleypride.ca/>
- Habitat for Humanity: <https://www.habitatnorthisland.com/about/our-team/>
- John Howard Society: <http://www.jhsni.bc.ca/index.php/volunteer/>
- Do Some Good: <https://dosomegood.ca/organization/volunteer-comox-valley-347360>
- Comox Valley Arts: <https://www.comoxvalleyarts.com/get-involved/volunteering/>
- Pidcock House: http://redbookonline.bc211.ca/service/9491474_9491474/pidcock_house
- Lilli House: <https://cvts.ca/lilli-house/>
- Comox Valley Homelessness Support: <https://www.comoxvalleyrd.ca/services/homelessness-support>

- Comox Valley Coalition to End Homelessness: <https://www.cvhousing.ca/>
- Comox Valley Land Trust: <https://www.cvlanttrust.ca/resources/2020-symposium/>
- Comox Valley Nature and Wetland Restoration: <https://comoxvalleynaturalist.bc.ca/publications/cvns-wetland-habitat-restoration-project-reports/>
- Wachiay Friendship Centre: <https://www.wachiay.org/>
- Project Watershed: <https://projectwatershed.ca/2020/03/09/coastal-reforestation/>
- Comox Valley Childhood Development Association: <https://www.cvcda.ca/>
- Comox Valley Food Bank: <https://comoxvalleyfoodbank.ca/>

Other websites:

- Social Justice Resources: <https://bctf.ca/socialjustice.aspx>
- Random Acts of Kindness: <https://www.randomactsofkindness.org/>
- Reconciliation Canada: <https://reconciliationcanada.ca/get-involved/how-to-get-involved/>
- True North Aid: <https://truenorthaid.ca/how-to-help-first-nations/>
- 150 Acts of Reconciliation: <https://activehistory.ca/2017/08/150-acts-of-reconciliation-for-the-last-150-days-of-canadas-150/>
- Next 150: <https://next150.indianhorse.ca/>
- Youth Philanthropy Initiative: <https://www.goypi.org/>
- Learning to Give: <https://www.learningtogive.org/resources/youth-philanthropy>



Community Outreach and Action 12

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Kristie Keyworth Janzen and Dave Merrick	Date Developed: March 15, 2021
School Name: Georges P. Vanier Secondary School	Principal's Name: Julie Shields
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Community Outreach and Action 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s):

It is recommended that students enrolling in this course have good academic standing, a strong work ethic, or special permission.

Special Training, Facilities or Equipment Required:

It is recommended that teachers have a Social Justice and/or Social Studies background. Teacher facilitated access to community programs and organizations is also recommended. Additionally, teachers should acquire a class 4 driver's license to help students get to placements in the community, as well as going on field trips.

Course Synopsis:

This is an introductory course that prepares and motivates students to provide outreach within their school and community. Students taking this course will learn to take initiative and participate in creating positive change in the community. Students will develop an understanding of the social programs in the community and the impact that these entities have on assistance and outreach towards groups or individuals in need. Students also learn communication skills, leadership skills, conflict management skills, teamwork skills, and develop interpersonal relationships. In addition, students will also learn the value and complexity of social diversity and inclusivity while acquiring an appreciation of the importance in helping others.

Goals and Rationale:

1. Students will develop an appreciation of the importance of diversity and inclusivity within the community.
2. Students will understand the ability of organizations and groups within the community and how they impact social, environmental and reconciliation initiatives and how they impact learning and daily life.
3. Students will explore empathy and compassion for others.
4. Students will gain valuable work-related and interpersonal skills.
5. Students will understand the importance of individual action that leads to positive change in the community.

This course provides practical, hands-on experience working with organizations, individuals, and initiatives within the community to reach tangible change. Many students who take this course may be interested in the fields of Social Justice and Human Services. Students will use this experience to help shape the careers they wish to pursue. There are many links between the learning that students will obtain in this course to careers such as: first responders, teachers, social workers, nurses, just to name a few.

Indigenous Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. The course directly relates to learning about the connections between what they are learning and their growth as individuals. The individuals that they are working with are a big part of the community that they are a part of. Inclusivity and diversity are central to the learning. Students are contributors to their community and grow their interpersonal relationships throughout the course.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This is a very practical, hands-on course. Students reflect on their learning and the relationships that they form.
- Learning involves recognizing the consequences of ones' actions. Students learn the importance of their responsibility when working with others. Accountability is very high in this course as there are others relying on them to be an active and engaged member of the class and community at large.

- Learning involves generational roles and responsibilities. Students learn that there are others (social and community workers) who have a vast amount of knowledge that they can learn from. Students also learn their role and the responsibilities that come with that role when working with others who see them as peer role models.
- Learning involves patience and time. Students learn that changes may take a long time to happen. If they are patient and willing to try new things without the expectation that things will happen right now, they will see the benefits of being resilient.
- Learning requires exploration of one's identity. Students continuously reflect on their learning journey. They come to understand themselves better and learn different ways of thinking and their assumptions and perceptions of the capabilities of others change. Their preconceived stereotypes are challenged throughout the course.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. Students are taught the necessity and importance of confidentiality. There is some information that is not within their right to share or know.

BIG IDEAS

Service learning is important as it helps develop character and has a positive impact on community.	Assisting others requires interpersonal and core competencies built around intrapersonal skills.	Effective role modeling is an important part of community service leadership.	Community service leadership builds foundational and transferable skills to future careers in education and social services.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Articulate and demonstrate the understandings of the relationship between the concept of character traits and the impact of one's personal actions • Articulate an awareness of the community agencies that support social justice, Reconciliation, and restorative initiatives • Explain and demonstrate how actions will have a positive impact on social issues and needs • Make connections and reflect on theory throughout their community service experience • Build and implement knowledge of interpersonal relationship building and connection skills while participating in service-learning 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • service-learning and social justice initiatives at play in the local community • inclusive support programs and collective supports within local and regional community • community agency roles in social justice • service-learning projects and simple action plan formats • connections between service-learning theory and practical applications in the community • program organizing and facilitating • roles and dynamics in working within a team/group setting • application of interpersonal and intrapersonal skills • social issues and needs among vulnerable populations in the local community • simple action plan formats and processes

<ul style="list-style-type: none"> • Actively participate in school and community activities that promote social justice issues • Generate and implement service-learning action plans to apply the concepts of respect, responsibility, caring, and teamwork • Record and explain the importance of inclusivity and diversity in our community and school • Describe and promote the positive aspects of being actively involved in the school and community • Analyze and implement a variety of methods of practically contributing to community causes • Categorize and apply appropriate professional standards and behaviour • Model leadership on the need for confidentiality and sensitivity when working with others • Model and reflect on inclusive experiences through service-learning and personal growth strategies 	<ul style="list-style-type: none"> • peer modelling strategies and skillsets • knowledge of diversity and inclusivity programs at both a community and global level • identification of leadership opportunities and roles within the community and school • community initiatives and programs based on personal choices and preferences • developing professional standards • confidentiality and sensitivity protocols • post-secondary pathways for continued service-learning and social justice • networking connections and opportunities within local, regional, and global communities
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Content – Elaborations

- Concept and actions of caring include paying it forward, being sensitive to other people's points of view, sharing, listening, taking initiative to volunteer, being generous, encouraging others, and protecting vulnerable members of the community.
- Concept and actions of teamwork collaboration include participating in class and school activities, challenging personal limitations, supporting others, encouraging others, considering how to accommodate the needs of others, providing leadership, and the willingness to follow.
- Concept and actions of awareness including learning about other cultures, including everyone, seeking fairness, having self-control, volunteering to help, sharing, showing gratitude, finding your passion, taking initiative.
- Trends in service learning and community-driven initiatives.
- Service agency roles in social justice, addiction and dependency recovery, reconciliation, provincial outreach programs, environmental justice, etc.
- Concepts and actions involving global social justice initiatives, programs and groups working towards making positive change outside of the local community.
- Professional standards which include career-related skills and habits expected of people who work within the field of human services.

Content – Elaborations

- Developing autonomy in students that translates to driven projects built around community social justice and inclusivity for marginalized individuals.

Recommended Instructional Components:

- Direct instruction- initial training sessions (including overview of the course, student profiles, safety plans).
- Indirect instruction- through daily experiences within the classroom.
- Interactive instruction- actively engage with students as they are doing a task or watching a video (pause, question, and reflect).
- Independent instruction- independent research and inquiry on different community supports and programs on social justice initiatives.
- Modelling and shadowing- students shadow individuals and groups helping within the community to learn protocols for professional behaviour.
- Group work- throughout the day students may work in groups to complete tasks.
- Seminar-based instruction directed at building cross-curricular connections with students.
- Guest speakers- Indigenous Support Workers, Social Assistance Workers, Community Organizers, Reconciliation Facilitators, Trauma Survivors, etc.
- Blended instruction using learning management systems such as Canvas to develop project-based learning.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Big Idea	Curricular Competencies	Content	Evidence Collected
<i>Service learning is important as it helps develop character and has a positive impact on community.</i>	<ul style="list-style-type: none"> - Articulate and demonstrate the understandings of the relationship between the concept of character traits and the impact of one's personal actions - Articulate an awareness of the community agencies that support social justice, Reconciliation, and restorative initiatives 	<ul style="list-style-type: none"> - service-learning and social justice initiatives at play in the local community -inclusive support programs and collective supports within local and regional community -community agency roles in social justice 	<ul style="list-style-type: none"> ● Service-Learning Journals ● Community Action Initiative Presentations ● Awareness Drive Posters ● Reflective Blogs

	<ul style="list-style-type: none"> - Explain and demonstrate how actions will have a positive impact on social issues and needs - Make connections and reflect on theory throughout their community service experience 	<ul style="list-style-type: none"> - service-learning projects and simple action plan formats - connections between service-learning theory and practical applications in the community 	<ul style="list-style-type: none"> • Service-Learning project proposal and simple action plan formats and processes • Community Social Justice Contributor Interview and Shadow Project
<i>Assisting others requires core competencies built around intrapersonal skills.</i>	<ul style="list-style-type: none"> - Build and implement knowledge of interpersonal relationship building and connection skills while participating in service-learning - Actively participate in school and community activities that promote social justice issues - Generate and implement service-learning action plans to apply the concepts of respect, responsibility, caring, and teamwork 	<ul style="list-style-type: none"> -program organizing and facilitating -roles and dynamics in working within a team/group setting -application of interpersonal and intrapersonal skills - social issues and needs among vulnerable populations in the local community 	<ul style="list-style-type: none"> • Student Self and Peer-Evaluation Interview • Group Project: School Awareness Drive • Junior Student mentorship journals • Leadership in Individual profile photo-essay
<i>Effective role modeling is an important part of community service leadership.</i>	<ul style="list-style-type: none"> - Record and explain the importance of inclusivity and diversity in our community and school - Describe and promote the positive aspects of being actively involved in the school and community - Analyze and implement a variety of methods of practically contributing to community causes 	<ul style="list-style-type: none"> -peer modelling strategies and skillsets -knowledge of diversity and inclusivity programs at both a community and a global level -identification of leadership opportunities and roles within the community and school 	<ul style="list-style-type: none"> • Role modelling PSA • Diversity and Inclusivity Essay • Social service initiative proposal that positively impacts school or community • Community Social Justice Profile Podcast

		- community initiatives and programs based on personal choices and preferences	
<i>Community service leadership builds foundational and transferable skills to future careers in education and social services.</i>	<ul style="list-style-type: none"> - Categorize and apply appropriate professional standards and behaviour - Model leadership on the need for confidentiality and sensitivity when working with others - Model and reflect on inclusive experiences through service-learning and personal growth strategies 	<ul style="list-style-type: none"> -developing professional standards -confidentiality and sensitivity protocols -post-secondary pathways for continued service-learning and social justice -networking connections and opportunities within the local, regional, and global communities 	<ul style="list-style-type: none"> • Service Project Portfolio • Social justice post-secondary research • Community service rulebook/guidebook • Community improvement grant application

Learning Resources

Books:

- *Speak Truth to Power: Human Rights Defenders Who Are Changing Our World*, by Kerry Kennedy Cuomo
- *The Everyday Activist: 365 Ways to Change the World*, by Michael Norton
- *Notes from Canada's Young Activists: A Generation Stands Up for Change*, by Severn Cullis-Suzuki, et al.
- *Yes, You Can! Your Guide to Becoming an Activist*, by Jane Drake and Ann Love
- *Generation Brave: The Gen Z Kids Who Are Changing the World*, By Kate Alexander
- *Teen Guide to Student Activism*, By Stuart A. Kallen
- *People Who Said No: Courage Against Oppression*, by Laura Scandiffio
- *One Peace: True Stories of Young Activists*, by Janet Wilson
- *One Earth: People of Colour Protecting Our Planet*, by Anuradha Rao
- *Working Toward Protecting the Planet*, By Cynthia O'Brien

- *Cool to Be Kind: Random Acts and How to Commit Them*, by Val Litwin et al.
- *Teens and Volunteerism*, by Hall Marcovitz
- *Take More Action*, by Marc Kielburger, Craig Kielburger, Deepa Shankaran
- *The Teen Guide to Global Action: How to Connect With Others (near and far) to Create Social Change*, by Barbara A. Lewis
- *Volunteer: A Traveller's Guide to Making a Difference Around the World*, by Lonely Planet

Local Websites:

- The Comox Valley Volunteer Connector: <https://cvvolunteerconnector.ca/>
- Everybody Deserves a Smile: <https://edas.ca/>
- Lush Valley: <https://lushvalley.org/>
- Immigrant Welcome Centre: <https://immigrantwelcome.ca/>
- BBSPCA: <https://spca.bc.ca/locations/comox-valley/>
- The Soup Kitchen: St. Georges United Church: <https://www.stgeorgesunited.com/soupkitchen>
- Coldest Night of the Year: <https://cnoy.org/location/comoxvalley>
- The Youth Ecological Restoration Society: <https://youthecology.ca/>
- Comox Valley Transition Society: <https://cvts.ca/>
- Comox Valley Pride: <https://comoxvalleypride.ca/>
- Habitat for Humanity: <https://www.habitatnorthisland.com/about/our-team/>
- John Howard Society: <http://www.jhsni.bc.ca/index.php/volunteer/>
- Do Some Good: <https://dosomegood.ca/organization/volunteer-comox-valley-347360>
- Comox Valley Arts: <https://www.comoxvalleyarts.com/get-involved/volunteering/>
- Pidcock House: http://redbookonline.bc211.ca/service/9491474_9491474/pidcock_house
- Lilli House: <https://cvts.ca/lilli-house/>

- Comox Valley Homelessness Support: <https://www.comoxvalleyrd.ca/services/homelessness-support>
- Comox Valley Coalition to End Homelessness: <https://www.cvhousing.ca/>
- Comox Valley Land Trust: <https://www.cvlandtrust.ca/resources/2020-symposium/>
- Comox Valley Nature and Wetland Restoration: <https://comoxvalleynaturalist.bc.ca/publications/cvns-wetland-habitat-restoration-project-reports/>
- Wachiay Friendship Centre: <https://www.wachiay.org/>
- Project Watershed: <https://projectwatershed.ca/2020/03/09/coastal-reforestation/>
- Comox Valley Childhood Development Association: <https://www.cvcda.ca/>
- Comox Valley Food Bank: <https://comoxvalleyfoodbank.ca/>

Other websites:

- Social Justice Resources: <https://bctf.ca/socialjustice.aspx>
- Random Acts of Kindness: <https://www.randomactsofkindness.org/>
- Reconciliation Canada: <https://reconciliationcanada.ca/get-involved/how-to-get-involved/>
- True North Aid: <https://truenorthaid.ca/how-to-help-first-nations/>
- 150 Acts of Reconciliation: <https://activehistory.ca/2017/08/150-acts-of-reconciliation-for-the-last-150-days-of-canadas-150/>
- Next 150: <https://next150.indianhorse.ca/>
- Youth Philanthropy Initiative: <https://www.goypi.org/>
- Learning to Give: <https://www.learningtogive.org/resources/youth-philanthropy>

PE Games 11

School District/Independent School Authority Name: School District 71 – Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Rob McMath	Date Developed: March 1 st , 2021
School Name: Georges P. Vanier Secondary School	Principal's Name: Julie Shields
Superintendent Approval Date (for School Districts only): Tom Demeo	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: PE Games 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 (1 semester)

Board/Authority Prerequisite(s): PHE 10

Special Training, Facilities or Equipment Required:

- Adequate gymnasium and field space
- Equipment to teach/play a variety of games from the four major game categories
- Qualified Physical and Health Education Teacher

Course Synopsis:

This course is a PHE elective that focuses on all varieties of individual, dual, and team games from the four major game categories and their modified versions. The course will focus on:

- The enjoyment of participation in games with a focus on identifying one's preferred activities
- The development of fundamental and sport specific skills, and game tactics and strategies
- Participating in athletic competition with a variety of people
- The health and fitness benefits of game play
- Safe play to avoid injury and overuse
- Leading activities

Students will participate in a variety of learning environments that will focus on the preceding criteria.

Goals and Rationale: This course is designed for students to develop their social and physical game play skills and to enhance their appreciation and enjoyment of games so that they are more able and wanting to play games after high school.

Aboriginal Worldviews and Perspectives: Learning about holistic health involves all dimensions of wellness including physical, emotional, social, mental and spiritual. Acknowledgement that we are on traditional territory of K'omok First Nations and incorporation of traditional aboriginal warm-up games and activities will be explored.

BIG IDEAS

Physical activity is an important part of overall health and well-being.

Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity.

Safety and injury prevention practices allow lifelong participation in physical activities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Health and well-being</p> <ul style="list-style-type: none"> • Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities • Explain the importance of maintaining personal health • Identify and explain motivational factors influencing participation in recreational activities • Describe the impact of various types of physical activities on health and mental well-being <p>Safety</p> <ul style="list-style-type: none"> • Demonstrate safety, fair play, and leadership in physical activities • Explain how the use of proper techniques prevents injury <p>Participation</p> <ul style="list-style-type: none"> • Develop and demonstrate skills needed to plan, organize, and safely participate in recreational events and other preferred physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Plan ways to overcome potential barriers to participation in physical activities 	<p><i>Students are expected to know the following:</i></p> <p>Health and well-being</p> <ul style="list-style-type: none"> • the role of nutrition and how it can affect health and performance • potential short- and long-term consequences of health decisions • benefits of physical activities for health and mental well-being <p>Safety</p> <ul style="list-style-type: none"> • physical activity safety and etiquette • injury prevention and management <p>Participation</p> <ul style="list-style-type: none"> • proper physical movement patterns, including non-locomotor, locomotor, and manipulative skills • ways to monitor and adjust physical exertion levels • rules and guidelines for different types of sports and activities • potential barriers to participation

Big Ideas – Elaborations

I need to be active to be healthy. What do I like to do? What do I find fun? What do my friends and I enjoy?

I need to take care of my health so that I can be active for life.

Curricular Competencies – Elaborations

- motivational factors: Key questions:
 - What physical activities am I passionate about?
 - Could I do these activities after I finish secondary school?
 - Do I prefer doing individual, team, or group-based activities?
- safety, fair play, and leadership:
 - consistently respecting and following all rules
 - competing fairly (e.g., using talent and ability to play their best, following both the spirit and the letter of the rules, demonstrating self-officiating)
 - demonstrating respect for their own and others' individual abilities
 - demonstrating emotional self-control (e.g., being a gracious winner or loser)
 - volunteering in class
 - encouraging others
 - leading warmup or cool-down activities
 - helping set up or take down equipment
 - officiating
 - mentoring others

Content – Elaborations

- etiquette:
 - following rules of games and activities
 - demonstrating positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds
 - demonstrating self-respect and self-confidence
 - demonstrating fair play and showing respect for other players/participants
 - injury prevention and management:
 - following personal safety practices during physical activity (e.g., respecting their own and others' abilities and limits, wearing appropriate clothing and footwear, following instructions)
 - applying rules and guidelines for participating safely in specific activities (e.g., wearing hockey helmet and pads, checking that the field is clear before shooting an arrow or tossing a discus, using a spotter for gymnastics or rock-climbing)
 - modelling safety procedures for others
 - applying principles of first aid (e.g., knowing how to access first aid and other emergency assistance, taking first aid training)
 - participating in warmup and cool-down activities
 - barriers to participation:
 - money
 - time
 - available facilities and activities in your community
 - health issues
 - awareness of, for example, proper diet, fitness routines, and sustainable activities
- Key questions:
- Where can I find resources to try the activities I'm interested in?
 - What activities are available in my community?

Recommended Instructional Components (May include some or all of the following):

Models Based Instruction: Direct Instruction, TGfU, Sport Ed. Model, Personal Development Model, Inventing Games
Student-led (indirect) Instruction
Experiential Learning
Peer Teaching
Reflective Discussion -Self and Peer
Inquiry

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative Assessment

Students will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will be able to answer the following:

- What am I learning? How am I doing? What evidence have I collected of this? How do I know
- Why is it important? How does this connect to the core competencies?
- What are my next steps? How have used teacher and reflective feedback to guide this?

Teachers will:

- Clarify learning intentions
- Generate and provide clear success criteria
- Provide ongoing feedback

Summative Assessment

Students will complete performance-based tasks connected to the curricular competencies and related content in the games they participate in. The evidence gathered will be used to provide authentic, evaluative feedback as well as to communicate student learning.

Learning Resources:

First Peoples Principals of Learning: <http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>

<https://phecanada.ca/activate/models-based-practice>

<https://spectrumofteachingstyles.org/>

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/11/courses>

Additional Information: None

PE Games 12

School District/Independent School Authority Name: School District 71 – Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Rob McMath	Date Developed: March 1 st , 2021
School Name: Georges P. Vanier Secondary School	Principal's Name: Julie Shields
Superintendent Approval Date (for School Districts only): Tom Demeo	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: PE Games 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120 (1 semester)

Board/Authority Prerequisite(s): PHE 10

Special Training, Facilities or Equipment Required:

- Adequate gymnasium and field space
- Equipment to teach/play a variety of games from the four major game categories.
- Qualified Physical and Health Education Teacher

Course Synopsis:

This course is a PHE elective that focuses on all varieties of individual, dual, and team games from the four major game categories and their modified versions. The course will focus on:

- The enjoyment of participation in games with a focus on identifying one's preferred activities.
- Reflection on preferred activities and games, obstacles that could deter, and subsequent problem solving.
- Participating in athletic activities and competition with a variety of people in different settings (i.e. off campus)
- The health and fitness benefits of game play
- Ensuring all are playing safe to avoid injury and overuse
- Leading preferred activities

Students will participate in a variety of learning environments that will focus on the preceding criteria.

Goals and Rationale: This course is designed for students to solidify their commitment to an active lifestyle through daily activity and game play. Students will also reflect on their experiences to determine personal preferences and present these to peers in a safe way.

Aboriginal Worldviews and Perspectives: Learning about holistic health involves all dimensions of wellness including physical, emotional, social, mental and spiritual. Acknowledgement that we are on traditional territory of K'omok First Nations and incorporation of traditional aboriginal warm-up games and activities will be explored.

BIG IDEAS

Physical activity is an important part of overall health and well-being throughout life.

Knowing the recreational activities we enjoy can motivate people to participate more regularly in physical activity.

Safety and injury prevention for myself and others practices allow lifelong participation in physical activities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Health and well-being</p> <p>Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities</p> <p>Demonstrate reasoned decision-making related to their personal health and well-being</p> <p>Safety</p> <p>Explain how proper technique and use of equipment reduces the chance of injury</p> <p>Demonstrate safe and appropriate participation in physical activities</p>	<p><i>Students are expected to know the following:</i></p> <p>Health and well-being</p> <ul style="list-style-type: none">the role of nutrition and how it can affect health and performancepotential short- and long-term consequences of health decisionsbenefits of physical activities for health and mental well-being <p>Safety</p> <ul style="list-style-type: none">physical activity safety and etiquetteinjury prevention and management

Participation

Engage in a variety of recreational activities in different environments

Overcome potential barriers to participation in physical activities

Refine strategies to effectively participate in a variety of physical activities

Apply methods of monitoring and adjusting exertion levels in physical activity

Leadership

Demonstrate competencies and problem-solving strategies required for [physical activity and recreation leadership](#)

Develop and demonstrate skills needed to plan, organize, and safely participate in recreational events and other preferred physical activities

Participation

- proper physical movement patterns, including non-locomotor, locomotor, and manipulative skills
- ways to monitor and adjust physical exertion levels
- rules and guidelines for different types of sports and activities
- [recreational resources](#) available in the community

Big Ideas – Elaborations

Games 12 builds on the competencies and content in Games 11 and introduces more options for students to show leadership and personal responsibility and decision making in their choices of physical activity. Moreover, the course allows for students to reflect on activity experiences outside of school in preparation for life after graduation.

reasoned decision-making: for example:

- choosing to eat healthy foods, get regular physical activity, participate safely in activities
- recognizing the impact of physical activity on mental well-being

• physical activity and recreation leadership:

- Encourage students to volunteer in physical activity programs at a local school or community centre, where they can apply knowledge and skills from their certification programs to relevant situations (e.g., officiating, coaching, training).
- Have students promote and coordinate a school recreational or sports activity (e.g., intramural program, extracurricular event).

Curricular Competencies – Elaborations

• safety and etiquette:

- following rules of games and activities
- demonstrating positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds
- demonstrating self-respect and self-confidence
- demonstrating fair play and showing respect for other players/participants

• injury prevention and management: for example:

- warmup, stretching, cardiovascular work
- safe use of space
- safe use of equipment
- appropriate use of body mechanics
- cool-down (where appropriate)

• recreational resources: could include:

- community recreational facilities
- local recreational sports leagues
- recreational events (e.g., 10k run, 3-on-3 basketball tournaments)
- parks and other outdoor activity locations
- indoor activity centres (e.g., trampoline park, gymnastics centre)

Recommended Instructional Components (May include some or all of the following):

Models Based Instruction: Direct Instruction, TGfU, Sport Ed. Model, Personal Development Model, Inventing Games

- Student-led (indirect) Instruction
- Experiential Learning
- Peer Teaching
- Reflective Discussion -Self and Peer
- Inquiry

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Formative Assessment

Students will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will be able to answer the following:

- What am I learning? How am I doing? What evidence have I collected of this? How do I know
- Why is it important? How does this connect to the core competencies?
- What are my next steps? How have used teacher and reflective feedback to guide this?

Teachers will:

- Clarify learning intentions
- Generate and provide clear success criteria
- Provide ongoing feedback

Summative Assessment

Students will complete performance-based tasks connected to the curricular competencies and related content in the games they participate in. The evidence gathered will be used to provide authentic, evaluative feedback as well as to communicate student learning.

Learning Resources:

First Peoples Principals of Learning: <http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>

<https://phecanada.ca/activate/models-based-practice>

<https://spectrumofteachingstyles.org/>

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/11/courses>

Additional Information: None

K-12 Education Recovery Plan



JUNE 17, 2021



Guidelines for Boards of Education
and Independent School Authorities
for the 2021/22 School Year



BRITISH
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Ministry of
Education

Contents

Introduction	2
Purpose	2
Context	2
Guiding Principles	3
Parent/Caregiver Options	4
Students and Parents/Caregivers With Immune Compromise or Medical Complexity	5
Health & Safety Standards and Guidelines for K-12	6
COVID 19 - Public Health Guidance for K-12 Schools	6
Provincial K-12 Health & Safety Guidelines	6
WorkSafeBC Guidelines	6
Identifying and Addressing Impacts on Learning and Well-Being	7
Learning	7
Mental Health and Well-Being	8
Trauma-Informed Practice	9
Indigenous Students (First Nations, Métis and Inuit)	10
First Nations Students Living on Reserve	10
Indigenous Student Success and Achievement	11
Students With Disabilities/Diverse Abilities and Students Requiring Additional Support	12
Considerations and Planning for Children and Youth In Care	13
International and Boarded Students	14
Program Continuity	14
Self-Isolation for New and Returning Students	14
Resources & Links	15
K-12 Legislative Framework	15
Policy for Student Success	15
Framework for Enhancing Student Learning	15
School Calendar and Hours of Instruction	15
Educational Standards for Independent Schools	15
Education Programs	15
Key Contacts & Additional Resources	15

Introduction

Purpose

This guide provides direction to boards of education and independent school authorities to deliver educational programs and supports in line with provincial pandemic recovery efforts in the 2021/22 school year by:

- Clarifying provincial expectations.
- Providing guidance across a number of key topics.
- Including links to additional information and resources that can support local decision-making and communication.

Boards/authorities are encouraged to apply a compassionate and trauma-informed leadership lens in their recovery planning - one that places people (and their mental and social-emotional well-being) at the centre and that recognizes the importance of meeting students and staff where they are.

This guide, and the [Provincial COVID-19 Health & Safety Guidelines for K-12](#), will be further updated in August 2021 to address additional topics and resources. See the [Health and Safety Guidelines for K-12 section](#) for more information.

Context

On May 25, 2021, the Provincial Government announced [BC's Restart Plan](#), a four-step plan that focuses on a safe and gradual return to normal activities. In line with the provincial Restart Plan, B.C.'s K-12 sector is planning for a full return to in-class instruction in the 2021/22 school year with an emphasis on pandemic recovery and continuing to provide safe learning environments for students and staff.

Through the tremendous efforts of educators, support staff and administrators, B.C. was one of the few jurisdictions to keep K-12 schools open and operating safely throughout the 2020/21 school year. This approach allowed many students to continue to benefit from the important academic, social and emotional supports that accompany in-person learning.

As the K-12 sector shifts from pandemic response to recovery, it is important to recognize students, staff and families have been impacted in many different ways and that some of the longer-term impacts of the pandemic are yet to be realized. Work is already underway across the province, with schools, school districts and community partners taking action to identify these impacts and put necessary supports in place, and these recovery activities will continue throughout the year ahead.

Guiding Principles

British Columbia is recognized for its world-class curriculum modernization and strong culture of collaboration across the K-12 sector to support the diverse needs and aspirations of students.

Throughout the COVID-19 pandemic, Government, Indigenous communities, public health experts and education partners have worked together to keep public and independent schools open and safe, guided by science and using an evidence-informed approach. As part of B.C.'s pandemic recovery, the K-12 sector commits to building on our collective accomplishments and innovations, with a focus on addressing inequities exacerbated by the pandemic. The following principles will guide the K-12 sector throughout the 2021/22 school year:

1. Fully re-engage all students through high-quality in-class instruction and innovative approaches to learning.
2. Align health and safety procedures with public health guidance to support student and staff wellness, with a focus on mental health.
3. Focus supports to address unique student and staff needs, recognizing the pandemic has impacted individuals and communities differently.
4. Consult and work with First Nations, Métis and Inuit peoples to address the unique educational and learning needs of their communities.
5. Engage and collaborate with parents/caregivers, staff, unions and community partners to develop local solutions.



Parent/Caregiver Options

As part of the return to full in-class instruction in September 2021, and in alignment with [BC's Restart Plan](#), learners and families can anticipate that their school/school district will:

- Engage directly with all students and families to clearly communicate expectations and available educational program options for the 2021/22 school year.
- Continue to implement health and safety measures in alignment with current public health direction and Ministry guidelines.
- Emphasize social-emotional approaches to learning and communication as key components of pandemic recovery.
- Be responsive and flexible in meeting individual student needs, including acknowledging and addressing impacts from the pandemic on learning and well-being.

Starting from age 5 or 6 until they reach the age of 16, children who are resident in British Columbia are required by the [School Act](#) to take part in an educational program or course of studies. For the 2021/22 school year, parents/caregivers will continue to have the choice to:

- Enrol their child in a “bricks and mortar” public, independent or First Nation school.
- Enrol their child in an online/distributed learning program offered by a public, independent school or First Nation school.
- Register their child for homeschooling prior to the start of the school year. With homeschooling, parents/caregivers are responsible for designing the educational program for their child and must register their child with either a public or independent school.

Parents/caregivers can choose a different option at any time during the school year, based on program availability and applicable board of education or independent school authority policies and procedures. There is no provincial expectation for boards of education or independent school authorities to offer transition programs for the 2021/22 school year.

Students with minority language rights under [section 23 of the Charter](#) have the right to attend an educational program provided in French.



ADDITIONAL RESOURCES

Information on [Classroom Alternatives](#):

1. [Online and Distributed Learning](#)
2. [Homeschooling](#)

Students and Parents/Caregivers with Immune Compromise or Medical Complexity

According to the BC Centre for Disease Control (BCCDC), most [children with immune compromise](#) can follow the same precautions for COVID-19 as the general population and can safely attend in-class instruction.

In-class instruction may not be suitable for some children with severe immune compromise or [medical complexity](#), which should be determined on a case-by-case basis in consultation with a medical health care provider. If in-class instruction is not right for the child, parents/caregivers who do not wish to register the child in an online/distributed learning program or home-schooling must obtain a doctor's note indicating the need for alternative learning arrangements due to health-related risks (*e.g. Homebound program*).

Boards/authorities are expected to work with these families to ensure access to learning and supports.

The Homebound program enables students to continue their educational program while absent from school for periods during the school year because of injury, disease, surgery, pregnancy, medical or psychological reasons, etc. Homebound program students stay within their school and school district while they are receiving their educational supports and can be welcomed back to in-class instruction at any time. More information on the Homebound program is available in the [Special Education Policy Manual](#) (p.37).



For more information on children with immune compromise or medical complexity, see BCCDC's [Pediatrics information](#).

Health & Safety Standards & Guidelines for K-12

COVID 19 - Public Health Guidance for K-12 Schools

The BC Centre for Disease Control (BCCDC) issues [public health guidance for schools and school districts](#) that outlines the infection prevention and exposure control measures recommended to maintain safe and healthy environments for students, families and staff.

BCCDC has released an [Outlook for the 2021-22 School Year](#) that summarizes what public health measures are expected for September. A full update to the BCCDC public health guidance for K-12 is planned for August 2021.

Provincial K-12 Health & Safety Guidelines

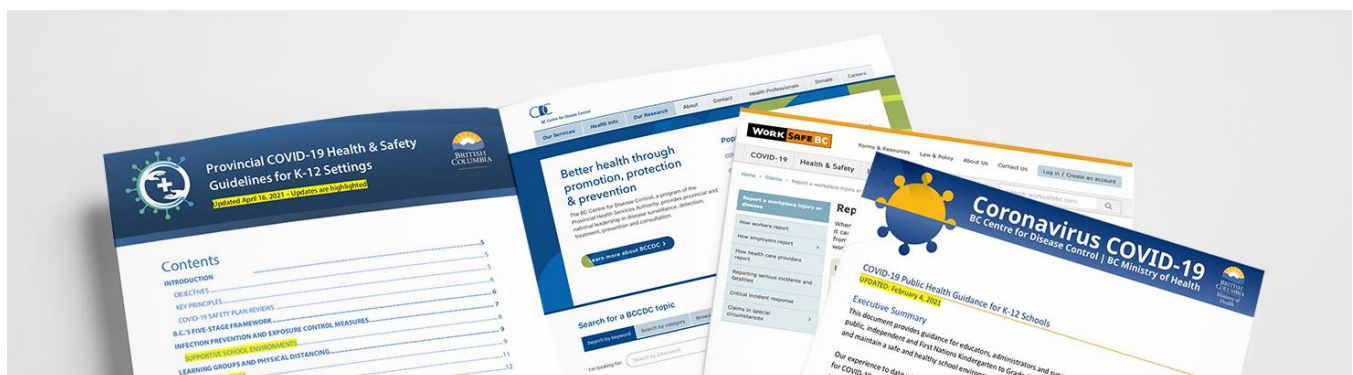
The [Provincial COVID-19 Health & Safety Guidelines for K-12](#) were developed by the Ministry of Education in collaboration with education partners and outline key health and safety requirements for B.C. schools. The Guidelines build on the BCCDC public health guidance for K-12 and address a broader range of content and expectations for schools and school districts. In case of any discrepancy between these two guidance documents, boards of education and independent school authorities should follow the provincial Health and Safety Guidelines.

The provincial Guidelines will be revised in August 2021 in alignment with updated public health guidance for K-12 from BCCDC to outline expectations for the 2021/22 school year, including on topics such as gatherings and events, sports, extracurricular activities, field trips, cleaning and personal protective equipment (*including masks*). Until then, the current Guidelines (*dated April 16, 2021*) continue to apply.

WorkSafeBC Guidelines

WorkSafeBC has produced [protocols and resources](#) to support safe workplace operations during the COVID-19 pandemic. WorkSafeBC also offers information on resolving concerns about unsafe work, health and safety resources, and key contacts for questions about workplace exposure to COVID-19.

WorkSafeBC is actively collaborating with the Office of the Provincial Health Officer on an approach to workplace health and safety that aligns with the steps outlined in [BC's Restart plan](#). Direction to employers from WorkSafeBC will be updated as the Restart Plan progresses and will be aligned with information and guidance offered by Public Health.



Identifying and Addressing Impacts on Learning and Well-Being

Supporting the health and well-being of students, families and staff continues to be the top priority as the sector shifts into pandemic recovery. Boards of education and independent school authorities must develop processes for identifying and addressing pandemic impacts on student learning and well-being, with a focus on the “whole child” including literacy, numeracy, social-emotional development and mental health.

Some pandemic impacts may be able to be identified prior to school start, whereas others may not emerge until students and staff are back in school. Boards/authorities should continue to take early action to engage with staff, families and community partners, to identify initial needs and to prepare necessary supports and referral pathways.

Additional considerations for boards/authorities include:

- At a provincial level, absenteeism for certain students in B.C., including Indigenous students, students with disabilities and diverse abilities, and students from low socioeconomic backgrounds was greater during the pandemic than in previous years.
 - *Boards/authorities should continue to review their own local absenteeism patterns to help inform planning for specific supports.*
- Some students will have been disconnected from educational programs (in-class or remote) for well over a year. Conversely, some students who attended full in-class instruction will have been significantly impacted by the pandemic in other ways.
 - *K-12 recovery efforts should include a process for following up with every learner, to better understand their unique experiences and needs.*
- Not all pandemic impacts are “negative”.
 - *Many schools implemented innovative approaches that had positive impacts on learning and well-being, and which may continue to be important components of pandemic recovery efforts.*
 - *Research from BCCDC during the pandemic reinforced that schools have protective effects on child and youth cognitive, social, emotional and physical well-being, and are a valuable source of nutrition and social support.*

Learning

A range of approaches are already in place at the school/district level to assess student needs at the beginning of every year in the academic and social-emotional domains. This can include assessing for numeracy and literacy, reviewing previous student learning outcomes and utilizing various needs-based assessment tools.

In addition to annual processes already in place, schools and school districts should take the following actions prior to and during the 2021/22 school year:

- Assess impacts on student learning as a result of the pandemic.
- Develop and implement recovery strategies, including resources, supports and services to address these learning impacts.

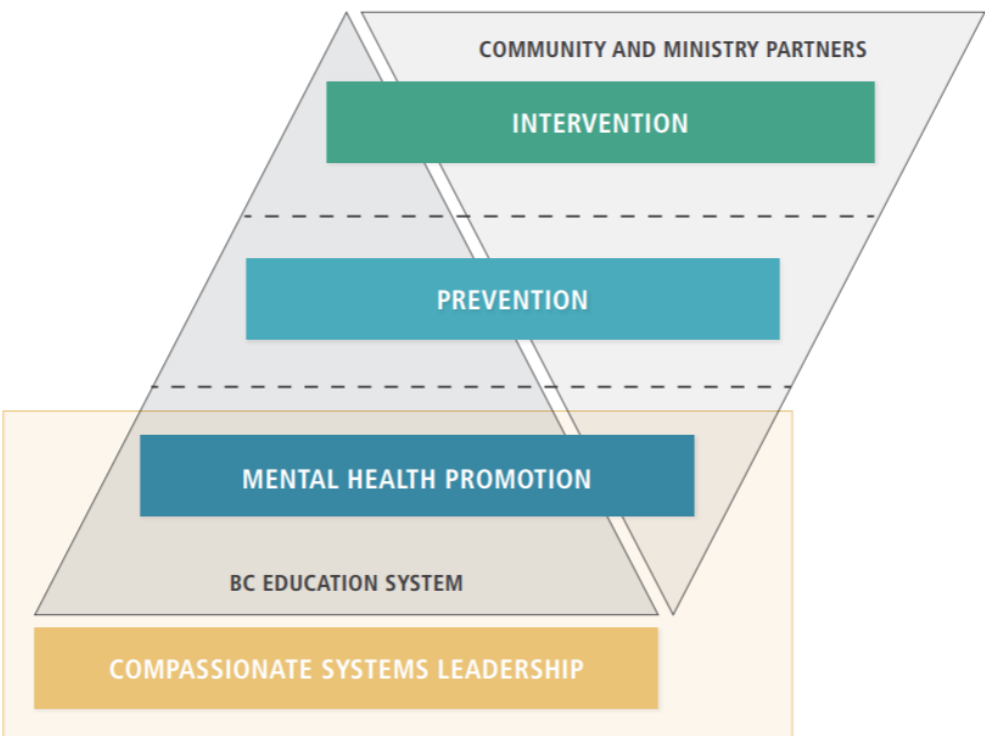
To support the development of these approaches, schools and school districts should reference strategies already in place under the [Framework for Enhancing Student Learning](#) to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

Learning impact assessments should be done in alignment with any other assessments for [students with disabilities and diverse abilities and students requiring additional supports](#).

Mental Health and Well-Being

As students, families and staff prepare for the start of the 2021/22 school year, it is important to highlight the role of the education system in supporting mental health and well-being through system-wide mental health prevention and promotion. At the school and classroom level, this includes an acknowledgement of the importance of supporting students to build resiliency, coping skills and knowledge that contribute to their overall wellbeing.

In September 2020, the Ministry of Education released the [Mental Health in Schools \(MHIS\) Strategy](#), outlining a vision and pathway to create and sustain school environments that support well-being and positive mental health.



The MHiS Strategy embeds positive mental health and wellness programs and services for students in all areas, including school culture, leadership, curriculum and learning environments, through three core elements:

1. Compassionate Systems Leadership

2. Capacity Building

3. Mental Health in the Classroom

In partnership with the BCCDC, the Ministry initiated a Mental Health School Start-Up Working Group with membership from education, mental health, and government partners. The working group is reviewing data and research, exploring the impact of COVID-19 on mental health and wellbeing, and working collaboratively to develop a Mental Health Actions and Resources supplement that will be released in July 2021.

The Actions and Resources supplement will build upon the MHiS Strategy, and efforts currently underway at all levels of the education system to support the mental health and well-being of students and staff in response to the pandemic. The supplement will provide an overview of recommended areas of focus in response to the pandemic, including cultural humility and cultural safety, as well as specific actions and resources to support recovery efforts.

ADDITIONAL RESOURCES:



[erase](#) (Expect Respect and a Safe Education) hosts a range of mental health and well-being resources for students and families.

WorkSafeBC resources:

[Managing the mental health effects of COVID-19 in the workplace: A guide for employers](#)

[Addressing the mental health effects of COVID-19 in the workplace: A guide for workers](#)

Trauma-informed Practice

Trauma-informed practice is a compassionate lens of understanding that is helpful to all children, youth and adults, especially those who have experienced traumatic events including the emotional and traumatic impact of a pandemic. Trauma-informed practice includes:

- Providing inclusive and compassionate learning environments.
- Understanding coping strategies.
- Supporting independence.
- Helping to minimize additional stress or trauma by addressing individual needs of students and staff.

Use of regular needs-based “check-ins” and surveys can assist in gathering important data to inform what level of trauma response and recovery will be necessary to support individuals and the school community. School and school district staff should also practice cultural awareness, sensitivity and humility regarding the complex and devastating history that pandemics have had on many Indigenous communities, as part of an effort to create culturally safe school environments

Some students may have experienced elements of trauma during the pandemic. Educators and support staff should be aware of changes in student behaviour, including trauma-related behaviours which may include fear; hyperactivity; aggression; body aches and pain; depression; self-harming behaviours; excessive shyness; or withdrawal. To support educators and staff in identifying and responding to the needs of students who have experienced trauma, the Ministry has created [trauma-informed practice resources](#) that are available on the [erase website](#).

Additional resources are available to assist schools and school districts in supporting students, staff and their families in pandemic recovery and transitions back to full in-class instruction:

- [Building Compassionate Communities in a New Normal - webinar](#)
- [Linda O'Neill – Trauma Informed in the Classroom](#)
- [Ministry of Children and Family Development: Healing Families, Helping Systems: A Trauma-Informed Practice Guide for Working with Children, Youth and Families](#)
- [North American Centre for Threat Assessment & Trauma Response: Education as a Special Consideration](#)

Indigenous Students (First Nations, Métis and Inuit)

First Nations Students Living on Reserve

Some First Nations communities may continue to take increased safety measures during the pandemic recovery phase or still be under states of emergency as the 2021/22 school year begins. This may mean that some First Nations learners will not be able to attend in-person classes.

First Nations have the authority to declare states of emergency and have responsibility for the education of their citizens. In the spirit of Reconciliation and consistent with the [Declaration on the Rights of Indigenous Peoples Act](#), boards of education and independent schools (*excluding First Nations independent schools*) are expected to engage with First Nations communities who have First Nation students living in community (*on-reserve*) enrolled in the school district/school as soon as possible to discuss return to school plans for September. This will help to identify potential accommodations needed to support students who may not be returning to in-person classes.

Indigenous Student Success and Achievement

Boards of education and independent school authorities are expected to continue to support equitable outcomes and opportunities for all Indigenous learners by maintaining Indigenous student supports and collaboration with Indigenous communities and education partners. Boards/authorities are expected to collaborate with local First Nations, Métis Chartered communities and Indigenous communities on any changes/updates to the delivery of any programs including Indigenous language and culture services.

The COVID-19 pandemic has had a disproportionate impact on Indigenous communities. Boards/authorities should identify Indigenous students whose educational outcomes may have been negatively impacted during the pandemic and make accommodations to ensure these students are supported. The needs of Indigenous students who require additional supports should be planned for and prioritized in partnership with parents/caregivers and communities.

Boards of education are also expected to engage with First Nations to identify the transportation needs of First Nation students living on reserve and attending in-person classes. Collaboration between boards and First Nations is necessary to ensure there are equitable and safe transportation opportunities as students transition return to in-class instruction.

Additional considerations for boards/authorities include:

- Collaboration between teachers and Indigenous support staff on the development of Indigenous students' learning plans, including ensuring the integration of language and culture into these plans.
- Awareness and sensitivity regarding the complex and devastating history that pandemics have had on many Indigenous communities.
- Understanding that some Indigenous families and communities may continue to take increased safety measures, which may mean that some students will not be able to attend in-person instruction in September.

Communication

Boards/authorities have an obligation to inform and communicate with the First Nations they serve regarding learning plans for Nominal Roll students, Enhancement Agreement goals and Equity Action Plans, Local Education Agreements and Joint Transportation Plans.

Boards/authorities are expected to inform and communicate with the local Métis Chartered communities regarding the learning plans, Enhancement Agreement goals and Equity Action Plans for Métis students.



ADDITIONAL RESOURCES

[Indigenous Education in British Columbia](#)

[Indigenous Education Teaching Tools and Resources](#)

[BC Tripartite Education Agreement \(BCTEA\)](#)

[Métis Nation BC Chartered Communities](#)

Students with Disabilities/Diverse Abilities and Students Requiring Additional Support

Boards of education and independent school authorities should identify students impacted by the pandemic who require additional supports, and ensure supports are in place.

As per regular policy and procedures, learning plans such as Student Learning Plans (SLP), Individual Education Plans (IEP), and Annual Instruction Plans (AIP) should be put in place as soon as possible to support the student's learning. These plans should be based on needs, goals, and strategies articulated in existing plans with additional attention on any additional supports or services, including access to mental health supports, required as a part of recovery.

COMMUNICATION WITH PARENTS/CAREGIVERS

Regular connections between staff, families and students can happen in a variety of ways and should begin well in advance of the start of the school year. Given the numerous impacts of the pandemic on families, communications should focus on relationship, connection, and lowering anxieties. Parents/ guardians' feedback indicates that relevant, clear and concise information increases their sense of trust and collaboration.

EXAMPLES OF STUDENTS WHO REQUIRE ADDITIONAL SUPPORT:

- Some children and youth in care
- Students not yet meeting literacy expectations
- Students at risk of not graduating
- Students requiring mental health or substance use supports
- Students with serious medical conditions
- Students who may be at-risk due to the situation in their home environment
- A student with a disability who has been destabilizing due to changes in their routine
- Students (*including adult learners*) whose educational outcomes may have been negatively impacted during periods of limited in-class instruction

MCFD SUPPORTS FOR FAMILIES

At a provincial level, the Ministry of Education and the Ministry of Children and Family Development (MCFD) continue to work together in an integrated manner to support students with disabilities/diverse abilities and learners requiring additional support. At the local level, boards/authorities are encouraged to work with MCFD and Delegated Aboriginal Agencies (DAA) to support coordination of services during recovery.

Supports and services provided by MCFD/DAA should be returning to pre-pandemic states and will become more consistent across communities. Boards/authorities are encouraged to work collaboratively with MCFD/DAA to explore the needs of families during recovery to enable students to maintain stability while returning to the educational setting.

SUPPORTS FOR STUDENTS WITH SERIOUS MEDICAL CONDITIONS

[Nursing Support Services for children and families](#) include referrals, in-home nursing respite, delegated care, and at home program assessments.

See the [Students and Parents/Caregivers with Immune Compromise or Medical Complexity section](#) for more information on the Homebound Program.

ADDITIONAL RESOURCES

Many organizations that provided assistance to families prior to and during the COVID-19 pandemic continue to operate. Families are encouraged to seek support from agencies they are familiar with and that they have accessed previously.

[Special Educational Services: A Manual of Policy, Practices and Guidelines](#) is a single point of reference providing legislation, policy and guidelines to support the delivery of inclusive education supports and services. More information is also available in this list of [resources for parents/caregivers of children with disabilities and diverse abilities](#).

[Provincial Outreach Programs](#) are available to support boards/authorities through professional learning, resources, consultation and training during recovery.

Considerations and Planning for Children and Youth in Care

Children and youth in care often face unique circumstances and stressful events in their lives, in addition to those experienced because of the pandemic, that can affect their ability to learn - including separation from family members and their broader community. During the pandemic, physical visitations with family members may have been restricted, making children and youth in care feel even more alone and requiring additional support to feel connected at school.

Monitoring school attendance of children and youth in care and supporting their connections to peers, trusted adults, and the broader school community is critically important during the recovery phase. For Indigenous children and youth, maintaining connection to their culture, indigenous community and land is vital for maintaining their well-being.

Collaboration needs to continue between boards/authorities and MCFD or Delegated Aboriginal Agencies to ensure the needs of students who are in government care are considered in collaboration with social workers, caregivers, and students themselves. A range of options should be considered to ensure both children and youth in care and their caregivers are supported. It is also important to connect children and youth in care with service providers that can help address any food security and mental health concerns that may be a result of the pandemic.

International and Boarded Students

Program Continuity

International Students and boarding students who are resident in the province of B.C. will follow the same education program protocols as domestic students for the 2021/22 school year.

School District 73 Business Company (“SD73BC”) is currently the only authorized provider of online/distributed learning for international students who are not in the province. The Ministry has authorized SD73BC to enter into agreement with boards of education and independent school authorities to arrange a limited number of online courses for their students who are unable to come to B.C. for the start of the 2021/22 school year. However, all students who engage in these online courses must confirm that they intend to come to B.C. to enrol with a board or authority as a resident student as soon as it is safe and practicable to do so. Students located outside of B.C. who study with SD73BC pursuant to this arrangement will not earn course credit until they arrive in B.C. and enrol with a board or authority who will complete an equivalency review of courses undertaken with SDBC73 and award course credit where appropriate.

Self-Isolation for New and Returning Students

As of the date of this document, all international students arriving in, or returning to, B.C. are required by law to self-isolate for 14 days. Students are also required to submit a self-isolation plan and complete the federal ArriveCAN application for approval prior to their return to B.C., or upon arrival. More information is available on the [provincial government website](#).

As per requirements from Immigration, Refugees and Citizenship Canada, boards/authorities must abide by provincial and federal health and safety guidelines for receiving international students, including ensuring that students have a place to quarantine or self-isolate upon arrival. Schools and school districts should communicate any related expectations to the homestay family and check-in with the family on a regular basis to ensure that the student is following required quarantine or self-isolation protocols.

Resources & Links

[K-12 Legislative Framework](#)

[Educational Standards for Independent Schools](#)

[Policy for Student Success](#)

[School Calendar and Hours of Instruction](#)

[Framework for Enhancing Student Learning](#)

Education Programs

Curriculum

- Teachers continue to be expected to work with their students to cover all required learning standards of the provincial curriculum including an emphasis on the [First Peoples Principles of Learning](#).

Assessment & Reporting

- Boards of education must meet the requirements of British Columbia's [Student Reporting Policy](#). Independent school authorities must develop student reporting frameworks which adhere to the criteria established in the [External Evaluation Report](#).

Graduation Program

- As in previous years, students will be able to graduate provided they have fully and successfully met all of the graduation requirements, which includes the required Provincial Graduation Assessments as well as completion of all of their courses needed to fulfill graduation requirements, to the end of the term, semester, or school year.

Career and Post-Secondary Transitions

- The Ministry offers a variety of [programs and courses](#) to support the career development of students.
- Students may earn "[dual credit](#)" by enrolling in and successfully completing courses at specific post-secondary institutions.
- The [Provincial Scholarships Program](#) recognizes student achievement and encourages students to pursue post-secondary education.

Key Contacts & Additional Resources

- Board of education questions regarding collective agreements or employment related matters can be directed to the [BC Public School Employers' Association](#).
- Medical Health Officer Contact Information by Health Authority (*general inquiries*¹):
 - [Island Health](#) T: **1 800 204 6166**
 - [Fraser Health](#) T: **604 918 7532**
 - [Northern Health](#) E: healthyschools@northernhealth.ca T: **250 565 2000**
 - [Interior Health](#) T: **250 469 7070** (ext. 12791)
 - [Vancouver Coastal Health](#) T: **604 527 4893**

¹ Health authority contact information for inquiries related to school exposures can be found in the [COVID-19 Protocols for School and District Administrators](#)

BRIEFING NOTE

TO: Board of Education

DATE: June 22, 2021

RE: Human Resources - Retirements and Recognition

Retirements

Esther Shatz, Director of Instruction Student Services, School Board Office, will retire effective July 31, 2021 after 26 years of service with the district.

Judith Wright, Teacher, Mark R. Isfeld Secondary, will retire effective June 30, 2021 after 19 years of service with the district.

Kathy Hryko, Teacher, Royston Elementary, will retire effective June 30, 2021 after 34 years of service with the district.

**FINANCE COMMITTEE
BOARD REPORT**

Date: Tuesday June 15, 2021
Time: 4:00 – 5:00pm
Venue: Zoom Virtual Meeting

Committee Members:

Tonia Frawley, Chairperson
Janice Caton, Trustee
Cristi May Sacht, Trustee
Brenda Hooker, Secretary-Treasurer
Candice Hilton, Director of Finance

Tom Demeo, Superintendent
Geoff Manning, Assistant Superintendent
Ian Heselgrave, Director of Operations

Guests: Cathie Collins, Manager of Finance

Recording Secretary: Marlene Leach, Senior Executive Assistant

A. WELCOME

Chair, Tonia Frawley welcomed the committee and called the meeting to order at 4:02pm.

B. ITEMS FOR DISCUSSION

None

C. ITEMS FOR INFORMATION

1. Financial Update
 - a. Capital Fund Update – May 31st
 - b. Operating Fund Projection – May 31st

Received for information. Director of Finance, Candice Hilton provided an overview of both financial documents and asked if there were any questions. The committee members provided comments. Secretary-Treasurer, Brenda Hooker mentioned that the Audit Committee will be reporting directly to the Board (separate from the Finance Committee).

D. FUTURE AGENDA ITEMS

None

E. ADJOURNMENT

The meeting was adjourned at 4:16pm.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)

CAPITAL FUND UPDATE - May 31st

CAPITAL FUND		BUDGET	EXPENDITURES to May 31st	Variance \$	Expenditures to Date %
Capital Assets	Local Capital	\$ 8,090,257	\$ 2,616,762	\$ 5,473,495	32%
	Bylaw Capital	\$ 36,685,043	\$ 29,596,840	\$ 7,088,203	81%

LOCAL CAPITAL	BUDGET	EXPENDITURES to May 31st	Variance \$	Expenditures to Date %	Notes
Lake Trail Seismic - Board Contribution	1,000,000	-	1,000,000	0%	Capital Project Funding Agreement
Modulars	698,014	698,014	-	100%	Completed
Modulars	670,000	71,141	598,859	11%	Ongoing
Vehicle/Fleet Replacement	154,622	154,622	-	100%	Completed
Photocopier Fleet Replacement	50,000	33,932	16,068	68%	Ongoing
Printer Fleet Replacement	35,000	4,488	30,512	13%	Ongoing
Trades Equipment	77,506	26,479	51,027	34%	Ongoing
Custodial Equipment	15,000	15,000	-	100%	Completed
Laptop Carts	44,817	44,141	676	98%	Completed
Classroom Renovations	200,000	41,888	158,112	21%	Board Surplus Spending Plan
Facility Reserve	1,300,000	-	1,300,000	0%	Board Surplus Spending Plan
Washrooms	100,000	100,000	-	100%	Completed
Accessibility	29,441	22,761	6,680	77%	Board Surplus Spending Plan
Music/Fine Arts	30,862	-	30,862	0%	Board Surplus Spending Plan
Furniture & Equipment	94,242	3,391	90,851	4%	Board Surplus Spending Plan
21st Century Learning Equipment Initiatives	19,138	9,660	9,478	50%	Ongoing
Land Swap - Prepaid Rent	265,000	-	265,000	0%	Reserve
Land Swap - Proceeds	600,000	-	600,000	0%	Reserve
Board Office Reno	1,015,598	-	1,015,598	0%	Reserve
Future Information Technology	1,395,348	1,301,373	93,975	93%	Ongoing
VOIP Systems	50,000	50,000	-	100%	Completed
Contingency Reserve Fund	245,669	39,872	205,797	16%	Reserve
TOTALS	\$ 8,090,257	\$ 2,616,762	\$ 5,473,495		

BYLAW CAPITAL PROJECTS	BUDGET	EXPENDITURES to May 31st	Variance \$	Expenditures to Date %	Notes
Annual Facilities Grant	1,372,146	1,372,146	-	100%	Ongoing
Lake Trail Seismic Upgrade	24,597,381	20,230,738	4,366,643	82%	Ongoing
Hornby Island Replacement	8,312,996	5,591,436	2,721,560	67%	Ongoing
Mark Isfeld Mechanical Upgrades	420,000	420,000	-	100%	Completed
Cumberland Community School Mechanical Upgrades	990,000	990,000	-	100%	Completed
Denman Preschool	992,520	992,520	-	100%	Completed
TOTALS	\$ 36,685,043	\$ 29,596,840	\$ 7,088,203		

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)

OPERATING FUND - YEAR END PROJECTION

As at May 31, 2021

	2020-21 AMENDED ANNUAL BUDGET	2020-21 ACTUAL Revenues & Expenditures to May 31st	2020-21 PROJECTED Revenues & Expenditures to June 30th	2020-21 PROJECTED Revenues & Expenditures for the year	VARIANCE from Amended Annual budget	
OPERATING FUND						
REVENUE						
Provincial Grants						
Ministry of Education	94,008,867	85,833,293	9,415,893	95,249,186	(1,240,319)	1
Other						
Tuition	1,404,000	1,546,340	50,000	1,596,340	(192,340)	2
Other Revenue	691,990	775,355	129,335	904,690	(212,700)	3
Rentals and Leases	36,000	26,810	9,190	36,000	-	
Investment Income	180,000	156,026	23,974	180,000	-	
TOTAL OPERATING REVENUE	96,320,857	88,337,824	9,628,392	97,966,216	(1,645,359)	
EXPENSES						
Salaries						
Teachers	39,906,305	35,581,193	3,624,362	39,205,555	700,750	
Principals/Vice-Principals	5,370,410	4,824,364	433,591	5,257,955	112,455	
Educational Assistants	6,306,411	5,183,727	682,519	5,866,246	440,165	4
Support Staff	8,539,127	7,397,571	853,628	8,251,199	287,928	
Other Professionals	3,071,031	2,924,405	325,855	3,250,260	(179,229)	5
Substitutes	2,774,695	2,709,517	301,057	3,010,574	(235,879)	6
Total Salaries	65,967,979	58,620,777	6,221,012	64,841,789	1,126,190	
Employee Benefits	16,060,813	14,348,576	1,424,356	15,772,932	287,881	7
Total Salaries and Benefits	82,028,792	72,969,353	7,645,368	80,614,721	1,414,071	
Services and Supplies						
Services	3,157,357	2,761,482	267,978	3,029,460	127,897	
Student Transportation	2,063,962	1,493,452	525,000	2,018,452	45,510	
ProD and Travel	625,260	333,287	37,032	370,319	254,941	8
Dues and Fees	83,400	60,440	22,960	83,400	-	
Insurance	202,800	201,231	0	201,231	1,569	
Supplies	6,303,673	4,695,323	867,975	5,563,298	740,375	9
Utilities	2,063,692	1,871,453	192,239	2,063,692	-	
Total Services and Supplies	14,500,144	11,416,668	1,913,184	13,329,852	1,170,292	
TOTAL OPERATING EXPENSES	96,528,936	84,386,021	9,558,552	93,944,573	2,584,363	
Surplus Appropriation	2,333,079		(500,000)	(500,000)	(2,833,079)	10
Transfer to Local Capital	(1,560,000)	(1,560,000)	(675,000)	(2,235,000)	(675,000)	11
Tangible Capital Assets Purchased	(565,000)		(565,000)	(565,000)	-	
OPERATING SURPLUS (DEFICIT)	\$ -	\$ 2,391,803	(1,670,160)	\$ 721,643	\$ 721,643	12

Variances from budget greater than 5% are explained on following page.

Results may vary from actual.

Each successive projection will be more reliable as the period being projected becomes shorter and there is more time spent understanding the underlying reasons for emerging trends. Portions of the projected operating surplus will be restricted for use in the coming school year.

For discussion purposes only.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
OPERATING FUND - YEAR END PROJECTION
As at May 31, 2021

- 1** Ministry of Education February Distributed Learning Enrolment Count increase and adjustments to Special Needs Enrolment, Ministry Holdback funds announced April 1, 2021.
- 2** International Tuition homestay and application fee revenue is exceeding the value included in the amended budget.
- 3** Industry Training Authority (ITA) funding is exceeding the value in the amended budget.
- 4** Education Assistants salaries are under budget as there are a number vacant positions including elementary behaviour EA's and ISW's. There were also a number of positions that have been filled throughout the school year as not all positions can be filled in advance of September.
- 5** Other Professional Salaries are exceeding budgeted values as some exempt staff were paid out for vacation time owed and not taken. This resulted from the COVID-19 pandemic and inability of staff to use annual vacation time.
- 6** Substitute salary costs are more than what was budgeted for due to an increase in the number of absences and resulting replacement costs. This can be attributed to a rise in employee LTD claims and the COVID-19 pandemic as employees are adhering to protocols and staying home when unwell.
- 7** Employee Benefit costs are naturally reduced in relation to the overall salaries underspent.
- 8** Costs associated with Professional Development and Travel have been reduced due to the COVID-19 pandemic as out of District conferences and events are currently held virtually, put on hold or cancelled.
- 9** Supply accounts are typically assumed to be fully spent during the year; however, the trend in the past has been that budgets are not 100% expended, leaving surpluses in school and district supply accounts. As a result of COVID19 we anticipate less spending in the supply area and a surplus of resource budgets relating to our current level of programs and services.
- 10** Funds will need to be set aside at year-end to fund the movement of modulars from Hornby Island back to the Comox Valley.
- 11** An additional transfer to local capital will be completed to fund the continuation of the outdoor classrooms project, in response to COVID-19.
- 12** Projected accumulated operating surplus at May 31, 2021 is approximately \$721,643, which is approximately .7% of the total operating budget.

**AUDIT COMMITTEE
BOARD REPORT**

Date: Tuesday, June 15, 2021
Time: 3:00pm - 4:00pm
Venue: Zoom virtual meeting

Committee Members:

Tonia Frawley, Chairperson
Cristi May Sacht, Trustee
Jessica Peterson (nee MacLean), Public Member
Debra Oakman, Public Member

Brenda Hooker, Secretary-Treasurer
Tom Demeo, Superintendent
Geoff Manning, Assistant Superintendent
Candice Hilton, Director of Finance
Ian Heselgrave, Director of Operations

Regrets: Janice Caton, Trustee

Guests: Lenora Lee, KPMG LLP, Cathie Collins, Manager of Finance

Recording Secretary: Marlene Leach, Senior Executive Assistant

A. WELCOME

Chair, Tonia Frawley called the meeting to order at 3:05pm and acknowledged the traditional territory of the K'omoks First Nation.

B. INTRODUCTIONS

The Committee members and guests introduced themselves. Candice Hilton, Director of Finance provided a process overview to the committee and welcomed Lenora Lee, Audit Engagement Partner, KPMG.

C. ITEMS FOR DISCUSSION

1. Audit Planning Report for the Year Ending June 30, 2021

Candice Hilton, Director of Finance discussed the two items on the agenda and introduced Lenora Lee, Audit Engagement Partner, KPMG. The Audit Planning Report included in the agenda package was reviewed by Lenora Lee with the committee members. Lenora Lee had discussion with the committee members and answered questions regarding the new accounting standards around asset retirement obligations.

Brenda Hooker, Secretary-Treasurer mentioned that there had been a discussion about the September Board meeting date and that it will be September 28, 2021 to allow enough time to get the financial statements ready for the Board and the Ministry.

Brenda Hooker inquired about Lenora Lee having a discussion exclusively with Trustees and public members (senior management excluded). The Trustees had no concerns.

Lenora Lee answered further questions. Tonia Frawley informed the public members about the district YouTube channel for viewing public meetings and that the agendas and minutes are posted on the district website.

2. Audit Progress

Candice Hilton, Director of Finance discussed this topic during the previous agenda item discussion.

D. ITEMS FOR INFORMATION

NONE

E. FUTURE AGENDA ITEMS

1. September – Audit Findings Report

F. ADJOURNMENT

The meeting was adjourned at 3:36pm.



School District No. 71 (Comox Valley)

Audit Planning Report for the year ending June 30, 2021

KPMG LLP

Prepared for presentation on June 15, 2021

kpmg.ca/audit

Table of contents

Executive summary	2
Audit and financial reporting impacts of COVID-19	3
Audit risks	4
Areas of focus for financial reporting	5
Materiality	8
New auditing standard	9
How do we deliver audit quality?	10
Key deliverables and milestones	11
Appendices	12

At KPMG, we are **passionate** about earning your **trust**. We take deep **personal accountability**, individually and as a team, to deliver **exceptional service and value** in all our dealings with you.

At the end of the day, we measure our success from the **only perspective that matters – yours**.



The contacts at KPMG in connection with this report are:

Lenora Lee
Audit Engagement Partner
Tel: 250.480.3588
lenoramlee@kpmg.ca

This Audit Planning Report should not be used for any other purpose or by anyone other than the Audit Committee, Board of Trustees, and Management of the Entity. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this Audit Planning Report has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.

Executive summary

Areas of focus for financial reporting

Our audit of School District No. 71 (the “District”) is risk-focused. In planning our audit we have identified the following significant audit risks required by professional auditing standards:

- Presumed risk of management override of controls

We have also identified key areas of focus for financial reporting. These include:

- Financial reporting impacts of COVID-19
- Auditors’ Opinion - Compliance Framework
- Procurement
- Employee future benefits and salaries
- School generated funds
- Revenue and receivables
- Executive expenses
- Tangible capital assets

See pages 5 to 7.

Effective communication

We are committed to transparent and thorough reporting of issues to management, the Audit Committee and the Board of Trustees. This is achieved through formal and informal meetings and communications throughout the year. If you have any comments you would like to bring to our attention, please contact Lenora Lee. See Appendix 1.

Materiality

Materiality has been determined based on total budgeted revenues. We have determined materiality to be \$3.0 million for the year ending June 30, 2021.

See page 8.

Quality control and independence

We are independent and have a robust and consistent system of quality control. We provide complete transparency on all services and follow the District’s approved protocols where required.

See page 10.

New accounting and auditing standards

There are no new accounting standards effective for the District’s 2021 fiscal year.

A new auditing standard, CAS 540 Auditing Accounting Estimates and Related Disclosures, is effective for the District’s 2021 fiscal year.

See page 9 for further details.

Current developments

Please refer to Appendix 3 for accounting and auditing changes relevant to the District.

Audit and financial reporting impacts of COVID-19

In March 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization. As the COVID-19 pandemic evolves, the District will continue to assess the impact on its operations and finances and consider the implications on financial reporting. We have analyzed the impact of the COVID-19 pandemic situation on the audit of the financial statements for the year ended June 30, 2021 and discussed the audit and financial reporting implications with management.

We provide the following information to describe the additional procedures that we will be performing. As the COVID-19 pandemic is a dynamic situation, we will continue to update our Audit Plan as the situation warrants. We will communicate any additional changes to our Audit Plan to the Audit Committee and Board of Trustees in our Audit Findings Report.

Audit implications

Considerations	Audit implications
Conducting the audit work	<ul style="list-style-type: none">– We plan to undertake a primarily remote audit this year if recommended by Provincial health guidelines. We have established a secure ShareFile platform to facilitate the sharing of information with management. We have discussed the details of the audit with management, and we are ready to undertake the audit as planned and on schedule.
General considerations	<ul style="list-style-type: none">– We will obtain an understanding of what changes to process activities and controls have been implemented to determine if the planned audit procedures are appropriate.
Financial reporting	<ul style="list-style-type: none">– Currently, we expect that COVID-19 will continue to impact the District's operations and finances beyond June 30, 2021.– An assessment should be made by management of any COVID-19 financial implications, for example delivery of education remotely, reduction in international student enrolment, work from home arrangements for employees, temporary or permanent staffing adjustments and receipt of additional safe return to school grants.– Significant actions undertaken by the District should be disclosed in a note to the financial statements, including a statement as to whether or not these factors present uncertainty over future cash flows, cause significant changes to assets and liabilities, and/or significantly impact future operations. Measurement of the estimated financial effect should be disclosed, or it should be stated if the effect is not determinable.– We will work with management to customize the wording of the COVID-19 related disclosures for the District's specific situation.– Refer to our COVID-19 Financial Reporting site.

Audit risks

Professional requirements	Why is it significant?
Fraud risk from revenue recognition	<p>There are generally pressures or incentives on management to commit fraudulent financial reporting through inappropriate revenue recognition when there is an expectation to maintain a balanced budget from year to year.</p> <p>We have determined the risk of fraudulent revenue recognition is not significant as there were no significant pressures or incentives identified related to revenue recognition and believe that the audit work performed on management override mitigates any residual risk.</p>
Fraud risk from management override of controls	This is a presumed fraud risk. We have not identified any specific additional risks of management override relating to this audit.

Our audit approach

As the risk of management override is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. These procedures include:

- Testing of journal entries and other adjustments,
- Performing a retrospective review of estimates, and
- Evaluating the business rationale of significant unusual transactions.

Inquiries required by professional standards

Professional standards require that we obtain your view on the risk of fraud. We make similar inquiries to management as part of our planning process:

- Are you aware of, or have you identified any instances of actual, suspected, possible, or alleged non-compliance of laws and regulations or fraud, including misconduct or unethical behavior related to financial reporting or misappropriation of assets? If so, have the instances been appropriately addressed and how have they been addressed?
- What are your views about fraud risks in the entity?
- How do you exercise effective oversight of management's processes for identifying and responding to the risk of fraud in the entity and internal controls that management has established to mitigate these fraud risks?
- Has the District entered into any significant unusual transactions, other than the items identified in this report?

Areas of focus for financial reporting

Areas of focus	Why are we focusing here?	Our audit approach
Auditors' Opinion - Compliance Framework	Financial statements are prepared in accordance with appropriate financial statement framework.	<ul style="list-style-type: none"> - The financial statements are prepared under Canadian Public Sector Accounting standards ("PSAS"), supplemented by the requirements of Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board. - These regulations direct the District to apply PSAS, except in regard to accounting for restricted contributions. Under the regulations, capital contributions are deferred and amortized on the same basis as the amortization of the related tangible capital assets, not in accordance with the underlying stipulations on the funding, as required under PSAS. - As a result, the District's revenue recognized in the statement of operations and certain related deferred capital revenue would have been recorded differently under Canadian Public Sector Accounting Standards. - The Office of the Auditor General ("OAG") has requested additional reporting, under the Group Auditor requirements, in order to perform the consolidation of the Provincial Accounts under the PSA standards.
Procurement	<p>Completeness, existence and accuracy of procurement transactions and related expense, payable and prepaid accounts.</p> <p>Appropriate use of special purpose funding for intended programs.</p>	<ul style="list-style-type: none"> - Perform analytical procedures over services and supplies expense, by fund and function, with expectation that actual expenses will not exceed or be less than budget within acceptable threshold. - Substantive tests of details over appropriate existence, accuracy, classification and allocation of expenses based on source documentation maintained.

Areas of focus for financial reporting (continued)

Areas of focus	Why are we focusing here?	Our audit approach
Tangible capital assets	<p>Capital projects in process are accurately recorded and disclosed.</p> <p>Other significant capital projects and expenses are approved and accurately recorded (along with related funding).</p> <p>Ongoing evaluation of liability for contaminated sites for assets not in productive use.</p>	<ul style="list-style-type: none"> - Understand the approval and related review process for capital expenditures for consistency with approved budgets and Ministry approval. - Review processes in place to ensure that only capital purchases that are approved via the budget process can be processed. - Detailed testing of asset purchases and disposals and recalculation of the allocation of proceeds between Ministry restricted funds and internally restricted District funds. - Review agreements for contractual commitments and related disclosure requirements. - Review of capital projects in progress and completed such as childcare spaces, Lake Trail and Hornby Schools.
Employee future benefits and salaries	<p>Employee future benefits obligation estimates are accurately recorded and presented.</p> <p>Salaries and related payroll liabilities are appropriately recognized and accurately recorded.</p> <p>Terms of new collective agreements are appropriately valued and recognized.</p>	<ul style="list-style-type: none"> - Control testing and process review of payroll procedures. - Detailed testing and recalculation of salaries and benefits expense in accordance with collective agreements including appropriate use of Classroom Enhancement Funds. - Review of collective agreements for obligations by the District to provide benefits in the future. - Review of assumptions and method used in estimating the liability for future employee benefits including retrospective review of management's previous estimates. - Confirmation of reliance on actuarial valuation with Mercer. - Review financial statement presentation to determine if it is consistent with applicable financial reporting framework.
School generated funds	<p>Completeness and accuracy of school generated funds.</p> <p>Expenditures were incurred for the purposes intended.</p>	<ul style="list-style-type: none"> - Review processes and controls, including results of school audits performed, if any, and impact to the accounting of school generated funds to understand potential risk areas. - Use data and analytic techniques to identify and test audit risks. - Review and assess the appropriateness of the District's monitoring and authorization controls over school generated fund collections and expenditures to assess the risk of misappropriation of such funds, whether due to fraud or error, is mitigated.

Areas of focus for financial reporting (continued)

Areas of focus	Why are we focusing here?	Our audit approach
Revenue and receivables	Accuracy, existence and completeness of funding from Ministry of Education and other sources, and fees, international student and tuition programs.	<ul style="list-style-type: none"> - Obtain confirmation from Ministry of Education of funding received for the year and assess if it is reported accurately between operating, special purpose and capital funds, including Classroom Enhancement Funding and COVID-19 Safe return to school grants. - Perform analytical review over fee revenues from other sources, including international student and summer school programs. - Understand and test one-time, non-recurring adjustments, including existence, accuracy and presentation in the appropriate fund. - Test receipt and use of Classroom Enhancement Funds (CEF) to determine if revenue collected is accurate and has been used for its intended purpose based on funding restrictions. - Substantive testing of CEF expenditures to determine if they are consistent with the terms of the funding. - Substantive testing of unspent funding to assess appropriateness of deferral (if applicable) in accordance with related restrictions.
Executive expenses	Completeness, existence and accuracy of executive expenses.	<ul style="list-style-type: none"> - Substantive testing of expense reimbursements for compliance with approved procedure and appropriate use of public funds. - Review the District's executive expense reimbursement procedure to ensure best practices have been implemented.

Materiality

Materiality is used to identify risks of material misstatements, develop an appropriate audit response to such risks, and evaluate the level at which we think misstatements will reasonably influence users of the financial statements. It considers both quantitative and qualitative factors. To respond to aggregation risk, we design our procedures to detect misstatements at a lower level of materiality. Professional standards require us to re-assess materiality at the completion of our audit based on period-end results or new information in order to confirm whether the amount determined for planning purposes remains appropriate.

Materiality determination	Comments	Group amount
Materiality	Determined to plan and perform the audit and to evaluate the effects of identified misstatements on the audit and of any uncorrected misstatements on the financial statements.	\$3.0 million
Benchmark	Based on budgeted revenues for the year.	\$117 million
% of Benchmark	The industry standard percentage for the audit is 0.5% - 3.0%.	2.56%
Audit misstatement posting threshold	Threshold used to accumulate misstatements identified during the audit.	\$150 thousand

Materiality is used to scope the audit, identify risks of material misstatements and evaluate the level at which we think misstatements will reasonably influence users of the financial statements. It considers both quantitative and qualitative factors.

To respond to aggregation risk, we design our procedures to detect misstatements at a lower level of materiality.

Professional standards require us to re-assess materiality at the completion of our audit based on period-end results or new information in order to confirm whether the amount determined for planning purposes remains appropriate.

We will report to the Audit Committee:



Corrected audit misstatements



Uncorrected audit misstatements

New auditing standard

Standard	Overview	Link
CAS 540 Auditing Accounting Estimates and Related Disclosures	<p>The new standard is effective for the District's 2021 fiscal year-end.</p> <p>Expected impact on the audit:</p> <ul style="list-style-type: none"> - More emphasis on the need for exercising professional skepticism. - More granular risk assessment to address each of the components in an estimate (method, data, assumptions). - More granular audit response designed to specifically address each of the components in an estimate (method, data, assumptions). - More focus on how we respond to levels of estimation uncertainty. - More emphasis on auditing disclosures related to accounting estimates. - More detailed written representations required from management. <p>We expect this new standard to impact our audit of the District's estimate of the potential impairment of tangible capital assets, rates for amortization of tangible capital assets, and estimates used to determine employee future benefits.</p>	CPA Canada Client Briefing

How do we deliver audit quality?

Quality essentially means doing the right thing and remains our highest priority. Our **Global Quality Framework** outlines how we deliver quality and how every partner and staff member contributes to its delivery.

'Perform quality engagements' sits at the core along with our commitment to continually monitor and remediate to fulfil on our quality drivers.

Our **quality value drivers** are the cornerstones to our approach underpinned by the **supporting drivers** and give clear direction to encourage the right behaviours in delivering audit quality.

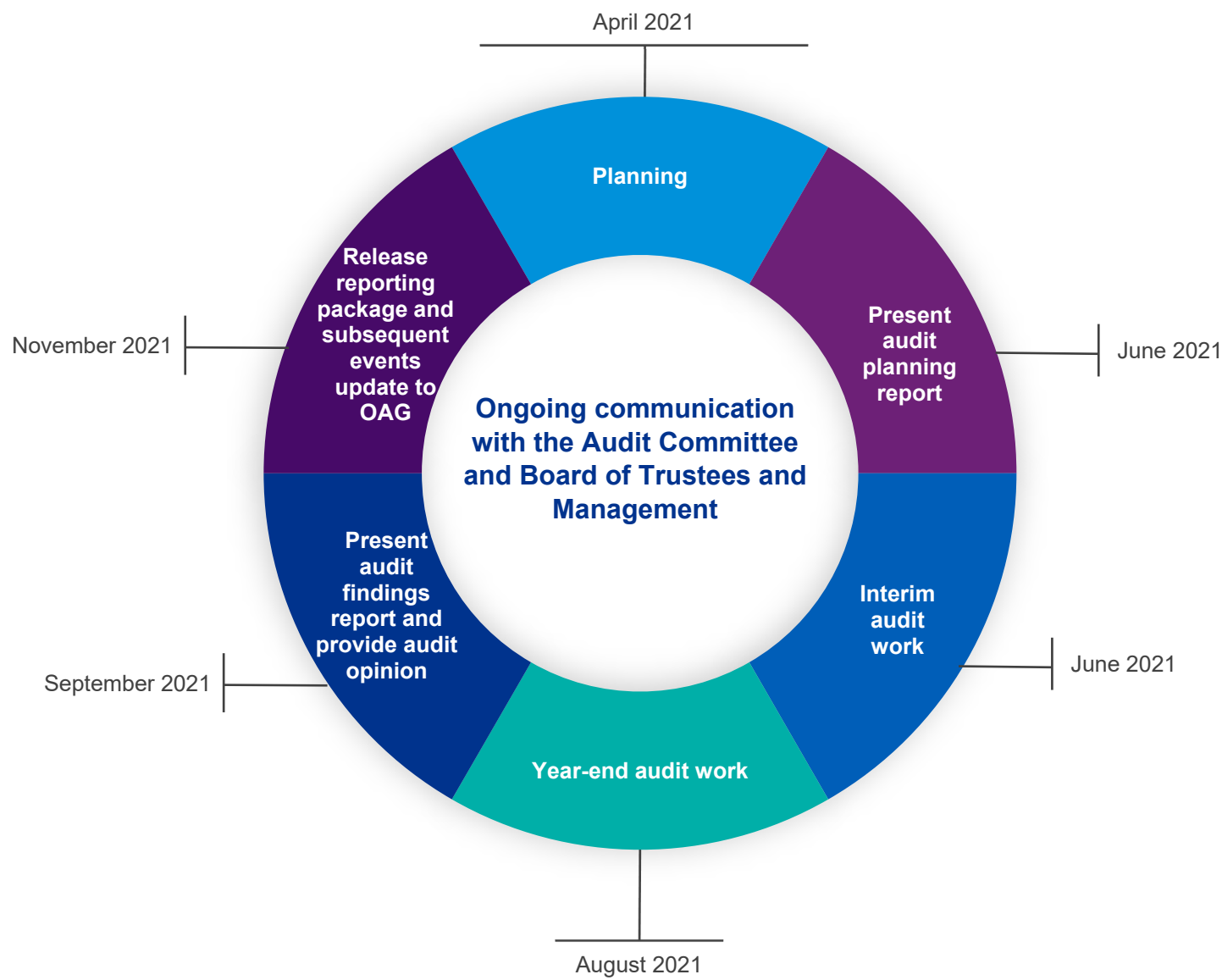
We define '**audit quality**' as being the outcome when:

- audits are **executed consistently**, in line with the requirements and intent of **applicable professional standards** within a strong **system of quality controls**; and
- all of our related activities are undertaken in an environment of the utmost level of **objectivity, independence, ethics, and integrity**.



Doing the right thing. Always.

Key deliverables and milestones



Appendices

Appendix 1: Required communications

Appendix 2: KPMG's audit approach and methodology

Appendix 3: Current developments



Appendix 1: Required communications

Auditors' report	Engagement terms
A copy of our draft auditors' report setting out the conclusion of our audit will be provided at the completion of the audit.	The objectives of the audit, our responsibilities in carrying out our audit, as well as management's responsibilities, are set out in the engagement letter dated January 6, 2021.
Audit findings report	Representations of management
At the completion of the audit, we will provide our findings report to the Audit Committee and Board of Trustees.	We will obtain from management certain representations at the completion of the audit. In accordance with professional standards, a copy of the representation letter will be provided to the Audit Committee and Board of Trustees.
Matters pertaining to independence	Control deficiencies
At the completion of our audit, we will re-confirm our independence to the Audit Committee and Board of Trustees.	Control deficiencies identified during the audit will be communicated to management and the Audit Committee and Board of Trustees.

Appendix 2: KPMG's audit approach and methodology



In future years, we will expand our use of technology in our audit through our new smart audit platform, KPMG Clara.

Issue identification

Continuous updates on audit progress, risks and findings before issues become events

Data-driven risk assessment

Automated identification of transactions with unexpected or unusual account combinations – helping focus on higher risk transactions and outliers



Deep industry insights

Bringing intelligence and clarity to complex issues, regulations and standards

Analysis of complete populations

Powerful analysis to quickly screen, sort and filter 100% of your journal entries based on high-risk attributes

Reporting

Interactive reporting of unusual patterns and trends with the ability to drill down to individual transactions

Appendix 3: Current developments and audit trends

Current Developments, created by the KPMG Public Sector and Not-for-Profit Practice, summarizes regulatory and governance matters impacting public sector entities today, or expected to impact them over the next few years. We provide this information to help public sector entities understand upcoming changes and challenges they may face in their industry. Some of these developments may not impact the District directly, but we believe it is important for the Board of Trustees to understand what is happening in the sector.

Public Sector Accounting Standards

Standard	Summary and implications
Impact of COVID-19	<ul style="list-style-type: none">– In response to the impact of COVID-19 on public sector entities, PSAB has approved deferral of all upcoming accounting standards by one year and will issue non-authoritative guidance on the effects of COVID-19.
Asset Retirement Obligations	<ul style="list-style-type: none">– The new standard is effective for fiscal years beginning on or after April 1, 2022. The effective date was deferred by one year due to COVID-19.– The new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with retirement of tangible capital assets in productive use. Retirement costs will be recognized as an integral cost of owning and operating tangible capital assets. PSAB currently contains no specific guidance in this area.– The ARO standard will require the public sector entity to record a liability related to future costs of any legal obligations to be incurred upon retirement of any controlled tangible capital assets ("TCA"). The amount of the initial liability will be added to the historical cost of the asset and amortized over its useful life.– As a result of the new standard, the public sector entity will have to:<ul style="list-style-type: none">• consider how the additional liability will impact net debt, as a new liability will be recognized with no corresponding increase in a financial asset;• carefully review legal agreements, senior government directives and legislation in relation to all controlled TCA to determine if any legal obligations exist with respect to asset retirements;• begin considering the potential effects on the organization as soon as possible to coordinate with resources outside the finance department to identify AROs and obtain information to estimate the value of potential AROs to avoid unexpected issues.

Appendix 3: Current developments and audit trends (continued)

Standard	Summary and implications
Revenue	<ul style="list-style-type: none"> – The new standard is effective for fiscal years beginning on or after April 1, 2023. The effective date was deferred by one year due to COVID-19. – The new standard establishes a single framework to categorize revenues to enhance the consistency of revenue recognition and its measurement. – The standard notes that in the case of revenues arising from an exchange transaction, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations. – The standard notes that unilateral revenues arise when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector entity the right to the revenue.
Employee Future Benefit Obligations	<ul style="list-style-type: none"> – PSAB has initiated a review of sections PS3250 <i>Retirement Benefits</i> and PS3255 <i>Post-Employment Benefits, Compensated Absences and Termination Benefits</i>. In July 2020, PSAB approved a revised project plan. – PSAB intends to use principles from International Public Sector Accounting Standard 39 <i>Employee Benefits</i> as a starting point to develop the Canadian standard. – Given the complexity of issues involved and potential implications of any changes that may arise from the review of the existing guidance, PSAB will implement a multi-release strategy for the new standards. The first standard will provide foundational guidance. Subsequent standards will provide additional guidance on current and emerging issues.
International Strategy	<ul style="list-style-type: none"> – PSAB has reviewed all proposed options for its international strategy, and in accordance with its due process, approved the option to adapt International Public Sector Accounting Standards when developing future standards. PSAB noted that the decision will apply to all projects beginning on or after April 1, 2021. – An exposure draft to modify the GAAP hierarchy has been issued with responses due by February 15, 2021.
Purchased Intangibles	<ul style="list-style-type: none"> – In October 2019, PSAB approved a proposal to allow public sector entities to recognize intangibles purchased through an exchange transaction. Practitioners are expected to use the definition of an asset, the general recognition criteria and the GAAP hierarchy to account for purchased intangibles. – PSAB has approved Public Sector Guideline 8 which allows recognition of intangibles purchased through an exchange transaction. Narrow-scope amendments were made to Section PS 1000 Financial statement concepts to remove prohibition on recognition of intangibles purchased through exchange transactions and PS 1201 Financial statement presentation to remove the requirement to disclose that purchased intangibles are not recognized. – The effective date is April 1, 2023 with early adoption permitted. Application may be retroactive or prospective.

Appendix 3: Current developments and audit trends (continued)

Standard	Summary and implications
Public Private Partnerships ("P3")	<ul style="list-style-type: none"> PSAB has proposed new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. The final standard was approved in December 2020 with an issuance date of April 1, 2021 and an effective date of April 1, 2023. The standard requires recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the P3 ends. The standard requires that the public sector entity recognize a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure. The infrastructure would be valued at cost, with a liability of the same amount if one exists. Cost would be measured by discounting the expected cash flows by a discount rate that reflects the time value of money and risks specific to the project.
Concepts Underlying Financial Performance	<ul style="list-style-type: none"> PSAB is in the process of reviewing the conceptual framework that provides the core concepts and objectives underlying Canadian public sector accounting standards. PSAB has released four exposure drafts for the proposed conceptual framework and proposed revised reporting model, and their related consequential amendments. Comments on the exposure drafts are due in May 2021. PSAB is proposing a revised, ten chapter conceptual framework intended to replace PS 1000 <i>Financial Statement Concepts</i> and PS 1100 <i>Financial Statement Objectives</i>. The revised conceptual framework would be defined and elaborate on the characteristics of public sector entities and their financial reporting objectives. Additional information would be provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts would be introduced. In addition, PSAB is proposing: <ul style="list-style-type: none"> Relocation of the net debt indicator to its own statement and the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained. Separating liabilities into financial liabilities and non-financial liabilities. Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities). Restructuring the statement of financial position to present non-financial assets before liabilities. Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities). A new provision whereby an entity can use an amended budget in certain circumstances. Inclusion of disclosures related to risks and uncertainties that could affect the entity's financial position.

Appendix 3: Current developments and audit trends (continued)

Our discussions with you, our audit opinion and what KPMG is seeing in the marketplace - both from an audit and industry perspective - indicate the following is specific information that will be of particular interest to you. We would, of course, be happy to further discuss this information with you at your convenience.

Thought leadership

Thought leadership	Overview	Link
2020 Audit Quality and Transparency Report	Learn about KPMG's ongoing commitment to continuous audit quality improvement. KPMG maintains a system of audit quality control that is designed to meet or exceed the requirements of the applicable professional standards. In fact, we are continuously reviewing our policies and practices to ensure we're aligned with all regulatory and professional requirements, which if our firm commitment to each other as well as to our clients and to the capital markets we serve.	Link to report
Put your data to work to gain competitive advantage	There is no "digital economy". The economy is digital and "digits" refer to data. Data is the lifeblood of every organization on this planet and organizations that embrace this notion are well positioned to grow as industries continue to evolve and disrupt at an ever increasing pace.	Link to report
Predictive analytics, it works	CEOs recognize the value that predictive analytics delivers to their decision-making process.	Link to report
Creating the workforce of the future	You can't transform the organization without also transforming the workforce. It may be time to rethink the people strategy.	Link to report
Accelerate	Introducing the new 2019/2020 Accelerate report, a KPMG report and video series offering insight into the key issues driving the Board of Trustees agenda, including: <ul style="list-style-type: none">– Digital disruption of the finance function– Digital business brings increased cyber risk– Taking the lead on data privacy– Boards bracing for climate change– Future-proofing your enterprise risk management	Link to report
Board Leadership Centre	KPMG provides leading insights to help Board members maximize boardroom opportunities.	Link to site

Appendix 3: Current developments and audit trends (continued)

COVID-19 pandemic resources

Resources	Summary	Links
Resources for management and the Board of Trustees	<p>Please visit our COVID-19 website for resources regarding the topics below. This site is being <u>updated daily</u> based on information being released by federal, provincial and municipal news releases.</p> <ul style="list-style-type: none">– Business continuity guide– Immediate actions to take– Medium to long-term actions– Tax considerations and a summary of federal and provincial programs– Legal considerations– Financial reporting and audit considerations– Global perspectives	COVID-19 Alerts (Live Link)
Return to the workplace	<p>As all levels of government begin to take steps toward re-opening the country and restarting our economy, planning for the return to a physical workplace is quickly becoming a top priority for many organizations. With the guidelines for the pandemic continuing to evolve daily, there are many considerations, stages and factors employers need to assess in order to properly develop a robust action plan which can ensure the health and safety of their workforce.</p> <p>We have put together a Return to the Workplace guide to support an organization's planning efforts in preparing to return to physical workplace. Our guide includes a list of considerations, stages and factors that can help establish a robust action plan for your organization to safely return to work. The guide is supported by a dynamic playbook, which our team has developed to outline a comprehensive list of actions an organization can take, based on their unique situation and immediate needs.</p>	Website link Link to guide

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**POLICY COMMITTEE
BOARD REPORT**

Date: Thursday, June 17, 2021
Time: 3:00 – 4:00 pm
Venue: Zoom Meeting

Committee Members:

Michelle Waite, Chairperson
Kat Hawksby, Trustee
Tom Demeo, Superintendent

Janice Caton, Trustee
Brenda Hooker, Secretary Treasurer
Recording Secretary: Heidi Bell, Senior Executive Assistant

A. Welcome

The Chair welcomed the Policy Committee and called the meeting to order at 3:05 pm.

The Policy Committee recognizes the good work and sends a thank you to all the members of the Ad Hoc Committee, which came together and formulated a Draft Policy 24 Equity and Non-Discrimination.

Ad Hoc Committee Members:

Janice Caton – Chair/Trustee
Tom Demeo – Superintendent
Geoff Manning – Assistant Superintendent
Brenda Hooker – Secretary-Treasurer
Esther Shatz – Director of Instruction (Student Services)
Kat Hawksby – Trustee
Michelle Waite – Trustee
Shannon Aldinger – DPAC
Denise Bullock – CUPE
Grace Johnson - IEC
Karma Taiji - PVPA
Kayla Yilmaz - CDTA

B. Items for Discussion

1. Draft Policy 24 Equity and Non-Discrimination

Chair, Michelle Waite provided the Draft Policy 24 Equity and Non-Discrimination from the Ad Hoc Committee.

Motion:

THAT the Policy Committee receive the Draft Policy 24 Equity and Non-Discrimination from the Ad Hoc Committee.

[Caton/Hawksby]

CARRIED

Motion:

THAT the Policy Committee will present to the Board of Education on June 22, 2021, the Draft Policy 24 Equity and Non-Discrimination for consideration and to move to a full consultation process.

[Hawksby/Caton]

CARRIED

C. Recommendation

THAT the Board of Education receive the Draft copy of Policy 24 and request that the Policy Committee through the Superintendent begin an engagement process with our Education and Community Partners requesting written feedback to the proposed policy. A proposed timeline of completion will be November 2021.

D. Adjournment – 3:44 pm

Motion:

THAT the Policy adjourn this meeting.

[Caton/Hawksby]

CARRIED

EQUITY AND NON-DISCRIMINATION

1. The Board of Education is committed to the inclusive, equitable treatment and opportunities for all individuals throughout the system. The letter and spirit of the Canadian Humans Rights Act, B.C. Human Rights Code and the B.C. Declaration on the Rights of Indigenous Peoples Act and the BC Multicultural Act, shall be observed, supported, and enforced, so that all members of the School District community may work together in an atmosphere of respect where differences are honoured .

The Board of Education acknowledges that Discrimination:

- Exists and takes many forms, including but not limited to racism, indigenized racism, misogyny, and homophobia.
 - Can be direct or indirect, overt or subtle (micro aggressions), intentional or unintentional and exists at institutional and systemic levels.
 - Impacts people in different ways, each person's reaction to discrimination is unique, and some members of our school district community face multiple forms of discrimination.
 - Can have long term negative consequences on a person's sense of self and /or a person's ability to fully actualize. (*The legacy of residential schools*).
 - Has no one-size-fits-all solution. Different types of discrimination will require different approaches, strategies, and procedures to combat; and
 - Constitutes an infringement of a person's equality rights and acts as a barrier to full participation in the school district community and society at large.
2. The Board of Education is committed to creating an inclusive environment through the elimination of all forms of discrimination and the support of educational and employment equity for all who learn and work in Comox Valley Schools. It also recognizes and celebrates the diversity of the community it serves and believes that each individual contributes to the richness of the School District culture.
 3. The Board of Education also acknowledges that all members of the School District community, staff, students, parents, caregivers, and other stakeholders, share the responsibility for creating a responsive, compassionate, inclusive environment which honours and respects everyone. The Board is committed to supporting all members in their efforts to create an environment where all individuals feel safe, cared for and a sense of belonging.

4. The Board of Education expects each member of the District community to participate in the ongoing development of practices that promote fair and equitable treatment for everyone, cultivating mutual respect, civility and a sense of belonging, as we eliminate all forms of discrimination and address the effects of historic, organizational, systemic, and attitudinal discrimination of all forms.
5. The Board of Education is committed to:
 - a. Equity and inclusivity in all contexts, activities and places.
 - b. Supporting the education of how to act directly or as a bystander against all forms of discrimination.
 - c. Developing cross-cultural connections to create understanding, show respect for, and to honour racial, ethnic and cultural identity, religion and individual abilities.
 - d. Ensuring that school codes of conduct make explicit references to the prohibited grounds of discrimination as outlined in the BC Human Rights Code.
 - e. Supporting employment equity through the provision of effective process to recruit, retain and develop all staff acknowledging gender, sexual orientation, race, colour, disabilities, ancestry, national and ethno-cultural organization religion.
 - f. Support educational equity through quality programs that celebrate diversity and welcome all learners recognizing gender identity, race, colour, disabilities, ancestry, national and ethno-cultural organization religion.
 - g. Create an educational and workplace environment that promotes equality and welcomes and values diversity.

Related Administrative Procedures:

FACILITIES COMMITTEE
AGENDA

Date: Monday, June 21, 2021
Time: 3:00pm – 4:00pm
Venue: Zoom Virtual Meeting

Committee Members:

Sarah Jane Howe, Chair
Cristi May Sacht, Trustee
Michelle Waite, Trustee

Brenda Hooker, Secretary-Treasurer
Ian Heselgrave, Director of Operations
Geoff Manning, Assistant Superintendent

Guests:

Janice Caton, Trustee
Kat Hawksby, Trustee
Sheila McDonnell, Trustee
Tonia Frawley, Trustee

Recording Secretary: Marlene Leach, Senior Executive Assistant

A. WELCOME

B. ITEMS FOR DISCUSSION

1. 2022-23 Five Year Capital Plan Submission– Briefing Note
2. Long Range Facilities Plan (LRFP) – Briefing Note
3. Draft Comox Valley School District Environmental Inventory – Verbal Update

C. ITEMS FOR INFORMATION

1. Summer Work Plans – Verbal Update

D. FUTURE MEETINGS/AGENDA ITEMS

None

E. ADJOURNMENT

BRIEFING NOTE

TO: Board of Education **DATE:** June 22nd, 2021
FROM: Ian Heselgrave, Director of Operations
RE: **2022-23 Capital Plan Submission summary**

Purpose

To update the Board of Education on the May 19th 2021 Ministry of Education Capital Plan Program announcement and the SD 71 proposed submission.

Background

Annual Five-Year Capital Plan submissions from Boards of Education are used by the Ministry to determine which priority capital projects may be included in the Ministry's Capital Plan for the following fiscal year. The capital plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

The Ministry of Education has developed a new web-based Capital Asset Planning System (CAPS) which school districts will use for their annual Five-Year Capital Plan Submissions on a go-forward basis. The CAPS effectively replaces the Capital Plan Intake Spreadsheets that school districts have used for the past many years.

The CAPS enables the Ministry to issue a "Call for Submissions" for school districts' Five-Year Capital Plans separately for Major capital projects and Minor capital projects, with different submission deadlines. With that in mind, submission deadlines for 2022/23 will be:

1. **Major Capital Programs (SMP, EXP, REP, RDP, BEP) – July 31, 2021**
2. **Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2021**
3. **Building Envelope Program (BEP) – September 30, 2021**

Board approval is required. The Ministry seeks capital project requests under the following capital programs:

Major Capital Funding Programs:

- SMP - Seismic Mitigation Program
- EXP - New Schools, Additions, Site Acquisition
- REP - School Replacement
- RDP – Rural District Program

Minor Capital Funding Programs:

- SEP - School Enhancement Program
- CNCP – Carbon Neutral Capital Program
- BUS - Bus Replacement & Inventory
- PEP – Playground Equipment Program
- BEP - Building Envelope

The Ministry will provide each school district with a written response to their Five Year Capital Plan submission once the assessment of all submissions is complete and funding for fiscal year 2022/23 is announced.

Annual Submission Process

The Capital Branch changed to an annual June submission to align with the Provincial fiscal year. The submission and approval cycle for the Capital Plan is:

- **May 2021** - Ministry releases Capital Plan Instructions
- **June – September 2021** - SD's prepare annual 5-year Major and Minor Capital Plans (proposed year 1, 2, 3, 4, 5 capital projects)
- **July 31st 2021** - SD's submit Major Capital Program Plans;
- **September 30th 2021** - SD's submit Minor Capital Program Plans and Building Envelope Program Plans;
- **August 2021 – December 2021** - MEd reviews/prioritizes 5-year Capital Plans, determines budget for total 2022/23 capital expenditures, and provides recommendations to Minister of Education for consideration
- **January to March 2022** – Ministry develops and approves recommended project list for inclusion in the Ministry Capital Plan. Government approval for Capital Plan. MEd sends Capital Plan Response Letters to SD's identifying what capital projects they are approved to proceed with in 2022/23

Preliminary Capital Projects for this Submission

The recommended projects for the SD 71 Capital Plan submission are:

SMP – SEISMIC MITIGATION

Priority	School	Seismic Risk	Comments
1	Cumberland Community School Annex	H1 – P2	Will request additional space with seismic work
2	Courtenay Elementary	H1 – P3	Project Request Fact Sheet attached

3	Airport	H1 – P3	Changes to National Building Code (SRG 3) resulted in Med and Low seismic risk schools becoming High risk
4	NIDES	H1 – P3	Changes to National Building Code (SRG 3) resulted in Med and Low seismic risk schools becoming High risk

The Cumberland Community School Annex and the Courtenay Elementary project was included on the 2021/22 Capital Plan

EXP – NEW SCHOOLS, ADDITIONS & SITE DEVELOPMENT

Priority	School	Project Details
1	Cumberland (Strathcona)	Expand Strathcona building to address over capacity
2	Royston Elementary	Expand school building to address over capacity
3	Mark Isfeld Secondary	Build new wing to address over capacity

REPL – REPLACEMENTS

Priority	School	Project Details
1	École Puntledge Park	Build a replacement elementary school with 80 K/600 student capacity

The Puntledge School Replacement project has no supporting documents attached and is included as a placeholder to indicate that it is a priority SD 71 project and is in the LRFP.

SEP – SCHOOL ENHANCEMENT

The program range is \$100,000 to \$2,000,000. A maximum of five projects per year may be submitted.

The SEP projects proposed for 2022/23:

Priority	School	Project Details
1	Mark R. Isfeld Secondary	Roof replacement part two
2	Arden Elementary	Fire sprinkler installation
3	Glacier View Alternate	Mechanical Upgrade
4	Aspen, Brooklyn, Queneesh	Flooring replacements

CNCP – CARBON NEUTRAL

The Ministry had announced that this program ends 31 March 2019, yet it appears to have been extended again for another year.

Priority	School	Project Details
1	NIDES	Replace old inefficient boilers
2	Denman Island Elementary	Upgrade electric heat system
3	Various	Convert classroom and hallway lighting to LED

BUS – INVENTORY & REPLACEMENT

First Student provides bus transportation for all SD 71 student; therefore, SD#71 does not require a submission under this program.

PEP – PLAYGROUND EQUIPMENT PROGRAM

The program is significantly better funded with \$165,000 per playground allocated. A maximum of three projects per year may be submitted.

The PEP projects proposed for 2022/23:

Priority	School	Project Details
1	Denman Island Elementary	Replace playground structure approaching end of life
2	Valley View Elementary	Replace playground structure approaching end of life

BEP – BUILDING ENVELOPE

Cumberland Community School is the only project on the Ministry list from 1989. The BEP project for Cumberland Community School remains on the submission for 2022/23.

Recommendation

The SD 71 submission is due in two phases this year: July 31st for major capital and September 30th for minor capital and the building envelope program. In accordance with section 142 (4) of the *School Act*, boards of education must provide a Board Resolution in support of its annual Five-Year Capital Plan submission to the Ministry. Boards are to provide a separate Board Resolution for Major Capital program submissions and one for Minor Capital program submissions. The Building Envelope Program also requires a separate Board Resolution as it is a dedicated Call for Submission from the other Programs. The prioritization and preparation of projects for the Capital Plan submission is in progress.

It is recommended that the Board of Education approve the 2022/23 Major Capital Plan, Minor Capital Plan and Building Envelope Program submission as described.

Respectfully submitted,

Ian Heselgrave

Ian Heselgrave
Director of Operations

BRIEFING NOTE

TO: Board of Education
FROM: Ian Heselgrave, Director of Operations
RE: Long Range Facilities Plan (LRFP) 2021-2031

DATE: June 22nd, 2021

Purpose

To inform the Board of Education on the progress of the Long Range Facilities Plan (LRFP) 2021-2031 update.

Background

The Board authorized funds to contract an update to the LRFP in the 20/21 budget. This project is substantially complete with several reviews conducted by the Senior Leadership Team, the Committee of the Whole, the Facilities Committee and one Public Information Session.

Discussion

The Ministry of Education 2020/21 Capital Plan Instructions issued May 2021 require Boards of Education to develop and maintain a comprehensive School District Long Range Facilities Plan (LRFP). Note that the LRFP is a *Facilities Plan*, not an educational study of the appropriate grade structure of schools, the appropriate placement of district programs, nor the viability/desirability of neighbourhood schools. The plan is a framework to guide the district in rationalizing its long-term facilities usage and to support future capital plan submissions to the Ministry of Education. The plan belongs to the school district, not the Ministry, and is a dynamic document. As circumstances, enrollment pressures and programs change over time, the plan can be amended.

The Objectives for the Long Range Facilities Plan are as follows:

1. To determine the 10 year enrolment projections by school;
2. To optimize district capacity utilization in schools, mindful of the Ministry of Education targets of 85% (enrolment up to 7,500 students) and 95% (over 7,500 students);
3. To consider aligning the district's school grade configurations with long-term district facilities planning; and
4. To plan and organize educational facilities to support school and district programs.

The purpose of the Long Range Facilities Plan (LRFP) is to guide facilities development decisions by both the district and the Ministry over the coming ten year period. The annual Capital Plan should always address specific needs justified at the macro level by the LRFP.

The Long Range Facilities Plan (2021-2031) recommends that the School District maintain a similar structure and grade configuration (Status Quo – Option A) to what is presently in place with some adjustments to address localized school overcrowding and capacity issues.

This course of action, with some minor changes, is workable and minimizes the disruption which would be caused by options requiring grade structure changes or significant adjustment of communities of schools.

It is also the least costly option in terms of facilities changes and educational resource allocation. Thus, in recommending Option A, the LRFP aligns with the **SD71 Strategic Plan: Goal** - Optimizing Infrastructure and **Action** - Maximize the Use of School and Community Facilities to Support Learning.

Next Steps

The goal of the plan is to inform Facilities and Operations in both the short and longer term.

The 2021-2031 LRFP indicates the first priority for action is to develop options for balancing enrollment and over-capacity in the West Courtenay area, in order to facilitate capital expansion project requests in the South end of the District.

By September 2021, Senior staff will prepare for the Board adjustment options regarding implementing Option A of the LRFP, with the intent for consultation, consideration and adoption for the 22/23 School Year.

Recommendation

It is recommended that the Board of Education approve the Long Range Facilities Plan 2021-2031, as presented, thus supporting Option A.

Respectfully submitted,

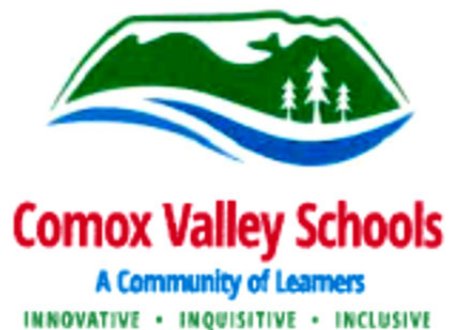
Ian Heselgrave

Ian Heselgrave
Director of Operations



LONG RANGE FACILITIES PLAN

2021 – 2031



Long Range Facilities Plan



Valley View Elementary School, Courtenay, BC

A Report by Cascade Facilities Management Consultants Ltd

May 2021

TABLE OF CONTENTS

Section	Title	Page
1	Introduction	4
2	District Vision and Goals	5
3	LRFP Principles and Objectives	7
4	Existing Infrastructure and Programs	8
5	Community Demographics	25
6	Enrolment Projections and School Capacities	66
7	Analysis of Educational Need	81
8	Development of Options and Short-listing	89
9	Selected Option and Recommendations	96
10	Implementation Strategy	102
11	Conclusions	104

ATTACHED SCHEDULES

Note – Schedules to the LRFP are for the convenience of the Ministry of Education as a sort of executive summary. The information is drawn from the main body of the Long Range Facilities Plan, not additional to it.

<u>Schedules</u>	<u>Subject</u>
A.	Overall School District Map
B.	Inventory of District Facilities
C.	School by School Enrolment Projection
D.	Base Case Summary
E.	Options Considered and Options Evaluation
F.	Recommendations and Implementation Strategy
G.	Consultation Undertaken during Plan Development

1. INTRODUCTION

1.1 **Ministry of Education Requirements.** The Ministry of Education 2020/21 Capital Plan Instructions issued April 2019 require Boards of Education to develop and maintain a comprehensive School District Long Range Facilities Plan (LRFP). In the instructions, this requirement is defined as follows.

1.2 The Ministry of Education capital plan instructions on Page 7 stated:

1.5 Long-Range Facilities Plan

A comprehensive Long-Range Facilities Plan (LRFP) should guide all board of education decisions regarding capital asset management and capital plan submissions, both in terms of facility operations and educational programming. The content of each LRFP developed by boards is fully expected to vary, as they will be dependent on the unique circumstances of individual school districts currently and in the future.

The LRFP for a school district would most commonly use at least a ten-year planning horizon. However, a longer period may be considered where local government is actively pursuing extended land use planning and lengthier residential development growth strategies, which may directly influence the growth of student enrolment in different areas of the school district. Conversely, the potential contraction of communities and changing demographics in neighbourhoods, leading to subsequent decline in student enrolment, may also need to be considered under the LRFP.

As all capital project requests should be supported by a current LRFP, the Ministry may request school districts to provide appropriate sections of the LRFP to inform its review of individual requested projects. Of primary consideration is that any school for which a capital project is being proposed has been identified in the LRFP as being necessary for the board's continuous provision of education programming for students in the school district.

1.3 **Nature of the Plan.** Note that the LRFP is a *Facilities Plan*, not an educational study of the appropriate grade structure of schools, the appropriate placement of district programs, nor the viability/desirability of neighbourhood schools. The plan is a framework to guide the district in rationalizing its long-term facilities usage and to support future capital plan submissions to the Ministry of Education. The plan belongs to the school district, not the Ministry, and is a dynamic document. As circumstances and programs change over time, the plan can be amended.

1.4 **The Assignment.** In January 2021 School District 71 Comox Valley (SD 71) engaged Cascade Facilities Management Consultants Ltd (www.cascade-cslts.com) to prepare this School District Long Range Facilities Plan (LRFP).

2. DISTRICT VISION AND GOALS

2.1 PROVINCIAL POLICY

The Ministry of Education states its policy for student success, and five principles to achieve it at https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/understanding_the_bc_policy_for_student_success.pdf. The fifth principle stated here is relevant to planning appropriate school facilities that support student success:

“Healthy and effective learning environments – We will foster inclusive learning environments where all students feel that they are safe and belong – physically and emotionally –and where all students are inspired to explore their personal strengths and interests. To offer healthy learning environments where students, families, and educators can focus on supporting students achieve their learning outcomes, we will continue to enhance the construction of modern learning environments, enable flexible and virtual learning delivery, and enhance our efforts on physical literacy and best practices on nutrition.”

2.2 HISTORY

SD 71 has a long tradition of providing effective educational programming to students in the Comox Valley.

2.3 OBJECTIVES

The Objectives for the Long Range Facilities Plan are as follows:

- a. To determine the 10 year enrolment projections by school;
- b. To optimize district capacity utilization in schools, mindful of the Ministry of Education targets of 85% (enrolment up to 7,500 students) and 95% (over 7,500 students);
- c. To consider aligning the district’s school grade configurations with long-term district facilities planning; and
- d. To plan and organize educational facilities to support school and district programs.

2.4 SCHOOL DISTRICT STRATEGIC PLAN

SD 71 has published a 2018 – 2023 Strategic Plan which includes the following Vision Statement, Mission, Values, Strategic Priorities, and Goals:

a. Vision

An inclusive community that embraces diversity, fosters relationship and empowers all learners to have a positive impact on the world.

b. Mission

To inspire engaged, compassionate, resilient lifelong learners and cultivate a collaborative community together.

c. Values

We Value and Believe In:

- Trusting relationships based on respect, integrity and ethical behavior;
- A commitment to Truth and Reconciliation with Indigenous peoples;
- Equity, inclusion, dignity, and acceptance for all;
- Global awareness and environmental stewardship;
- Innovation, creativity, problem solving, and critical thinking;
- Accountability and shared responsibility;
- Open and engaging communication; and
- Celebration of learning.

d. Strategic Priorities

Our Strategic Priorities are:

- Educational Excellence;
- Community Engagement;
- Organizational Stability and Environmental Stewardship; and
- Physical Health and Mental Well-being.

e. Goals

The Goal in the Strategic Plan which is directly relevant to this Long Range Facilities Plan is stated as follows:

- Optimize infrastructure to support learning.

Actions to support this Goal

- Ensure the Long Range Facilities Plan is aligned with 21st century practices;
- Maximize the use of school and community facilities to support learning.

2.5 DISTRICT ORGANIZATION

SD 71 has gone through several grade structure organizations over the past 25 years. Early in this period, schools were organized into elementary, middle, and secondary. When enrolments declined and some elementary schools had to close, the decision was made about 13 years ago to return to a previous organization of elementary (Kindergarten to Grade 7) and secondary (Grades 8 to 12).

It was not possible to completely change the district grade structure in all schools, resulting in the current 2020/21 organization which includes several elementary schools with varying grade structures, one Kindergarten to Grade 9 school, and one Grade 6 – 9 school. Refer to Section 4.

3. LRFP PRINCIPLES AND OBJECTIVES

3.1 PURPOSE.

The purpose of the Long Range Facilities Plan (LRFP) is to guide facilities development decisions by both the district and the Ministry over the coming ten year period. The annual Capital Plan should always address specific needs justified at the macro level by the LRFP.

3.2 PRINCIPLES

- The 2021-2031 LRFP must take into account changes in school enrolment, future growth or decline in school-age population, building condition, and district philosophy on grade structure organization;
- The LRFP must identify and support the facility needs of any grade structure that the district has set as its policy;
- The LRFP must recognize the importance of small rural schools as the heart of the community in isolated parts of the district;
- The LRFP should recognize Ministry of Education support for programs such as Full Day Kindergarten, Strong Start, and Neighbourhoods of Learning;
- The School District LRFP must support the unique Indigenous cultural and educational development needs.

3.3 Objectives

- Provide viable educational facilities capable of accommodating the catchment population;
- Provide school facilities capable of providing a successful educational environment for the assigned grade structure;
- Provide healthy and safe physical facilities as schools; and
- Provide accessible community spaces in support of the local population's educational and cultural needs, recognizing the importance of the school as a resource to the community.

3.4 Statement of Philosophical Underpinnings

During development of the previous 2017 LRFP with the Board's Facilities Committee, the following philosophical underpinnings guiding the Facilities Plan were identified as:

- Provide the best education for students;
- Neighbourhood schools are valued;
- The Board supports choice of schools;
- Travel time to school is important; and
- Rural schools may have a slightly different grade structure than urban schools.

4. EXISTING INFRASTRUCTURE AND PROGRAMS

4.1 AREA SERVED

SD 71 serves the urban centres of Courtenay and Comox, the village of Cumberland, and smaller unincorporated communities of the Comox Valley Regional District located in northeastern Vancouver Island. See Figure 4.1. The communities are mainly connected by Highway 19 (north-south). The population includes a small Indigenous population. In the smaller communities outside of the urban centre, the school is the main social centre. These include Miracle Beach, Royston, Hornby Island, and Denman Island.

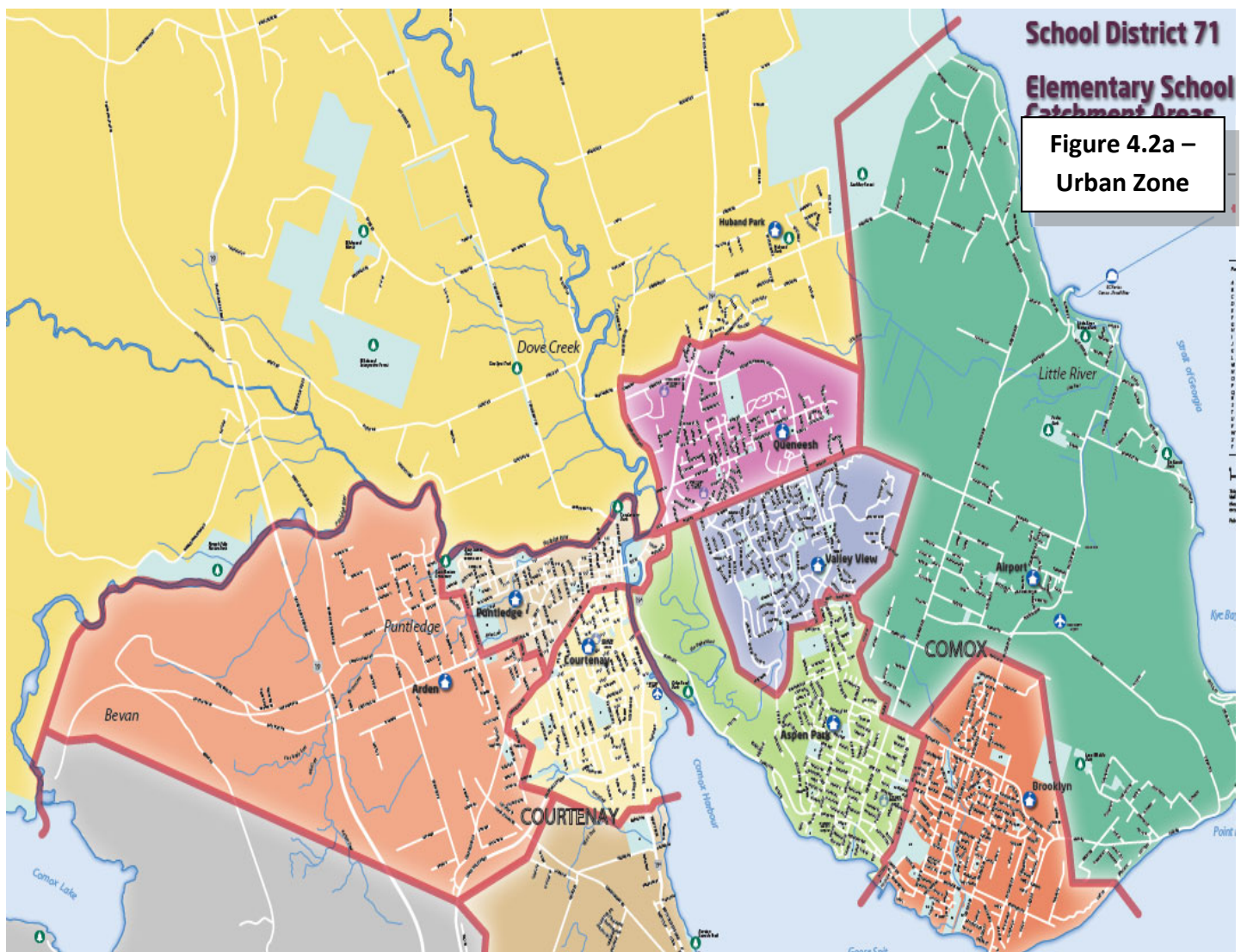


Figure 4.1 – Comox Valley School District Geographic Location on the northeast coast of Vancouver Island, British Columbia

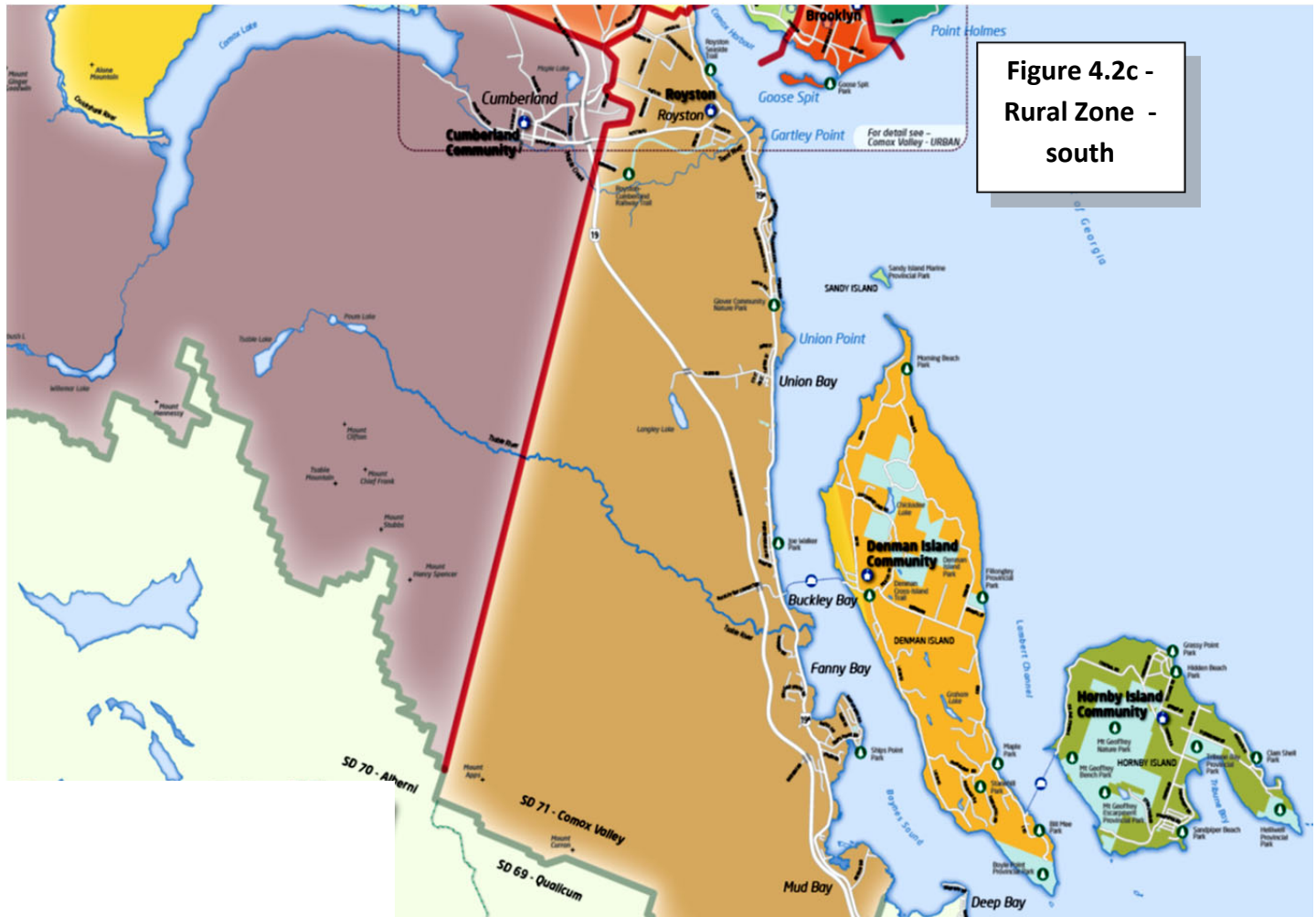
4.2 DISTRICT ZONES

For the purposes of planning, it is recommended that the school district be organized into two zones: **Urban** and **Rural**. This may vary from the political divisions and representation within the board of school trustees, but from the point of view of facilities management, is the most logical. Refer to the maps below.

- Urban Zone includes all the schools in Courtenay and Comox (Figure 4.2a);
- Rural Zone includes the outlying elementary schools: Miracle Beach and North Island Distance Education Centre (NIDES) in the north (Figure 4.2b), Cumberland in the southwest, and Royston, Denman Island, and Hornby Island in the south (Figure 4.2c).







4.3 FACILITIES IN SERVICE

In 2020/2021 Comox Valley School District was operating and maintaining the following schools and other facilities:

• **ELEMENTARY –**

○ **Urban Zone:**

- Airport Elementary (K-7);
- Arden Elementary (K-5);
- Aspen Park Elementary (K-7);
- Brooklyn Elementary (K-7);
- Courtenay Elementary (K-5);
- Huband Park Elementary (K-7);
- Ecole Puntledge Park Elementary (Dual Track with K-7 French Immersion, but K-5 for English stream);

- Queneesh Elementary (K-7);
- Ecole Robb Road Elementary (K-7 French Immersion);
- Valley View Elementary (K-7)
- **Rural Zone:**
 - Royston Elementary (K-6);
 - Cumberland Community School (K-9);
 - Denman Island Community School (K-7);
 - Hornby Island Community School (K-7);
 - Miracle Beach Elementary (K-7);

• **MIDDLE & SECONDARY –**

- **Urban Zone:**
 - Lake Trail Community School (6-9)
 - Highland Secondary (8-12);
 - Mark R. Isfeld Secondary (8-12 Dual Track);
 - Georges P. Vanier Secondary (8-12);
 - Glacier View Secondary Alternate School (8-12).
- **Rural Zone:** None

• **OTHER ACTIVE PROPERTIES –**

- **Urban Zone:**
 - Sandwich Technical School, affiliated with Glacier View Alternate;
 - Nala'atsi Alternate Program (Indigenous Alternate) in two separate buildings on the Courtenay Elementary property;
 - School Board Office;
 - School District Facilities and IT Departments;
 - International Student Program, currently at Lake Trail, will move to modular building at Comox Elementary in June 2021.
- **Rural Zone:**
 - North Island Distance Education (NIDES) (K – 12) and Fine Arts e-Cademy (FAE) (K - 8) occupying former Tsolum School.

Figure 4.3 – Relative Locations of Urban Schools in Courtenay and Comox

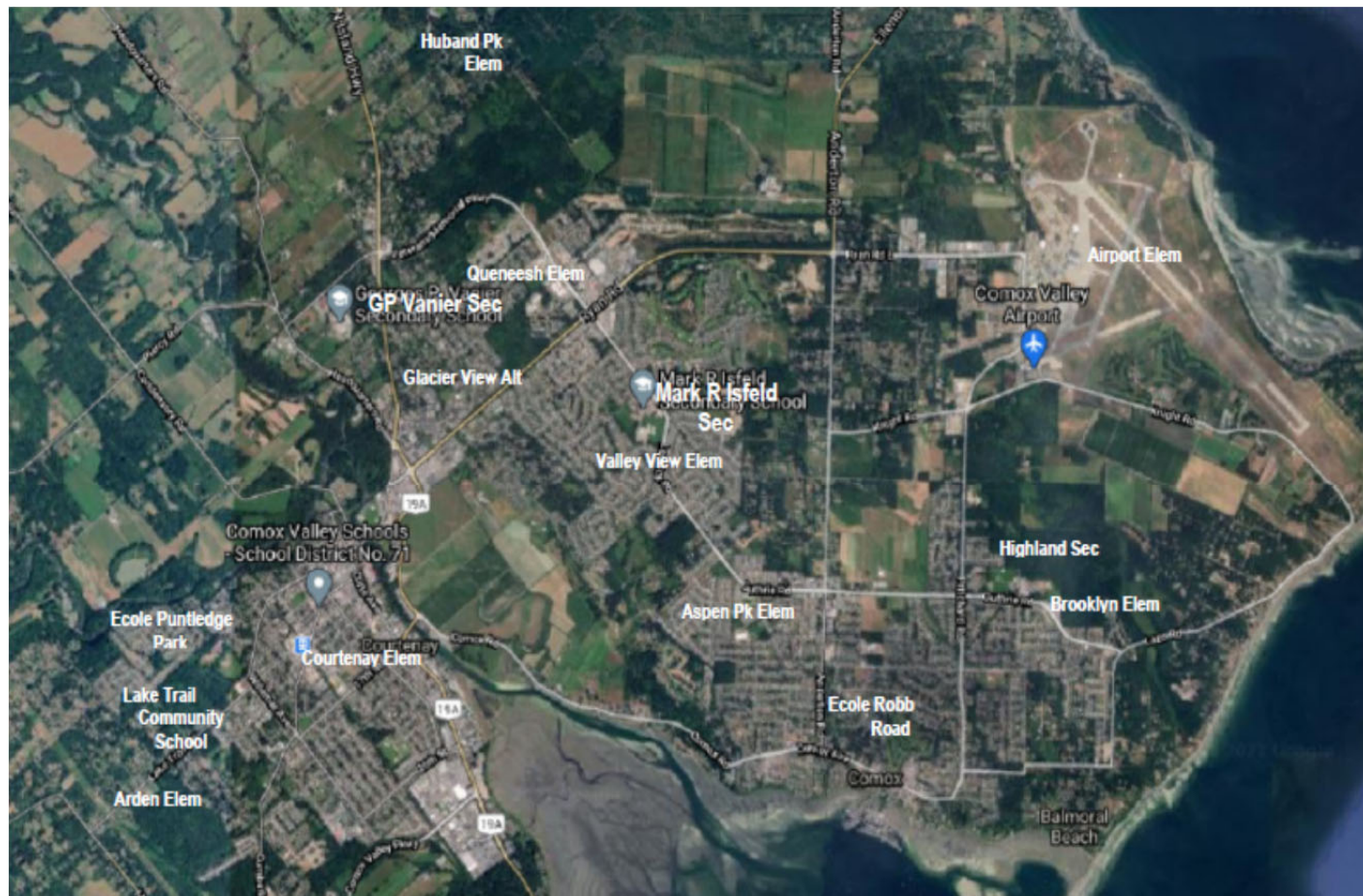


Figure 4.3 – Urban Schools

4.4 PHOTOS AND DESCRIPTIONS

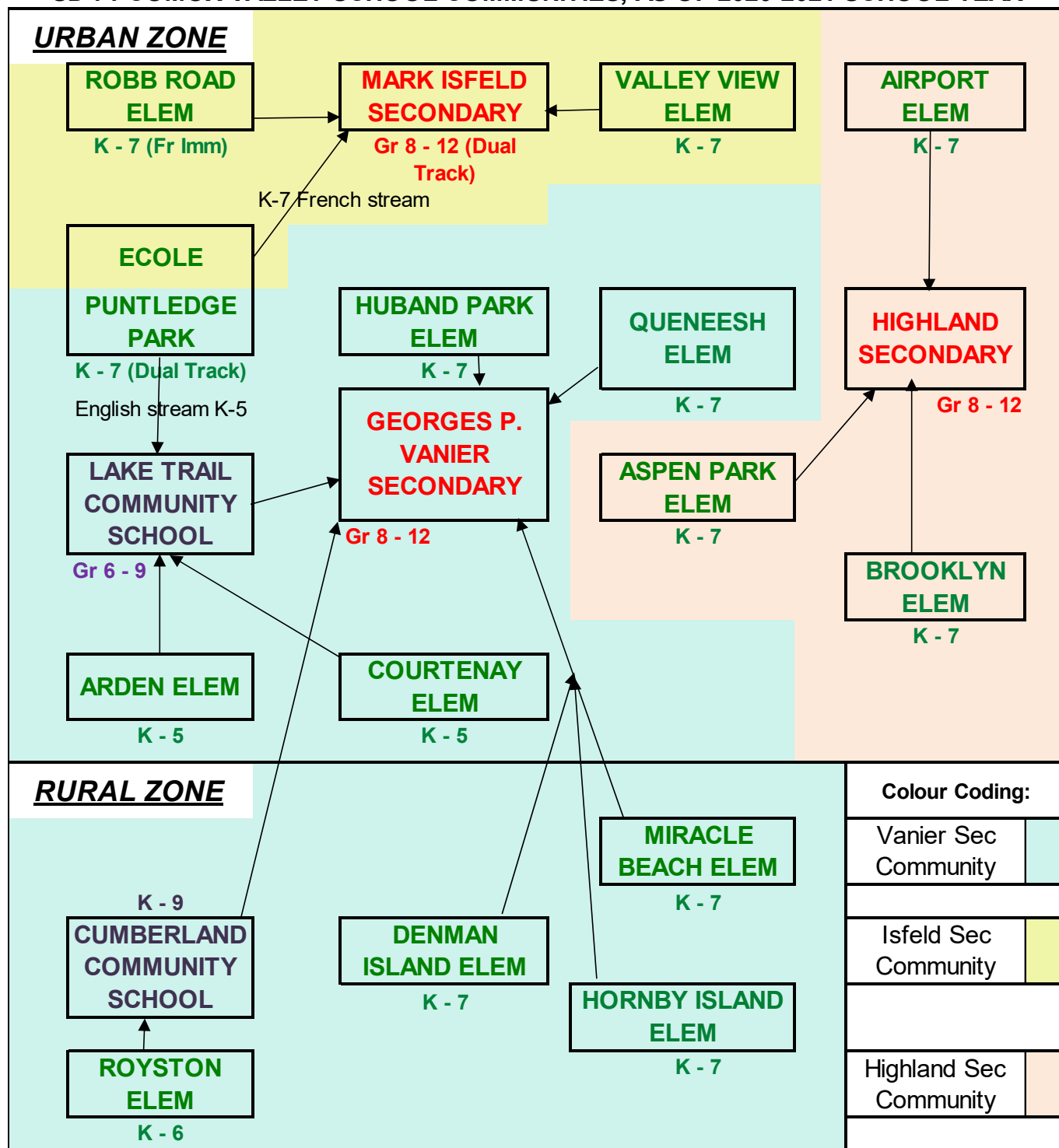
Exterior Photos and descriptions of the schools are provided in **Schedule B – Facilities Inventory**. School building capacities are discussed in Section 6.

4.5 SCHOOL COMMUNITIES

The January 2021 district and school organization and the flow of students from elementary to secondary is shown in the following bubble diagram (Figure 4.5). Any potential changes to this school organization will be considered later in this report.

Figure 4.5 – Organization in January 2021

SD 71 COMOX VALLEY SCHOOL COMMUNITIES, AS OF 2020-2021 SCHOOL YEAR



4.6 FACILITY CONDITION

The following Figure 4.6a shows the Facility Condition Index for each school as determined by the Ministry funded Capital Asset Management System (CAMS) building assessments.

In 2009 the Ministry of Education contracted VFA Inc, a Boston facility capital planning and asset management company, to complete a facility condition assessment of all schools in the province. Since then, all SD 71 schools were inspected by a team of engineers and facility experts several times, most recently in 2016. The broad building systems reviewed were:

- Exterior building envelope;
- Interior construction and conveyance;
- Electrical systems;
- Heating, ventilation, and air conditioning systems;
- Plumbing systems; and
- Structure.

The results of the building inspections culminated in a detailed report on the condition of each school with the key metric being the Facility Condition Index (FCI) which quickly reflects the condition on a scale of 0 to 1.00. It is based on the following formula:

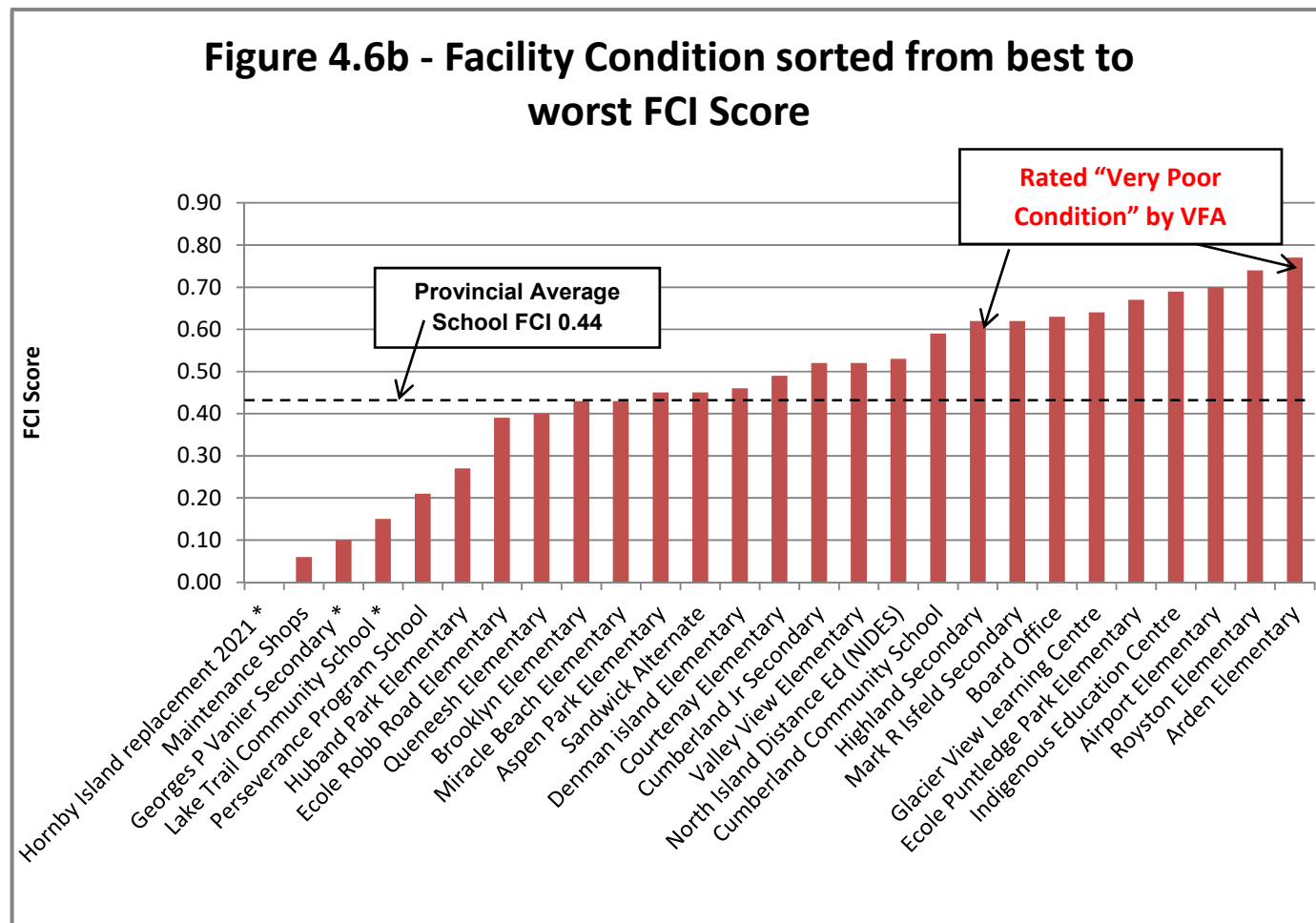
$$\text{Facility Condition Index} = \frac{\text{Cost to remedy maintenance deficiencies}}{\text{Replacement Value of Facility}}$$

The relative measure of the condition of the facilities is usually categorized into a five-tiered condition scale ranging from Excellent to Very Poor, as follows:

Facility Condition Index Interpretation		
Rating	Condition	Remarks
under 0.05	Excellent	Near new; meets present and foreseeable future requirements
0.05 to 0.15	Good	Meets all present requirements
0.15 to 0.30	Average	Has significant deficiencies, but meets minimum requirements; some significant building system components nearing the end of their normal life-cycle
0.30 to 0.60	Poor	Does not meet requirements. Immediate attention required to some significant building systems. Some significant building systems at end of their life-cycle. Parts no longer in stock, or very difficult to obtain. High risk of failure of some systems.
over 0.60	Very Poor	Does not meet requirements. Immediate attention required to most significant building systems. Most significant building systems at end of their life-cycle. Parts no longer in stock, or very difficult to obtain. High risk of failure of most systems.

Figure 4.6a – Current Facility Condition Assessments scores by VFA in 2016

Figure 4.6a - Facility Condition			
Facility Code	Name	Replacement Value (\$,000)	FCI Score
7171077	Airport Elementary	\$ 6,705	0.70
7171060	Arden Elementary	\$ 6,956	0.77
7171155	Aspen Park Elementary	\$ 11,473	0.45
7171063	Brooklyn Elementary	\$ 11,835	0.43
7171065	Courtenay Elementary	\$ 8,077	0.49
---	Cumberland Community School	\$ 5,720	0.59
7171053	Cumberland Jr Secondary	\$ 12,254	0.52
7171067	Denman island Elementary	\$ 3,484	0.46
7171071	Ecole Puntledge Park Elementary	\$ 9,341	0.67
7171050	Ecole Robb Road Elementary	\$ 12,594	0.39
7171040	Georges P Vanier Secondary *	\$ 26,071	0.10
7171043	Glacier View Learning Centre	\$ 5,782	0.64
7171041	Highland Secondary	\$ 21,124	0.62
7171070	Hornby Island replacement 2021 *	\$ 4,148	0.00
7171081	Huband Park Elementary	\$ 8,752	0.27
7171052	Lake Trail Community School *	\$ 13,952	0.15
7171054	Mark R Isfeld Secondary	\$ 25,318	0.62
7171079	Miracle Beach Elementary	\$ 7,004	0.43
7198008	North Island Distance Ed (NIDES)	\$ 6,263	0.53
---	Perseverance Program School	\$ 1,643	0.21
7171156	Queneesh Elementary	\$ 10,968	0.40
7171072	Royston Elementary	\$ 6,226	0.74
---	Sandwick Alternate	\$ 728	0.45
7171080	Valley View Elementary	\$ 9,176	0.52
--	Indigenous Education Centre	\$ 727	0.69
--	Board Office	\$ 1,901	0.63
--	Maintenance Shops	\$ 1,901	0.06
District Average FCI			0.46
*	The FCI for GP Vanier Sec, Lake Trail, and Hornby Island Elem has been adjusted to reflect the effect of current upgrade/replacement projects.		

Figure 4.6b – Facility Condition Assessments Graph

Provincial Average FCI. It should be noted that across the province the average FCI for public schools is 0.44. The SD 71 average FCI is only slightly above that, at 0.46. Comparison to the provincial average is a better indicator than the categorization used by VFA.

Current Projects Affecting FCI. Three current projects nearing completion GP Vanier Secondary seismic upgrade, Hornby Island Community School replacement, and Lake Trail Community partial replacement, will result in these schools obtaining a revised FCI of close to zero. This is reflected in the above table and the graph.

4.7 CAPITAL PLAN SUBMISSIONS

As can be seen by the facility condition scores above, many of the school facilities are in need of improvement. A combination of capital projects and Annual Facilities Grant projects is identified each year to the Ministry. Figure 4.7 shows the projects that were submitted to the Ministry in the Spring of 2020:

Figure 4.7 - Most Recent Capital Plan Submission

Capital Plan 2020-2021 Submission of Spring 2020:**ADDITIONS**

Facility No.	Priority	School	Description of Project	Capacity Change Nom/Op	PRFS	Estimate (\$,000)
7171072	1	Royston Elementary	Construct Addition of 2 Kgn + 6 Classrooms	190/178	Yes	\$ 5,250
106616	2	Cumberland Elementary	Construct Addition of 1 Kgn + 5 Classrooms	145/124	Yes	\$ 5,300
7171054	3	Mark Isfeld Secondary	Construct Addition of 170 m2 Gym Activity, 4 Gen CRs + 4 Elective CRs	200/200	Yes	\$ 9,620

REPLACEMENTS

Facility No.	Priority	School	Description of Project	Capacity Change Nom/Op	PRFS	Estimate (\$,000)
7171071	1	Ecole Puntledge Park	Replace with new 80K/600 Elementary	0/0	No	\$ 28,250

DEMOLITION

Facility No.	Priority	School	Description of Project	Capacity Change Nom/Op	PRFS	Estimate (\$,000)
106616	1	Cumberland Elementary	Demolish the Annex, rated H1 high seismic risk, to make room for the Addition project	n/a	n/a	\$ 100

SEISMIC UPGRADES

Facility No.	Priority	School	Description of Project	Seismic Rating	SPIR	Estimate (\$,000)
7171065	1	Courtenay Elementary	Upgrade 2-storey classroom block	H1	Yes	\$ 11,500
106616	2	Cumberland Elementary	Demolish the Annex, rated high seismic risk, to make room for the Addition project	H1	No	See Addition & Demolition projects
7171077, 7198008, 7171079	3	Airport Elem, NIDES, & Miracle Beach Elem	Seismic structural upgrades per SRG-3 requirements, bundled	H1 & H2	No	\$ 7,900
7171071, 7171072, 7171043	4	Puntledge Elem, Royston Elem, & Glacier View Sec	Seismic structural upgrades per SRG-3 requirements, bundled	H1 & H2	No	\$ 7,200

BUILDING ENVELOPE UPGRADES

Facility No.	Priority	School	Description of Project			Estimate (\$,000)
7171053	1	Cumberland Jr Secondary	Building Envelope upgrades to roof, windows, and stucco exterior			\$ 1,350

SCHOOL ENHANCEMENT UPGRADES

Facility No.	Priority	School	Description of Project	VFA Reference		Estimate (\$,000)
7171054	1	Mark Isfeld Secondary	Roof Replacement	REQ 151701		\$ 800
7171060	2	Arden Elementary	install fire protection sprinkler system	REQ 841644		\$ 635
7171043	3	Glacier View Secondary	HVAC Upgrade	n/a		\$ 490

CARBON NEUTRAL (CNCP) UPGRADES

Facility No.	Priority	School	Description of Project			Estimate (\$,000)
7171063	1	Brooklyn Elementary	HVAC Upgrade			\$ 175
7171155	2	Aspen Park Elementary	Electrical and DDC Controls Upgrade			\$ 174
n/a	3	14 Elementary Schools	Replace lighting with LED			\$ 141

4.8 SEISMIC UPGRADING.

The Seismic Risk Ratings and needed upgrades of SD 71 schools are shown in Figure 4.8.

Figure 4.8 - Seismic Upgrading Program - High Risk Facilities						
Pri	Code	Facility	Block	Component of the Facility	Status	SRA RISK
1	7171065-2	Courtenay Elementary	2	1960 2-Storey Classrooms	PRFS submitted to Ministry of Education in the annual capital plan.	H1
2	7171066-3	Cumberland Elementary	3	Annex	submitted to Ministry in the annual capital plan as a demolition project.	H1
3	7171077-2	Airport Elementary	2	Classrooms - South Wing	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H1
3	7171077-3	Airport Elementary	3	Classrooms - North Wing	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H2
3	7171079-1	Miracle Beach Elementary	1	Gymnasium	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H2
3	7171079-2	Miracle Beach Elementary	2	Classrooms	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H2
3	7171074-2	North Island Distance Ed (was Tsolum Elem)	2	1955 Block	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H1
3	7171074-3	North Island Distance Ed (was Tsolum Elem)	3	Annex	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H1
4	7171071-1	Ecole Puntledge Park Elem	1	Classroom / Admin (North)	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H1
4	7171071-3	Ecole Puntledge Park Elem	3	Classrooms / Library	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H1
4	7171071-4	Ecole Puntledge Park Elem	4	Classrooms	submitted to Ministry in the annual capital plan as a bundled SRG 3 project. .	H1
4	7171069-1	Glacier View - Sr Alternative	1	Classrooms	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H3
4	7171069-2	Glacier View - Sr Alternative	2	Classrooms/Administration	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H1
4	7171069-3	Glacier View - Sr Alternative	3	Gymnasium	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H2
4	7171069-5	Glacier View - Sr Alternative	5	Gym Change Rooms	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H3
4	7171072-3	Royston Elementary	3	Classrooms - 1952/63	submitted to Ministry in the annual capital plan as a bundled SRG 3 project.	H2

Current Seismic Upgrading Projects

a. Cumberland Elementary Addition

The proposed addition to Cumberland Elementary would replace the existing Annex block which is the only High Seismic Risk H1 portion of this school. Therefore the addition project will eliminate one of the dangerous seismic risk situations in the district:

The project PRFS was submitted in Spring 2020 and is awaiting provincial approval.

b. Courtenay Elementary

Courtenay Elementary School is located at 1540 McPhee Avenue, Courtenay. The two-storey building was originally constructed in 1952, is approximately 4,000 m² in size and is comprised of typical elementary school spaces including administration, classrooms and a gymnasium. The school also has a separate Band Building that was constructed in 1993.

Courtenay Elementary is a high priority project for SD71 because it has a High 1 (H1) seismic risk rating.

The school is comprised of three blocks:

- Block 1 (Gymnasium) has been confirmed to have Medium risk through Seismic Risk Assessment (SRA) conducted in May 2018.
- Block 2 (Classrooms) was assessed through a SPIR in 2015 with H2 risk under SRG2. This block has been reassessed through a SRA under SRG3, and now has been assigned H1 risk. This block makes up more than 75% of the school's area.
- Block 3 (Band Building) was constructed in 1993 and is assumed to have Medium risk.

A previous Project Request Fact Sheet (PRFS) was updated in June 2019.

c. Other High Risk Blocks

The remaining HI Risk blocks identified in Figure 4.8 are smaller value structural upgrades, which therefore are best addressed in bundled projects to achieve economies of scale. Their priorities are shown in the table above.

4.9 SURPLUS PROPERTIES

In the past, SD 71 has had to deal with declining enrolment at some schools and the resulting budget cuts. As a result, the board made tough decisions in past years to close a number of schools. Current surplus sites are:

- a. Union Bay former school site, 5539 Highway 19A, 2.4 acres (PA-1) – school closed and building in “cold building” state, with no tenants. Possible sub-division could separate the Crown grant portion from the rest;
- b. Comox Elementary former school site, 2085 Wallace Ave, Comox. Total site is 3.8 acres (PA-1) made up of three parcels: Lot 1 at 2.5 acres, Plan 40909 Road at 0.3 acres, and Lot 2 at 1.0 acres. – school closed and used for district storage only;
- c. Atlas Road site – 5 acre property contiguous with a City of Courtenay 5 acre property. Reserved for future development;
- d. Highland Secondary - soccer fields, Lot 1, Block E, at 3.9 acres;
- e. Huband Elementary - unserviced adjacent lot on Mottishaw Road, 20.0 acres (PA-1);
- f. Cumberland Elementary – raw timber lot adjacent on Egremont Road, 2.71 acres;
- g. GP Vanier Secondary – northeast part of site: Parcel H, 4830 Vanier Drive, 11.7 acres. Remainder of 73.9 acre site comprises the school site and a city park site of 13.0 acres (dedicated in 2014).

The Ministry of Education provides policies for disposal of surplus properties. In many situations, the revenue from sale can be retained as capital reserve funds for new facility needs.

4.10 LOCATION OF PORTABLE CLASSROOMS

Portable classrooms are not included in the nominal capacity of the school at which they are placed. They provide flexibility in accommodating students at over-capacity sites, district programs, and swing space for seismic upgrades and other renovation projects.

Figure 4.10 – Portable Classroom Inventory

2020/21 PORTABLE/MODULAR INVENTORY BY SCHOOL							
Effective as of		4-Sep-2020					
GENERAL STRUCTURE INFORMATION							
SCHOOL	School Facility Type	Structure Type	Number of Units	Current Asset Use	Portable Grade Range	Is the portable owned by SD 71	Comments
Nala'atsi Alternate Program	Middle-Sec	Portable	1	Non-Instructional	Other	Yes	Administration for Indigenous education
Airport Elementary	Elementary	Portable	1	Other Educational Instruction	Other	Yes	Music and Band room
Arden Elementary	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Arden Elementary	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Arden Elementary	Elementary	Portable	1	Other Educational Instruction	Other	Yes	Music and Band room
Aspen Park Elementary	Elementary	Portable	1	Childcare	Other	Yes	
Aspen Park Elementary	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Courtenay Elementary	Elementary	Portable	1	Other Educational Instruction	Other	Yes	Music and Band
Cumberland Community School	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Cumberland Community School	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Cumberland Community School	Elem-Middle	Portable	1	General Instruction	4-7	Yes	
Denman Island Community School	Elementary	Portable	1	Non-Instructional	Other	Yes	Used by Denman Community as a resource room and food bank
Georges P Vanier Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Georges P Vanier Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Georges P Vanier Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Georges P Vanier Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	

2020/21 PORTABLE/MODULAR INVENTORY BY SCHOOL

Effective as of 4-Sep-2020

GENERAL STRUCTURE INFORMATION							Comments
SCHOOL	School Facility Type	Structure Type	Number of Units	Current Asset Use	Portable Grade Range	Is the portable owned by SD 71	
Georges P Vanier Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Georges P Vanier Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Georges P Vanier Secondary	Secondary	Portable	1	Childcare	Other	Yes	
Highland Secondary	Secondary	Portable	1	Vacant	Other	Yes	
Highland Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Huband Park Elementary	Elementary	Portable	1	Other Educational Instruction	Other	Yes	Music and band
Huband Park Elementary	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Mark R. Isfeld Senior Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Mark R. Isfeld Senior Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Mark R. Isfeld Senior Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Mark R. Isfeld Senior Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Mark R. Isfeld Senior Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Mark R. Isfeld Senior Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Mark R. Isfeld Senior Secondary	Secondary	Portable	1	General Instruction	8-12	Yes	
Mark R. Isfeld Senior Secondary	Secondary	Portable	1	Other Educational Instruction	8-12	Yes	Life skills house for special education
Miracle Beach Elementary	Elementary	Portable	1	Other Educational Instruction	Other	Yes	Music and Band
Miracle Beach Elementary	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Ecole Puntledge Park Elementary	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Ecole Puntledge Park Elementary	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Ecole Puntledge Park Elementary	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Ecole Puntledge Park Elementary	Elementary	Portable	1	Other Educational Instruction	Other	Yes	Music and band
Queneesh Elementary	Elementary	Portable	1	Childcare	Other	Yes	
Ecole Robb Road	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Ecole Robb Road	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Royston Elementary	Elementary	Portable	1	Other Educational Instruction		Yes	Music and Band
Royston Elementary	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Royston Elementary	Elementary	Full Day Kindergarten Modular	1	Full Day Kindergarten	Kindergarten	Yes	
Royston Elementary	Elementary	Portable	2	Childcare	Other	No	These two portables are not owned by the SD
Royston Elementary	Elementary	Portable	2	General Instruction	4-7	Yes	
Royston Elementary	Elementary	Portable	1	Non-Instructional	Other	Yes	Washroom block for the portable farm at the school
Valley View Elementary	Elementary	Portable	1	Other Educational Instruction	Other	Yes	Music and Band room. Portable owned by the SD
Valley View Elementary	Elementary	Full Day Kindergarten Modular	1	Other Educational Instruction	Other	Yes	Used as a special needs sensory room. Owned by the SD.
Valley View Elementary	Elementary	Portable	2	Childcare	Other	No	

4.11 **DISTRICT PROGRAMS**

The district supports a variety of programs at these locations:

Figure 4.11 - SD 71 District Programs in 2020-21

PROGRAM NAME	LOCATION	NO. OF STUDENTS	NOTES
Indigenous Education / Nala'tsi	Courtenay Elem	18	
Secondary Alternate Program	Glacier View Sec	120	Glacier View Learning Centre
Sandwich Technical Education	Glacier View Sec	20	
French Immersion Program	Ecole Robb Road	700	single track elementary
	Ecole Puntledge Park		dual track elementary
	Mark Isfeld Secondary	400	dual track secondary
Distance Education Program	Tsolum School	2100	North Island Distance Ed School (NIDES), Grades K-12
Fine Arts e-Cademy (FAE)	Tsolum School	125	North Island Distance Ed School (NIDES), Grades K-8
Montessori Program	Queneesh Elem	200	
	Courtenay Elem		
Lifeskills Program	Mark Isfeld Secondary	30	
PREP Program	Vanier Secondary	30	
Behaviour Resource Services	Ecole Robb Road	25	
Robotics Program (ENTER)	Aspen Park Elem	50	elementary program
	Highland Secondary		secondary program

5. COMMUNITY DEMOGRAPHICS

5.1 INTRODUCTION

SD 71 is located on Vancouver Island, sharing the same boundaries as the Comox Valley Regional District. This regional district was established in February 2008, following the restructure of the Comox Strathcona Regional District into two regional administrative areas: Comox Valley Regional District and the Strathcona Regional District. This change, along with adjustment to the Canada Census Division and Subdivision boundaries in each of the five census years of 1996 to 2016, has presented challenges in comparing data and undertaking trend analysis.

This year the next census will take place in July. The data regarding municipal populations from the 2021 Census will not be available until mid 2022 and the more detailed breakdowns, such as those for age group breakdowns, will not likely be published until late 2022 to early 2023.

For the period between census years, BC Stats produces population estimates and population projections. A population estimate is a measure based on current trends for each year following the census year. A population projection is a measure based on how indicators such as births, deaths and migration may change in future years after the current year estimate.

Comparing BC Stats 2019 projection (68,533) based on the 2016 Census (in the previous LRFP report) versus the later 2019 estimate (72,625) based on actual growth trends for Comox School District, the later 2019 estimate was 5.9% higher than previously projected. This aligns with the observed higher than expected number of pupils entering the school system between 2016 and 2019.

For this update, Cascade has chosen to use the 2020 population estimate generated by Statistics Canada at the end of January 2021. This is the data base used by BC Statistics in their modeling using PEOPLE (Population Extrapolation for Organizational Planning with Less Error). Although BC Statistics advised that the data may be adjusted; this data source is considered to be sound because it reflects the actual growth trends in the region since the 2016 census. It also considers the initial effects of the pandemic in 2020 on statistical indicators, such as migration.

5.2 BOUNDARIES

SD 71, the Comox Valley Regional District (CVRD), and the Courtenay Local Health District have the same boundaries and include the communities of Courtenay, Comox and Cumberland. A map of each administrative unit is shown below.

Figure 5.2a

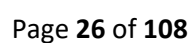


Figure 5.2c

5.3 HISTORIC AND PROJECTED POPULATION

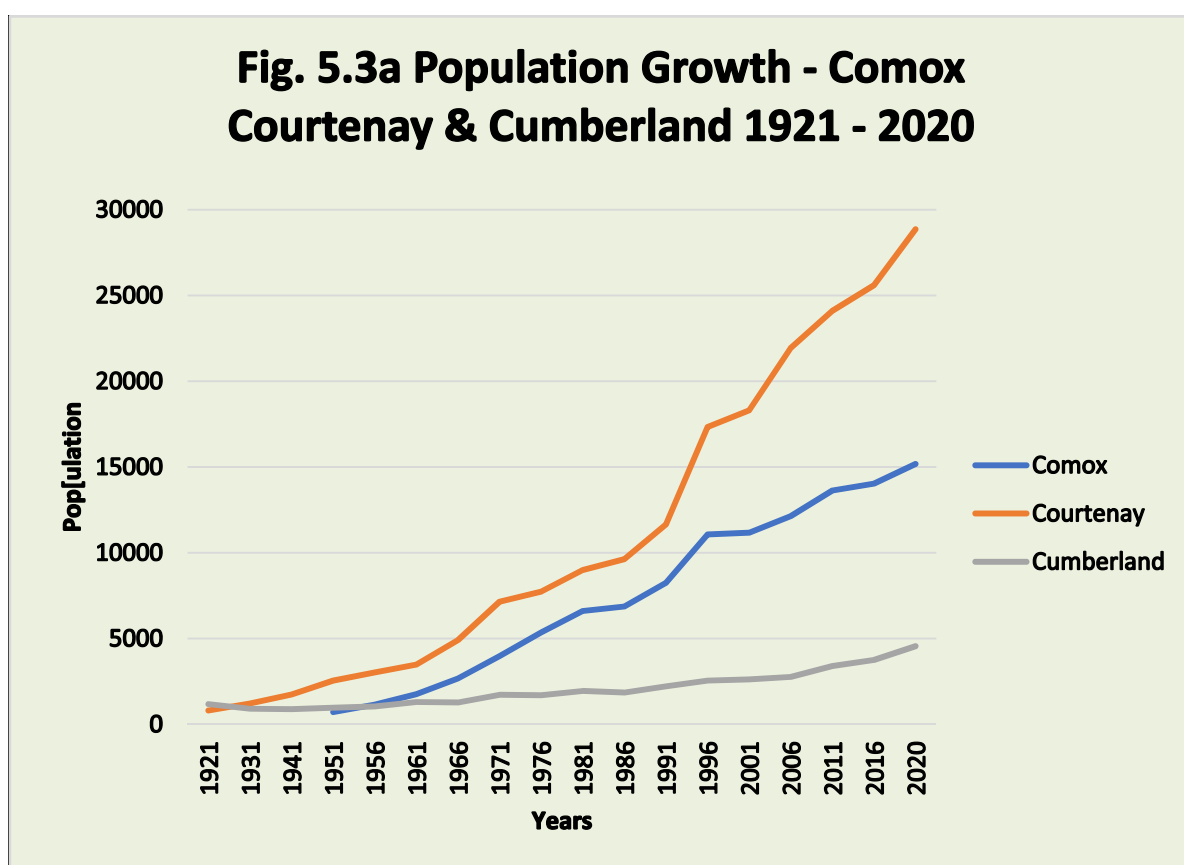
Historic Populations of Incorporated Municipalities: Municipal population statistics are maintained by BC Stats using Canada Census for the urban centres over a significant period of time. These figures may not be exactly comparable due to changes such as annexations. An example is the population gain of 824 when land was annexed by Courtenay in 2002 (Source: City of Courtenay Official Community Plan).

Notwithstanding such changes, the long period of time gives a good indication of the historic growth. Figure 5.3a below graphs the historic populations for Comox, Courtenay and Cumberland. Since about 1931, Courtenay has had the highest population of the three centres. Both Comox and Courtenay show a history of growth over many decades.

Since 2006 Cumberland's growth rate increased from its earlier historic flat rate. In the five years between 2001 and 2006, the increase was only 5.5%. More recently this changed dramatically as follows:

- Between 2006 and 2011, the increase was 23.0%;
- Between 2011 and 2016 it moderated to 10.4%; and
- Between 2016 and 2020, a shorter 4-year period, the increase was 21.4%.

Cumberland Growth. Although Courtenay remains the largest and fastest growing urban area in the Comox Valley, Cumberland has become an area of growth, doubling its rate from 10.4% in the five-year period of 2011 to 2016 to 21.4% for the four-year period of 2016 to 2020. If this trend continues, the 2021 Census may reveal a five-year growth rate close to 25%.



Population of Entire Regional District: BC Stats also developed tables based on Canada Census data for consistent comparison of Regional Districts, but not on a community level. The numbers are not the same as above, but are relatively close and are comparable for the Census years. The following Figure 5.3b shows BC Stats data for the Comox Valley for 1986 to 2016 and the population estimate from Statistics Canada for 2020:

Figure 5.3b: Population of the Region

	Population	% Change
1986	38,798	n/a
1991	45,653	17.7%
1996	56,914	24.7%
2001	56,371	-1.0%
2006	60,365	7.1%
2011	64,417	6.7%
2016	66,527	3.3%
2020	73,664	9.7%

The area has gradually grown over the period of 1986 to 2020 (as shown in Figure 5.3b). However, there is uncertainty if this variability is a statistical anomaly or due to repeated census boundary changes or other factors. The historic population line does generally follow a steady linear increase, with some evidence of slightly reduced growth following the 1996 census. Although the 2016 census statistics showed the growth rate was moderating, the current population estimate in fact reveals the opposite. There is an upsurge in growth, potentially rivaling or exceeding that of the 1990's.

The change in population for Comox Valley was compared with other areas as shown in Figure 5.3c. The growth has fluctuated over the 14-year period of 2006 to 2020, with growth slowing from 2011 to 2016, and rebounding to previous levels between 2016 and 2020.

Between 2006 and 2011, the population of the Comox Valley grew at a faster rate than that of British Columbia (6.1%) and Vancouver Island (5.6%). For the period of 2011 to 2016, the growth rate of the Comox Valley is almost half of what it was before (3.3%) and was less than both the provincial growth rate (5.6%) and Vancouver Island growth rate (5.3%).

Between 2016 and 2020, this four-year period experienced an increase in population of 6.9%; higher percentage of growth than that of Vancouver Island (6.1%) or the Province (5.9%).

	Population increase 2006 to 2011	Population increase 2011 to 2016	Population increase 2016 to 2020
Comox Valley	6.7%	3.3%	6.9%
British Columbia	6.1%	5.6%	5.9%
Vancouver Island	5.6%	5.3%	6.1%

Comox, Courtenay and Cumberland comprise the “urban population centre” for the Comox Valley Regional District. From the Census population tables below, the majority of the residents reside within this urban core, increasing from 62.5% urban dwellers in 2006 to 64.7% in 2011, to 65.2% in 2016. This follows the same pattern as in British Columbia as a whole, which increased, albeit more slowly, from 85% to 86% urban dwellers in the same period. Their rapid growth is evident from Figure 5.3e below.

Comox Valley
REGIONAL DISTRICT

Figure 5.3d

ELECTORAL AREA NAMES

- Baynes Sound - Denman/Hornby Islands (Electoral Area 'A') (86,002ha)
- Lazo North (Electoral Area 'B') (25,554ha)
- Puntledge-Black Creek (Electoral Area 'C') (127,871ha)

143

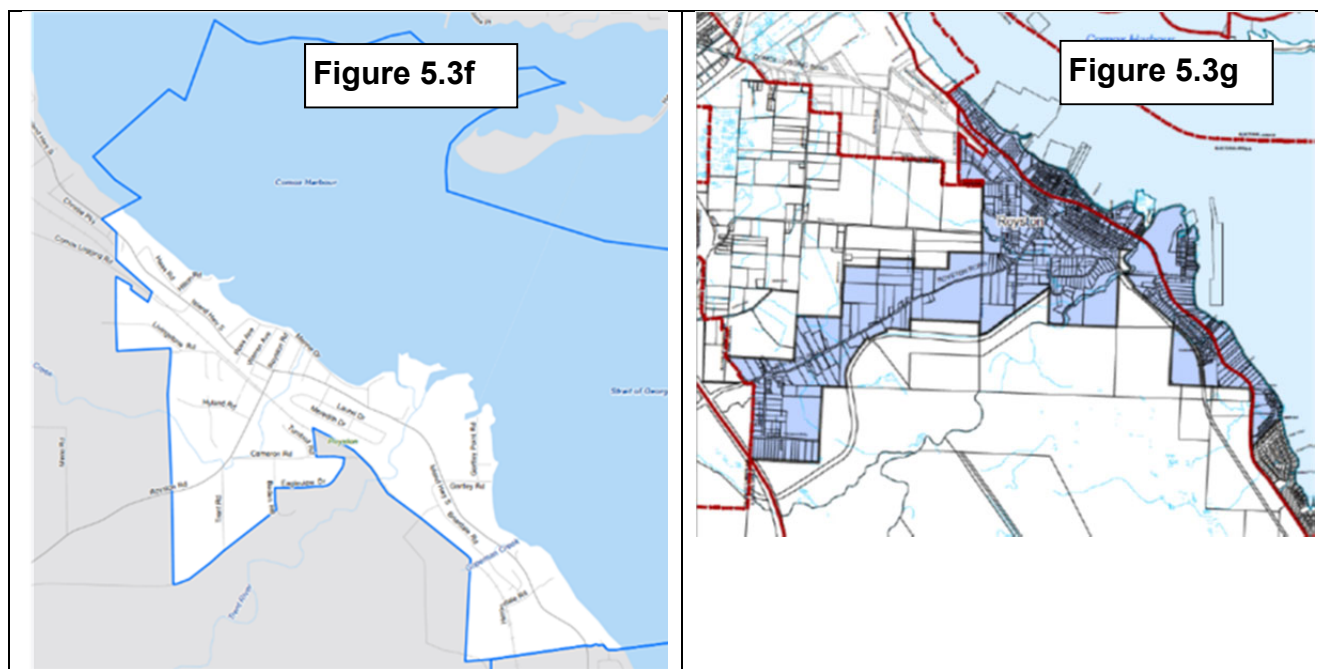
Figure 5.3e: Populations of the Region and Communities

Location	Census Data									Statistics Canada Data	
	1996	2001	1996 - 2001 change (3)	2006	2001 - 2006 change (3)	2011	2006 - 2011 change	2016	2011 - 2016 change (4)	2020	2016 - 2020 change
Comox Valley				59,482		63,538	6.8%	66,527	4.7%	73,664	10.7%
Comox (1)	11,069	11,172	0.9%	12,385	10.9%	13,627	10.0%	14,028	2.9%	15,182	8.2%
Courtenay (1)	17,404	18,304	5.2%	22,021	20.3%	24,099	9.4%	25,599	5.7%	28,862	12.7%
Cumberland	2,548	2,618	2.7%	2,762	5.5%	3,398	23.0%	3,753	10.4%	4,558	21.4%
First Nations Reserves (5)				272		251	-7.7%			247	-1.6%
Comox Valley A (2)	6,988	6,762	-3.2%	6,973	3.1%	6,899	-1.1%	7,213	7.1%	7,837	8.7%
Comox Valley B (Lazo North) (1)	8,074	7,941	-1.6%	6,970	-12.2%	6,939	-0.4%	7,095	2.0%	7,677	8.2%
Comox Valley C (Puntledge - Black Creek)	8,615	7,584	-12.0%	8,099	6.8%	8,325	2.8%	8,617	3.2%	9,301	7.9%

Notations. The following notes apply to Figure 5.3e above:

- (1) On-line data tables include notations that the boundaries of geographic areas may change from one census to another. Therefore, there may be a fair margin of error in comparing population figures between the Census periods.
- (2) For 1996 and 2001, this area has been estimated by Cascade by combining the statistics for Comox-Strathcona Areas A and K. These two areas are combined into Comox Valley Area A for the 2006 and 2011 Census. On-line data tables include notations that the boundaries changed over the four Census periods. Therefore, there may be a fair margin of error in comparing population figures between the Census periods.
- (3) May not be reliable because the boundaries of geographic areas may have changed.
- (4) The boundaries between Courtenay and the three Electoral Areas have changed between the 2011 and 2016 Census. Some of the data sources have adjusted the 2011 census figures to follow the new boundaries; therefore, there may be minor inconsistencies in the figures for the same year quoted for these four areas in this report.
- (5) There are two Census subdivisions for Indigenous areas (IRI). These are Puntledge 2 and Comox 1. Most of the population under this aggregated category is in Comox 1. In 2006, 2011 and 2016, there was no population reported in Puntledge 2.

Rural Settlement of Royston: The rural settlement of Royston, located in Electoral Area A, is considered by Statistics Canada as a Designated Place for statistical purposes. According to their definitions, a designated place is a small community that does not meet the criteria used to define municipalities or population centres (areas with a population of at least 1,000 and no fewer than 400 persons per square kilometre). They are created in cooperation with Statistics Canada because they are a concentration of growth that may be of interest to provinces and local authorities.



Limited statistics are available for Royston. Regional District planners report that any growth will arise from replacement of older housing and secondary dwellings. The map above in Figure 5.3f shows the boundaries used by Statistics Canada for this statistical area. Its boundaries are not consistent over census periods nor does the boundary reflect the actual geographic area locally associated with Royston. Figure 5.3g shows yet another boundary for Royston related to the water district. This uncertainty stems from different opinions as to what constitutes the historical boundary of the Royston community.

In 2006, the population of Royston was 1,718. It declined to 1,562 in 2011, but increased again in 2016 to 1,616. It is not possible to establish a trend until 2021 census data becomes available in 2022.

From the 2011 and 2016 data, it is possible to observe the youth population structure. It appears to be very stable. Each age group remained the same, except of an increase of 13% in the 15 to 19 age group. Again, no analysis is possible with respect to trends with the data available.

Figure 5.3h shows the youth population breakdown.

Figure 5.3h: Population for Rural Settlement of Royston		
Age Group	2011	2016
0 to 4 years	65	65
5 to 9 years	70	70
10 to 14 years	55	55
15 to 19 years	75	85
Total Youth	265	275

5.4 AGE OF POPULATION

In the Comox Valley Regional District, the age of the population for 2006, 2011 and 2016 is from Canada Census data, and for 2020 is from BC Statistics projection data. The data collected is shown in the Figure 5.4a below. The projection data is slightly higher than the figures used earlier in this section because current indicators have not been reflected in the projection data base.

Youth Age Groups Characteristics: Each of the youth age groups, as shown the bar graph in Figure 5.4b, have their own growth characteristics.

Of the three youth age groups, only the 0 to 4 year age group consistently grew between 2006 and 2020. The growth was highest in the 2006 to 2011 period (9.3%), a lesser growth at 1.4% between 2006 and 2011, increasing to 3.5%. If this four year (2011 to 2020) growth continues, the 2021 Census may reveal an increase closer to 4%.

For the three remaining youth age groups, each had initial declines that have more recently reversed. The 5 to 9 year age group declined by 4.7% between 2001 and 2006, but experienced an increase of 9% between 2006 and 2011, reversing and exceeding the 2001 group population level by 100. The growth has continued between 2011 and 2020, by a further increase of 6.4% over nine years.

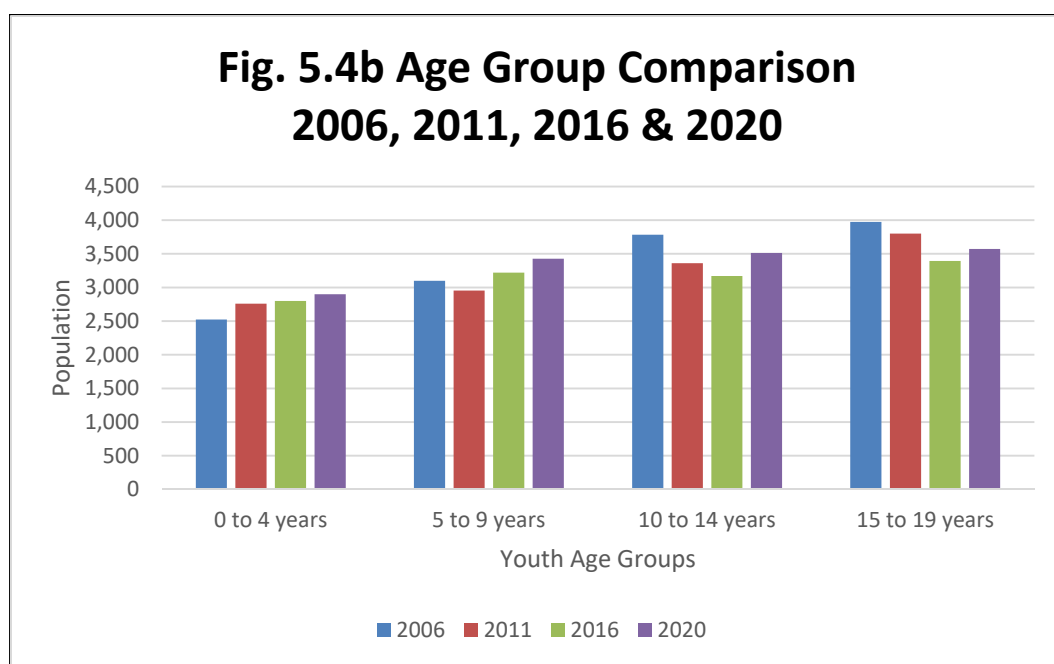
The 10 to 14 and 15 to 19 age groups both experienced decline from 2001 to 2016, but then increased from 2016 to 2020. The decline between 2006 and 2011 was 11.2% for the 10 to 14 year age group and 4.4% for the 15 to 19 year age group. Between 2011 and 2016, the decline was 5.7% for the 10 to 14 year age group and 10.7% for the 15 to 19 year age group. For the four year period of 2016 and 2020, the decline was reversed. Although there was no rebound to the 2001 population levels, there is currently a strong increase in the last five years of 10.9% for the 10 to 14 year age group and 5.2% for the 15 to 19 year age group. If

this growth is sustained, the percentage gains can be confirmed once data from the 2021 census is available.

**Figure 5.4a: Population by Age Group
2006 - 2020**

	2006	2011	% Change 2001 - 2011	2016	% Change 2011 - 2016	2020	% Change 2016 – 2020 (1)
0 to 4 years	2,525	2,760	+9.3 %	2,800	+1.4 %	2,899	+3.5%
5 to 9 years	3,100	2,955	-4.7 %	3,220	+9.0 %	3,427	+6.4%
10 to 14 years	3,785	3,360	-11.2 %	3,170	-5.7 %	3,514	+10.9%
15 to 19 years	3,975	3,800	-4.4 %	3,395	-10.7 %	3,572	+5.2%
20 to 44 years	15,855	15,690	-1.0 %	16,035	+2.2%	19,503	+21.6%
45 to 64 years	18,875	21,375	+13.2 %	20,835	-2.5 %	21,416	+2.8%
65 years and more	10,745	13,585	+18.0 %	17,060	+25.6 %	20,052	+17.5%

Note: this is a comparison of a 4 year rather than a 5 year period.



Adult and Seniors Age Groups Characteristics: The 20 to 44 age group which declined slight by 1% between 2006 and 2011, grew by 2.2% between 2011 and 2016. Between 2016 and 2020, the growth rate in this group was significant – a 21.6% increase. As this is the family forming age group, a resulting increase has already been detected in the population of the 0-4 age group, driving future youth population pressures and facility requirements.

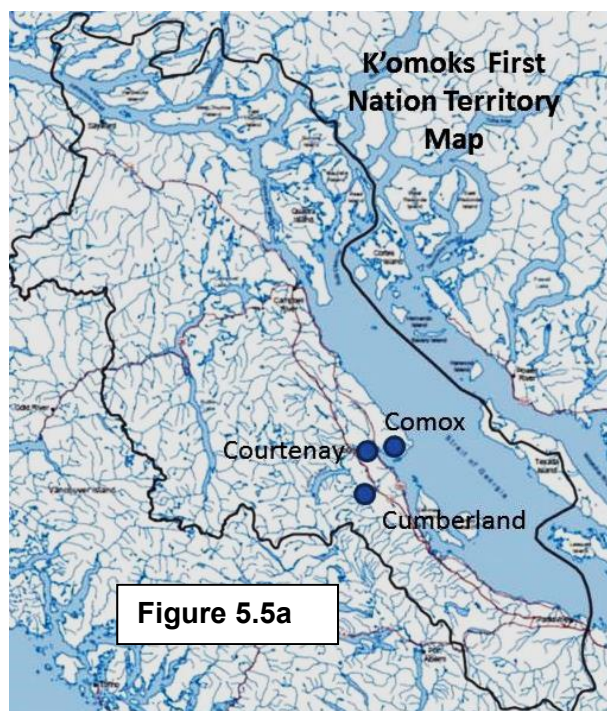
The growth for the 45 to 64 years age group declined significantly from 13.2% growth between 2006 and 2011 to 2.5% decline between the 2011 and 2016 census. However, this decline appears to have been reversed by a 2.8% increase between 2016 and 2020.

The age group showing the most consistent and the highest growth between 2006 and 2020, is the seniors age group of 65 years of age and over. During 2006 to 2011, this group had an 18% increase, 2011-2016 a 25.5% increase, and 2016-2020 a 17.5% increase. This is a shorter statistical period (a four year period) than the usual five year census period. At this rate of growth, the 2021 Census may show an increase in the seniors group close to 20%.

Once the 2021 Census is completed, age group data will be available to better determine the full five year trends. The population and age grouping data is expected to be released early in 2022.

5.5 INDIGENOUS POPULATION

A robust assessment of population and age characteristics is difficult. Not only do the boundary changes over the years affect the ability to compare numbers and establish trends, the statistics for some area are not reported. Statistics Canada suppresses all data for geographic areas with populations below a specified size for reasons of confidentiality. Where data is for communities over this size, it is randomly rounded either up or down to a multiple of 5 or 10. Therefore there is either no data or the total value may not match the sum of a list of values. This applies to data collected in each Canada Census or the 2011 National Household Survey. Estimates for 2020 are not available.



The Comox Valley is located in the southern portion of the Territory of the K'omoks First Nation. The Figure 5.5a map shows the K'omoks Territory with the three urban areas of Comox, Courtenay and Cumberland within the Comox Valley.

The following Figure 5.5b shows the Indigenous populations in Courtenay, Comox and Cumberland (upper portion of the table) and the Indigenous populations in the overall rural area on reserves, and the total for the Comox Valley (lower portion of the table).

Courtenay. The Indigenous population in Courtenay has grown, making up a constant 5% of the total population of Courtenay in both 2006 and 2011, but increasing to 6.9% of the population in 2016.

Comox. In Comox, the Indigenous population increased in numbers as well as in percentage. In 2006, the Indigenous population was 360 or 2.9% of the population and more than doubling to 780 or 5.6% of the population ten years later in 2016.

Cumberland. For Cumberland, only the total Indigenous populations, but not the age characteristics were available. The 2006 population was 225 people or 8.1% of the total population. For 2011, this population declined to 175 people making up 5.2% of the total population of Cumberland. The numbers remained relatively unchanged in 2016, with a population of 180 or 4.8%.

Rural Areas. For the rural areas, the Indigenous population in Electoral Areas was grouped. The 2011 Indigenous population of 825 made up 3.3% of the population. This increased in both numbers and percentage to 975 and 4.3% in 2016.

For the entire Comox Valley, the Indigenous population was 2,910 people in 2011, making up 4.6% of the total population. Since then, this has increased, with the 2016 population at 3,825, which is 5.7% of the total district population.

Figure 5.5b (Part 1): Indigenous Population Statistics

	Courtenay			Comox			Cumberland		
	2006	2011	2016	2006	2011	2016	2006	2011	2016
Total Indigenous identity population	1,110	1,205	1,770	360	455	780	225	175	180
Indigenous Population as a percentage of total population	5.0%	5.0%	6.9%	2.9%	3.3%	5.6%	8.3%	5.2%	4.8%
0 to 4 years	105	105		25	0				
5 to 9 years	80	70		25	50				
10 to 14 years	125	95		50	55				
15 to 19 years	105	90		35	65				

Figure 5.5b (Part 2): Indigenous Population Statistics

	Comox Valley A, B and C		Comox 1 IRI			Comox Valley	
	2011	2016	2006	2011	2016	2011	2016
Total Indigenous identity population	825	975	270	251	222	2,910	3,825
Indigenous Population as a percentage of total population	3.3%	4.3%	n/a	n/a	n/a	4.6%	5.7%
0 to 4 years			10		15	170	
5 to 9 years			15		5	240	
10 to 14 years			15		10	255	
15 to 19 years			25		15	325	

Sources: Statistics Canada 2006 and 2016 Census and the 2011 National Household Survey. Note: Some statistics are not available for given years or age groups. Due to rounding, the totals may not add up.

A comparison of median age (defined in Section 5.6.2), summarised in Figure 5.5c, shows a striking difference between Indigenous and the overall Comox Valley population data with respect to median ages. The lower median age is indicative of the more youthful profile of the Indigenous community.

Figure 5.5c: Comparison of 2016 Median Age for the Total Population compared to the Indigenous Population

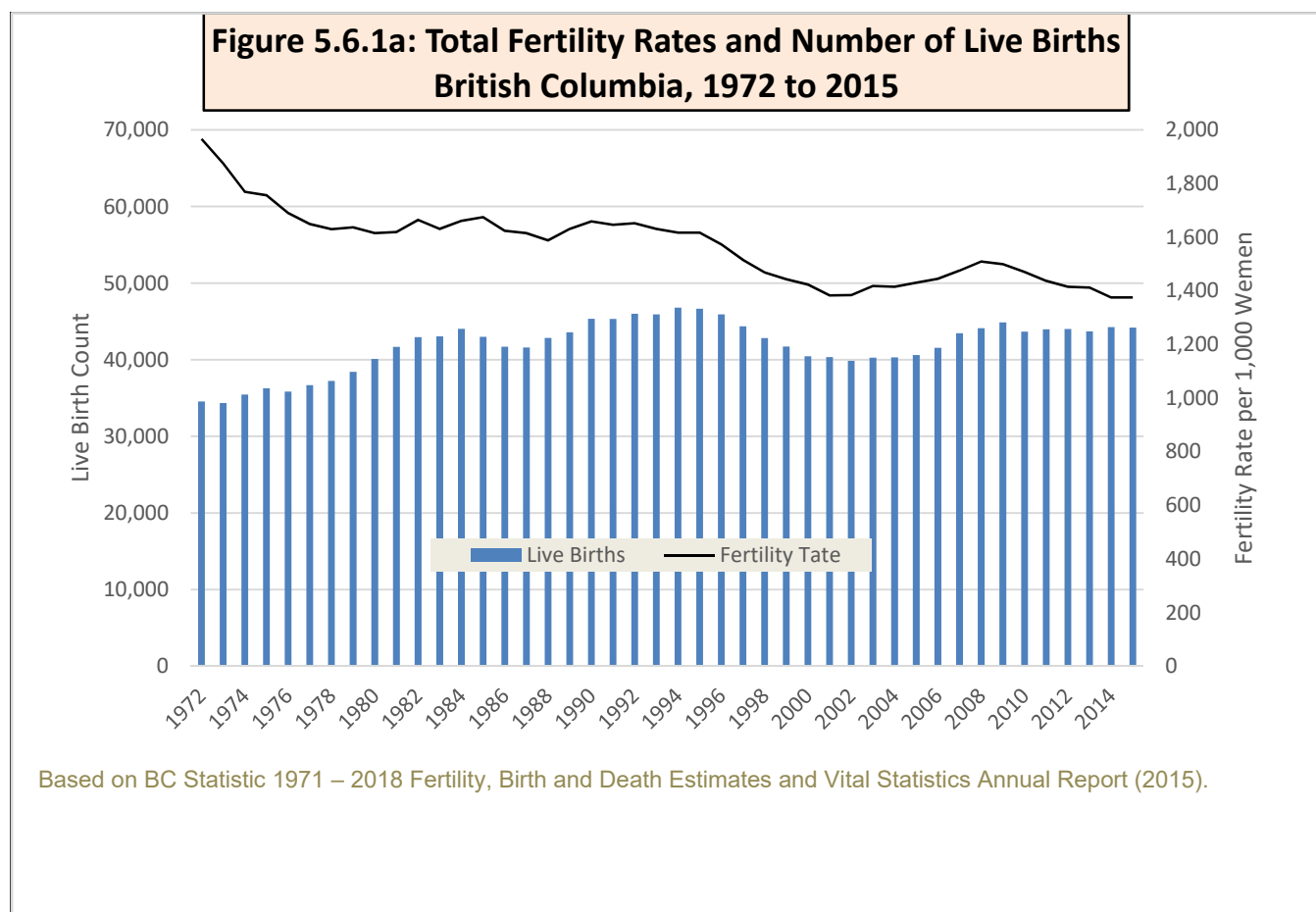
	Total Population	Indigenous Population
Comox Valley	50.8	31.5
Comox	51.8	28.3
Courtenay	48.3	28.4
Cumberland	39.9	29.5
Comox Valley Area A	56.9	42.2
Comox Valley B (Lazo North)	52.9	42.5
Comox Valley C (Puntledge - Black Creek)	51.0	34.0

5.6 FACTORS INFLUENCING POPULATION

There are a number of factors influencing population growth.

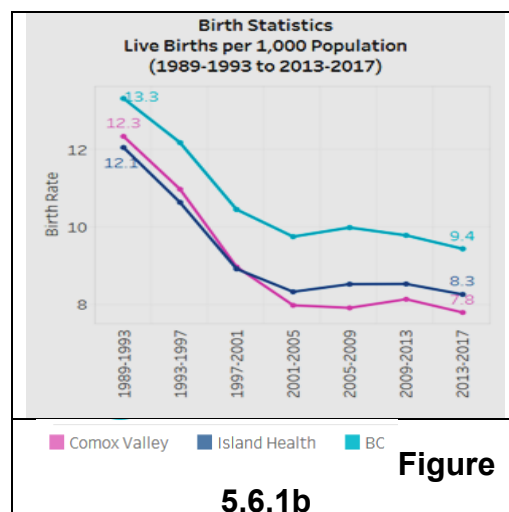
5.6.1 Fertility rates in BC have changed over the years, becoming relatively level in recent years. Figure 5.6.1a concerning fertility rates and live births shown below is from data accessed. Historic fertility rates increased after World War II through the decades of 1950 and 1960. There is a pronounced decline until the late 1970s. This declining trend slowed with some variations until a low in 2002, then increased until about 2007, after which fertility rates declined again, before levelling off in 2013 - 2015.

In a report *Our Babies, Our Future: Aboriginal Birth Outcomes in British Columbia*, the authors observe that the younger population structure of Indigenous population in BC is linked to a higher fertility rate for Indigenous women compared to the non-Indigenous women. According to the 2005 report by V. O'Donnell *Aboriginal Women in Canada*, in the period between 1996 and 2001, the fertility rate of Indigenous women was 2.6 children compared to 1.5 for all Canadian women.



Considering birth rates, the Comox Valley Local Health Profile from 2019 indicates that the Comox Valley has birth rates lower than elsewhere on the Island or in BC. The local authority attributes this to fewer births for women in the category of 35 years and older.

The chart from their report in Figure 5.6.1b shows the decline generally and the lower rate for the Comox Valley (in pink). The rate for the Comox Valley is 7.8 per 1,000 population. This is less than the provincial average of 9.4 or the Island rate of 8.3.



Source: <https://www.islandhealth.ca/sites/default/files/comox-valley-local-health-area-profile.pdf>

5.6.2 Median Age. Median age is the exact age where half of the population is older and half is younger. In other words, it is the age where there are as many people over as there are under this age. Areas with lower median age tend to have higher population growth rates because there is a higher proportion of women in their childbearing age.

Using 2016 Census data, Comox Valley had a median age of 50.8 years, compared to the Vancouver Island/Coast Region median age of 47.8 years and all of BC of 43.0 years. Therefore, the population of the Comox Valley is slightly older in composition than the Island/Coast area and moderately older than the province in general.

Comparing median age for Comox Valley of the rural areas reveals the Electoral Area A has a median age of 53.9 years and Lazo North has a median age of 50.1 years, meaning both have a slightly older population than the average in the entire Comox Valley in general. Puntledge-Black Creek census area has a median age of 48.1, which is slightly less than that of the entire Comox Valley in general.

Median age data is not contained in the 2020 data set. As is the case for age group data, 2021 Census will establish and report the 2021 median age statistics towards the end of 2021 or the beginning of 2022.

The median ages for the communities in the Comox Valley area are shown in Figure 5.6.2 below:

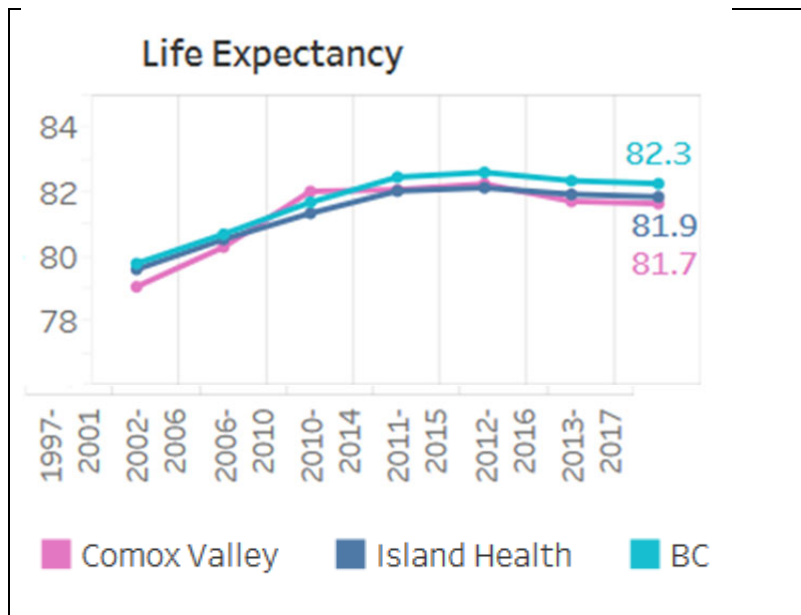
Figure 5.6.2: Median Age by Community			
Community	Census Year		
	2006	2011	2016
Comox Valley Regl Dist	44.3	48.3	50.8
Cumberland	40.4	38.2	39.3
Comox	44.6	49.1	51.8
Courtenay	43.0	46.5	48.3
Comox Valley Area A	52.8	53.9	56.9
Comox Valley B	47.4	50.1	52.9
Lazo North	44.4	48.1	51.0

Note – 2006 figure for Comox Valley Area A was combined from two previous separate sectors

From these figures it is possible to observe:

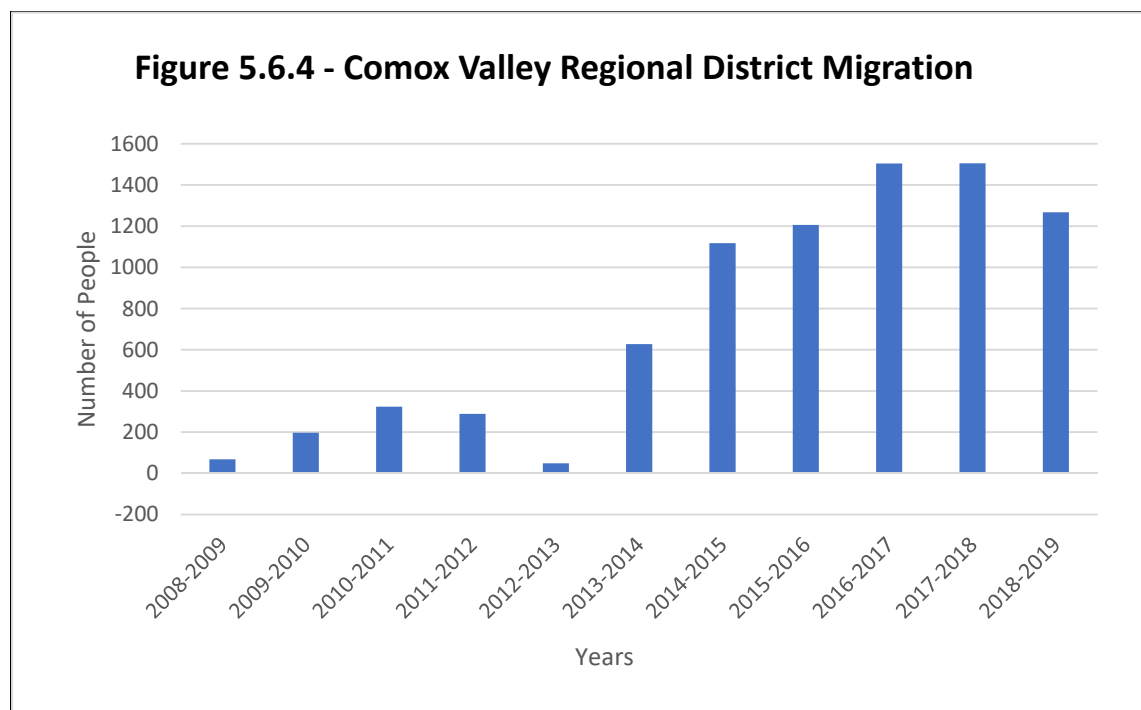
- Cumberland can be characterised as the most youthful community, generally growing even younger over time;
- Comox can be considered the most aging community;
- The urban communities are more youthful than the rural areas; and
- The rural communities are becoming generally less youthful over time.

5.6.3 Life Expectancy. The increase in the **life expectancy** of residents in the Comox Valley mirrors that of Vancouver Island and the Province. From the same report produced by Local Health and noted earlier, it shows that the average life expectancy at birth has increased from about 79.0 years in 1997-2001 to 81.7 in 2013-2017. Refer to Figure 5.6.3.

Figure 5.6.3 - Life Expectancy Comox Valley LHA

5.6.4 Migration

People migrating into the Comox Valley Regional District add to the local population. Figure 5.6.4 shows the migration trend (mainly in-migration).

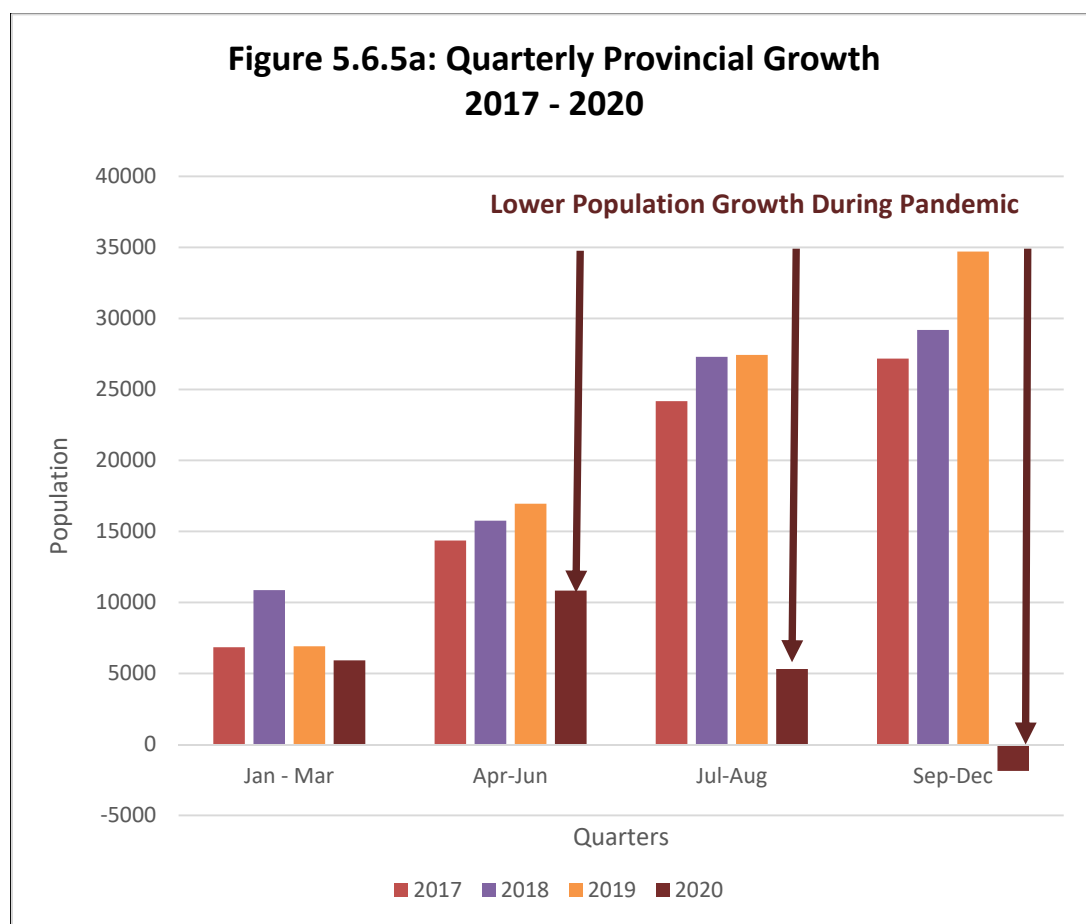


Source: BC Regional District Migration Components (Released 2020-02-13)

Comox Valley was the destination for a small and variable number of immigrants up to the statistical period of 2012-2013. Beginning in 2014 – 2015, the migration rate into the Comox Valley area increased substantially. Much of this growth was from net inter and intra provincial in-migration. For the period depicted in the graph, 83.1% of the immigrants originated from other places in BC or from other provinces.

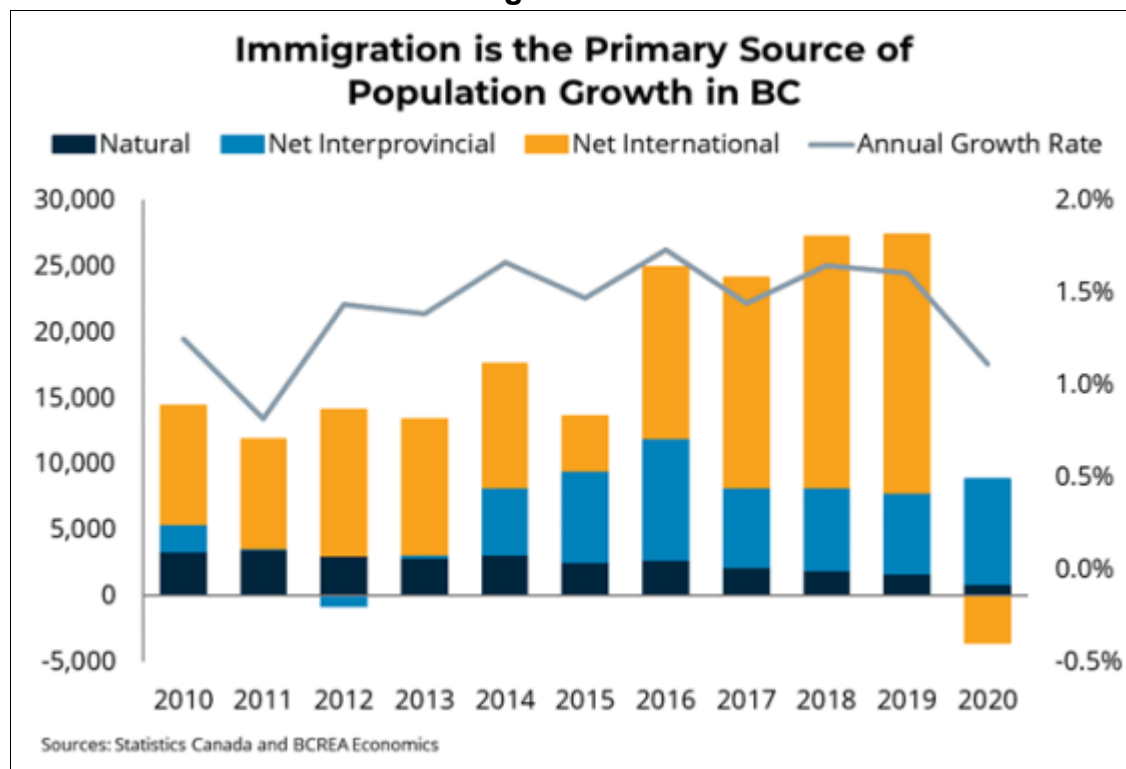
5.6.5 Effects of the COVID Pandemic on Growth. Though there is limited statistical data, one year since the first cases and full or partial shutdowns, the COVID pandemic appears to be influencing various indicators. Anecdotally, this appears to stem from two reasons.

Travel restrictions have impacted migration into Canada from other countries. This impact on British Columbia is shown in Figure 5.6.5a based on the quarterly migration statistic published by Statistics Canada. Apart from natural growth, an important source of growth for the Comox Valley is from other areas in the province. The impact of this may not be as pronounced in the Comox Valley as it might be in other parts of the province.



The British Columbia Real Estate Association in a recent report also concluded that with immigration being the most important driver of population in BC, the global pandemic has resulted in the sharpest decline in immigration in 30 years. It is anticipated to be a short-term impact, however, as the Figure 5.6.5b below shows, with an effective leveling off in the annual migration since about 2014. The COVID impact has resulted in the annual growth rate in BC declining from about 1.6% to about 1.0% with no migration from outside of Canada to BC.

Figure 5.6.5b



Another impact of the COVID pandemic may be a decline in birth rates. There is early data that suggests the province is heading to a “baby bust” that might be attributed to the pandemic. The Province averages 3,600 births per month, but December 2020 saw a 20% decrease in the number of births. For the Comox Valley, the average number of births per month is about 40 babies. In January 2021, the number of births was 32 and in February the number of births was 19.

Quoting from an interview by Vancouver News on January 23, 2021, according to UBC Associate Professor Nathanael Lauster, the following comments were made about school projections:

“It’s quite possible that we’ll end up with a significant dearth, a drop in births throughout the whole year. Certainly, it affects at a very pragmatic level things like planning for how many kids are going to be in school. We may end up with school projections and understandings of how many kids we have to plan for that are significantly off.”

In the same article, Kate Choi, a family demographer and Associate Professor of Sociology at Western University in Ontario, cited a similar decline following the Spanish Flu of 1918. According to a December 2020 article in *Frontiers in Public Health*, from the start of other recent epidemics in Hong Kong (2002), Brazil (2015), and West Africa (2016), a reduction in birth rates was apparent for about 8–12 months and was followed by a noticeable upward trend in the birth rates that lasted for nearly two years after the beginning of each of these epidemics.

Therefore, it is anticipated that the decline from the historical birth rates in the Comox Valley area will continue through 2021, with recovery and possibly higher rates in 2022 - 2023.

5.6.6 Housing Affordability. Although the cost of housing is increasing in the Comox Valley, residential housing prices are more affordable than in other parts of the province. This can be one of the factors influencing decisions to move into the region.

Benchmark data is available from the Vancouver Island Real Estate Board and the Victoria Real Estate Board to compare housing process. Benchmarking means the price of a notional dwelling that shares a specific set of qualitative and quantitative attributes. The benchmark price for single residential housing in the Comox Valley was \$620,100 in January 2021 and in Victoria was \$948,200 in February 2021. This is a difference of approximately 41.8%.

According to Kevin Reid, the president Vancouver Island Real Estate Board, as reported in the local media in September 2020:

“A lot of family life is centred around the home, having a safe place to be, (and) the pandemic has highlighted safety and distance, so people are liking their single-family homes with a nice yard, close to some nice places to recreate where they are not in a very dense population, so we are seeing some migration out of major population centres, like cities, for example, moving to smaller communities.”

The benchmark single residence price advantage of the Comox Valley relative to other urban areas such as Victoria, and pandemic safety considerations, make the Comox Valley relatively affordable. Nonetheless the area’s house prices are rising quickly as they are elsewhere in BC. The relative advantage of lower house prices as the incentive to migrate into the Comox Valley area may not last, at least in the short term.

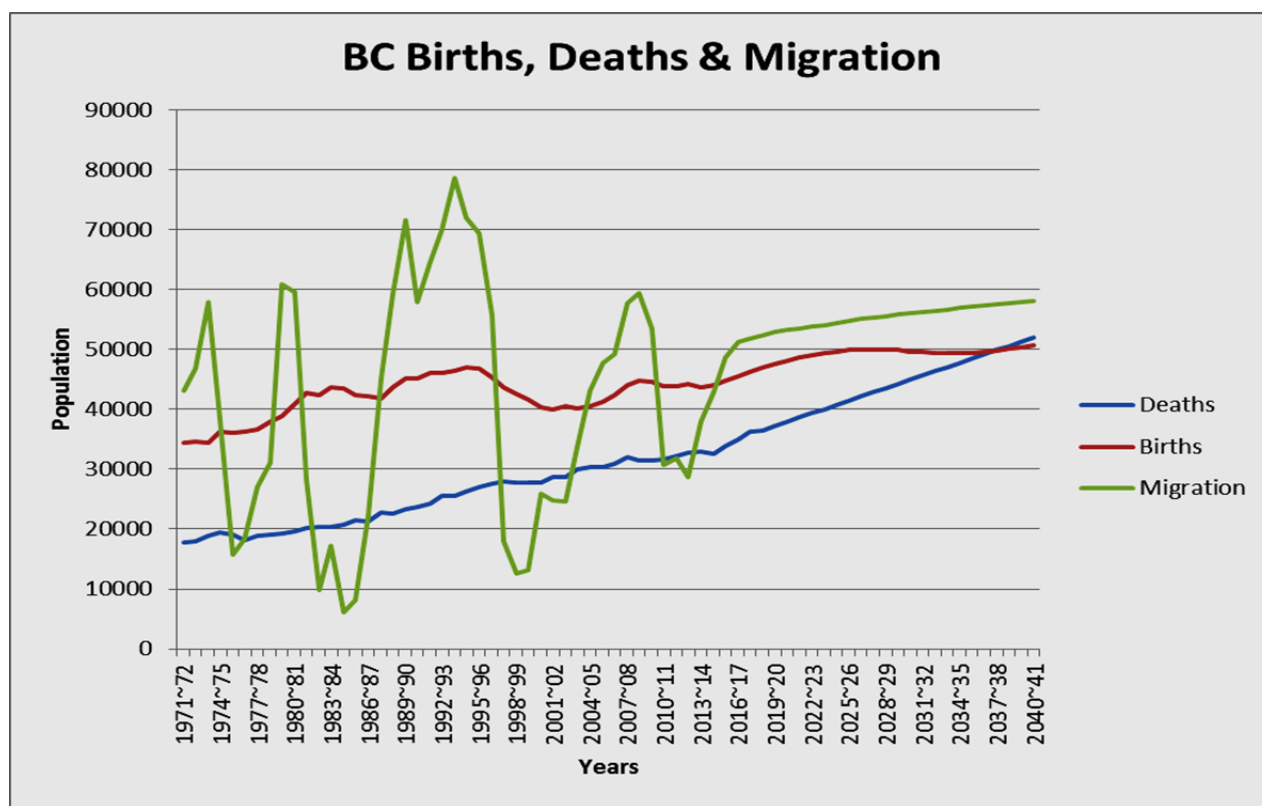
5.6.7 Provincial Trends: . The main determinants of growth are natural growth and migration. Natural growth consists of births adding to the population and deaths reducing the population. Provincial analysis predicts deaths will begin to exceed births with the aging population. Therefore, natural growth will become negative and the population will decline without in-migration.

Until the start of the pandemic in 2020, in-migration has been predicted to become the main source for growth in the province. This growth would offset the decline once natural growth becomes negative.

Provincial level data from BC Stats about BC births, deaths and in-migration was used to generate Figure 5.6.7 below. Cascade smoothed the initial projection data to reflect the most recent historic death statistics. For both projections, the number of deaths will become greater than the number of births in the 2030's and any further growth will be from migration into the province.

However, the extent and the duration of the pandemic effects on in-migration rates needs to be better understood to predict the longer term growth trends of the combined factors.

Figure 5.6.7



5.6.8 Conclusion about Births, Deaths and Migration Factors: In considering all of the above factors, the following is observed:

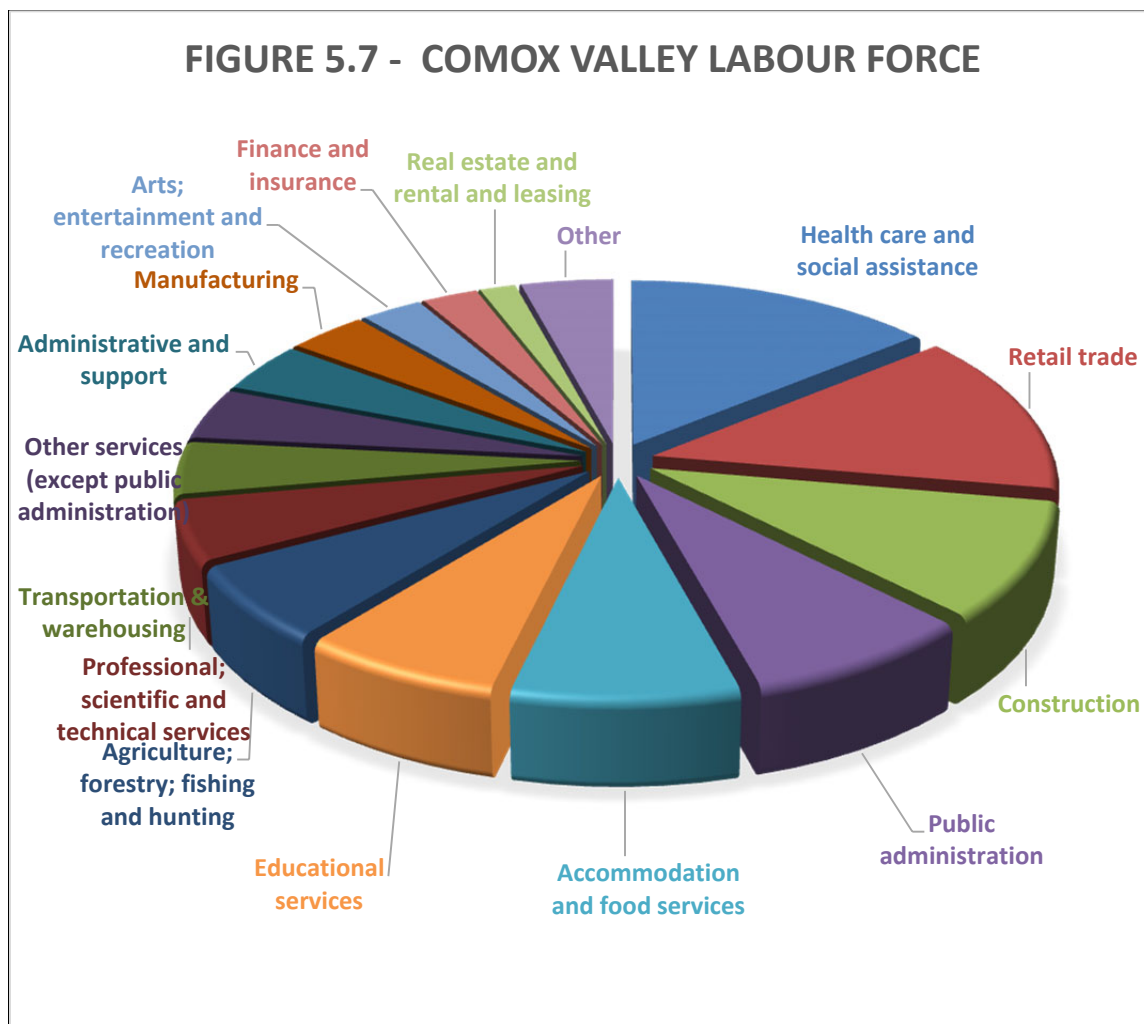
- Natural growth and in-migration are the two historical sources for growth in the Comox Valley area;
- The pandemic has affected migration rates, with inter-provincial and international movement being restricted. This is expected to be a temporary phenomenon until such time as higher levels of immunity allow for more typical migration patterns to re-establish;
- To the extent that the family-forming segment of the population moves into this region, the level of natural growth may be positively affected;
- Advances in health technology will continue to contribute to survival rates and higher life expectancy. However, life expectancy is slightly lower in the Comox Valley than on Vancouver Island as a whole or across the province, and the high proportion of seniors in the Comox Valley contributes to a higher death rate.
- Provincial analysis suggests the number of deaths will increase more rapidly than the number of births. By about 2040, the number of deaths will exceed the number of births and the population will naturally decrease (without in-migration). Given the proportion of seniors in the population, the same trend can be expected for the Comox Valley.

5.7 LABOUR FORCE

Based on the 2016 Census, the following is known about the area's labour force:

- The total labour force comprises 31,400 people;
- 81.0% of the total labour force work in the top ten labour categories; and
- The top three labour categories are:
 - Health care and social assistance;
 - Retail trade;
 - Construction.

The following Figure 5.7 displays the labour force sectors:



There are a number of major employers in the Comox Valley area.

Comox Valley School District 71 is the largest employer in the Comox Valley with 1,700 employees.

The 19 Wing Canadian Forces Base (CFB) Comox is the second largest employer in the region. According to information from Comox Valley Economic Development, CFB Comox currently employs more than 1,600 people, who earn a total of about \$55 million per year. Indirectly, a further 2,100 permanent jobs are generated by CFB Comox.

Other employers include:

- The North Island Hospital Comox Valley;
- Mt. Washington Alpine resort; and
- The Comox Campus of the North Island College.

5.8 COMMUNITY LAND USE AND GROWTH

Municipalities and Regional District staff were contacted to gain some understanding of land use planning and growth potential. The following is a summary:

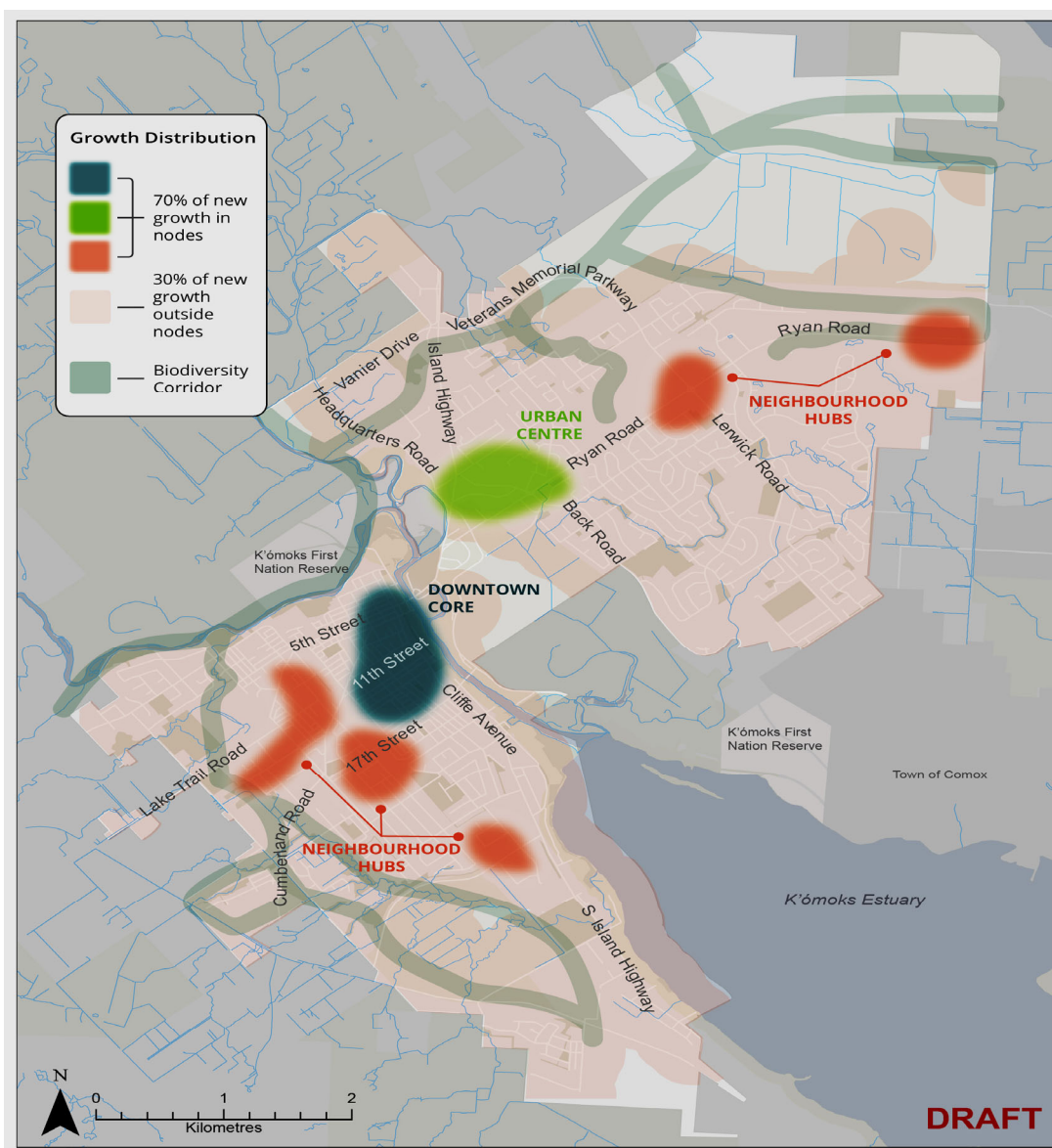
5.8.1 Courtenay

This municipality's Official Community Plan, dating back to 2005, is currently under review. As of March 2021, the public consultation process has been completed with general support given for intensification of growth in centres and through infilling. The generalized land use concept arising from this process is shown in Figure 5.8a. It envisions a 3-level hierarchy consisting of a Downtown Core (dark blue in Figure 5.8.1a), an Urban Centre (bright green), and a series of Neighbourhood Hubs (dark orange). Selected areas located between these would become candidates for infilling.

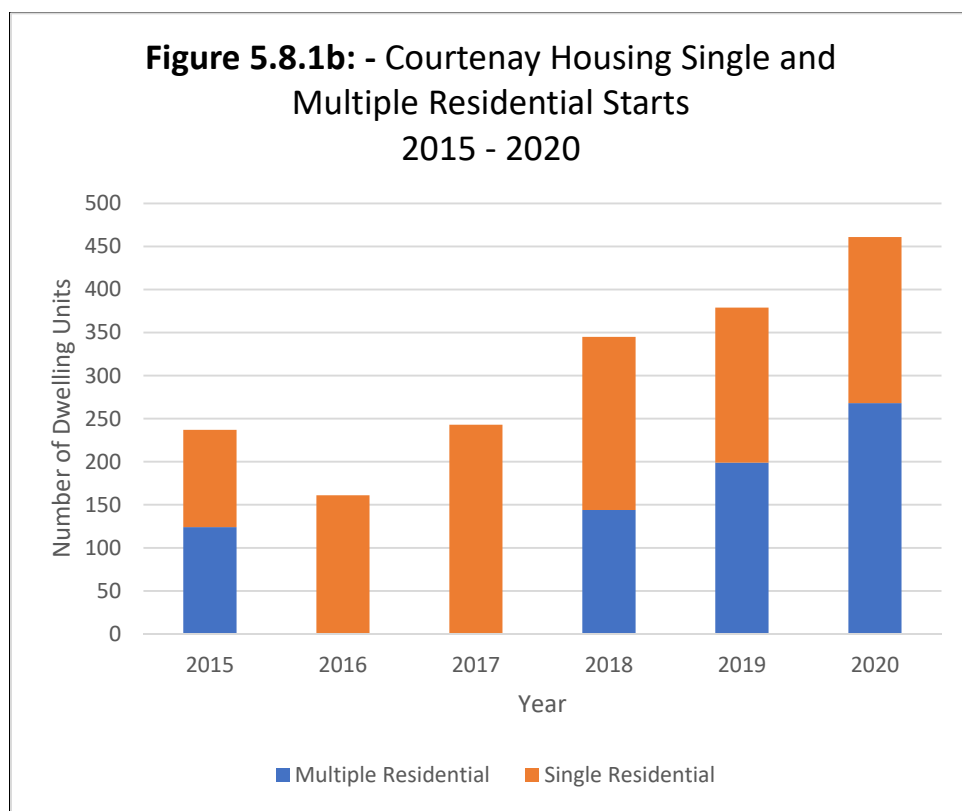
The new plan is expected to be considered by Council in 2021. Once prepared, the exact areas being designated for growth and infill will be identified. There will also be an estimate of the number of potential residential units by location to better understand the potential changes and locations to expect growth in family populations.

Urban growth may also take place on lands currently in the Regional District that could be amalgamated with the City of Courtenay, thus expanding the urban area. See the map of potential expansion areas for both Courtenay and Comox in Figure 5.8.2a in the section on Comox.

Once adopted by Council, the land use pattern, the potential number of residential dwelling units, and the resulting long term population potential will be established. This together with population statistics from the 2021 Census (expected in 2022), will allow for a sharper focus and understanding about the location and numbers of students expected in Courtenay in the coming years.

Figure 5.8.1a - Courtenay Growth Distribution (Draft from City)

Another measure of growth is the trend in housing starts. The following Figure 5.8.1b was derived from BC Statistics and the City of Courtenay Development Services Department (Building Division) data:



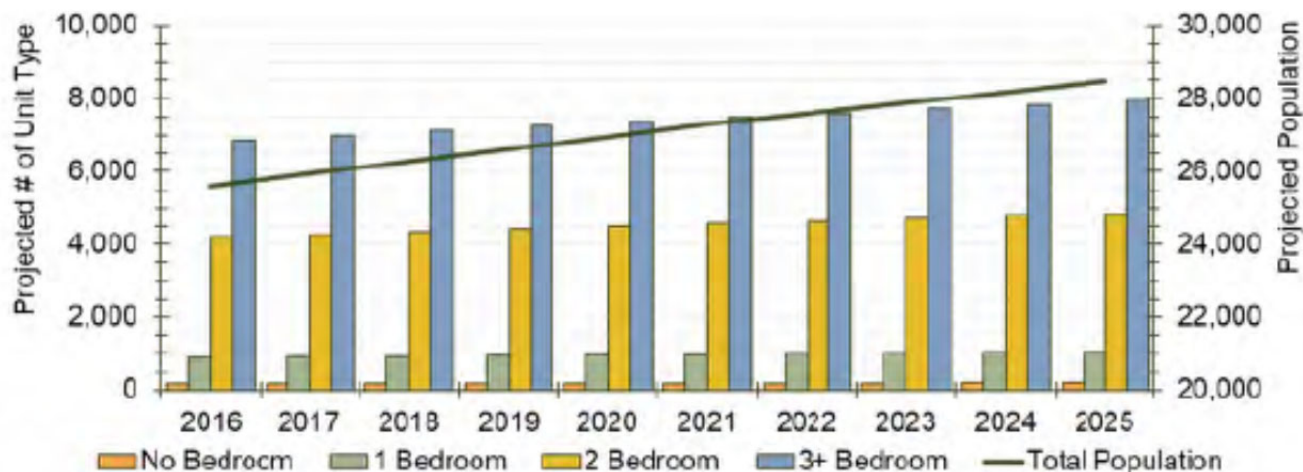
After declining between 2015 and 2016, the number of dwelling units being built is increasing each year. Part of the increase includes more multiple residential housing being constructed; however, the number of single family or infills (eg. duplex and 3 to 5 plex development) averaged an additional 150 dwelling units per year in the six years of 2015 to 2020.

The May 2020 City of Courtenay Housing Needs Report contains the following projection for the number of housing units required to accommodate the expected population by 2025 (Figure 5.8.1c). The population projections used may not match exactly, but are similar to the projections used elsewhere in this report.

The conclusion is that by the method the City used to generate this chart, housing demand in Courtenay can be expected to reach 14,030 units in 2025, an increase of 1,240 units over 2019 for an average annual increase of 207 units. Applying this average to the year of 2031, which is the projection end date used by Cascade in this report, there would be 1,242 more units or a total of about 15,272 units if the same trend continues to 2031. Of course, many of these housing units will likely be occupied by older couples or retirees.

Figure 5.8.1c - Courtenay Housing Growth

From the May 2020 City of Courtenay Housing Needs Report



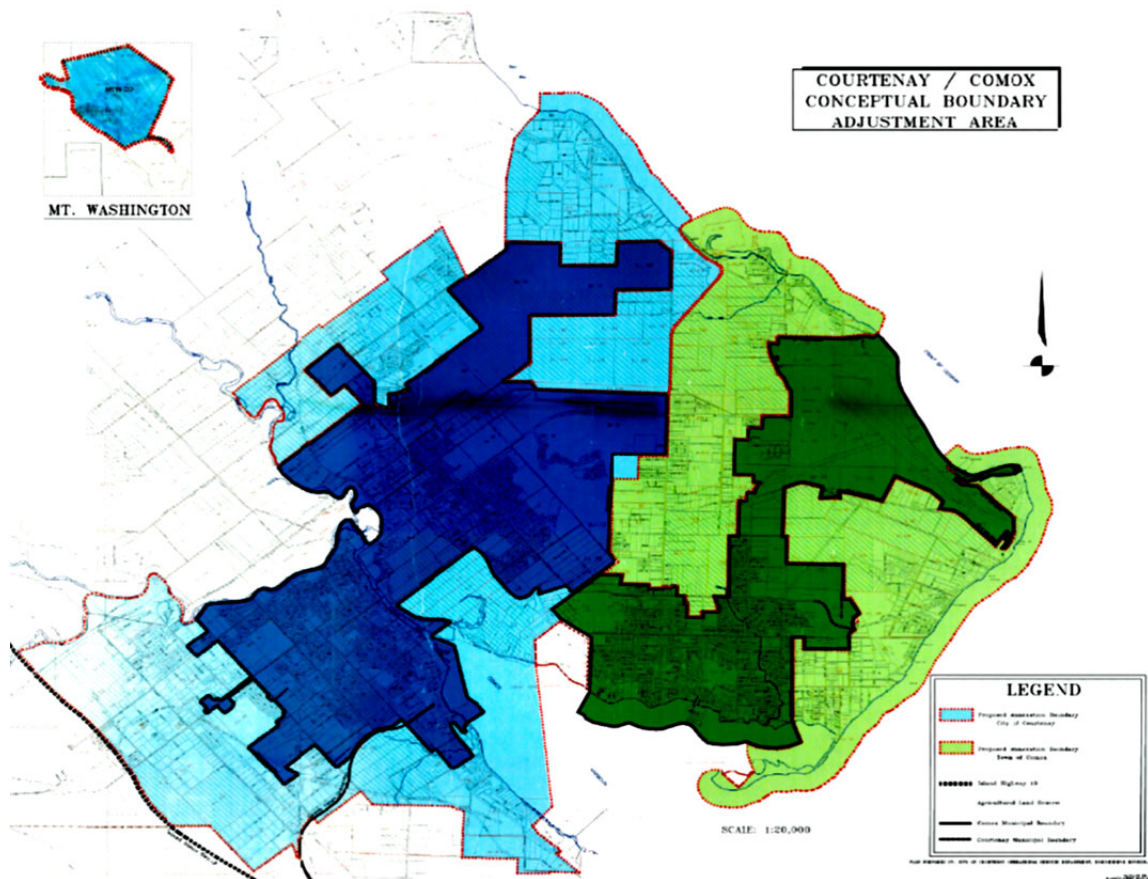
5.8.2 Comox

The Comox OCP dates back to 2011, providing a 20-year vision from 2010 to 2030. It anticipates a growth rate of between 1.3% and 1.6% annually. Growth is to be accommodated by densification within the existing municipal boundaries.

The plan also indicated growth could take place on lands added to the municipality through selective boundary extensions. Under the Regional Plan, existing land on the fringes of municipal may be identified that should eventually be incorporated through boundary extension provided they become serviced. The following Figure 5.8.2a, supplied by Comox Planning staff, shows areas in green that could become part of Comox and in blue areas that could become part of Courtenay.

These extension areas could be densified in the future from their current rural densities. Specifically, the Comox Planning staff anticipated that the lands parallel to Courtenay border (Anderton Road corridor up to Ryan Road) may be incorporated within next 30 years and a new school will be built to service the new neighbourhood.

A local area plan for each area added or an overall plan review would be necessary to determine the land use patterns and potential population, in order to anticipate any change in student populations and the impact on school facilities.

Figure 5.8.2a - Comox & Courtenay Areas for Potential Municipal Expansion

For Comox, the housing starts were:

- 57 in 2016;
- 792 in 2017;
- 132 in 2019;
- 128 in 2018; and
- 7 dwelling units as of the end of November 2020.

The number of units built in Comox is less than that in Courtenay, increasing to and then remaining relatively stable at about 130 dwelling units in each of 2018 and 2019, but declining to under 100 in 2020 based on year-to-date data.

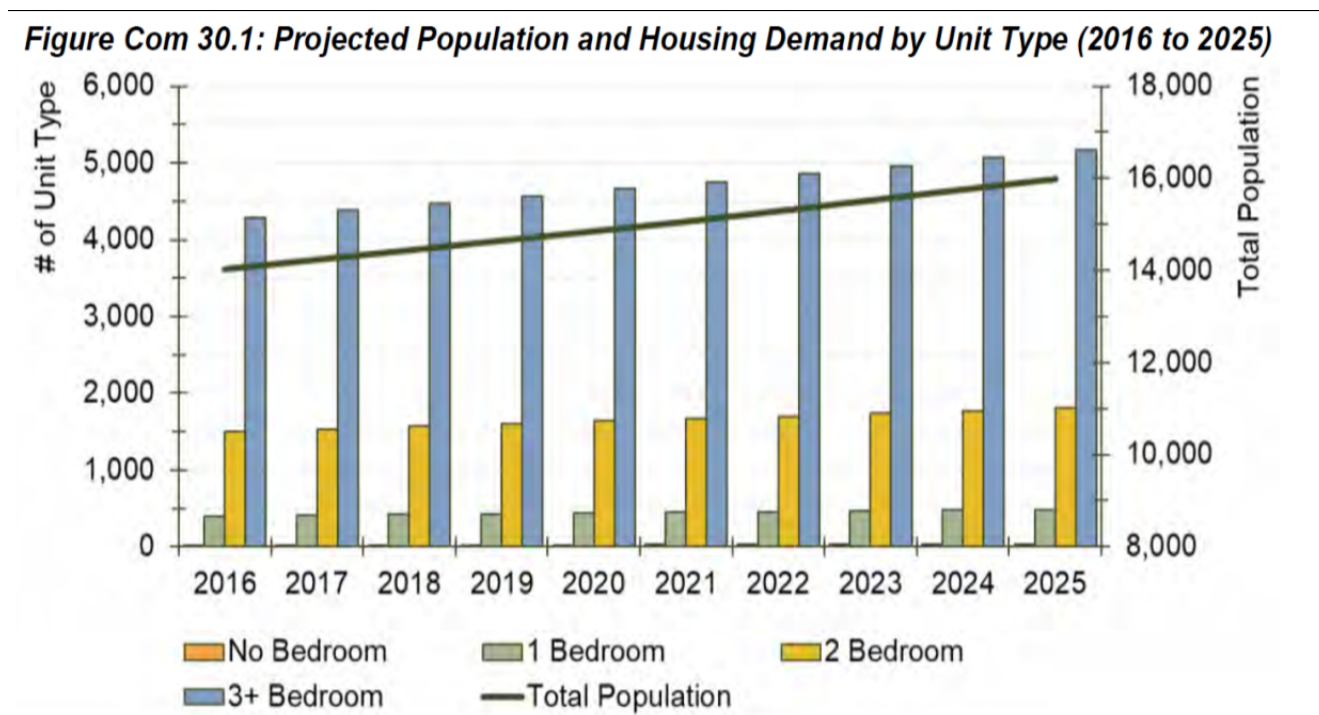
The May 2020 City of Comox Housing Needs Report, contains the following trend and projection for the number of housing units required to accommodate the expected population by 2025 (Figure 5.8.2b). As noted earlier, there may be differences in population projections due to Cascade's use of a more recent source.

The conclusion is that by the method employed to generate their chart, housing demand in Comox can be expected to reach 7,495 units in 2025, an increase of 865 units over 2019 for

an average annual increase of 144 units. Applying this average to the year of 2031, there would be 864 more units or a total of about 8,359 units if the same trend continues to 2031.

Figure 5.8.2b - Comox Housing Growth

From the May 2020 Town of Comox Housing Needs Report

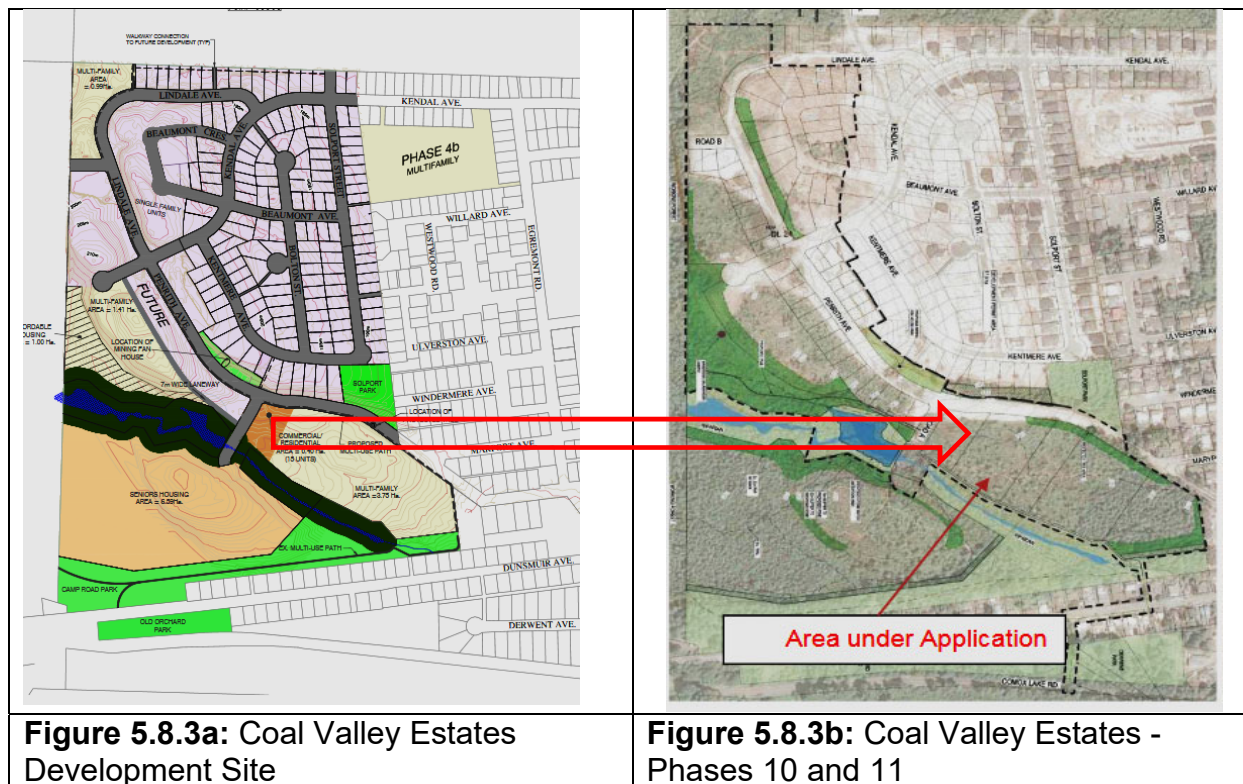


5.8.3 Cumberland

One of the most significant development sites in Cumberland is Coal Valley Estates, a multiple phased development (see Figure 5.8.3a). It is located in the northwestern part of Cumberland. Based on a 2015 Council report, the residential component consists of the following:

- 253 single detached units (excluding secondary suites);
- 210 multiple dwelling units;
- 180 senior dwelling units; and
- 12 dwellings associated with other uses, such as retail units.

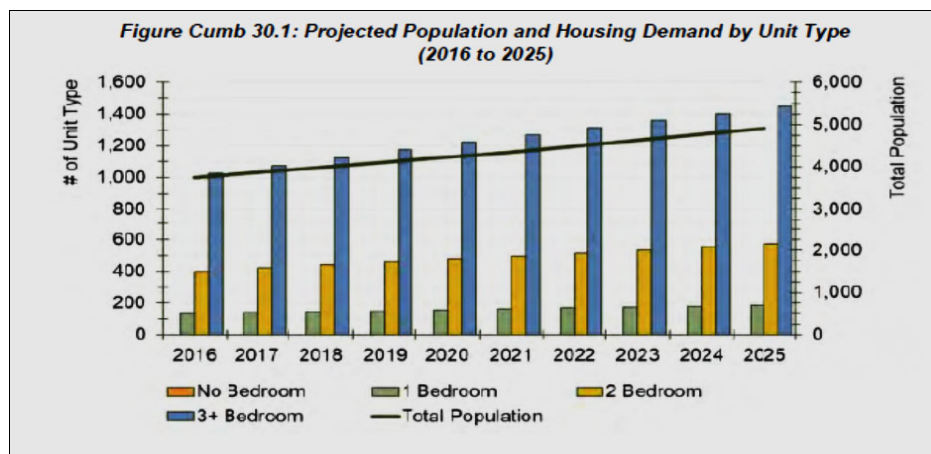
About half of the lots now have constructed homes and the Phase 4b multiple residential portion has been constructed. According to the Development Services Quarterly report of 31 December 2020, Phase 8 consisting of 22 lots is underway in a maintenance period ending in April 2024, and the environmental permit for Phases 10 and 11 (see Figure 5.8.3b) is being processed for an unspecified number of lots before subdivision approval.



The May 2020 Village of Cumberland Housing Needs Report contains the following trend and projection for the number of housing units required to accommodate the expected population by 2025 (Figure 5.8.3c). The conclusion is that by the method employed to generate their chart, housing demand in Cumberland can be expected to reach 2,210 units in 2025, for an average annual increase of 71 units. Applying this average to the year of 2031, there would be 426 more units or a total of about 2,636 units if the same trend continues to 2031.

Figure 5.8.3c: Cumberland Housing Growth

From the May 2020 Village of Cumberland Housing Needs Report



5.8.4 Rural Areas

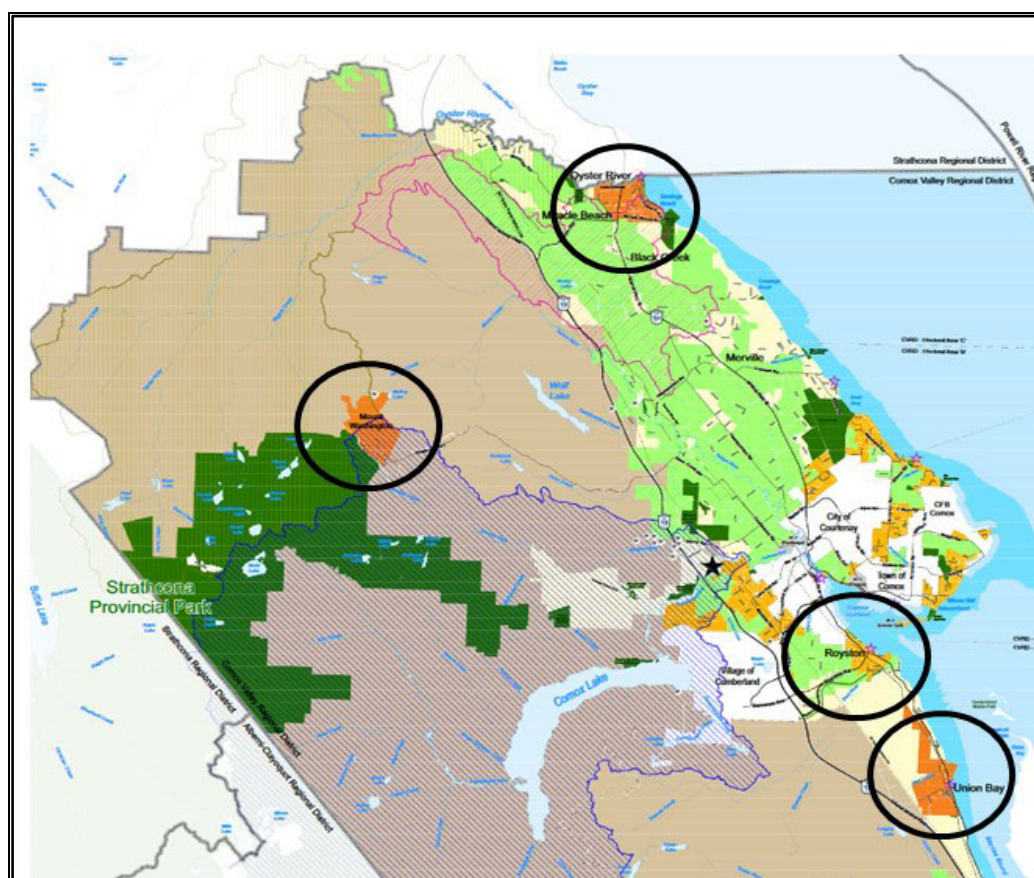
The Comox Valley Rural Community Plan governs growth and development in the areas outside of the three incorporated municipalities. These areas consist of three electoral areas shown in Figure 5.3d on Page 30.

In this plan, the Rural Areas have three development designations. These designations are: Settlement Node, Settlement Expansion Area and Rural Settlement Area. The Plan's policy objective is to direct 90 per cent of new residential development to Settlement Nodes.

The map below (Figure 5.8.4a) is the Land Use Designation map from the Regional Plan. The settlement nodes are either clustered north or east, or between the municipalities. In future, some of these may be annexed and become incorporated into the adjoining municipality as will be described earlier.

The remaining ones are identified by Cascade with black circles because they are geographically separate and do not directly abut the municipalities. Union Bay, Mount Washington and Miracle Beach areas are Settlement Nodes. Royston is a settlement Expansion Area and is one of the identified settlements outside the municipalities.

Figure 5.8.4a: Regional Land Use Map Showing Settlements and Expansion Areas



a. Union Bay is one of the identified Settlement Areas in the Regional Plan, which may be a major growth area in future years. The major stumbling block is the provision of services, mainly water and sanitary sewers. Whether it will become an incorporated municipality has not been determined. Currently the Regional District administers the land use plan and development proposals.

In 2010, followed by an amendment in 2017, the Comox Valley Regional Board approved a Master Development Agreement (MDA) for an area of about 309 hectares (764 acres), for a major land development in the Union Bay Settlement Area. Union Bay Estates, originally known as Kensington Island Properties was proposed to be developed with a range of uses, to accommodate up 2,889 residential units. This can be increased to 2,949 residential units as a density bonus by providing additional community amenities as part of the development application process. The housing form would include: houses, secondary suites, carriage houses, townhouses and apartments. The development also includes areas for commercial, institutional, recreational and resort land uses.

The specific designations and zoning of the development site is shown in Figure 5.8.4b.

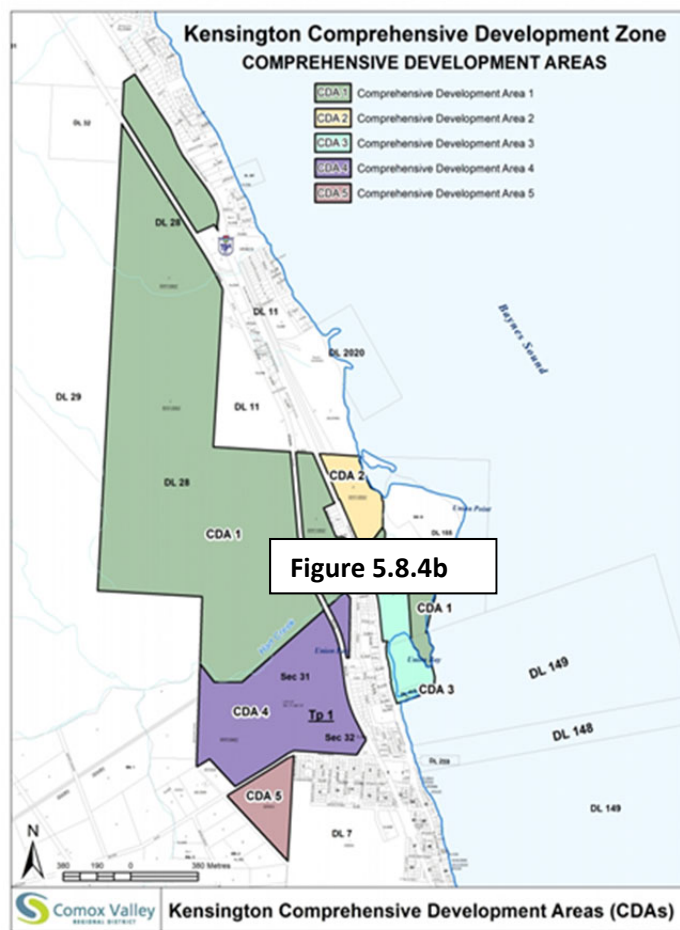
There are the following the five Comprehensive Development Areas:

- CDA-1 - Golf Course-Residential (GCR)
- CDA-2 - Residential-Public Facilities (RPF)
- CDA-3 - Mixed-Use Commercial-Residential (MUCR)
- CDA-4 - Mixed-Residential (MR)
- CDA-5 - Mixed-Residential-Institutional (MRI)

The breakdown of housing types and their locations will evolve over the life of the project, expected to take place over the next 20 to 30 years. The main thrust of the MDA, is to set target densities in each of the CDA's for single family and multi-family residential densities, setting aside lots and units in certain minimum numbers for affordable housing.

The densities envisioned are as follows:

- CDA 1 (Golf Course-Residential Zone) will allow a maximum of 15 residential units per hectare for single-family and maximum of 40 residential units per

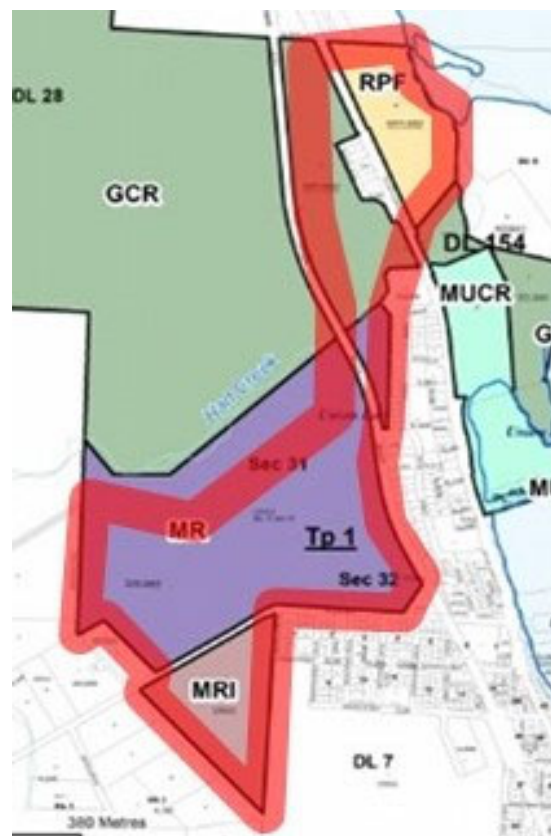


hectare for multi-family. A total combined limited commercial floor area of 3,251 square metres plus 3,716 square metres for golf course related buildings, excluding maintenance facilities, would be allowed. This would likely include houses on individual lots and mixed commercial/residential uses;

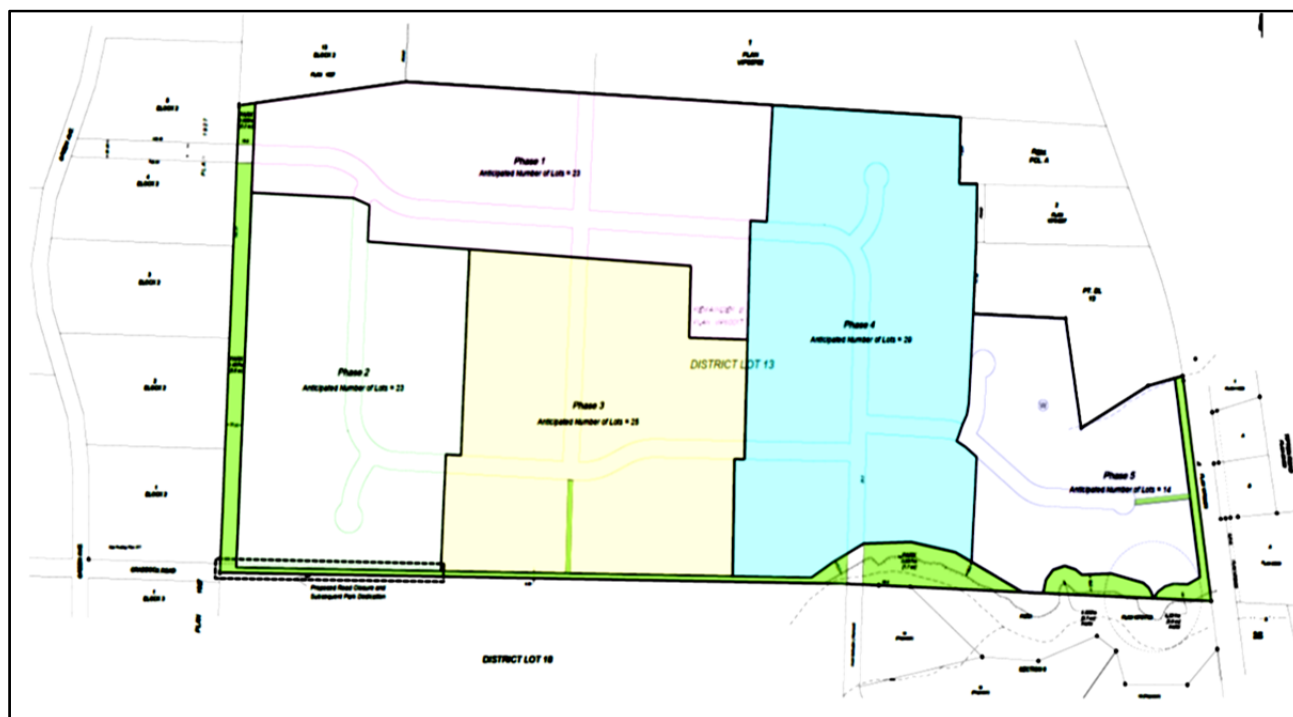
- CDA 2 (Residential Public Facilities Zone) will allow for more density than in CDA 1, allowing a maximum of 20 residential units per hectare for single-family and 60 residential units per hectare for multi-family. There would be far less opportunity for commercial uses, but more recreational and assembly land uses. This may be an area where the development plans might be able to accommodate a school as an assembly use;
- CDA 3 (Mixed-Use Commercial-Residential Zone (MUCR)) would be the Village Core, with mixed uses and the principal commercial focus of the Union Bay Estates area. There will not be any single detached residential subdivisions in this area. The housing will be entirely of multi-residential, at the highest densities in the community. The maximum density is set at 90 units per hectare. Commercial uses within the MUCR zone shall not exceed 30,000 square metres;
- CDA 4 (Mixed-Residential Zone) is to provide a variety of residential use, congregate care, recreation facilities and assembly uses. Single detached will have a maximum density of 20 residential units per hectare like CDA 2, but a lesser multi-residential maximum density of 40 residential units per hectare. There will be limited neighbourhood commercial uses within this area, but not exceed 1,858 square metres;
- CDA 5 (Mixed Residential / Institutional Zone) is to provide for a mixture of uses. As in the CDA 4, single detached will have a maximum density of 20 residential units per hectare and multi-residential will have a maximum density of 40 residential units per hectare. Limited neighbourhood commercial uses within this zone are not allowed to exceed 929 square metres;
- Each of CDA 1, 2, 4 and 5 allows for accessory residential uses like carriage houses or secondary suites and assembly uses, and could include schools. CDA 2 and 5 allude most strongly to accommodating schools.

Based on the planned residential land uses and densities, and the environmentally sensitive areas that will not be developable, the area outlined in red in Figure 5.8.4c is likely to have a concentration of single residential dwellings, and will be more likely to attract families with school age children.

Figure 5.8.4c - Union Bay - Anticipated Single Family Residential Growth Concentration Area over the 20 – 30 years



An example of a subdivision in the Union Bay area is shown in **Figure 5.8.4d** below. This is a 5-phase development that will result in 105 lots.



b. Mount Washington is a settlement node, with its own local area plan, supporting the potential of growing substantially as a resort and recreation destination. Adopted in 2011, the figures in the plan indicated a build out of 681 residential units with a potential to expand to 2,200 units. A resort-related village with supporting uses and services in the form of mixed use commercial and residential is envisioned.

In the other settlements, residential growth is envisioned by subdivisions where the density (lot size) is determined by variety of factors such as soil conditions, environmental setbacks, dedication of greenspace or for environmental protection, ground water capability, septic approval, etc.

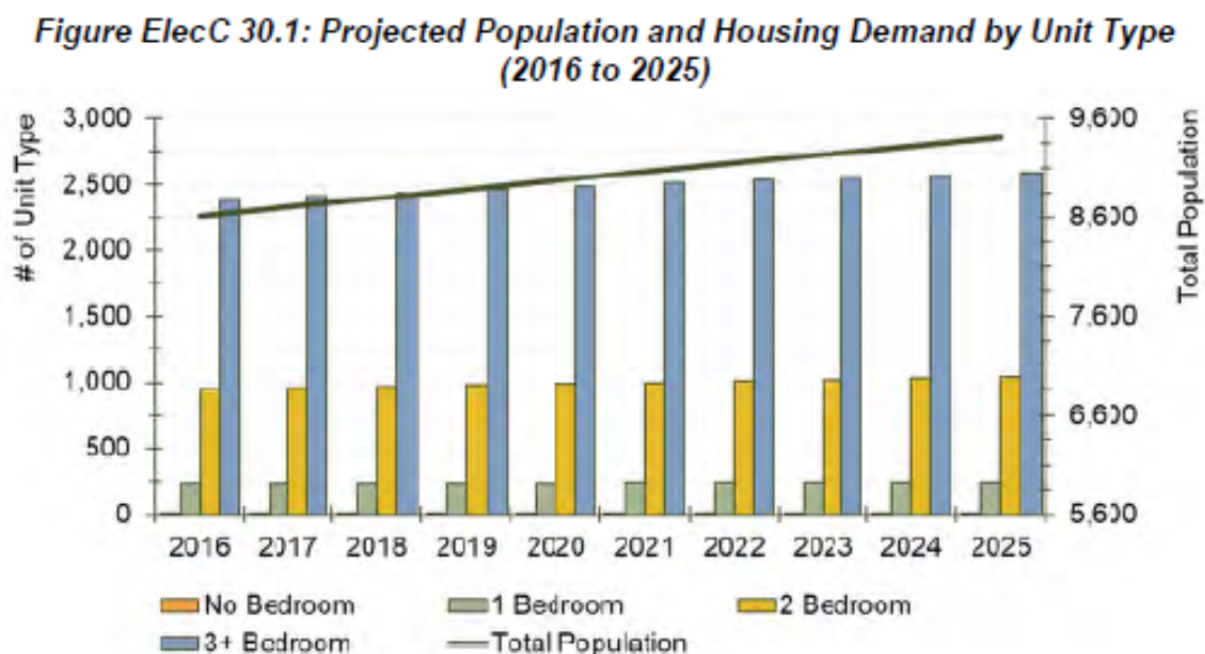
Of the three Electoral Areas, the northernmost Comox Valley C area (Puntledge - Black Creek), has experienced, and is expected to continue experiencing, growth due to their proximity to the urban centres of Cumberland, Comox and Courtenay.

These three Electoral Areas each have their own Housing Assessment Study completed in May 2020. Electoral Area C is showing the most demand for housing. Electoral Areas A and B remain steady or have slight decreases in number of dwelling units to be required to 2025.

The May 2020 CVRD - Electoral Area C Housing Needs Report, contains the following trend and projection for the number of housing units required to accommodate the expected population by 2025 (Figure 5.8.4e).

Figure 5.8.4e - CVRD – Electoral Area C Housing Growth

From the May 2020 CVRD – Electoral Area C Housing Needs Report



The conclusion is that housing demand in Electoral Area C can be expected to reach 3,880 units in 2025. This is an increase of 200 units over 2019 for an average annual increase of 33 units. Applying this average to the year of 2031, there would be 198 more units or a total of about 4,078 units if the same trend continues to 2031.

c. Royston. Royston, as a statistical area, was identified in the map in Figure 5.8.4a. Although it may appear as being an area exhibiting growth, in most cases, the existing housing is being upgraded or is being replaced by new stock. There is no multiple residential growth being drawn to the area; however, there is interest in building secondary suites. This area suffers from the same servicing constraints (e.g. lack of sanitary sewer and water) as other rural settlement areas in the Regional District. The main difference between the Royston and Union Bay areas is that Royston has a greater probability of amalgamating with Cumberland and/or Courtenay, thereby permitting the extension of services to support residential development. The density and type of development would be subject to a future servicing and land use review process.

5.8.5 Conclusion

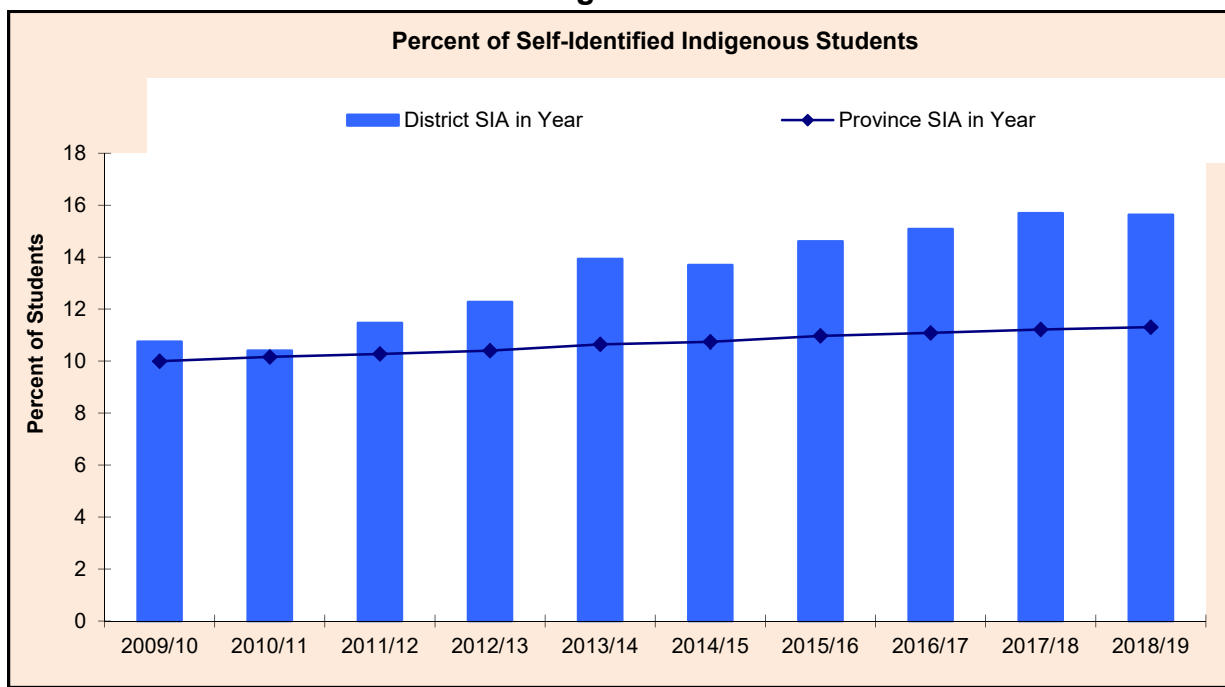
Most growth will continue within the urbanised areas, and in those nearby rural areas which can be incorporated and serviced by the existing municipalities. Infill within the various communities is identified as another source of growth, in addition to new areas being opened up for development.

Applying the findings of the Housing Needs Studies, there could be demand for about 2,730 dwelling units to be added between 2021 and 2031 in the Comox Valley Area. Many of these will be occupied by existing residents upgrading from older housing stock and multi-family buildings.

5.9 INDIGENOUS STUDENT POPULATION

The Ministry of Education's report *Aboriginal Report 2014/15 - 2018/19 How Are We Doing?* reports on the Indigenous populations within various School Districts in BC, including SD 71. The Indigenous student population is increasing slightly, both in numbers (increasing from 1,000 to 1,436) and as a portion of the total student population (10.7% to 15.6%). in the 10 year period depicted in Figure 5.9.

This increase is partially due to the higher fertility rate of the Indigenous population compared to Canada as a whole. Indigenous students in SD 71 make up a higher percentage of the overall school population in comparison to British Columbia as a whole.

Figure 5.9

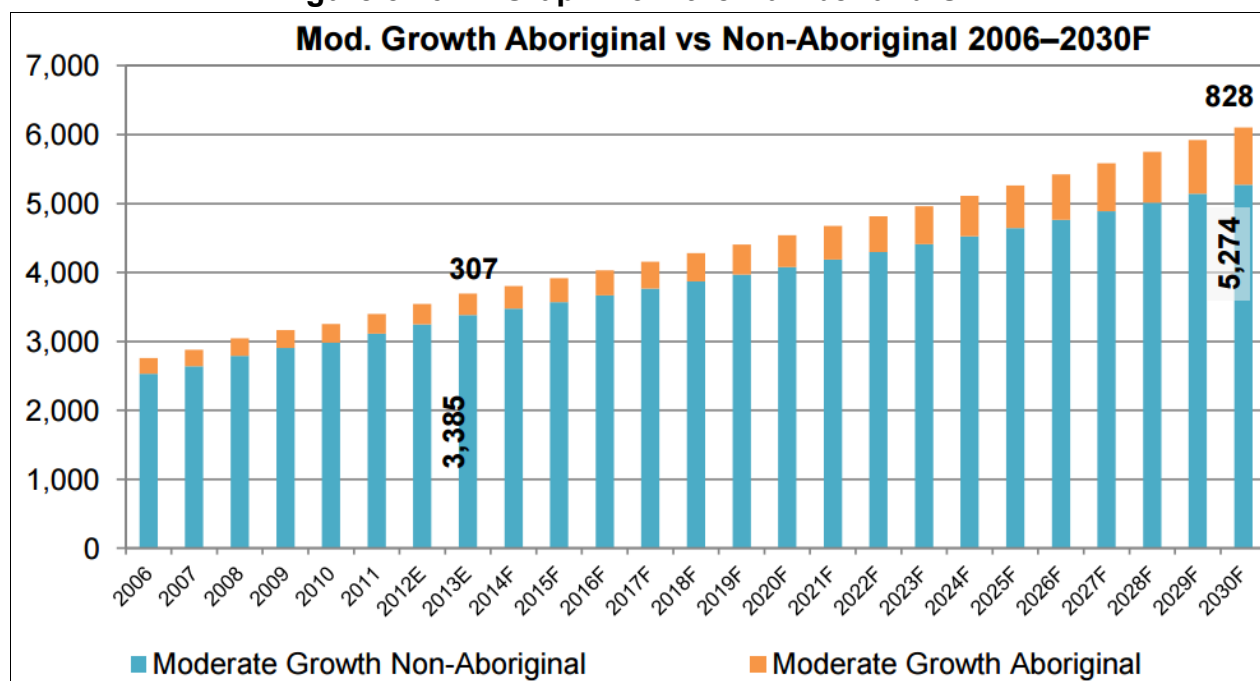
5.10 POPULATION PROJECTIONS

5.10.1 Indigenous Peoples

Growth is expected to continue in the general populations as well as in the Indigenous population.

Population projections for the Indigenous population are available at the national and provincial levels, but not at the community or school district levels, nor for youth age categories.

A glimpse at potential Indigenous population growth is provided in the Cumberland Official Community Plan (OCP). The Plan includes a graph for growth of Indigenous and Non-Indigenous populations shown in Figure 5.10.1. It is based on a growth rate of 6% in the Indigenous community and 3% in the general population.

Figure 5.10.1 - Graph from the Cumberland OCP

5.10.2 School Age Population Projection

Note that this Section develops the population projection for school-age children in the Comox Valley. It is not an enrolment projection for SD 71, which will be developed in Section 6 of the LRFP. The discussion below applies to all school-age children, some of whom will be unregistered in SD 71. These may be attending private schools, Francophone School District schools, Indigenous schools, adjacent school districts, or even be home-schooled without registration in SD 71.

BC Stats is a Provincial agency that collects and analyzes data, and provides estimates or projections of future populations, including the population of school districts. British Columbia provincial-level Population Projections, referred to as P.E.O.P.L.E., is a model that generates population figures based on trends and assumptions of future trends for the factors described in the previous section. P.E.O.P.L.E. population projection for the Comox Valley shown below in Figure 5.10.2a, were generated by BC Stats in November 2020.

School ages are extracted from Census data ranging between 5 to 19 years of age. Thus, the census categories of ages 5 to 9 years, 10 to 14 years and 15 to 19 years are assessed in this section.

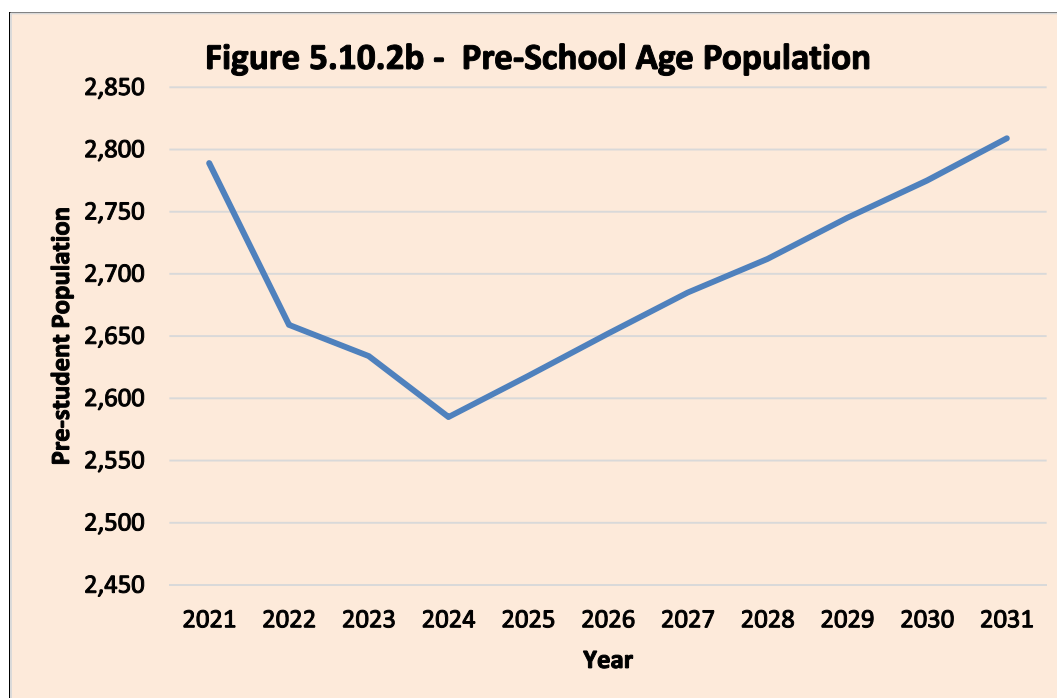
Knowing the number of students in these five-year age groups allows a better understanding of the numbers of school-age students that flow through the system and the capacity to accommodate them.

Tracking the trend for the preschool groups is valuable in determining the capacity needed for each year's incoming kindergarten students.

The figures for the Comox Valley generated by the P.E.O.P.L.E. model are shown in Figure 5.10.2a below and graphed in Figures 5.10.2b and c.

Figure 5.10.2a - Preschool and School Age Population Projections

Years	Under 5 years	5 to 9 years	10 to 14 years	15 to 19 years
2021	2,789	3,345	3,559	3,708
2022	2,659	3,333	3,624	3,780
2023	2,634	3,206	3,643	3,862
2024	2,585	3,218	3,614	3,871
2025	2,618	3,119	3,595	4,003
2026	2,652	3,034	3,530	4,029
2027	2,685	2,930	3,525	4,083
2028	2,712	2,928	3,405	4,087
2029	2,745	2,903	3,437	4,065
2030	2,775	2,933	3,344	4,047
2031	2,809	2,969	3,257	3,978



Pre-School Age Group Review: The graph in Figure 5.10.2b shows the numbers of pre-school age children declining from 2,789 in 2021, down to 2,585 in 2024, and then rebounding back to slightly higher than 2021 levels with 2,809 children after ten years.

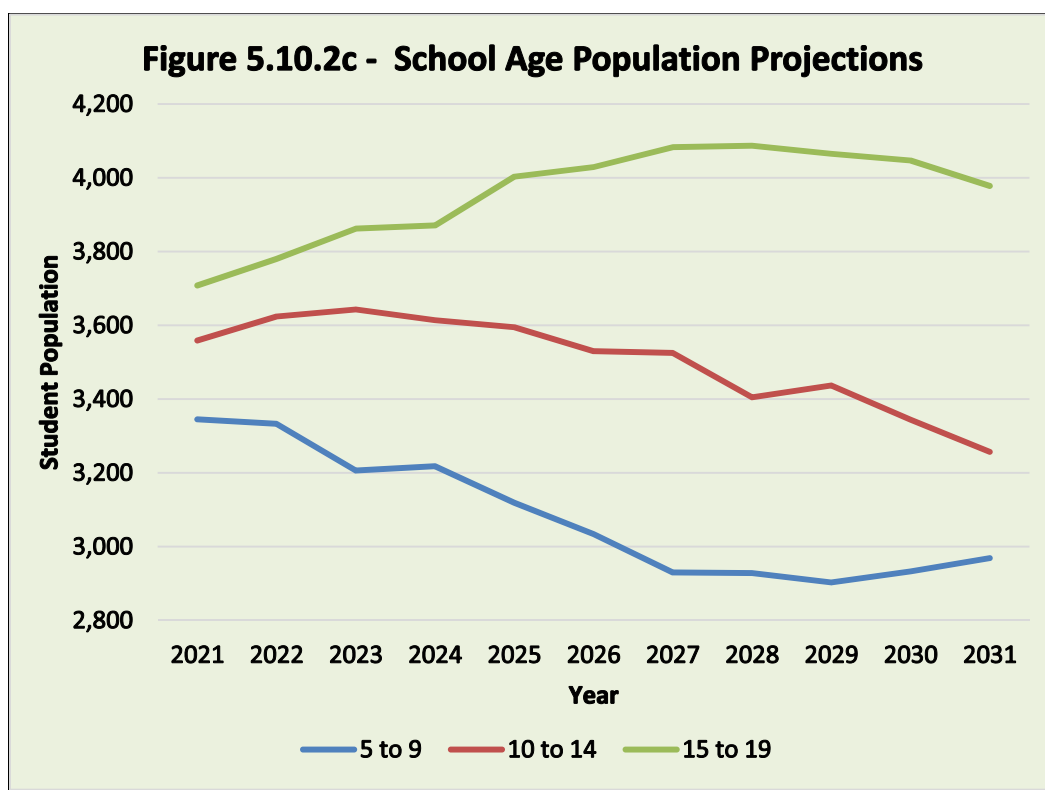
This declining or level pattern in the pre-school age cohort is supported by other data sources. SD 71 uses Baragar Systems of Surrey to identify current and future student populations by geographic area. The Baragar school enrolment projections for kindergarten show a similar decline for the number of students to be entering kindergarten. This means Baragar is also anticipating a decline in the number of students under 5 years old.

This trend reflects the potential “birth bust” due to the COVID pandemic based on UBC Sociologist and Demographer Nathanael Lauster and the Frontiers article on past epidemics and birth rates.

As the number of pre-school youth begins to grow again after bottoming out in 2025, the growing number of youth in the pre-school cohort should be evident in kindergarten enrolment figures beginning in 2029 – 2030.

School Age Groups Review: Each of the three school age groups have different patterns in their numbers in the projecting period of 2021 to 2031. See Figure 5.10.2c below. These trends are as follows:

- The 5 to 9 age group is generally declining over most of the 10 year projection period. In 2021, the population of this age group is 3,345. Two years later it levels out at 3,200, but then continues dropping to a low of 2,903 by 2028. Between 2030 and 2031, there is a slight increase to 2,969 students in this youth age group;
- The 10 to 14 year age group increases to maximum of 3,643 students in 2023 and then declines. There is some fluctuation in the latter portion between 2026 and 2031, with the decline reaching 3,257 in 2031;
- The 15 to 19 year age group rises from 3,708 in 2021, levels out at a high in the 4,080's in 2027 and 2028 and declines to 3,978 in 2031.



Reminder. This Section 5 reflects the population data, including school-age children, but not the enrolment in School District 71. Not all of these school age children will be enrolled in SD 71. They could be attending in other districts including the Francophone School District or distance-learning in other districts, attending First Nations or private schools, or home schooled without registration in SD 71.

6. ENROLMENT PROJECTIONS AND SCHOOL CAPACITIES

6.1 CONCLUSIONS FROM THE DEMOGRAPHIC ANALYSIS.

The Demographic Analysis in Section 5 leads us to the following conclusions as they affect public school enrolments:

- a. School age population growth will continue but at a lower rate than some forecasts and optimistic municipal housing scenarios. General population growth will mostly occur in empty-nest families (singles and retirees);
- b. The increases in school age population will occur mainly in the urban areas of Courtenay and Comox and the village of Cumberland, plus rural areas experiencing recent new housing such as Royston and to a lesser extent Miracle Beach;
- c. The older school age population will experience greater increase than the younger school age population. The younger group is projected to level out and start to decrease;
- d. New housing developments, in the urban area, are more likely to result in a shift of students within the district rather than any increase greater than our forecast;
- e. The pandemic phenomenon (working at home) which has generated the current exodus from metropolitan areas to the suburbs and to a lesser degree to Vancouver Island is expected to wind down. While many businesses may be able to continue with a hybrid employment arrangement, most are expected to resume on-site attendance. Therefore caution is advised when predicting a future influx of families with school-age children based on in-migration which occurred during the past year.

6.2 CURRENT YEAR ENROLMENT.

The starting point for any enrolment projection is the current year enrolment. Different versions exist in any school district, based on when the count was taken and whether it is the funded FTE enrolment or the Headcount (physical bodies in seats). Another variable is whether to include home-schooled and distance-learning students, who are not physically in the buildings. Figure 6.2a shows the official headcount submitted on the 1701 form to the Ministry of Education effective 30 September 2020, and not including any registered students not attending in SD 71 buildings.

Projection for September 2021. This current year 2020-21 enrolment is considered unreflective of realistic enrolments because of the impact of COVID-19. It is believed that a number of students are not registered to a school this year and are doing home-schooling, or enrolled in distance learning elsewhere, or even dropped out of school. In the Spring of 2021, the school district has endeavoured to determine how many students will register at each school next September assuming the pandemic has ended. Figure 6.2b provides the district's best projection as of April 2021 for enrolment in September 2021. The LRFP projection will be based on the right-hand column of Figure 6.2b.

Figure 6.2a – Current Enrolment

Ministry of Education - 1701 Verification (exported to Excel from MOE pdf)

DATE : OCT-05-2020 13:48

(FORM 1701) HEADCOUNT FOR SCHOOLS FUNDED WITHIN THE F.A.S. - AS AT :

DISTRICT SUMMARY : 071 Comox Valley

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SCHOOL CODE	SCHOOL NAME	KGN FULL TIME	1	2	3	4	5	6	7	ELEM UNGR	8	9	10	11	12	SECN UNGR	GRAD. ADULT TOTAL	HOME SCHL	
07171040	Georges P Vanier Second	0	0	0	0	0	0	0	0	0	133	127	244	232	229	0	0	965	0
07171041	Highland Secondary	0	0	0	0	0	0	0	0	0	138	114	108	103	111	0	0	574	0
07171054	Mark R Isfeld Senior S	0	0	0	0	0	0	0	1	0	180	156	172	199	163	0	0	871	0
07171050	Ecole Robb Road	59	59	56	46	62	54	43	70	0	0	0	0	0	0	0	0	449	0
07171052	Lake Trail Community School	0	0	0	0	0	0	88	103	0	77	73	0	0	0	0	0	341	0
07171053	Cumberland Community Sc	53	62	46	46	50	50	53	52	0	59	56	0	0	0	0	0	527	0
07171060	Arden Elementary	35	41	37	36	53	43	0	0	0	0	0	0	0	0	0	0	245	6
07171063	Brooklyn Elementary	35	39	35	36	50	44	59	53	0	0	0	0	0	0	0	0	351	2
07171065	Courtenay Elementary	34	26	36	27	29	30	0	0	0	0	0	0	0	0	0	0	182	1
07171067	Denman Island Community	7	9	7	11	2	10	6	6	0	0	0	0	0	0	0	0	58	3
07171070	Hornby Island Elementar	6	6	6	4	9	4	4	4	0	0	0	0	0	0	0	0	43	3
07171071	Ecole Puntledge Park El	70	64	65	57	51	60	54	37	0	0	0	0	0	0	0	0	458	7
07171072	Royston Elementary	34	33	46	39	32	44	34	0	0	0	0	0	0	0	0	0	262	1
07171077	Airport Elementary	25	21	12	16	19	20	18	8	0	0	0	0	0	0	0	0	139	0
07171079	Miracle Beach Elementar	29	31	35	33	31	30	24	43	0	0	0	0	0	0	0	0	256	2
07171080	Valley View Elementary	26	29	36	47	51	40	40	54	0	0	0	0	0	0	0	0	323	11
07171081	Huband Park Elementary	39	42	37	51	44	55	33	33	0	0	0	0	0	0	0	0	334	0
07171155	Aspen Park Elementary	27	35	32	40	50	31	57	64	0	0	0	0	0	0	0	0	336	1
07171156	Queeneesh Elementary	53	50	44	60	46	53	37	45	0	0	0	0	0	0	0	0	388	8
	Total without Alternate Programs	532	547	530	549	579	568	550	573	0	587	526	524	534	503	0	0	7102	45
07171043	Glacier View Secondary	0	0	0	0	0	0	0	1	0	19	38	51	49	8	0	0	166	0
07171082	Navigate Academy	8	12	17	15	15	24	13	14	0	8	0	0	0	0	0	0	126	2
07199299	Nala'atsi Alternate Pro	0	0	0	0	0	0	0	0	0	0	0	0	8	10	0	0	18	0
07198008	North Island Distance E	173	182	179	196	171	176	171	171	0	151	148	435	574	1022	1	239	3989	15
TOTAL SUM OF ABOVE:		713	741	726	760	765	768	734	759	0	765	712	1010	1165	1543	1	239	11401	62
TOTAL REPORTED MOE ENROLMENT FOR SCHOOLS FUNDED WITHIN THE F.A.S.		713	741	726	760	765	768	734	759	0	765	712	1010	1165	1543	1	239	11401	62

NOTE: Report does not include students whose funding FTE = 0

Totals Excluding NIDES

from above table:

Kindergarten total:

532

Grade 1 - 7 total:

3896

Elementary K-7 total

4428

Grade 7 - 9 total:

1686

Secondary 8 - 12 total:

2674

Alternate Programs:

310

Total without NIDES:

7412

With NIDES:

11401

Elem K-6 total: 3855

Middle 7-9 total: 1686

Sec 10-12 total: 1561

Alternate Programs: 310

7412

Fig 6.2b - SD 71 Projected FTE Enrolment for 2021-22 - registered by April 2021

Facility Name	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Total K-7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total 8-12	2021-22 Projected by School & Registered	Baragar Projection	District reported to MOE in Feb
Ecole Robb Road Elementary	60	63	57	55	46	64	56	44	445						-	445	445	445
Arden Elementary	30	38	46	41	54	55	-	-	264						-	264	257	254
Brooklyn Elementary -school	42	40	41	40	42	56	49	62	372						-	372	362	369
Courtenay Elementary	32	33	26	35	29	33	-	-	188						-	188	197	189
Denman Island Community School	4	7	9	9	12	4	10	6	61						-	61	66	61
Hornby Island Elementary	7	6	6	6	5	12	3	5	50						-	50	52	50
Ecole Puntledge Park Elementary	59	74	68	73	64	55	58	54	505						-	505	509	512
Royston Elementary	47	42	40	51	46	35	44	-	305						-	305	294	304
Airport Elementary	24	23	22	15	17	21	18	20	160						-	160	160	154
Miracle Beach Elementary	28	32	34	41	37	35	33	27	267						-	267	256	267
Valley View Elementary	43	33	33	44	53	50	42	47	345						-	345	347	345
Huband Park Elementary	36	38	46	37	59	48	54	36	354						-	354	360	353
Aspen Park Elementary (+27 at Enter)	35	31	39	33	41	51	51	57	338						-	338	348	329
Queeneesh Elementary	40	57	60	48	63	50	55	40	413						-	413	405	419
Cumberland Community School-Elem	54	56	65	50	49	54	52		380						-	380	399	380
Sub Total (Elementary)	541	573	592	578	617	623	525	398	4,447	-	-	-	-	-	-	4,447	4,457	4,431
Lake Trail Community School							107	86	193	103	83.0				186	379	374	374
Cumberland Community School-Middle							90		90	56	57				113	203	196	203
Sub Total (Middle School)	-	-	-	-	-	-	107	176	283	159	140	-	-	-	299	582	570	577
Georges P. Vanier Secondary										122	127	248	232	256	985	985	1,062	1,079
Highland Secondary										125	140	120	125	124	634	634	608	630
Mark R. Isfeld Senior Secondary										184	179	165	179	198	905	905	902	905
Sub Total (Secondary)	-	-	-	-	-	-	-	-	-	431	446	533	536	578	2,524	2,524	2,572	2,614
Glacier View Secondary Center								3	3	25	32	48	40	32	177	180	177	170
Navigate Academy	15	14	11	14	21	15	21	11	122	8	-	-	-	-	8	130	131	132
Nala'atsi Alternate Program									-	-	-	4	2	4	10	10	17	17
Sub Total (Alternate)	15	14	11	14	21	15	21	14	125	33	32	52	42	36	195	320	325	319
School Totals	556	587	603	592	638	638	653	588	4,855	623	618	585	578	614	3,018	7,873	7,924	7,941
NIDES	106	106	106	106	106	95	81	81	787	81	81	181	100	100	543	1,330	1,330	1,330
TOTAL ENROLMENT																9,203	9,254	9,271

6.3 BARAGAR ENROLMENT PROJECTION.

The SD 71 Enrolment Projection based on analysis by Baragar Systems has been relied upon by the school district for capital planning and the annual projection to the Ministry of Education for years. The Baragar enrolment projection is shown in Figure 6.3a.

In Section 6.7, this LRFP will offer an adjusted enrolment projection based on the school district projection for next September, Cascade demographic analysis, consideration of the Baragar projection, the Ministry of Education projection, and other local factors.

Figure 6.3a – Baragar Demographics Feb 2021 Enrolment Projection

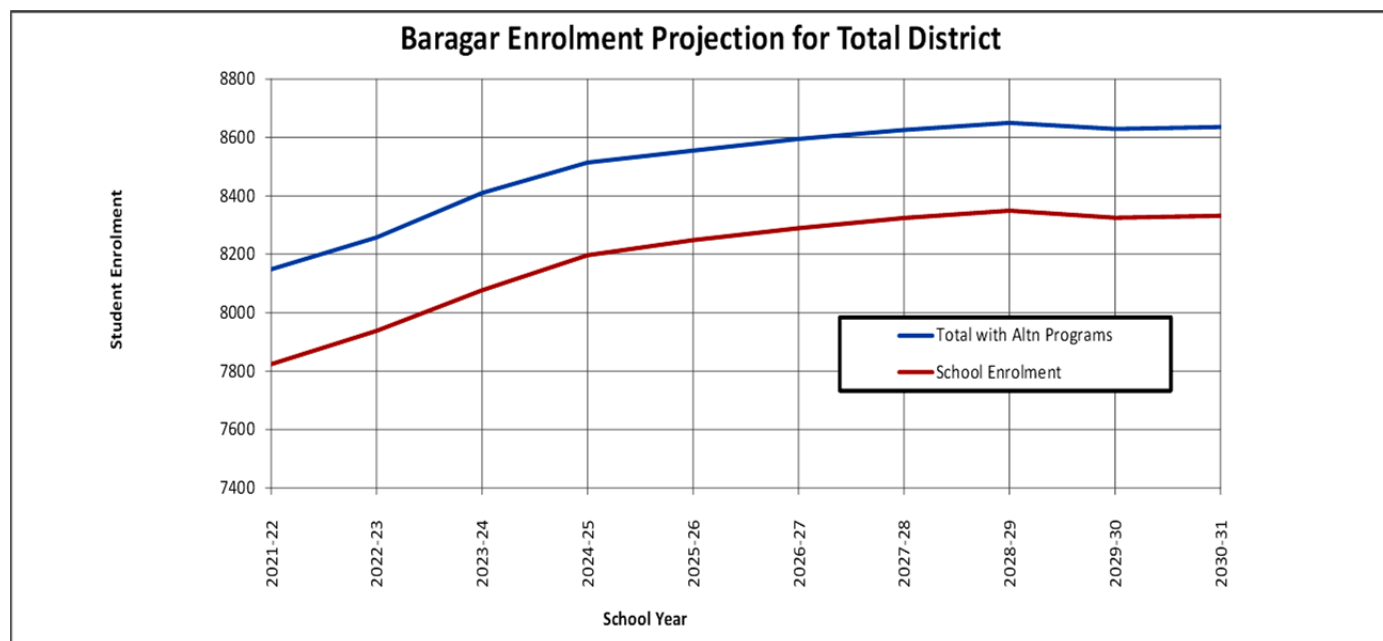
Figure 6.3a - Baragar Projection for Total Enrolment by School

SCHOOL	ACTUAL REPORTED		PROJECTION									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Airport EI	134	139	160	160	161	167	172	182	176	174	170	173
Arden EI	300	245	257	241	245	251	254	265	271	277	275	274
Aspen Park EI	329	336	348	349	367	355	357	361	352	347	340	336
Brooklyn EI	351	351	362	354	357	352	357	360	356	349	348	339
Courtenay EI	185	182	197	206	210	208	219	225	219	217	219	222
Cumberland Comm	418	527	595	637	675	696	710	713	717	726	712	709
Denman Is EI	48	58	66	72	72	78	73	71	67	64	65	64
Ecole Puntledge Pk	507	458	509	533	550	556	556	548	549	543	541	544
Ecole Robb Road	473	449	445	457	456	449	459	461	463	462	462	462
GP Vanier Sec	969	965	1143	1142	1193	1229	1287	1311	1336	1333	1339	1319
Highland Sec	559	574	684	724	729	765	750	745	753	781	777	794
Hornby Island EI	36	43	52	52	55	56	59	61	63	65	64	67
Huband Park EI	397	334	360	363	343	332	314	312	307	306	308	311
Lake Trail Community Sch	368	341	374	395	387	395	394	392	402	410	421	421
Mark Isfeld Sec	874	871	970	947	955	989	993	990	999	1008	1012	1012
Miracle Beach EI	251	256	256	251	261	265	270	267	267	265	265	274
Queeneesh EI	427	388	405	417	410	403	384	378	369	360	357	350
Royston EI	267	262	294	296	304	304	301	304	307	300	299	300
Valley View EI	347	323	347	342	347	347	340	343	351	362	351	361
Total	7240	7102	7824	7938	8077	8197	8249	8289	8324	8349	8325	8332
Glacier View Alt	163	166	177	174	181	171	159	159	159	159	159	159
Nala'atsi Alt		18	17	15	18	18	18	18	18	18	18	18
Navigate Academy		126	131	131	134	128	129	129	125	124	127	127
Grand Total excl NIDES		7412	8149	8258	8410	8514	8555	8595	8626	8650	8629	8636

Source for 2019-20 enrolment: CP-3 for Cap Proj Submission 2020-21

Source for 2020-21 enrolment: 30 Sept 2020 in file "MOE 1701 Enrolment Headcount Verification Report as of 30 Sep 2020.xlsx"

This Baragar Enrolment Projection shows the student population predicted for each school by year. The simplified graph in Figure 6.3b summarizes the enrolment trend for the district using the Baragar Demographics models. It should be noted that these models do not include all “local factors” such as employment opportunities, housing availability, new developments, opening of new private schools, etc. Nevertheless the school district has found their projections to be useful and reasonably accurate in recent years.

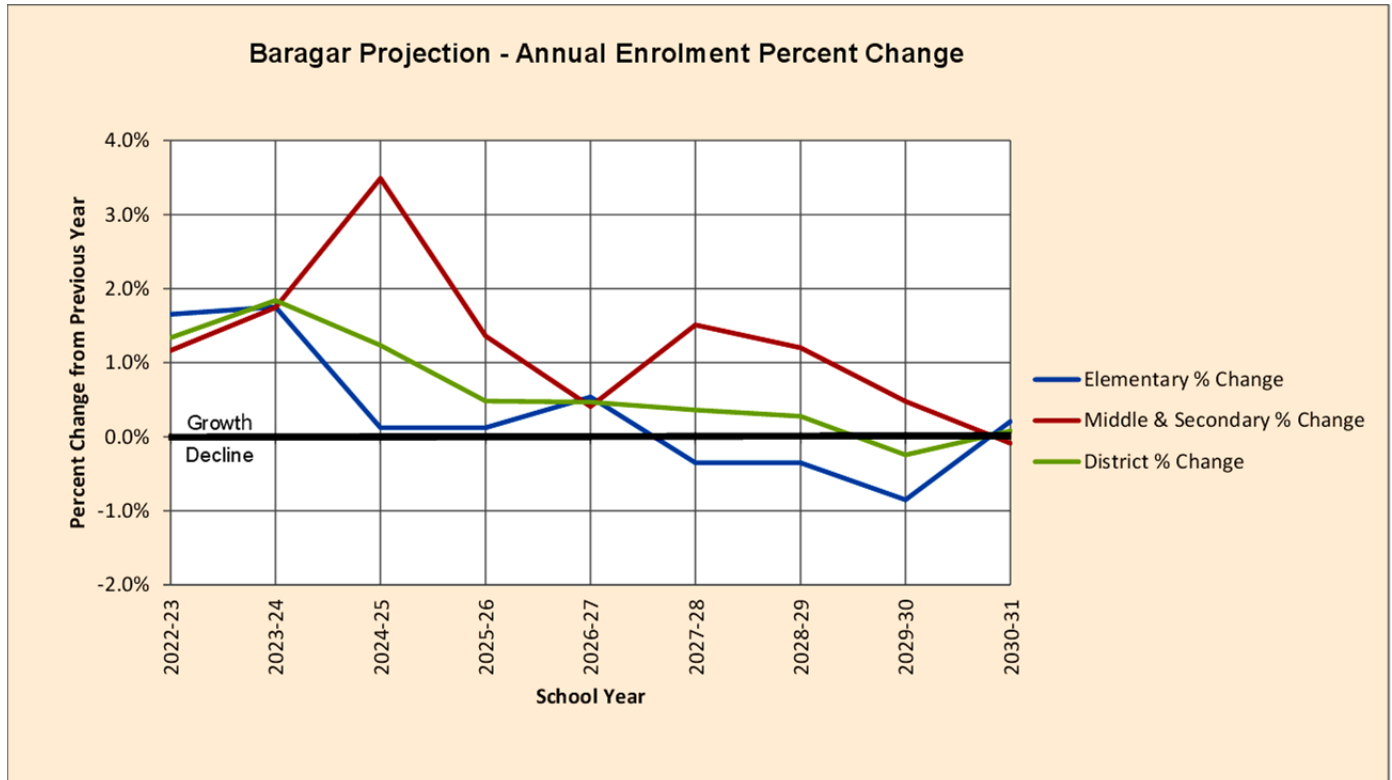
Figure 6.3b – Baragar Demographics – Graph of Total Enrolment Projection 2021-2030

6.4 BARAGAR PROJECTION ANNUAL PERCENT CHANGE.

The annual percent enrolment change is the most interesting data for facilities planning. Figure 6.4 shows the percent change in enrolment for elementary, middle & secondary, and total district during the next ten years based on the Baragar Projection. Note that the total District includes Alternate Programs, but not NiDES.

The percent change from the current year 2020-21 to next year 2021-22 is not shown in this graph because the current enrolment base used by Baragar did not agree with the 1701 data in Figure 6.2a. Therefore this graph below starts with the percent change from next year to the year after (2022-23).

This graph shows quite weak elementary growth until 2024 and then enrolment decrease thereafter, with a blip in 2025. The secondary enrolment growth is stronger throughout the next eight years, but diminishes to zero growth late in the decade.

Figure 6.4 – Baragar Demographics – Graph of Annual Percent Change 2021-2030

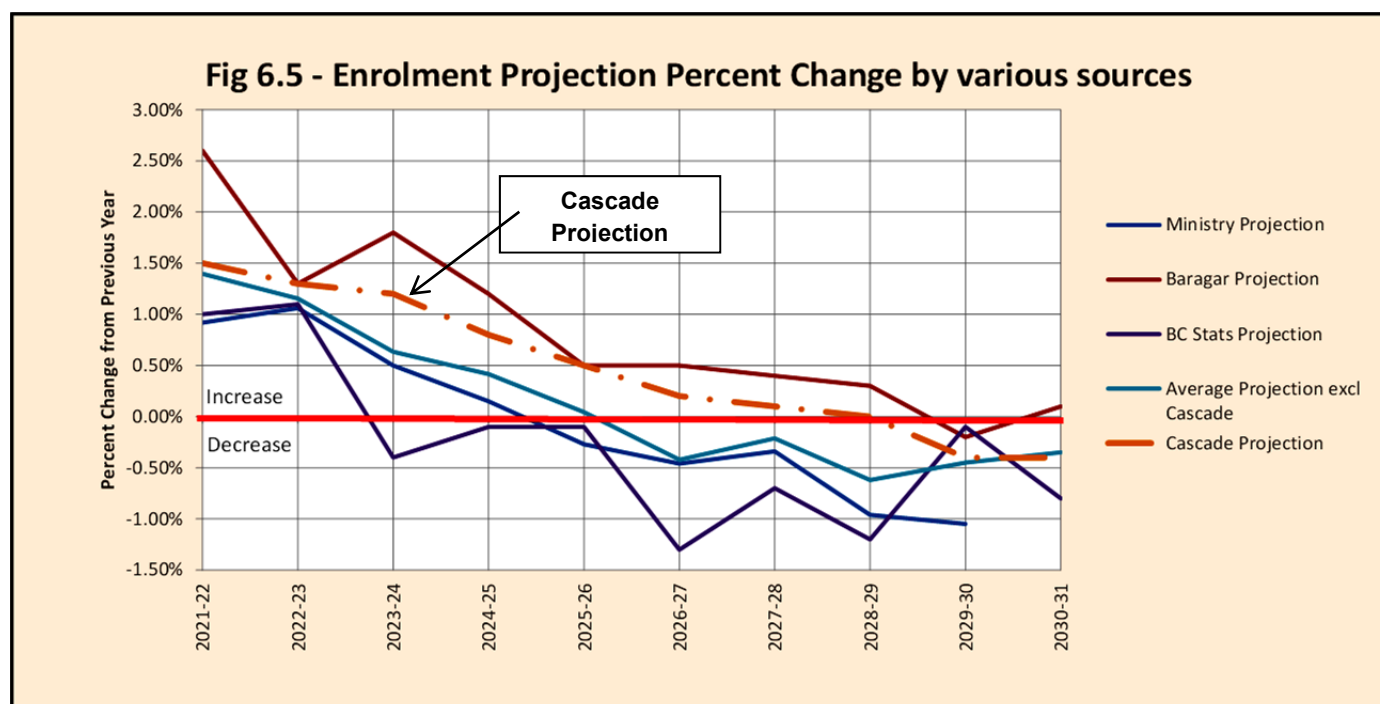
6.5 OTHER PROJECTIONS COMPARED

Three enrolment projections are available for consideration. These include:

- The Baragar projection presented in Section 6.3;
- The BC Stats School-age Population projection in Section 5; and
- The Ministry of Education (MOE) school district enrolment projection available on the MOE website.

Figure 6.5 shows the percent change in enrolment forecast by these three projections, the average of the three, and the projection that Cascade will use in this LRFP, presented in Section 6.7.

The Cascade projection line for the total district will trend downward from 1.5% increase to a decrease in enrolment at the end of the decade. This is a total district projection, but the enrolment forecast by school will be adjusted for growth and non-growth areas of the district. This is addressed in Section 6.7.



6.6 COMPARISON OF PROJECTIONS.

Analysis of the three different enrolment projections for the Comox Valley over the next five and nine years in Figure 6.6 show wildly varying percentage changes for the elementary and secondary school populations:

Figure 6.6 - Comparison of Projections - % Enrolment Change

YEARS	Baragar - SD 71 Enrolment			BC Stats Child-age Population			MOE - SD 71 Enrolment		
ELEMENTARY	Forecast	Change	% Change	Forecast	Change	% Change	Forecast	Change	% Change
2020 actual	4634			6300			4634		
2021	4653	19	0.4%	6192	-108	-1.7%	4875	241	5.2%
2025	4825	172	3.7%	5995	-197	-3.2%	4727	-148	-3.0%
2029	4776	-49	-1.0%	5608	-387	-6.5%	4531	-196	-4.1%
Elem change 2020 to 2029:		142	3.1%		-692	-11.0%		-103	-2.2%
MID - SEC	Forecast	Change	% Change	Forecast	Change	% Change	Forecast	Change	% Change
2020 actual	2988			3500			2988		
2021	3171	183	6.1%	3678	178	5.1%	3023	35	1.2%
2025	3424	253	8.0%	3921	243	6.6%	3285	262	8.7%
2029	3549	125	3.7%	3939	18	0.5%	3258	-27	-0.8%
Mid & Sec change 2020 to 2029:		561	18.8%		439	12.5%		270	9.0%

Elementary Enrolment. Over the next 9 years, for elementary school populations, Baragar projects a mere 3.1% increase while both BC Stats and the Ministry of Education actually project decreased populations.

Middle and Secondary Enrolment. Over the same period, for middle and secondary school populations, all three projections predict increased populations ranging from 9% to 18%.

With the current organization, accommodation pressures will occur at the middle and secondary level, and at a very small number of elementary schools in growth neighbourhoods.

6.7 CASCADE ENROLMENT PROJECTION.

From the demographic analysis and the Baragar projection, Cascade has developed a new Enrolment Projection, which also takes into account varying enrolment forecasts for potential growth or decline in different areas of the district. The new Enrolment Projection is presented in Figure 6.7a and b below.

Fig 6.7a - ENROLMENT PROJECTION % BY CATEGORY					
SEP 30 OF YEAR	DISTRICT	ENROLMENT CHANGE CLASSIFICATION			
	BASELINE	BELOW DISTRICT BASELINE	AT DISTRICT BASELINE	SLIGHTLY ABOVE BASELINE	WELL ABOVE BASELINE
	Category ->	A	B	C	D
2021	1.5%	0.6%	1.5%	1.8%	3.0%
2022	1.3%	0.5%	1.3%	1.6%	2.6%
2023	1.2%	0.5%	1.2%	1.4%	2.4%
2024	0.8%	0.3%	0.8%	1.0%	1.6%
2025	0.5%	0.2%	0.5%	0.6%	1.0%
2026	0.2%	0.0%	0.2%	0.2%	0.4%
2027	0.1%	0.0%	0.1%	0.1%	0.2%
2028	0.0%	-0.1%	0.0%	0.1%	0.2%
2029	-0.4%	-0.5%	-0.4%	-0.1%	0.0%
2030	-0.4%	-0.6%	-0.4%	-0.2%	0.0%
Ten Yr:	0.5%	0.1%	0.5%	0.7%	1.1%
<p align="center"><u>Schools by Enrolment Change Category:</u></p> <p>A Denman Island, Hornby Island, Huband Park Elem, Queneesh Elem</p> <p>B Airport Elem, Aspen Park Elem, Ecole Robb Road, Valley View Elem</p> <p>C Arden Elem, Brooklyn Elem, Miracle Beach Elem, Royston Elem, Mark Isfeld Sec</p> <p>D Courtenay Elem, Ecole Puntledge Pk, Cumberland Community School, Lake Trail Community School, GP Vanier Sec, Highland Sec</p>					

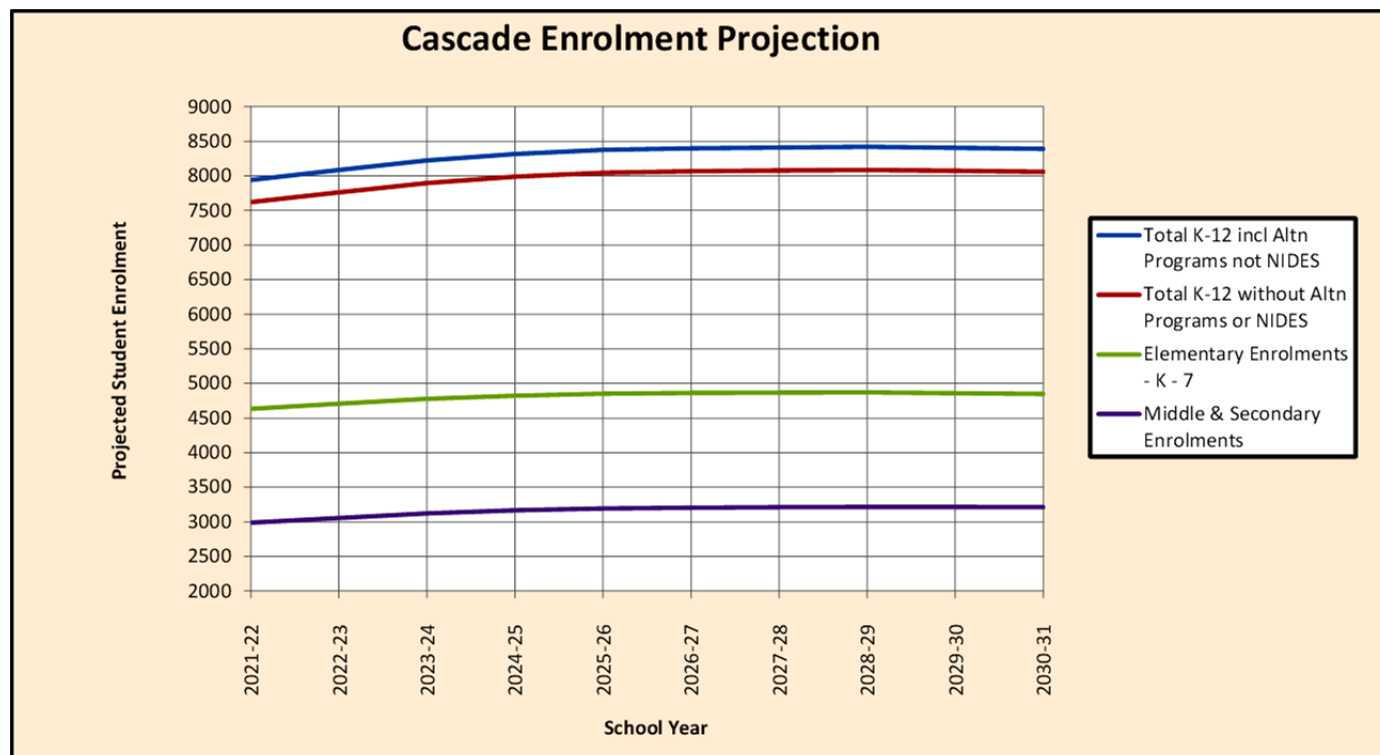
Figure 6.7b – Proposed Enrolment Forecast

Figure 6.7b - Cascade Projection and Percent Change for Total Enrolment by School														
School	Classification	MOE 1701		CASCADE ENROLMENT PROJECTION BY SCHOOL AND YEAR										
		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Five Yr %	Overall Change Ten Yr %
Airport EI	B - Baseline	139	154	156	158	159	160	160	160	160	160	159	3.9%	3.3%
Arden EI	C - Slightly Above	245	254	258	262	264	266	266	267	267	267	266	4.6%	4.8%
Aspen Park EI	B - Baseline	336	329	333	337	340	342	342	343	343	341	340	3.9%	3.3%
Brooklyn EI	C - Slightly Above	351	369	375	380	384	386	387	387	388	387	387	4.6%	4.8%
Courtenay EI	D - Well Above	182	189	194	199	202	204	205	205	205	205	205	7.8%	8.7%
Cumberland Comm	D - Well Above	527	583	598	613	622	629	631	632	634	634	634	7.8%	8.7%
Denman Is EI	A - Below Baseline	58	61	61	62	62	62	62	62	62	62	61	1.5%	0.3%
Ecole Puntledge Pk	D - Well Above	458	512	525	538	547	552	554	555	556	556	556	7.8%	8.7%
Ecole Robb Road	B - Baseline	449	445	451	456	460	462	463	464	464	462	460	3.9%	3.3%
Hornby Island EI	A - Below Baseline	43	50	50	51	51	51	51	51	51	50	50	1.5%	0.3%
Huband Park EI	A - Below Baseline	334	353	355	357	358	358	358	358	358	356	354	1.5%	0.3%
Miracle Beach EI	C - Slightly Above	256	267	271	275	278	279	280	280	281	280	280	4.6%	4.8%
Queneesh EI	A - Below Baseline	388	419	421	423	425	425	425	425	425	423	420	1.5%	0.3%
Royston EI	C - Slightly Above	262	304	309	313	316	318	319	319	319	319	319	4.6%	4.8%
Valley View EI	B - Baseline	323	345	349	354	357	358	359	359	359	358	356	3.9%	3.3%
Total Elementary (including Cumberland K-9)		4351	4634	4707	4776	4823	4852	4863	4869	4872	4861	4848	4.7%	4.6%
Middle & Secondary														
Lake Trail Community Sch	D - Well Above	341	374	384	393	399	403	405	406	406	406	406	7.8%	8.7%
GP Vanier Sec	D - Well Above	965	1079	1107	1134	1152	1163	1168	1170	1173	1173	1173	7.8%	8.7%
Highland Sec	D - Well Above	574	630	646	662	672	679	682	683	685	685	685	7.8%	8.7%
Mark Isfeld Sec	C - Slightly Above	871	905	919	932	941	947	949	950	951	950	948	4.6%	4.8%
Total Mid & Sec		2751	2988	3056	3121	3165	3193	3204	3209	3215	3214	3212	6.8%	7.5%
Total School Enrolment K-12		7102	7622	7763	7897	7987	8045	8067	8078	8087	8075	8060	5.5%	5.7%
Glacier View Alt	B - Baseline	166	170	172	174	176	177	177	177	177	176	176	3.9%	3.3%
Nala'atsi Alt	C - Slightly Above	18	17	17	18	18	18	18	18	18	18	18	4.6%	4.8%
Navigate Academy	B - Baseline	126	132	134	135	136	137	137	137	137	137	136	3.9%	3.3%
Grand Total excl NIDES		7412	7941	8087	8224	8317	8376	8399	8411	8419	8406	8390	5.5%	5.6%

Source for 2020-21 enrolment: 30 Sept 2020 in file "MOE 1701 Enrolment Headcount Verification Report as of 30 Sep 2020.xlsx"

Source for SD 2021-22 projection: "Dist reported to MOE in Feb" column in file "Fig 6.2b - April 2021 Enrolment Registrations-by school.xlsx"

Note - Cumberland Community School included with elementary count, even though it also has middle grades.

Figure 6.7c – Proposed Enrolment Forecast Graph

6.8 CAPACITY UTILIZATION

The Ministry of Education manages the province-wide school infrastructure needs by examining Capacity Utilization, the percentage of occupancy compared to building capacity.

6.8.1 Nominal Capacity. Historically the Ministry established a school “Nominal Capacity” based on 25 students per classroom for Grades 1 – 12 and did not include Kindergarten. It was excluded because at that time it was a half-day program. This has changed with full day kindergarten which has resulted in more blended classes such as K-1 across the province. Nominal capacity now includes the Kindergarten classrooms. The Ministry record of Nominal Capacity of a school can be amended by submission of a Design Aid Sheet for the school, showing the feasible usage of all spaces.

6.8.2 Operating Capacity. The Operating Capacity is the effective capacity of the school recognizing mandated maximum class sizes of 25 students for Grades 4 – 12, 21 students for Grades 1 – 3, and 19 students for Kindergarten. Local collective agreements with teachers also affect the Operating Capacity.

6.8.3 Capacity Utilization. To determine Capacity Utilization, the Nominal Capacity of a school is used. The lower the capacity utilization, the less efficiently a district is using its facilities. It

is maintaining, heating, and cleaning “unoccupied” space. The Ministry calculates this for every school as well as for the total district.

Capacity Utilization Targets. The Ministry clarified its target capacity utilization factors in the 2016/2017 Capital Plan Instructions. For School District 71 (Comox Valley) the target average across the district was 85% capacity utilization. However, the threshold to a higher utilization factor of 90% is a district enrolment total of 7,500 students which is projected for next year. The Ministry instructions state: “for most areas, a forecast of 10 years is the standard for anticipating growth and should be included when assessing utilization.”

On September 27th, 2016, the Ministry issued a letter to school districts removing the District Average Capacity Utilization Guideline Table from the Capital Plan Instructions, and stated that districts still have to optimize available space to alleviate capital investment needs. Therefore it is important to report capacity utilization, especially in neighbouring schools, when seeking approval for a space related project.

The impact of a district being below the Ministry capacity utilization factor is that priority for capital projects from that district can be reduced when the Ministry assesses competing district submissions. To have capital projects accepted into the funding approval flow, it is very important to show high capacity utilization in the neighbourhood of schools surrounding the project site.

Projected Capacity Utilization factors in Comox Valley schools in 2021/2022 are shown in Figure 6.8.3a. Capacity Utilization below the new target of 90% is shown in red.

Figure 6.8.3a - CAPACITY UTILIZATION

SCHOOL	GRADES	NOM CAP	OPER CAP	2021-22 Projection	CAP UTIL against Oper Capacity	CAP UTIL against Nom Capacity
Airport Elem	K - 7	340	318	154	48.4%	45.3%
Arden Elem	K - 5	335	306	254	83.0%	75.8%
Aspen Park Elem	K - 7	390	364	329	90.4%	84.4%
Brooklyn Elem	K - 7	365	341	369	108.2%	101.1%
Courtenay Elem	K - 5	365	337	189	56.1%	51.8%
Cumberland Comm	K - 9	565	545	583	107.0%	103.2%
Ecole Puntledge Pk	K - 7	560	523	512	97.9%	91.4%
Ecole Robb Road	K - 7	560	523	445	85.1%	79.5%
Huband Elem	K - 7	390	364	353	97.0%	90.5%
Miracle Beach Elem	K - 7	220	205	267	130.2%	121.4%
Queneesh Elem	K - 7	580	542	419	77.3%	72.2%
Royston Elem	K - 6	220	205	304	148.3%	138.2%
Valley View Elem	K - 7	390	364	345	94.8%	88.5%
ELEM TOTAL		5280	4937	4523	91.6%	85.7%
Lake Trail Community Sch	6 - 9	500	450	374	83.1%	74.8%
GP. Vanier Sec	8 - 12	1125	1125	1079	95.9%	95.9%
Highland Sec	8 - 12	800	800	630	78.8%	78.8%
Mark Isfeld Sec	8 - 12	850	850	905	106.5%	106.5%
MID & SEC TOTAL		3275	3225	2988	92.7%	91.2%
Denman Island Elem	K - 7	115	89	61	68.5%	53.0%
Hornby Island Elem	K - 7	95	79	50	63.3%	52.6%
ISLAND SCHOOLS	<i>Denman & Hornby Elementaries not included in District Utilization Factor calculation</i>					
K - 12 TOTAL without Island Schools:	K - 12	8555	8162	7511	92.0%	87.8%
K - 12 TOTAL including Island Schools:				7622		

Notes

1. For district enrolments below 7,500, the target set by the Ministry of Educ is 85% utilization;
2. When enrolment exceeds 7,500, the target rises to 90%. SD 71 is just over 7,500 enrolment now.
3. Schools with Cap Util below 90% are shown in red;
4. Portable classrooms do not count toward school capacity.
5. The Ministry uses Nominal Capacity, not Operating Capacity, for Capacity Utilization.
6. Courtenay Elementary capacity is actually reduced by significant community use programming.

Sources:

1. 2021-22 enrolment projection: "Dist reported to MOE in Feb" column in file "Fig 6.2b - April 2021 Enrolment Registrations-by school.xlsx"
2. School Capacities "2021-03-17 - SD 71 Nom & Op Cap - DAS based.xlsx"

Conclusion Regarding Capacity Utilization. In the previous 2016 Long Range Facilities Plan, the district was divided into Rural and Urban in order to avoid having the district Capacity Utilization below the Ministry's target. Rural schools were exempt from meeting the target, so when only the urban schools were calculated, SD 71 met the Ministry target.

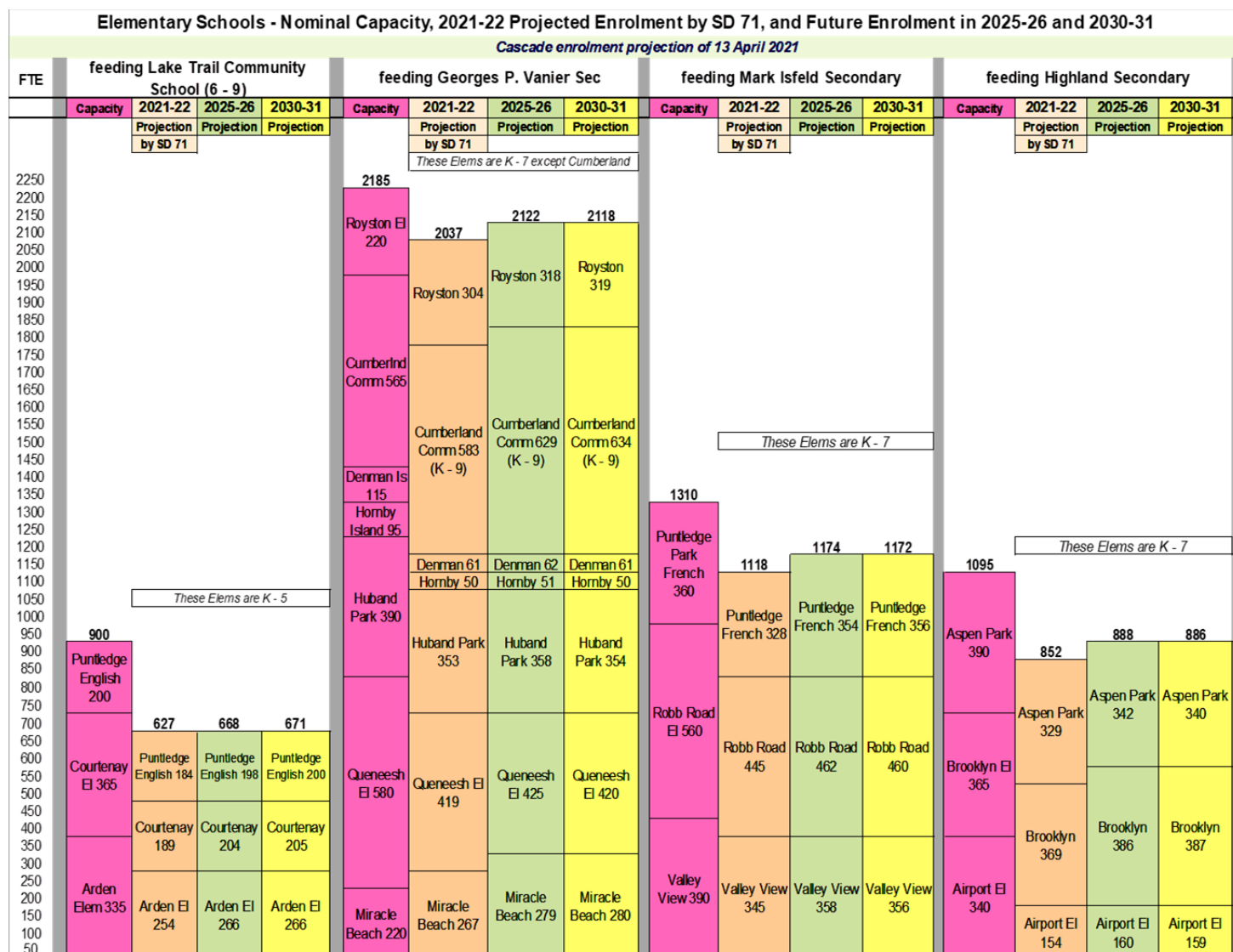
Now in 2020, some rural schools like Royston and Miracle Beach are so far over capacity that there is no advantage in separating rural and urban. Even if we do not include the two isolated schools on Denman and Hornby Islands, SD 71 falls just short of achieving the Ministry target of 90% utilization across the entire district (using Nominal Capacity). This could hinder getting Ministry of Education support for capital projects involving new space, such as additions and new schools. Notwithstanding the 2016 relaxation of the requirements for achieving the target utilization levels, Ministry staff have said that space-related capital projects will still be assessed against capacity availability in adjacent schools.

Capacity utilization is a concern in a few schools indicated in red in the above table.

- **Elementary** – Quite a few of the elementaries in the urban areas have low capacity utilization. However it is understood that some of them now accommodate district programs or other functions;
- **Middle** – Lake Trail Community School is currently under-capacity at about 75% occupancy. However with the current partial replacement and renovation project nearing completion, enrolment is expected to be higher. This will improve its capacity utilization;
- **Secondary** - The secondary school utilization is unbalanced, with excess capacity at Highland Secondary.

These issues could be improved between the schools by any or all of the following measures: boundary adjustments, feeder school assignments, grade structure changes, or relocation of programs of choice.

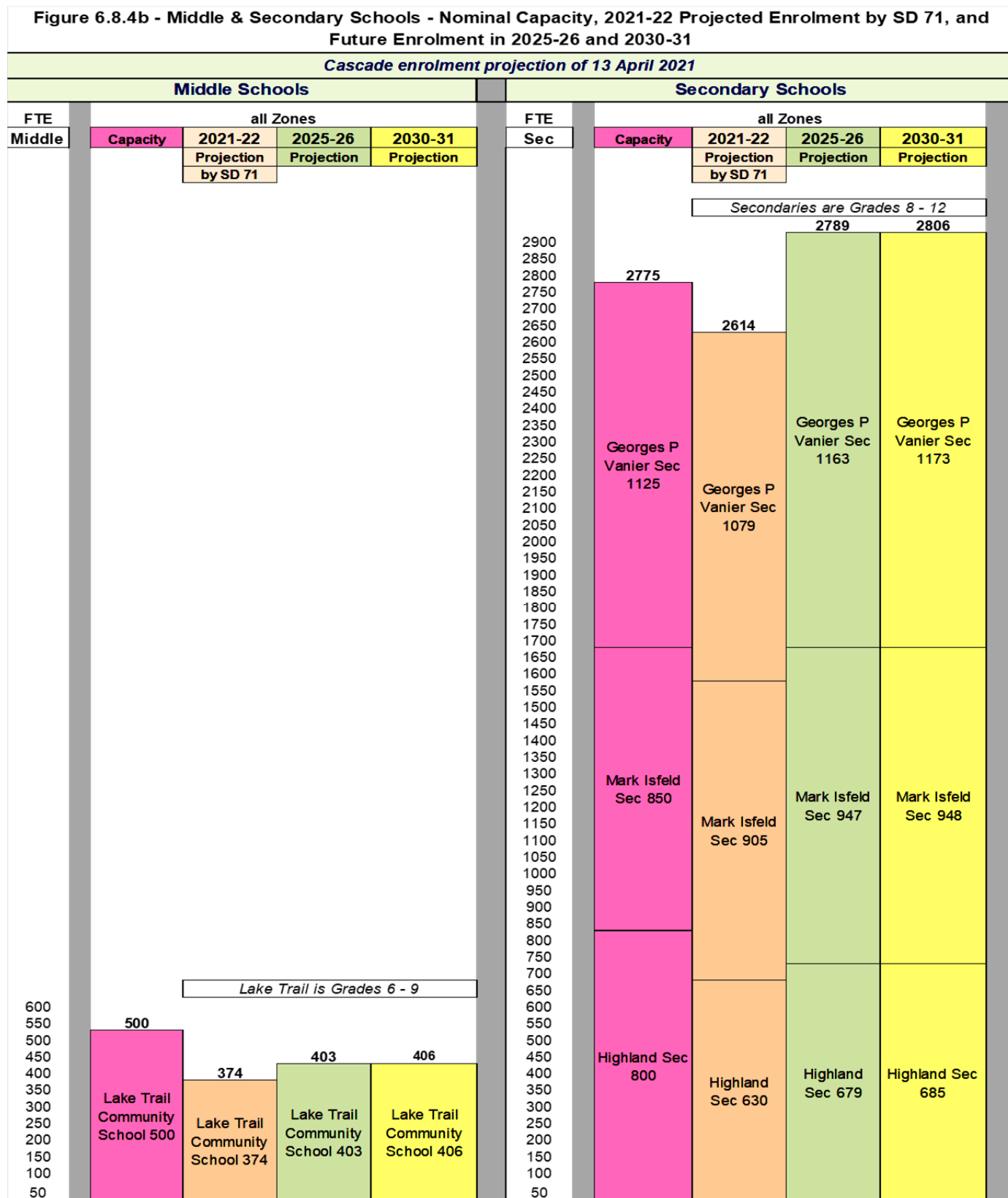
6.8.4 **Enrolment vs Capacity.** Within the Families of Schools, grouped into families based on the secondary schools and Lake Trail Community School, it is useful to compare current and future enrolment against the school Nominal Capacity. See Figures 6.8.4a and b.

Figure 6.8.4a – Elementary Capacity vs Enrolment – Current Organization (Sep 2020)

Elementary enrolment growth is projected during the first five years, but not in the second five years of the next decade.

Note that most of the current elementary excess capacity exists in the schools which feed Lake Trail Community School and Highland Secondary.

The groups of schools feeding GP Vanier Secondary and Mark Isfeld Secondary are approaching capacity but projections do not see their capacity exceeded in this 10 year planning period.

Figure 6.8.4b – Secondary Capacity vs Enrolment – Current Organization (Sep 2020)

Note that there will continue to be some excess capacity in Highland Secondary throughout the decade. However Mark Isfeld Secondary is already over capacity and it will get more over-crowded in the next five years. Vanier Secondary will also soon exceed capacity.

As with the elementary projections, these projections also show most of the growth will occur in the first five years and then level off for the second half of the decade.

6.9 OTHER FEEDS TO DISTRICT SCHOOLS.

It should also be noted that the francophone school run by SD 93 (Conseil Scolaire Francophone) known as Ecole Au-Coeur-de-l'île is a K - 12 school. The CSF does provide secondary education in this area, but a small number of these Francophone students do decide to feed into Comox Valley secondary schools to take advantage of more program offerings. There are also some small private schools that feed a small number of secondary students into the public schools.

7. ANALYSIS OF EDUCATIONAL NEED

7.1 INTRODUCTION

Comox Valley School District serves a relatively compact geographic area, with the population concentrated in the two urban centres of Courtenay and Comox. The Village of Cumberland is an area transitioning from rural to urban, with Cumberland Community School providing excellent education opportunities in the elementary and middle grades. The rural areas to the north and south of these centres are served by small elementary schools. In particular Hornby and Denman Islands, connected to the main Vancouver Island by vehicle ferries, are each served by their own elementary school. These two schools are important social centres for the two islands, and must be retained to serve at least the younger grades of the local population. Miracle Beach Elementary and Royston Elementary similarly serve small rural communities and provide important social centres for the communities to the north and south of the urban area. These latter two communities are experiencing a relative increase in home construction which may impact school enrolment. Both Miracle Beach and Royston schools are now categorized as experiencing growth in the enrolment projection.

7.2 THREE THEMES IN THE FACILITIES PLAN.

Three themes have arisen in the analysis of SD 71 educational facilities needs. These will be elaborated upon in the next three sections. Briefly they are:

- a. **Managing Enrolment Growth** – on average the school district enrolment will grow approximately 1.5% every year for the next three years and leveling out after that, with fluctuations depending on the local economy and housing. The growth by school is projected in Section 6.7. Accordingly, there is a continuing need to ensure there are student spaces to accommodate this growth. See Section 7.3 below;

- b. **Rationalizing the Varied Grade Structure** – the school district has a wide variety of grade structures throughout the district. This complicates student matriculation from elementary to middle to secondary, hinders provision of district-wide programs, and reduces the effectiveness of staffing the schools. See Section 7.4 below;
- c. **Addressing Facilities in Poor Condition or Having Deficiencies** – As shown in Section 4.6, this school district has quite a few facilities in poor condition, but has so far been able to keep these in operational service. Major capital projects plus limited minor capital funding via the Ministry of Education SEP, CNCP, and Seismic Upgrade Programs can continue to allow the district to address urgent facilities issues. See Section 7.5.

7.3 **MANAGING ENROLMENT GROWTH**

7.3.1 There is operating and organizational flexibility available to the district in considering adjusting the catchment areas of some schools and district programs. Similarly, given the relative proximity of the three secondary schools, there are some opportunities to change the assignment of feeder elementaries to particular secondaries and to vary the program offerings at the three secondaries to influence student enrolment choice.

7.3.2 **Elementary**. Looking at the elementary enrolment versus capacity in Figure 6.8.4a, the group of most concern comprises those schools currently feeding GP Vanier Secondary. This also includes Cumberland Community School and Lake Trail Community School which feed Vanier after Grade 9. Figure 6.8.4a shows that the following schools feeding GP Vanier will exceed capacity: Miracle Beach, Cumberland, and Royston.

Ecole Puntledge Park, with its French students feeding to Mark Isfeld Secondary and its English students to Lake Trail Community School, is currently below capacity but will approach capacity later in the decade.

7.3.3 **Middle and Secondary**. Considering the secondary situation in Figure 6.8.4b, the total capacity of the three secondary schools combined is adequate to accommodate the current and future secondary population. Individual secondary school overcrowding, such as in Mark Isfeld Secondary, could be addressed by catchment boundary adjustments, relocation of choice programs between the secondaries, closing it to out-of-catchment students, portables, or by a future addition to the school. Furthermore some pressure on the secondary schools could be eased by increasing secondary enrolment at the two schools with Grades 8-9:

- Lake Trail Community School (by adjusting its catchment boundaries and/or adding another feeder elementary) to also improve its capacity utilization; and/or
- Cumberland Community School's secondary grades (with the new addition requested in the Capital Plan).

7.3.4 Improving Capacity Utilization. The following schools, as seen in Figure 6.8.3a, are under capacity (below 90%), excluding the two island schools. Some of these schools are accommodating district programs in their excess space.

- Airport Elementary
- Arden Elementary
- Courtenay Elementary
- Queneesh Elementary
- Valley View Elementary
- Lake Trail Community School (District expects enrolment to increase following the current renovations)
- Highland Secondary

Some strategies for improving the capacity utilization of these schools include:

- a. Relocating district programs from more crowded schools (if applicable);
- b. Adjusting catchment boundaries;
- c. Adding another French Immersion program;
- d. Lowering the official capacity by closing part of a school building to all access and a “Design Aid Sheet” to the Ministry;
- e. Introducing or moving a Strong Start program;
- f. Leasing out the surplus space;
- g. Possibly for Lake Trail Community School and Highland Secondary, redirecting one or more additional elementaries to feed this school.

7.3.5 District Program Location. During the development of the previous LRFP, consideration was given to moving one of the district programs located at the former Tsolum School: namely North Island Distance Education School (NIDES) (K – 12) or Fine Arts e-Cadamy (FAE) (K – 8).

The FAE program at NIDES uses 6 classrooms and a music room. If relocation to another facility was desirable, there are two locations that could provide the needed physical space, but there are negative considerations to both:

- a. Courtenay Elementary – there are 6 rooms that are not core instruction at the school. They are dedicated to Strong start, Indigenous head start, Challenge, and Boost. It would be very difficult to pull those services from that school. Furthermore this school is in the West Courtenay area which is a fast growing enrolment area in the district. Therefore Courtenay Elementary space will probably be needed for future enrolment growth;

- b. Highland Secondary – there could be 6 rooms made available. However the majority of the FAE students are elementary age students. Therefore, as a high school, Highland would not an appropriate location for FAE.

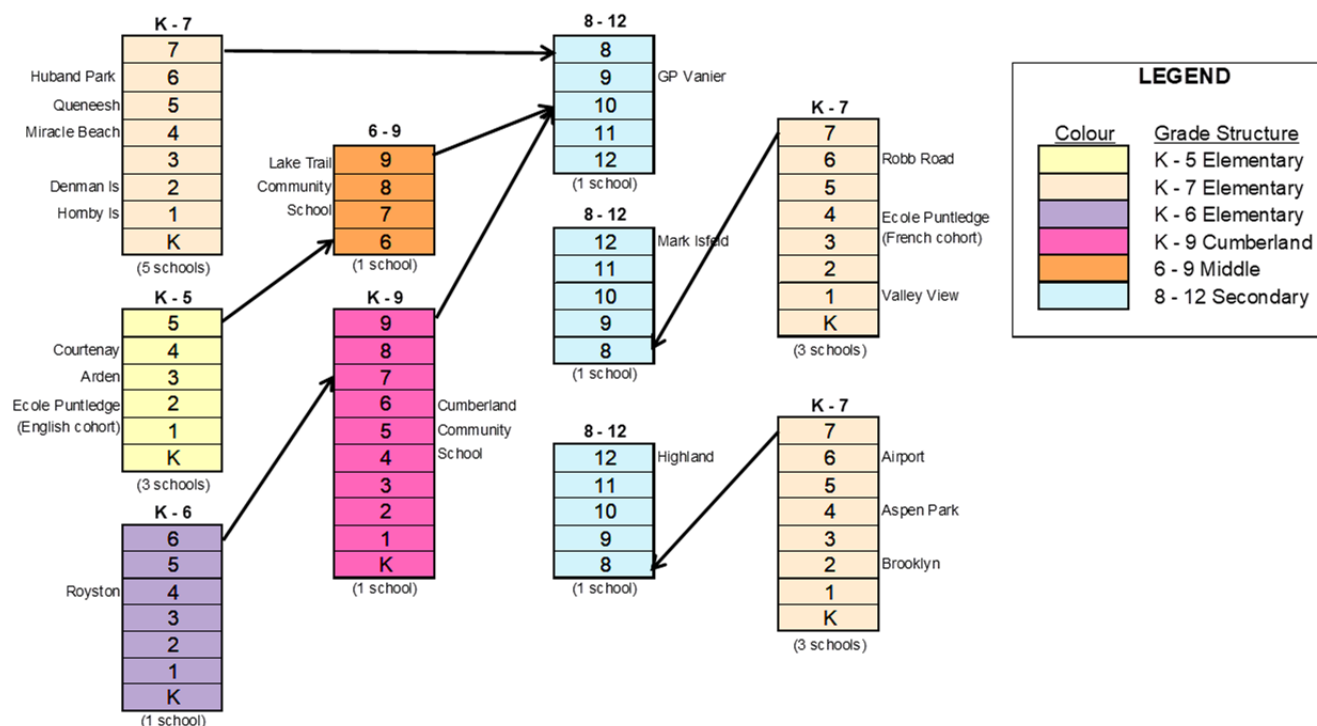
7.3.6 French Immersion Secondary Program Location. Mark Isfeld Secondary is the dual track secondary school for the district, accommodating the secondary level French Immersion program. Due to its popularity, the program attracts students from throughout the district and the school is over-capacity while Highland Secondary is below capacity. See Section 6.8.4.

However, moving the French Immersion students from Isfeld to Highland could create severe overcrowding with concomitant program, resources, and staffing disruption, therefore this potential option needs careful study to determine the implications.

7.4 RATIONALIZING THE VARIED GRADE STRUCTURE

7.4.1 As shown in Figure 7.4.1, the district has a wide variety of school grade structures. This is usually considered to be a negative factor for student progression, program delivery, provision of school resources, and teacher staffing. Therefore, if the facility needs identified in this LRFP also provide a potential opportunity to improve the grade structure, such options should be given serious consideration.

Fig. 7.4.1 - Current District Grade Structure



7.4.2 Sample Modified Grade Structure.

The Long Range Facilities Plan provides an opportunity to consider modifying the grade structure to remove some of the complications for students, families, and staff as the student cohorts advance from kindergarten to graduation. Figure 7.4.2a shows just one such modified organization which is a K-7, 8-12 structure and Figure 7.4.2b shows a different one which is K-6, 7-9, and 10-12.

Fig. 7.4.2a - Possible Elem-Secondary Grade Structure

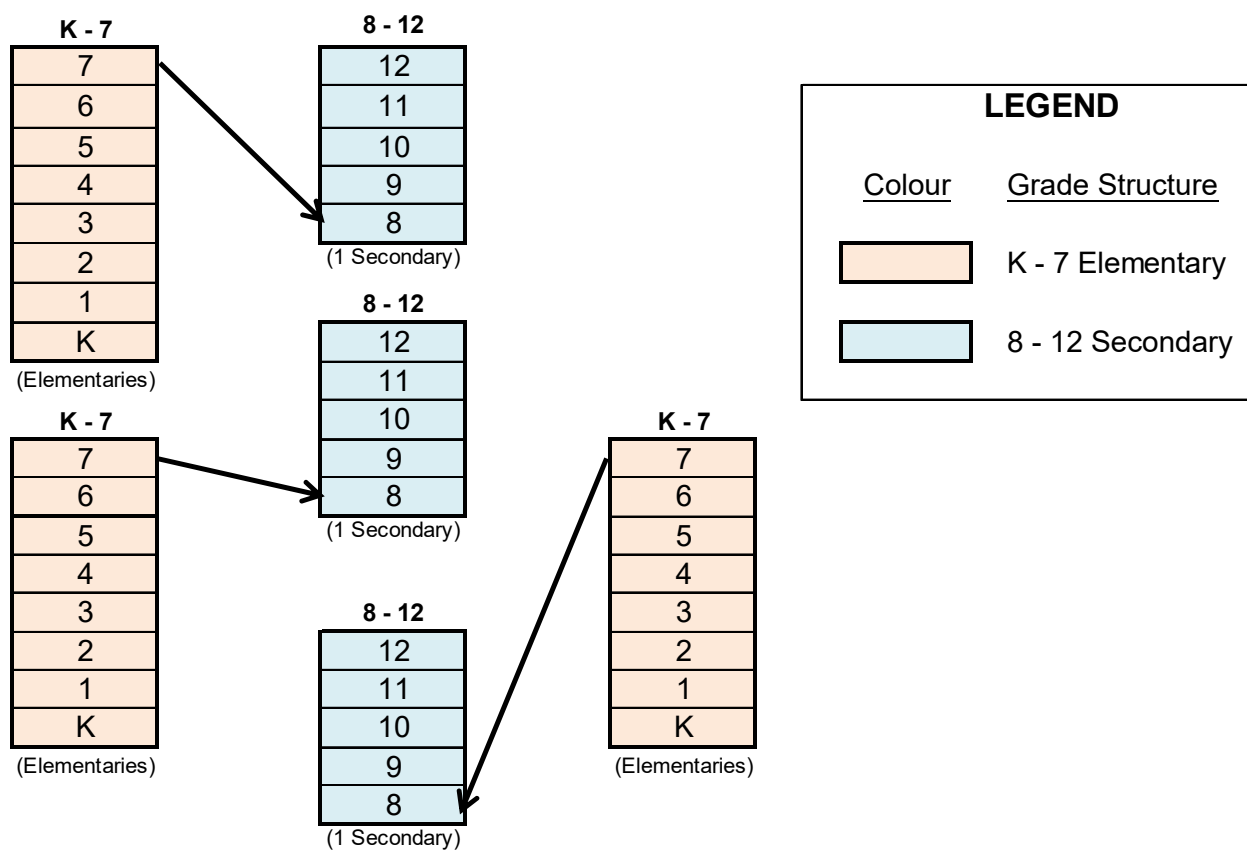
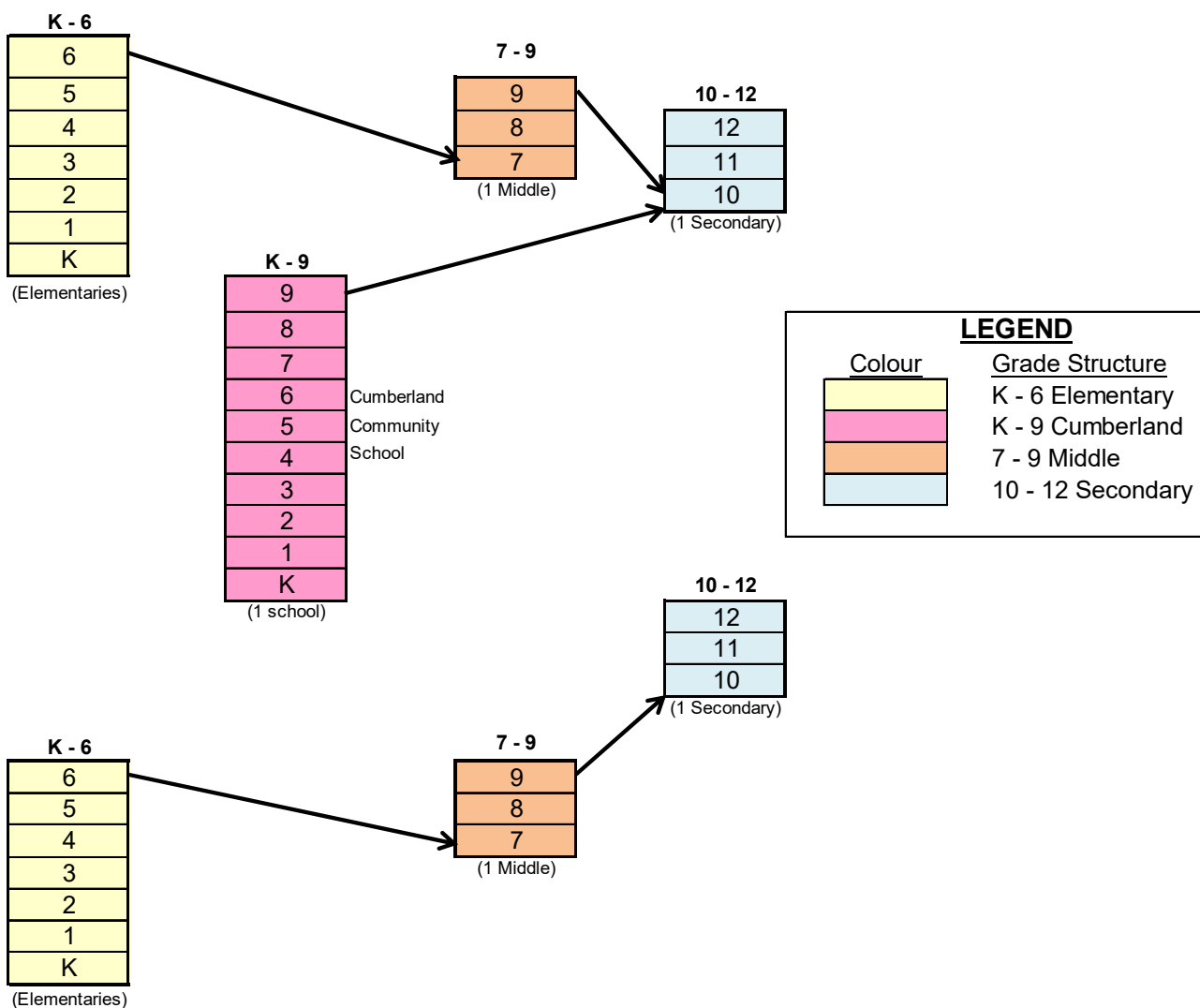


Fig. 7.4.2b - Possible Middle School Grade Structure

7.4.3 With the K-7 and 8-12 structure, the middle schools are eliminated. In considering phasing out one or both of the current middle schools in the district (Lake Trail Community School and Cumberland Community School senior grades), those Grade 8 and 9 would have to be accommodated in the current three secondary schools.

7.4.4 The development of Options in Section 8 will consider the enrolment versus capacity and facilities issues which arise in any consideration of grade configuration changes.

7.5 ADDRESSING FACILITIES IN POOR CONDITION OR HAVING DEFICIENCIES.

7.5.1 As shown in Figure 4.6b, nine school facilities are rated by the Ministry's facility condition assessment process to be in Very Poor Condition (FCI > 0.6). In every district, maintenance staff may have reason to dispute the FCI score on particular schools, but this is the data valued by the Ministry for capital project management. The following schools with FCI scores higher than 0.6 would get higher priority for replacement or upgrade, although they would have to compete with similar needs across the province:

- Arden Elementary – 0.77;
- Royston Elementary – 0.74;
- Airport Elementary – 0.70;
- Indigenous Education Centre – 0.69;
- Ecole Puntledge Park – 0.67;
- Glacier View Learning Centre – 0.64;
- School Board Office – 0.63;
- Mark R. Isfeld Secondary – 0.62;
- Highland Secondary – 0.62.

7.5.2 The most recent Capital Plan Submission is provided in Section 4.7. This LRFP supports the requested projects which will address the poor facility condition ratings:

- Additions. The additions to Royston, Cumberland, and Mark Isfeld would provide an opportunity to also upgrade and rectify many of the building deficiencies at the same time. The Cumberland addition would replace the Annex which is the worst part of the school;
- Replacements. The replacement of Ecole Puntledge Park would eliminate one of the very poor facilities;
- Seismic Upgrades. The seismic upgrades of Airport, Royston, Ecole Puntledge Park, and Glacier View will also provide an opportunity to address other deficiencies in these buildings; and
- Minor Capital Projects. A number of minor capital requests, if approved, would also reduce the FCI of these schools: Cumberland building envelope upgrade, Mark Isfeld roof replacement, Arden sprinkler system, and Glacier View HVAC upgrade.

7.5.3 It is recommended that observations in the VFA facility condition reports be reviewed carefully to ensure that future capital plan submissions, especially for the minor capital funding envelopes, address deficiencies identified by VFA inspectors.

7.6 SUMMARY OF EDUCATIONAL FACILITY NEEDS PRIORITIES

In summary, this Analysis of Educational Needs identified the following:

- a. Manage Enrolment Growth (Section 7.3):
 - (1) Address the projected need for additional student enrolment space or adjustment of boundaries in schools feeding GP Vanier, especially Miracle Beach, Cumberland, and Royston;
 - (2) Address the increasing over-capacity at Mark Isfeld Secondary;
- b. Rationalize Varied Grade Structure (Section 7.4):
 - (1) If this facilities plan also provides such an opportunity, address the dysfunctional nature of six different grade structures in the district, as depicted in Figure 7.4.1;
 - (2) Options can include a common district-wide grade structure such as “Elementary-Secondary” (K-7, 8-12) or “Middle School” (K-6, 7-9, 10-12).
- c. Address Facilities in Poor Condition (Section 7.5):
 - (1) As noted, many of the schools rated Very Poor are already identified in the Capital Plan submission for various upgrades. However, the second worst school, Arden, is only getting a sprinkler system so its needs should be assessed;
 - (2) Highland Secondary should be reviewed for needed upgrades.

8. DEVELOPMENT OF OPTIONS AND SHORT-LISTING

8.1 OPTION DEVELOPMENT

The intent of developing options for the Board to consider was to see if the LRFP could provide a path to standardize the grade structure in the district. The current grade structure provides a middle school model in part of the district and an elementary-secondary model in another part of the district. There are advantages to standardizing the matriculation of students through the schools, especially with respect to program offerings, staffing specialist teachers, and optimizing choices and resources. Therefore the options developed, in addition to the “stability” option of keeping the current organization, were variations on providing consistent elementary-secondary grade structure or providing consistent middle school grade structure across the district. Even so, the possibility of retaining a community school at Cumberland and of perhaps allowing non-standard grade levels in the two remote island schools were maintained.

8.2 SHORT-LISTED OPTIONS

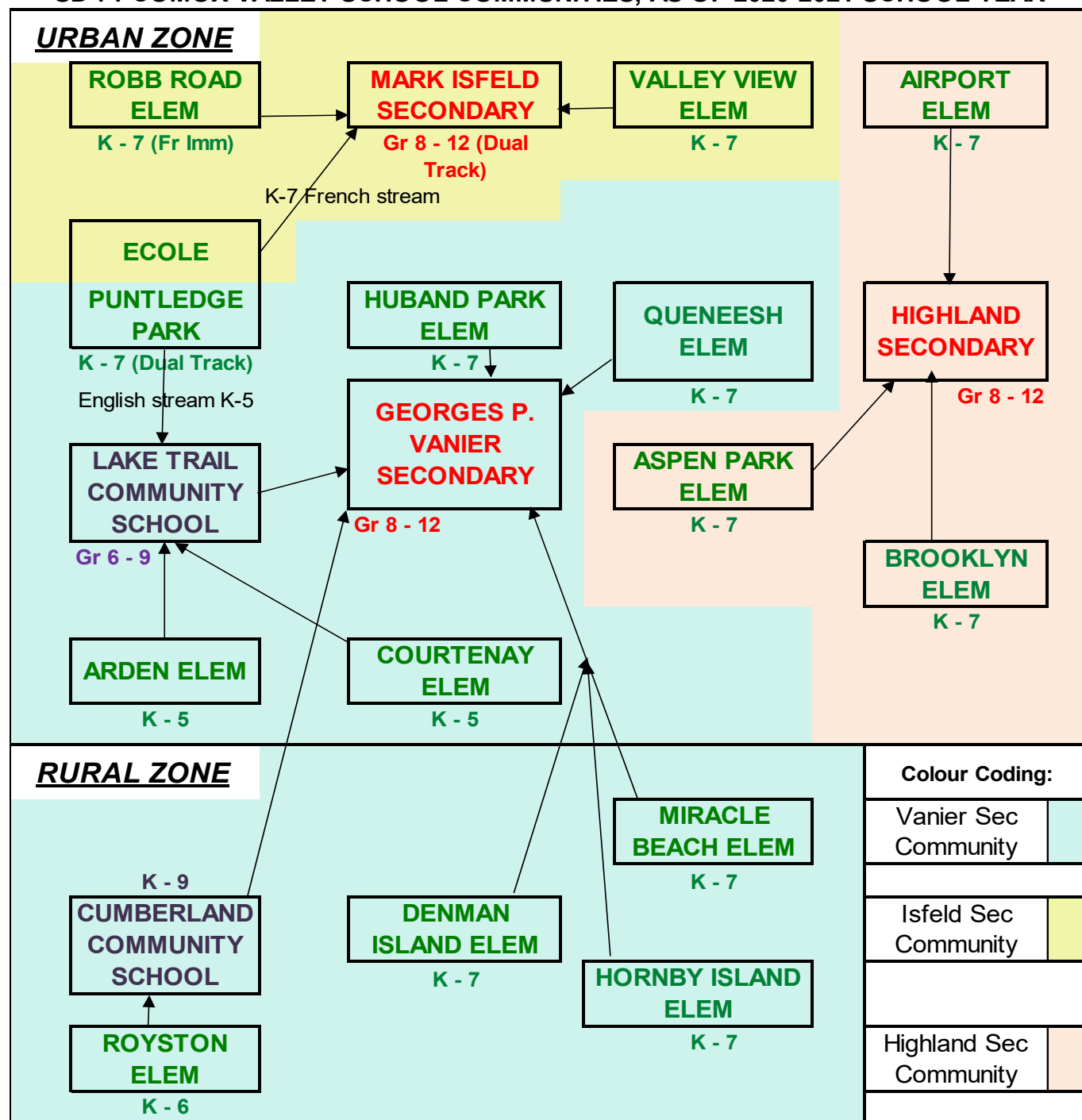
The following options have been short-listed by the SD 71 Senior Leadership Team from a longer list of Initial Options. Deleted Options can be viewed in Schedule E if required.

- A. **Status Quo** – District continues with its current organization with Lake Trail as a 6 – 9 middle school, Cumberland as a K – 9 community school, and three secondary schools Grades 8 - 12. Royston feeds to Cumberland Community School after Grade 6. Puntledge English stream feeds to Lake Trail after Grade 5 and Puntledge French stream feeds to Isfeld Secondary after Grade 7. Some elementaries are K – 5, some K – 7, and one K – 6. See Figure 8.2a.
- B. **Elementary-Secondary Model with one K – 9 School** – District converts Lake Trail Community School to an elementary K – 7 but retains Cumberland as a K – 9 school. Three secondary schools Grades 8 – 12 continue. All elementaries are K – 7 including Royston which feeds to Vanier Secondary. Ecole Puntledge continues as dual track with all students advancing together to Isfeld Secondary. See Figure 8.2b.
- C. **Two Middle Schools and two K - 9 Schools** - District converts Highland Secondary to a middle school to join Lake Trail, both Grades 7 – 9, with Highland as dual track. All elementaries are K – 6. Only two secondary schools Grades 10 - 12: Mark Isfeld and GP Vanier. Cumberland continues as a K – 9 community school and feeds to GP Vanier for Grade 10. Royston feeds to Cumberland for Grade 7. Queneesh becomes a community school at K – 9. Ecole Puntledge continues as dual track with English and French students advancing together to Highland Middle. See Figure 8.2c.
- D. **Three Middle Schools and one K - 9 School** – District converts Highland Secondary and Queneesh Elementary to middle schools to join Lake Trail, all at Grades 7 – 9.

Highland is dual track. All elementaries are K – 6. Only two secondary schools Grades 10 - 12: Mark Isfeld and GP Vanier. Cumberland continues as a K – 9 community school and feeds to GP Vanier for Grade 10. Royston feeds to Cumberland for Grade 7. Ecole Puntledge continues as dual track with English and French students advancing together to Highland Middle. See Figure 8.2d.

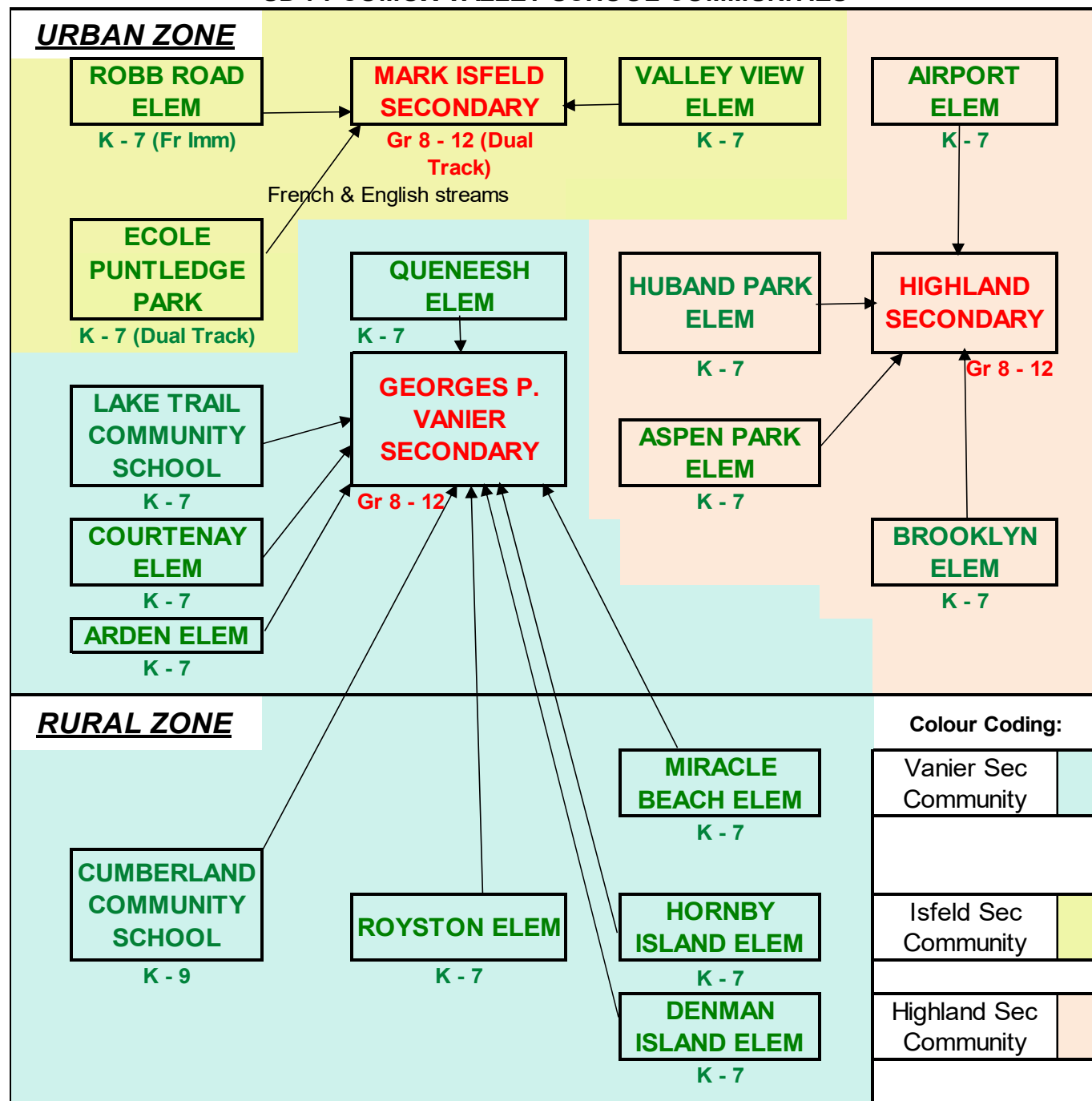
SHORT-LISTED OPTIONS QUICK SUMMARY SHEET				
OPTIONS→	A	B	C	D
Description:	Status Quo	K-7, 8-12, one K-9	K-6, two K-9, two 7-9, two 10-12	K-6, one K-9, three 7-9, two 10-12
Elementaries:	14 with varied grade structures	15 with all at K-7 incl Lake Trail Community Sch	13 with all K-6	13 with all K-6
K - 9 schools:	one K-9: Cumberland	one K-9: Cumberland	two K-9: Cumberland & Queneesh	one K-9: Cumberland
Middles 7 - 9:	one 6-9: Lake Trail Community	none	two 7-9: Lake Trail & Highland	three 7-9: Lake Trail, Highland, Queneesh
Secondaries:	three 8-12: Vanier, Isfeld, Highland	three 8-12: Vanier, Isfeld, Highland	two 10-12: Vanier and Isfeld	two 10-12: Vanier and Isfeld
French Imm & Dual Track:	FI = Robb Road, Dual Track = Puntledge, Isfeld	FI = Robb Road, Dual Track = Puntledge, Isfeld	FI = Robb Road, Dual Track = Puntledge, Highland Middle, Isfeld	FI = Robb Road, Dual Track = Puntledge, Highland Middle, Isfeld
Royston Elementary:	Royston K-6 feeds to Cumberland	Royston K-7 feeds to Vanier	Royston K-6 feeds to Cumberland	Royston K-6 feeds to Cumberland
Ecole Puntledge Park:	Eng K-5 to Lake Trail, Fr K-7 to Isfeld	All students K-7 feed to Isfeld	All students K-6 feed to Highland Middle	All students K-6 feed to Highland Middle
Miracle Beach Elementary:	Miracle Beach K-7 feeds to Vanier Secondary	Miracle Beach K-7 feeds to Vanier Secondary	Miracle Beach K-6 feeds to Lake Trail Community School	Miracle Beach K-6 feeds to Queneesh Middle
<u>Option Review Process</u> - During Option Analysis, two early options were removed from further consideration, as they were not found to be feasible. These were X1 - Elementary-Secondary model (K-7, 8-12) with no K-9 school; and X2 - Middle School model (K-6, 7-9, 10-12) with two middle schools and one K-9 school. The deleted options are in the Schedule E attachment to the LRFP.				

Figures 8.2 a to d - The following bubble diagrams depict these four options visually:

Figure 8.2a - OPTION A - STATUS QUO**SD 71 COMOX VALLEY SCHOOL COMMUNITIES, AS OF 2020-2021 SCHOOL YEAR****NOTES**

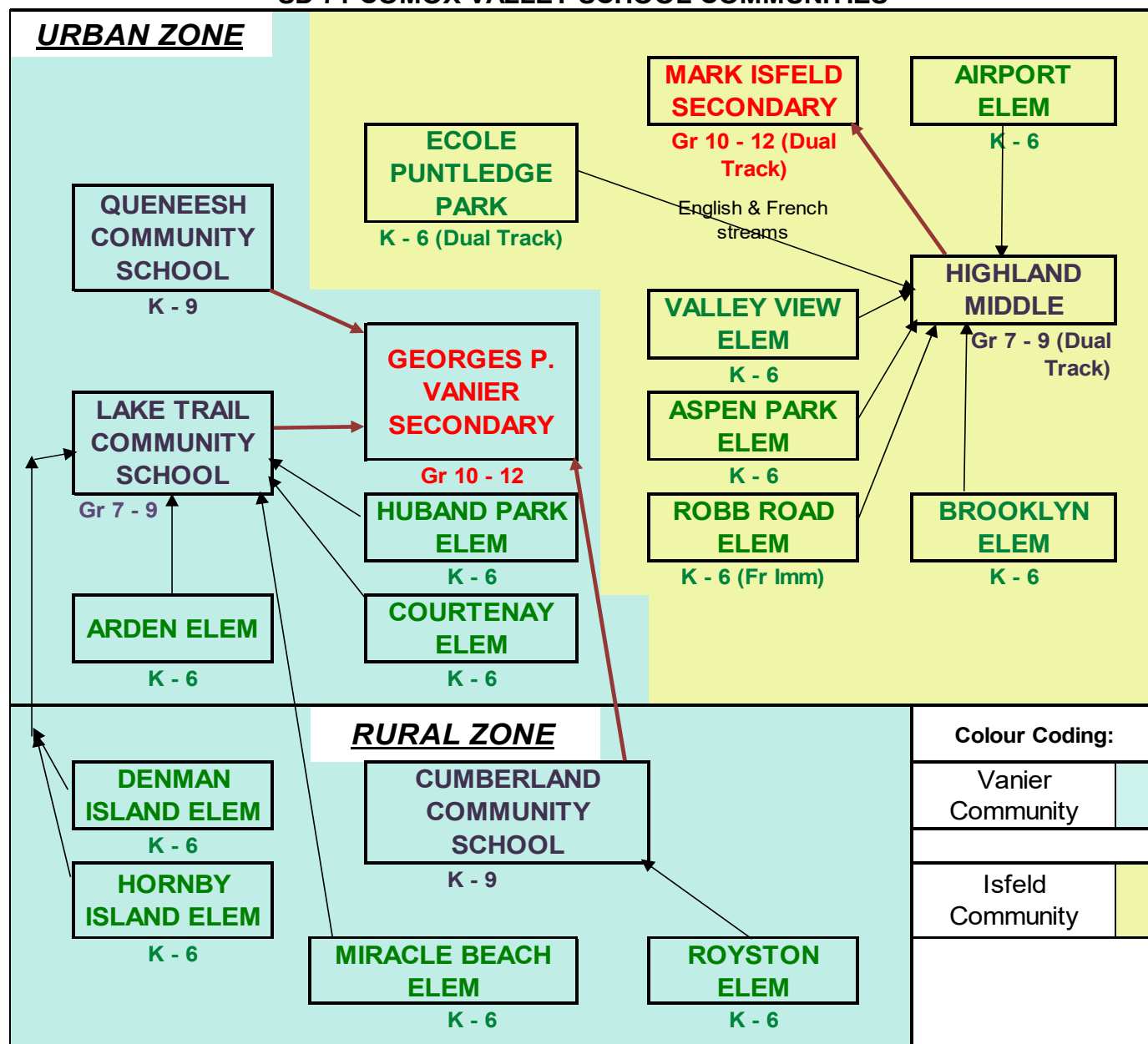
- Excess space in some elementary schools
- Overcrowding in some elementaries and secondaries
- District has a mix of grade structures: K-5, K-6, and K-7, Middle for some but not all students
- Puntledge Park students split off to two different schools

Figure 8.2b - OPTION B - Elem-Secondary Model: K-7 and 8-12, one K-9
SD 71 COMOX VALLEY SCHOOL COMMUNITIES

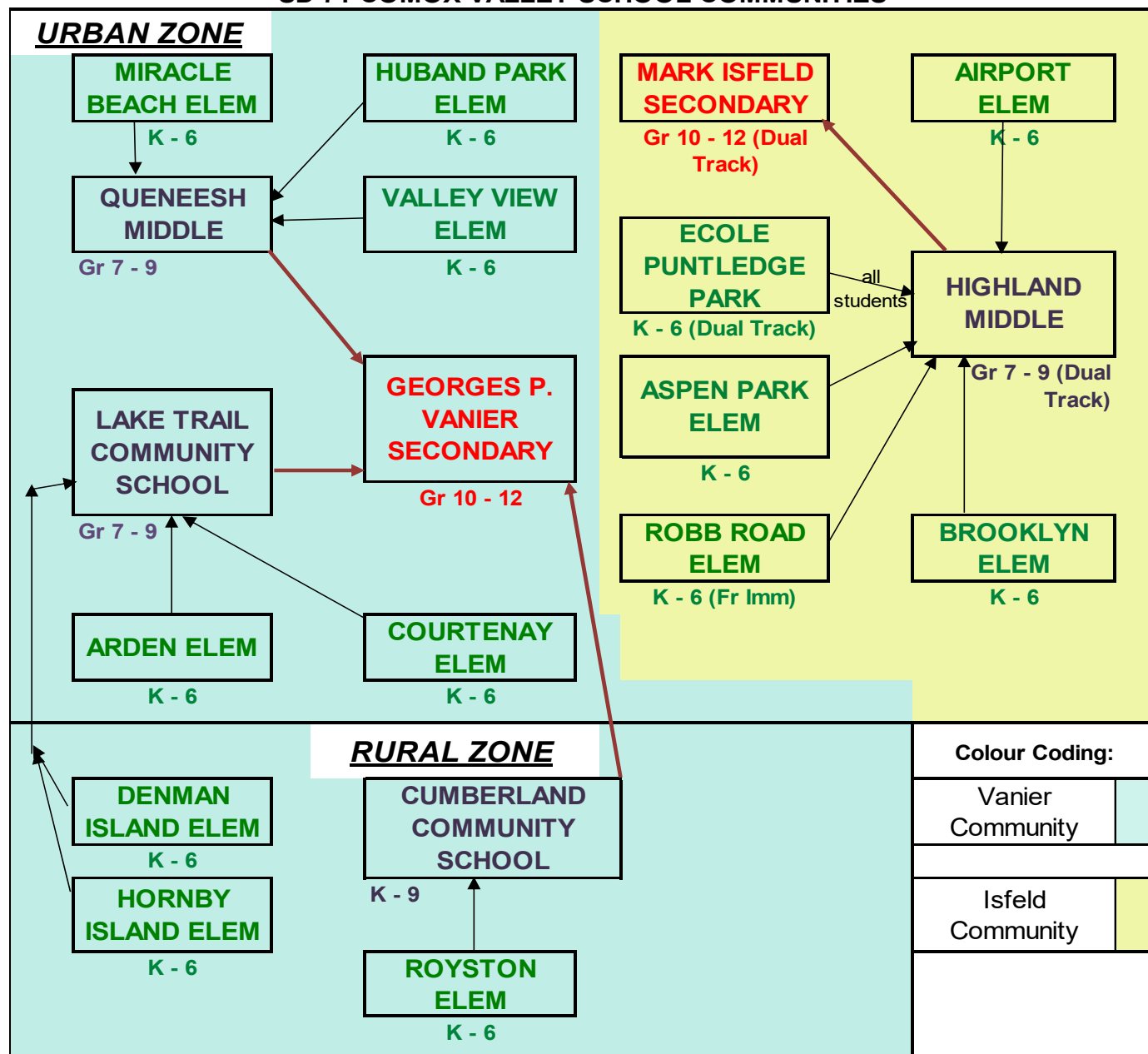


NOTES

- Lake Trail Community School converts from Middle to Elementary K - 7
- Cumberland continues as K-9
- Royston gains a grade and feeds to Vanier instead of Cumberland
- Miracle Beach feeds to Vanier Secondary
- All Puntledge students (Eng & Fr) go to Isfeld Secondary
- Vanier Secondary will be over-capacity, Highland and Isfeld will be under.

Figure 8.2c - OPTION C - K-6, two Middles 7-9, and two K-9**SD 71 COMOX VALLEY SCHOOL COMMUNITIES****NOTES**

- Highland joins Lake Trail as a Middle school 7-9, Highland dual track, not Lake Trail
- Only two secondary schools: GP Vanier and Mark Isfeld, with Gr 10-12
- K-7 Elementaries lose a grade, including the island schools, while West Courtenay elementaries gain a grade. All elementaries become K-6
- Cumberland and Queneesh are K-9 and feed to GP Vanier
- Royston at K-6 feeds to Cumberland Community School after Grade 6
- Miracle Beach at K-6 feeds to Lake Trail Community School
- All Puntledge students (Eng & Fr) go to Highland Middle
- Vanier quite under-capacity

Figure 8.2d - OPTION D - K-6, 3 Middles 7-9, and one K-9**SD 71 COMOX VALLEY SCHOOL COMMUNITIES****NOTES**

- Three Middle schools 7-9 at Lake Trail, Highland, and Queneesh. Highland is dual track
- Only two secondary schools: GP Vanier and Mark Isfeld, with Gr 10-12
- K-7 Elementaries lose a grade, including the island schools, while West Courtenay elementaries gain a grade. All elementaries become K-6
- All Puntledge students (Eng & Fr) go to Highland Middle
- Queneesh K-6 students have to be distributed to other elementaries by catchment changes
- Miracle Beach, Huband Park, and Valley View at K-6 feed to Queneesh Middle
- Cumberland is K-9 and feeds to GP Vanier
- Royston at K-6 feeds to Cumberland Community School after Grade 6

8.3 Short-listed Options analyzed against existing School Capacities

The first consideration in considering these short-listed remaining options is whether existing schools could accommodate the proposed organization and enrolment. Figure 8.3 displays this calculation. The enrolment used is the District's projection for September 2021.

Figure 8.3 - OPTIONS ANALYSIS SUMMARY - ENROLMENT VERSUS CAPACITY

OPTIONS -->	A	B	C	D
Description:	Status Quo	K-7, 8-12, one K-9	K-6, two K-9, two 7-9, two 10-12	K-6, one K-9, three 7-9, two 10-12
<u>Elementaries enrolment vs capacity:</u>	Over capacity at Brooklyn, Miracle Beach, Royston. Under at Airport, Arden, Courtenay, Robb Road, Queneesh.	Over capacity at Brooklyn, Miracle Beach, Royston. Under at Airport, Courtenay, Robb Road, Queneesh, Lake Trail, Queneesh.	Elementaries at or below capacity, most having lost a grade.	Elementaries at or below capacity, most having lost a grade. Queneesh K-6 students can be accommodated in adjacent elementaries.
<u>K - 9 schools enrolment vs capacity:</u>	Slightly over capacity at Cumberland Community School.	Slightly over capacity at Cumberland Community School.	Slightly over capacity at Cumberland, slightly under at Queneesh as a K-9	Slightly over capacity at Cumberland Community School.
<u>Middles 7 - 9 enrolment vs capacity:</u>	Under capacity at Lake Trail Community School (6-9) by 81.	n/a	Lake Trail (as a 7-9) good, Highland Middle over by only 32.	Lake Trail, Highland Middle, & Queneesh Middle under capacity
<u>Secondaries enrolment vs capacity:</u>	Vanier and Isfeld will soon exceed capacity, Highland well under capacity.	Vanier and Isfeld will soon exceed capacity, Highland well under capacity.	Two secondaries at 10-12 have enough capacity.	Two secondaries at 10-12 have enough capacity.
<u>Feasibility :</u>	Yes	Yes	Yes	Yes

Meaning of Feasibility. The term “Feasibility” means that students and programs can be accommodated in the organization suggested in the Option. In some cases, minor adjustments to catchments or feeders would be advisable. The desirability and workability of the options will be considered in Section 8. Two options and a number of variations which were not feasible were eliminated during the short-listing process.

9. SELECTED OPTION AND RECOMMENDATIONS

9.1 CRITERIA FOR EVALUATING OPTIONS

Some method of choosing the best option is needed. Criteria for evaluating the options can be used to assess and select the best option. The following criteria are offered:

Fig 9.1a - CRITERIA FOR EVALUATING LRFP OPTIONAL COURSES OF ACTION

NO.	CRITERIA	DESCRIPTION
1	Students and programs accommodated	Can in-catchment students be accommodated in their neighbourhood school? Can district programs be accommodated at appropriate schools?
2	Family disruption minimized	Is the effect on parents and students daily lives minimized, avoiding issues such as changing schools, longer commutes, bypassing a neighbourhood school enroute to the school of attendance, etc.
3	Organization more consistent than existing	Is the proposed organization/grade structure more consistent across the district? Does it facilitate delivery of programs? Do student cohorts move together from school to school?
4	Capacity utilization improved	Are fewer schools either too full (over-capacity) or too empty (under capacity)? Is the number of portable classrooms needed minimized?
5	Cost for renovations and resources	Is the proposed organization/grade structure costly in terms of facility renovations and educational resource re-allocations?

These criteria can be used objectively in evaluating the short-listed options.

Criteria can be used to compare the four short-listed options in the following Figure 9.1b.

Figure 9.1b - DESCRIPTION, CRITIQUE, AND EVALUATION OF OPTIONS AGAINST 5 CRITERIA						EVALUATION				
EFFECTS ON SD 71 - Green = Positive, Black = Neutral, Red = Negative. Use these symbols to depict evaluation:						Pos	Neut	Neg		
NO.	OPTIONS	DESCRIPTION	ORGANIZATIONAL CHANGE	CAPACITY ISSUES	CRITIQUE OF OPTION	STUDENT'S & PROGRAMS ACCOMMODATED	FAMILY DISRUPTION MINIMIZED	ORGANIZATION MORE CONSISTENT	CAPACITY UTILIZATION IMPROVED	COST FOR RENOS & RESOURCES
A	Status Quo	Continue operating with current facilities, program locations, and organization.	1. Recommend that Huband Park Elem feed to Highland Sec instead of Vanier Sec.	1. Over capacity at Royston, Cumberland, Brooklyn, Miracle Beach. 2. Over capacity at Vanier and Isfeld Secondaries.	1. West Courtenay - Cumberland area has the capacity, but catchment boundaries would have to change. 2. Secondary enrolment is out of balance, overcrowded at Vanier and Isfeld, with surplus space at Highland. 3. The variety of grade structures across the district continues. 4. Puntledge students are still split up.					
B	Elementary-Secondary model with K-7, 8-12, one K-9	All elementaries are K-7, Cumberland continues as K-9, and the three secondaries continue as 8-12. There are no middle schools.	1. Lake Trail Community School reverts from 6-9 to K-7 elementary. 2. Royston becomes K-7 and feeds to Vanier Sec 3. Huband Park feeds to Highland Sec. 4. All Ecole Puntledge students K-7 (Eng & Fr) advance together to Vanier.	1. Secondary schools become more over-crowded with the current Lake Trail Middle Grade 8-9 moved to secondary. 2. Royston still over-capacity. 3. Ecole Puntledge will be over-capacity because of keeping the English Gr 6-7 cohort.	1. Lake Trail Community School has just been renovated and staffed as an up-to-date middle school. It should continue as such. 2. West Courtenay catchment boundaries would have to be adjusted to populate Lake Trail Elem, and also ease enrolment at Ecole Puntledge and Royston.					
C	Middle School model with K-6, 7-9, 10-12, two K-9 schools	All elementaries are K-5, Cumberland and Queneesh are K-9, Lake Trail and Highland are middle schools 7-9, and Vanier and Isfeld are the two secondaries at 10-12.	1. Highland Secondary reverts to a dual track middle school 7-9 which feeds to Isfeld Sec. 2. Queneesh Elementary is expanded to include K-9. (Note - the building was originally designed as a middle school). 3. Huband Park feeds to Lake Trail Middle. 4. All Ecole Puntledge students K-5 (Eng & Fr) advance together to Highland Middle (dual track). 5. Catchment boundaries for secondary would have to change.	1. Highland Middle will be at capacity or slightly over. 2. No capacity problems at the other elementary, middle, or secondary schools.	1. Renovations and resource allocations required at Queneesh to accommodate K-9. 2. Renovations and resource allocations required at Highland to change it from secondary to middle. 3. Secondary catchment boundaries should be abolished since Vanier and Isfeld are not that far apart, allowing students to choose.					
D	Middle School model with K-6, 7-9, 10-12, one K-9 school	All elementaries are K-5, Cumberland continues as K-9, Lake Trail, Highland, and Queneesh are middle schools 7-9, and Vanier and Isfeld are the two secondaries at 10-12.	1. Highland Secondary reverts to a dual track middle school 7-9 which feeds to Isfeld Sec. 2. Queneesh Elem is converted to a middle school 7-9. (Note - the building was originally designed as a middle school). 3. Huband Park feeds to Queneesh Middle which feeds to Vanier Sec. 4. All Ecole Puntledge students K-5 (Eng & Fr) advance together to Highland Middle (dual track). 5. Catchment boundaries for secondary would have to change.	1. No capacity problems at any elementary, middle, or secondary schools. 2. The current elementary students at Queneesh can be accommodated at Airport, Huband Park, and Valley View. These have lost their Gr 6 & 7 students.	1. Renovations and resource allocations required at Queneesh to become a middle school with Gr 7-9. 2. Renovations and resource allocations required at Highland to change it from secondary to middle. 3. Secondary catchment boundaries should be abolished since Vanier and Isfeld are not that far apart, allowing students to choose.					

9.2 SELECTION OF PREFERRED OPTION

9.2.1 During sessions with the SD 71, the Senior Leadership Team (SLT) reviewed and considered the four short-listed options. It was recognized that all four were “feasible” in the sense of accommodating students and programs with, in some cases, relocation of programs or adjustment of catchment boundaries.

9.2.2 The Senior Leadership Team decided to not support options which entail grade structure changes and building modifications. These are the concerns with these three options:

- a. Option B would revert Lake Trail Community School to an elementary school after the district has spent considerable capital funds to create an excellent middle school facility, and assembled the appropriate staff and resources for a middle school program at that location;
- b. Option C would downgrade Highland Secondary to a middle school, which probably could be achieved relatively easily, but would also convert Queneesh Elementary from K-7 to K-9, requiring creation of some middle school exploration spaces. Catchment boundaries would have to be adjusted at the middle and secondary level to feed only two secondary schools which would be Grades 10-12; and
- c. Option D would also downgrade Highland Secondary to a middle school, and also convert Queneesh Elementary to a middle school. The elementary students in the Queneesh catchment would be divided among Airport, Huband Park, and Valley View. There would be enough capacity since all the elementaries would lose their Grade 7's, but these catchment boundaries would all have to change. Catchment boundaries at the middle and secondary level would also have to be adjusted.

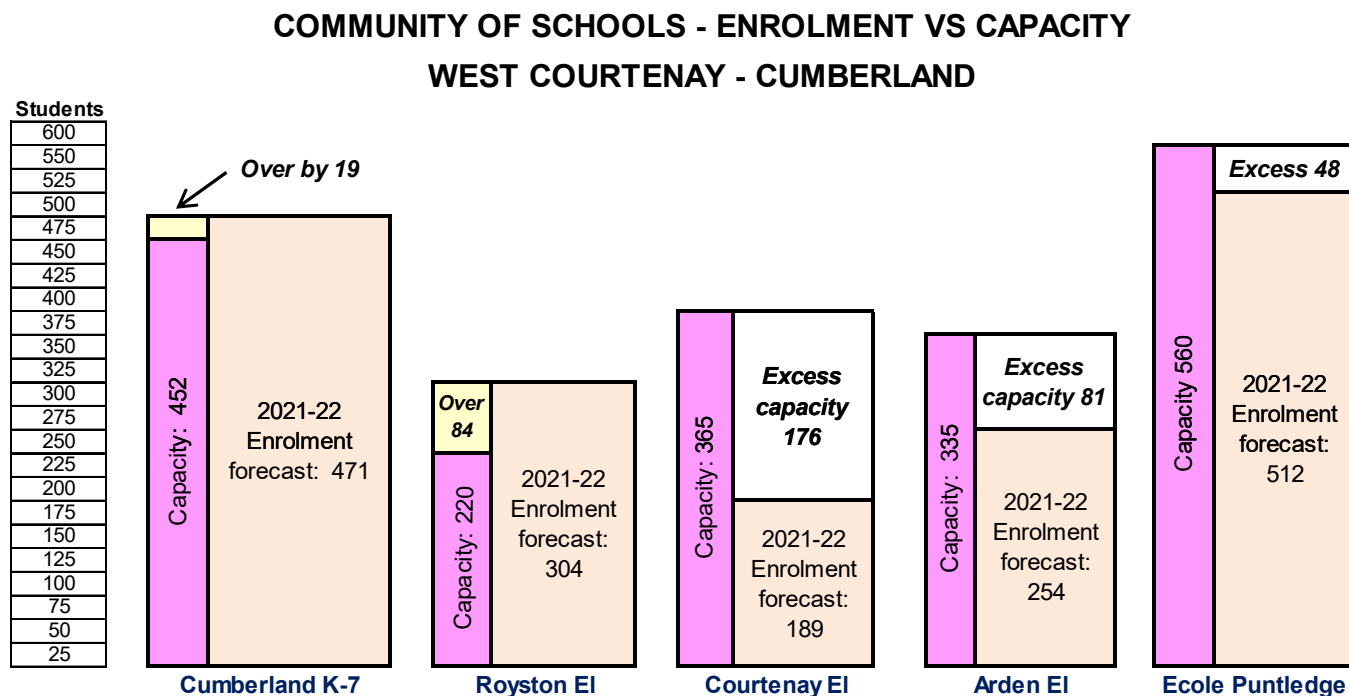
9.2.3 SLT Preferred Option.

At this time, the option preferred by the SLT is Option A, the Status Quo, but with modifications. It is workable with some minor changes and minimizes the disruption which would be caused by options requiring grade structure changes or significant adjustment of communities of schools. It is also the least costly option in terms of facilities changes, educational resource allocation, and staffing changes.

9.2.4 Concerns with Preferred Option. The preferred option, Option A the Status Quo, has a few issues which could be addressed with modifications. The concerns are:

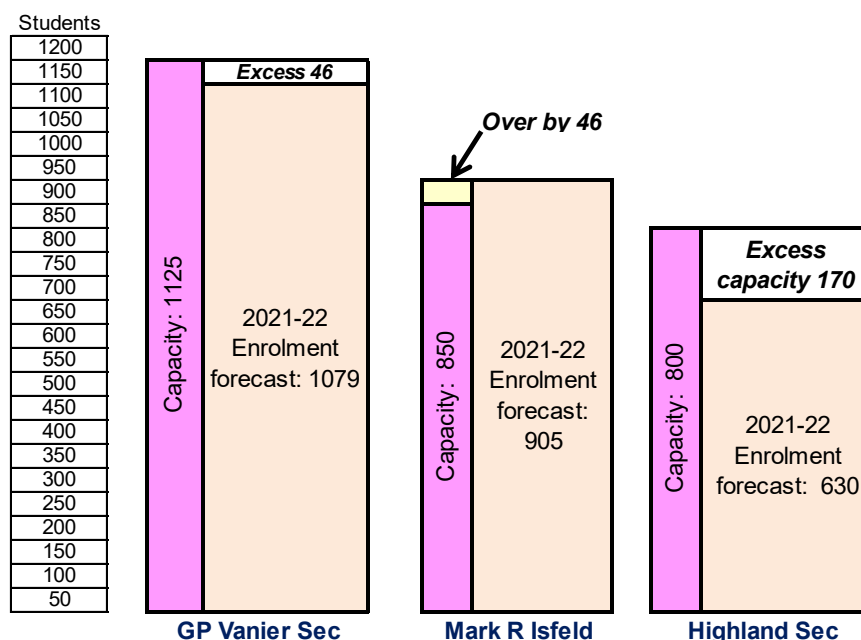
- a. The West Courtenay – Cumberland area of the district is a growth area. Overall, the elementaries in the area can accommodate the enrolment but there is an imbalance with some of them over-capacity, and other below capacity. This is shown in Figure 9.2.4a below:

Figure 9.2.4a



- b. The secondary schools will see more enrolment growth in the next five years than the elementary schools. Currently Mark Isfeld Secondary is over-capacity and GP Vanier is almost at capacity now and will exceed it with two years. Part of the problem is that, with the secondaries relatively close to each other, and freedom of choice regarding attendance, students are attending their preferred secondary school. With Isfeld as the dual track school, some see it as “better” than Vanier and Highland. Others see Vanier as a better choice because its larger enrolment provides more program and sports options. This is shown in Figure 9.2.4b below:

Figure 9.2.4b
COMMUNITY OF SCHOOLS - ENROLMENT VS CAPACITY
SECONDARY SCHOOLS

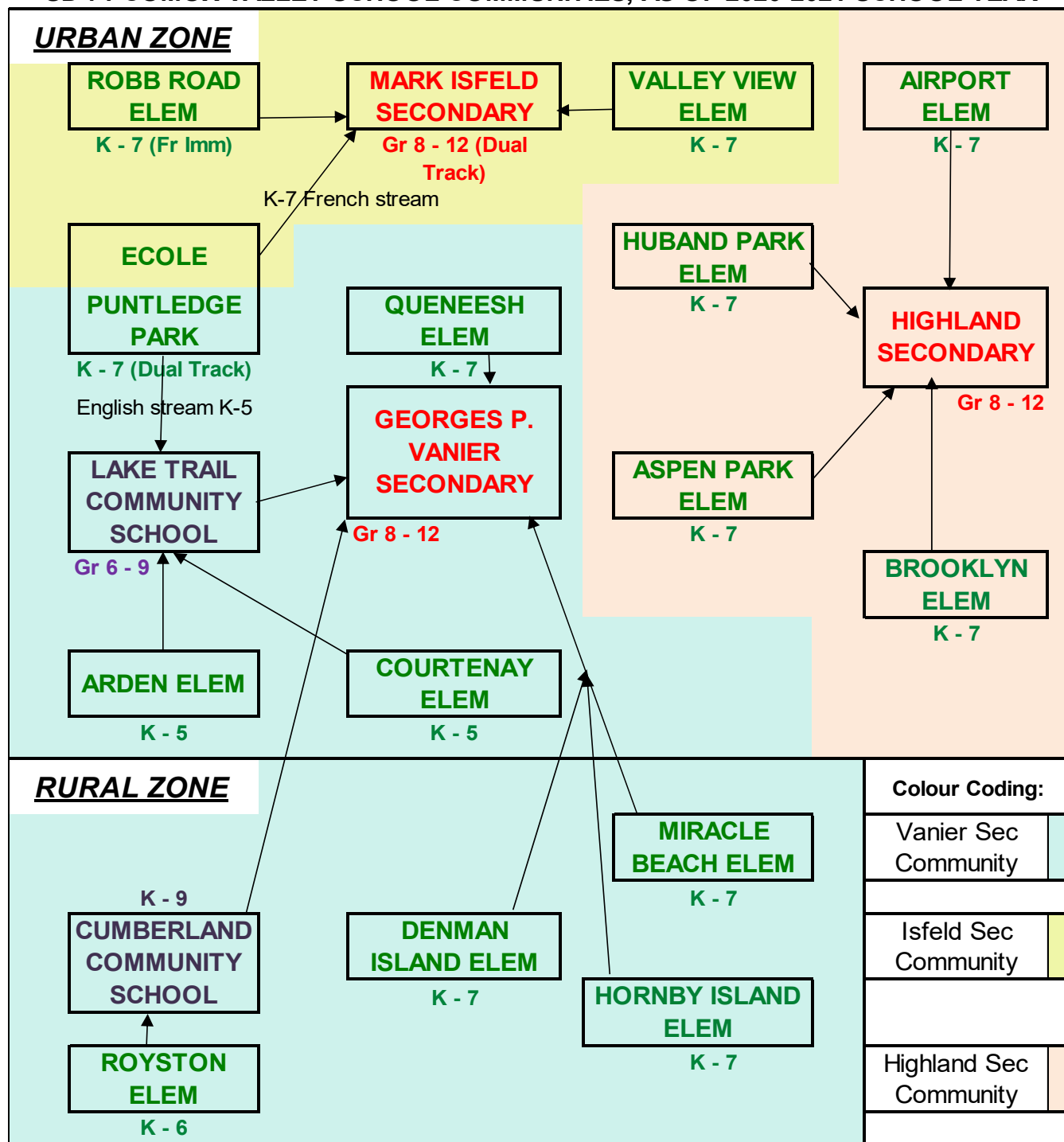


- c. Option A does not address the current variety of grade structures in the district, as discussed in Section 7.4. This will continue to be a frustration for some parents and students; and
- d. In Option A, the Ecole Puntledge Park students are still split and sent to separate schools. The English students leave after Grade 5 to attend Lake Trail Community School and later GP Vanier Secondary while the French immersion students continue to Grade 7 and then attend Mark Isfeld Secondary. In the other three options, the students stay together through to secondary graduation.

9.3 RECOMMENDATIONS

Based on the SLT preference for a modified Option A, the following actions are recommended:

- a. Consider improving the enrolment balance between Vanier and Highland Secondaries. Changes to the elementary feeder schools offer potential solutions. One option would be to have Huband Park Elementary feed to Highland Secondary instead of to GP Vanier Secondary. This is depicted in the bubble diagram Figure 9.3a Modified Option A-1 below;

Figure 9.3a - OPTION A-1 - MODIFIED STATUS QUO**SD 71 COMOX VALLEY SCHOOL COMMUNITIES, AS OF 2020-2021 SCHOOL YEAR****NOTES**

- Excess space in some elementary schools, over-crowding in others
- District has a mix of grade structures: K-5, K-6, and K-7, Middle for some but not all students
- Huband Park feeds to Highland Secondary instead of to Vanier Sec
- Puntledge Park students split off to two different schools

- b. At Royston Elementary, address the current over-crowding by adjusting the catchment boundary to divert some of the Royston Elementary enrolment to a nearby elementary school with spare capacity. Reducing the enrolment at Royston will also somewhat ease the over-capacity at Cumberland;
- c. In the Capital Plan, request a future addition to Royston to allow it to become a full K – 7 elementary, instead of K – 6;
- d. Consider offering a program of choice at Highland Secondary (other than French Immersion) to attract more of the secondary students to that school; and
- e. Review surplus properties owned by SD 71 and consider selling one or more to build up the capital reserve funds. Among the properties listed in Section 4.9, potential sales could include the following sites: Union Bay (2.4 ac), Mottishaw Road at Huband Park (20 ac), and Parcel H at Vanier (11.7 ac).

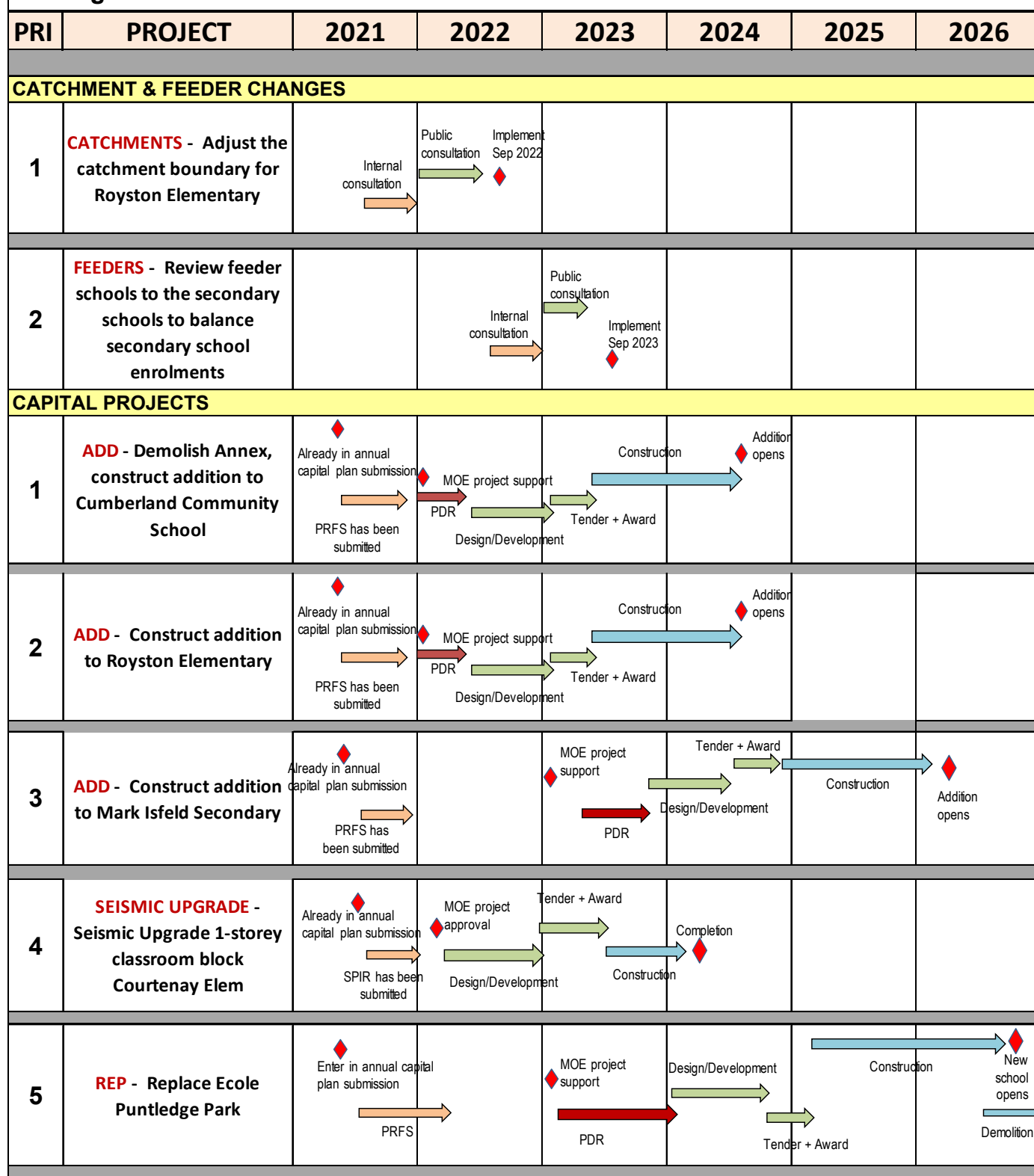
10. IMPLEMENTATION STRATEGY

10.1 IMPLICATIONS

Carrying out the Recommendations in Section 9.3 requires a varied amount of staff work, and in the case of catchment boundary or feeder school changes, consultation with stakeholders. While the previous Capital Plan submission has been validated by the work in this Long Range Facilities Plan, the new submission will be due this spring. Filing the final accepted version of this LRFP will help to support the capital projects awaiting Ministry of Education approval.

10.2 IMPLEMENTATION STRATEGY TIMELINE

The school district staff are well aware of the long lead time required for capital projects. Even if a school addition or replacement receives Ministry of Education support, meaning approval to proceed to the Project Development Report (PDR) stage, completion of such projects will take several years. The following Implementation Strategy timeline is suggested in Figure 10.2:

Figure 10.2 - APPROXIMATE TIMELINES FOR IMPLEMENTATION STRATEGY

11. CONCLUSIONS

11.1 SCHOOL DISTRICT FACILITIES

SD 71 provides regular K-12 instruction in 14 elementary, one K-9, one middle (6-9), and three secondary schools (total 19 schools). In addition there are three alternate program buildings (Glacier View, Nala'atsi (at the Courtenay Elementary site), and Tsolum), the School Board Office, and District Facilities and IT Yard. The photos and descriptions of these facilities are provided in Schedule B.

11.2 COMMUNITIES SERVED

SD 71 serves the urban communities of Courtenay, Comox, and Cumberland as well as rural areas to the north and south including the communities of Miracle Beach, Royston, Denman Island, and Hornby Island.

11.3 DEMOGRAPHIC ANALYSIS CONCLUSIONS

The Comox Valley has experienced steady growth over several decades, mainly due to in-migration to this beautiful area. The rate of growth has fluctuated depending upon the availability of local employment to support families. Analysis of the trends from the 2016 Canada Census and more recent projections by BC Stats resulted in the following conclusions:

- f. School age population growth will continue but at a lower rate than some local forecasts and optimistic municipal housing scenarios. General population growth will mostly occur in empty-nest families (singles and retirees);
- g. The increases in school age population will occur mainly in the urban areas of Courtenay and Comox and the village of Cumberland, plus rural areas experiencing recent new housing such as Royston and to a lesser extent Miracle Beach;
- h. The older school age population will experience greater increase than the younger school age population. The younger group is projected to level out and then start to decrease in numbers;
- i. New housing developments, in the urban area, are more likely to result in a shift of students within the district rather than any increase greater than our forecast;
- j. The pandemic phenomenon (working at home) which has generated the current exodus from metropolitan areas to the suburbs and to a lesser degree to Vancouver Island, is expected to wind down. While many businesses may be able to continue with a hybrid employment arrangement, most are expected to resume on-site attendance. Therefore caution is advised when predicting a future influx of families with school-age children based on in-migration which occurred during the past year.

11.4 **ENROLMENT PROJECTION**

Three projections of future enrolment in SD 71 by BC Stats, Baragar, and the Ministry of Education all predict a diminishing growth rate, generally starting at 1.5% per year and declining to 0% growth in about five years. In this LRFP Cascade has adopted a slightly more optimistic growth rate than the average of these three. The district enrolment baseline percent change starts at 1.5% and diminishes to 0% in 2028.

Depending upon the school population and catchment area characteristics, each school was assigned to one of four classifications:

- A. Below the Baseline;
- B. At the Baseline;
- C. Slightly Above the Baseline; or
- D. Well Above the Baseline.

This methodology resulted in individual school enrolment projections over the life of the LRFP (ten years).

It must be cautioned that enrolment projections are very challenging – an art not a science. Many factors can cause families to move into our out of the Comox Valley, with the most important one being available employment for the parents.

11.5 **THREE THEMES IN THE LRFP**

Three themes have arisen in the analysis of SD 71 educational facilities needs:

- d. **Managing Enrolment Growth** – on average the school district enrolment will grow approximately 1.5% every year for the next three years and leveling out after that, with fluctuations depending on the local economy and housing. Accordingly, there is a continuing need to ensure there are student spaces in the right locations to accommodate this growth;
- e. **Rationalizing the Varied Grade Structure** – the school district has a wide variety of grade structures throughout the district. This complicates student matriculation from elementary to middle to secondary, hinders provision of district-wide programs, and reduces the effectiveness of staffing the schools. If facilities needs can also lead to more consistency in grade structure, this would be beneficial;
- f. **Addressing Facilities in Poor Condition or Having Deficiencies** – As shown in Section 4.6, this school district has quite a few facilities in poor condition, but has so far been able to keep these in acceptable operational service. Major capital projects plus limited minor capital funding via the Ministry of Education SEP, CNCP, and Seismic Upgrade Programs can continue to allow the district to address urgent facilities issues.

11.6 OPTIONS CONSIDERED IN THE LRFP

The main concern arising in this analysis was the imbalance in enrolment and capacity utilization between schools. Generally, apart from the rural zone, the schools are relatively close together, therefore adjustment of catchment boundaries and the allocation of feeder schools is a tool that is available to better align enrolments to school capacities.

If the current district organization can be tweaked to reduce over-crowding and the need for portables, this should be one of the options. If an option exists which better matches enrolments to school capacities while also improving the varied grade structure, such an option should also be considered.

After reviewing the initial six options and many variations of these options, the following options were retained for consideration:

SHORT-LISTED OPTIONS QUICK SUMMARY SHEET				
OPTIONS→	A	B	C	D
Description:	Status Quo	K-7, 8-12, one K-9	K-6, two K-9, two 7-9, two 10-12	K-6, one K-9, three 7-9, two 10-12
Elementaries:	14 with varied grade structures	15 with all at K-7 incl Lake Trail Community Sch	13 with all K-6	13 with all K-6
K - 9 schools:	one K-9: Cumberland	one K-9: Cumberland	two K-9: Cumberland & Queneesh	one K-9: Cumberland
Middles 7 - 9:	one 6-9: Lake Trail Community	none	two 7-9: Lake Trail & Highland	three 7-9: Lake Trail, Highland, Queneesh
Secondaries:	three 8-12: Vanier, Isfeld, Highland	three 8-12: Vanier, Isfeld, Highland	two 10-12: Vanier and Isfeld	two 10-12: Vanier and Isfeld
French Imm & Dual Track:	FI = Robb Road, Dual Track = Puntledge, Isfeld	FI = Robb Road, Dual Track = Puntledge, Isfeld	FI = Robb Road, Dual Track = Puntledge, Highland Middle, Isfeld	FI = Robb Road, Dual Track = Puntledge, Highland Middle, Isfeld
Royston Elementary:	Royston K-6 feeds to Cumberland	Royston K-7 feeds to Vanier	Royston K-6 feeds to Cumberland	Royston K-6 feeds to Cumberland
Ecole Puntledge Park:	Eng K-5 to Lake Trail, Fr K-7 to Isfeld	All students K-7 feed to Isfeld	All students K-6 feed to Highland Middle	All students K-6 feed to Highland Middle
Miracle Beach Elementary:	Miracle Beach K-7 feeds to Vanier Secondary	Miracle Beach K-7 feeds to Vanier Secondary	Miracle Beach K-6 feeds to Lake Trail Community School	Miracle Beach K-6 feeds to Queneesh Middle

11.7 **OPTIONS ANALYSIS**

The options were analyzed for their impact on five criteria:

NO.	CRITERIA	DESCRIPTION
1	Students and programs accommodated	Can in-catchment students be accommodated in their neighbourhood school? Can district programs be accommodated at appropriate schools?
2	Family disruption minimized	Is the effect on parents and students daily lives minimized, avoiding issues such as changing schools, longer commutes, bypassing a neighbourhood school enroute to the school of attendance, etc.
3	Organization more consistent than existing	Is the proposed organization/grade structure more consistent across the district? Does it facilitate delivery of programs? Do student cohorts move together from school to school?
4	Capacity utilization improved	Are fewer schools either too full (over-capacity) or too empty (under capacity)? Is the number of portable classrooms needed minimized?
5	Cost for renovations and resources	Is the proposed organization/grade structure costly in terms of facility renovations and educational resource re-allocations?

During the analysis, extra weight was given to the negative impact of disruption in terms of school grade structure changes or catchment boundary changes, and to the negative impact of additional costs related to renovations and resources needed to address proposed school grade changes.

The Preferred Option is Option A (Status Quo) because of the disruption and costs associated with Options B, C, and D. Nevertheless, the status quo also has some negative features which should be addressed in the Recommendations.

11.8 **RECOMMENDATIONS**

The options were analyzed for their impact on five criteria, resulting in the following recommendations:

- a. Improve the secondary enrolment imbalance between Vanier and Highland Secondaries by exploring potential changes to the elementary feeder schools;
- b. At Royston Elementary, address the current over-crowding by adjusting the catchment boundary to divert some of the Royston Elementary enrolment to another nearby school with spare capacity;
- c. In the Capital Plan, seek approval for replacement of the Cumberland Annex (high risk seismic) with additional instructional space and for a future addition to Royston to allow it to become a full K – 7 elementary, instead of K – 6;

- d. Consider offering a program of choice at Highland Secondary (other than French Immersion) to attract more of the secondary students to that school; and
- e. Review surplus properties owned by SD 71 and consider selling one or more to build up the capital reserve funds. Among the properties listed in Section 4.9, potential sales could include the following sites: Union Bay (2.4 ac), Mottishaw Road at Huband Park (20 ac), and Parcel H at Vanier (11.7 ac).

11.9 **CONCLUDING REMARKS**

This LRFP analyzed the future population of the Comox Valley to determine school facility needs. It examined current SD 71 facilities condition and capacity and the school district organization of school catchment areas, grade structures, and feeder schools in the communities of schools.

Generally speaking, the current inventory of schools can accommodate enrolment growth over the next decade. With its preference for Option A (Status Quo), the district can focus on three initiatives. The Board of Education needs to address imbalances in enrolment and capacity utilization between nearby schools, complete its seismic upgrade program, and consider the desirability of reducing the variety of grade structures in the district.

BRIEFING NOTE

TO: Board of Education
FROM: Brenda Hooker, Secretary-Treasurer
RE: **2021-22 Board Meeting Schedule**

DATE: June 22, 2021

Purpose

This briefing note is to propose the attached Board Meeting Schedule to the Board of Education for approval for the 2021-22 school year.

Background

Per Board Policy 7 – Board Operations, prior to the end of each school year, the board shall establish a schedule of regular public meetings of the board for the ensuing school year. A regular meeting shall be held at least once per month.

2021-22 Schedule

The schedule for 2021-22 is attached. All meetings will be held either at the School Board Office or virtually as per Provincial Health Officer (PHO) orders.

No regular meetings are scheduled for July or August.

Recommendations

It is recommended that the Board of Education waive the requirement for regular meetings in July and August 2021.

It is recommended that the Board of Education approve the 2021-22 Board Meeting Schedule as presented.

Respectfully submitted,

Brenda Hooker

Brenda Hooker
Secretary-Treasurer

DATE	TIME	MEETING	VENUE
September 28, 2021	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
October 26, 2021	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
November 23, 2021	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
December 14, 2021	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
January 25, 2022	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
February 22, 2022	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
March 15, 2022	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
April 26, 2022	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
May 24, 2022	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
June 21, 2022	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office

BRIEFING NOTE

TO: Board of Education
FROM: Trustee Janice Caton
RE: Annual Facility Grant funding

DATE: June 22, 2021

PURPOSE:

To request that the Ministry of Education increase the Annual Facility Grant (AFG) funding for Districts.

BACKGROUND:

Annually the District receives funding called the Annual Facility Grant targeted for the regular maintenance of our schools and other facilities. The grant is highly appreciated but does not adequately fund District requirements for annual maintenance. Thirteen of twenty of our buildings are in the Poor or Very Poor FCI category. Thus, we utilize every dollar of our AFG just trying to triage our most urgent maintenance needs. The District submits an annual plan for the AFG spending then always adjusts based on a roof that sprouts a leak or a boiler that fails. There are never enough funds to address all the needs thus the buildings fall further into disrepair from the deferred maintenance.

In addition, the skyrocketing costs of building supplies due to the impact of the pandemic are putting further pressure on scarce AFG resources. Costs of materials are up as high as 40% in some cases but have increased on average 15%. SD71 understands every District faces the same challenges around aging infrastructure though not every District combines that challenge with significant seismic issues and enrollment growth pressures requiring modular purchases.

The District estimates that the AFG funding would need to double for us to perform the basic annual maintenance required let alone catch up on deferred maintenance.

ANALYSIS:

A steady, predictable infusion of increased capital dollars truly is needed to provide great learning opportunities for children. Every year once we fully expend our Minor Capital and AFG dollars, we have urgent repairs that should not be ignored. The District must then defer, draw the capital funds from other sources or as a last resort, operational dollars which directly affects classroom resources. Taking from one resource to pay another's expense is not a sustainable model if we want to continue improving the life chances for students.

RECOMMENDATION:

THAT the Board of Education for School District No.71 (Comox Valley) write a letter to the Minister of Education requesting the Ministry increase the funding for school districts for the Annual Facilities Grant.

THAT the request also be sent to the BCSTA as an emergent issue for consideration at the next Provincial Council.

Respectfully submitted,

Janice Caton

Janice Caton
Trustee

VIA E-MAIL ONLY: educ.minister@gov.bc.ca

June 14, 2021

The Honourable Jennifer Whiteside
Minister of Education
PO Box 9045 Stn Prov Govt
Victoria, BC
V8W 9E2

Dear Minister Whiteside,

The Board of Education of School District No. 71 (Comox Valley) is writing to express concern regarding student mental health. Increasing mental health challenges for our students show few signs of abating particularly through the COVID pandemic. Our school-based staff and administrators are very concerned that the limited resources within the K-12 mandate will be even more overwhelmed post-pandemic. It is only through cross-ministry and cross-government cooperation aimed at reducing bureaucracy and pooling resources that we can collectively meet the needs and provide fully funded staff for support, assessments, and interventions.

Motion passed at the May 25, 2021 Public Board Meeting:

THAT the Board of Education for School District No.71 (Comox Valley), write a letter requesting that the BC Ministry of Education and Government of BC take the following actions:

- a) that the Ministry of Education work together with other Ministries to conduct a review of wait lists for student referrals and develop strategies to reduce wait times.
- b) provide resources to Districts for staffing to address increasing mental health needs. Specifically provide funding for more counselling time in schools as well as funding for youth and family program workers in schools. By increasing supports directly in the K-12 sector, it will reduce the burden on Ministry of Children and Family liaisons to school districts and other cross-agency personnel working in schools.

- c) consider how the Province of BC can respond to the #codePINK campaign organized by Children First Canada.
- d) SD71 is pleased to be a participant in the “Pathway’s to Hope” pilot initiative. Please consider how the cross-ministry initiative can be implemented for September 2021 and expanded to all Districts within the province.

The District believes that these requests are echoed by all school districts across our province. The education sector is a key partner in making positive change for our kids. Thank you for your consideration.

Respectfully,

A handwritten signature in blue ink that reads "Sheila McDonnell". The signature is written in a cursive, flowing style.

Sheila McDonnell
Board Chair
The Board of Education of School District No. 71 (Comox Valley)

SM:ml

cc: Minister of Mental Health & Addictions; Minister of Health

VIA E-MAIL ONLY: HLTH.Minister@gov.bc.ca

June 14, 2021

The Honourable Adrian Dix
Minister of Health
PO BOX 9050, STN PROV GOVT.
Victoria BC
V8W9E2

Dear Minister Dix,

The Board of Education of School District No. 71 (Comox Valley) is writing to express concern regarding student mental health. Increasing mental health challenges for our students show few signs of abating particularly through the COVID pandemic. Our school-based staff and administrators are very concerned that the limited resources within the K-12 mandate will be even more overwhelmed post-pandemic. It is only through cross-ministry and cross-government cooperation aimed at reducing bureaucracy and pooling resources that we can collectively meet the needs and provide fully funded staff for support, assessments, and interventions.

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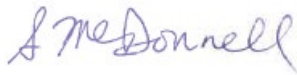
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- b) provide resources to Districts for staffing to address increasing mental health needs. Specifically provide funding for more counselling time in schools as well as funding for youth and family program workers in schools. By increasing supports directly in the K-12 sector, it will reduce the burden on Ministry of Children and Family liaisons to school districts and other cross-agency personnel working in schools.

- c) consider how the Province of BC can respond to the #codePINK campaign organized by Children First Canada.
- d) SD71 is pleased to be a participant in the “Pathway’s to Hope” pilot initiative. Please consider how the cross-ministry initiative can be implemented for September 2021 and expanded to all Districts within the province.

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Sheila McDonnell
Board Chair
The Board of Education of School District No. 71 (Comox Valley)

SM:ml

cc: Minister of Mental Health & Addictions; Minister of Education

VIA E-MAIL ONLY: MH.Minister@gov.bc.ca

June 14, 2021

The Honourable Sheila Malcolmson
Minister of Mental Health and Addictions
PO Box 9672 Stn Prov Govt
Victoria, BC
V8W 9P6

Dear Minister Malcolmson,

The Board of Education of School District No. 71 (Comox Valley) is writing to express concern regarding student mental health. Increasing mental health challenges for our students show few signs of abating particularly through the COVID pandemic. Our school-based staff and administrators are very concerned that the limited resources within the K-12 mandate will be even more overwhelmed post-pandemic. It is only through cross-ministry and cross-government cooperation aimed at reducing bureaucracy and pooling resources that we can collectively meet the needs and provide fully funded staff for support, assessments, and interventions.

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Sheila McDonnell
Board Chair
The Board of Education of School District No. 71 (Comox Valley)

SM:ml

cc: Minister of Education; Minister of Health